Final Report

Contents
Executive Summary.................................................................................................................................................2
Funding.....................................................................................................................................................................2
Research..................................................................................................................................................................3
Nielsen Rating Report.........................................................................................................................................4
Web Data.............................................................................................................................................................5
News Coverage....................................................................................................................................................7
Community Outreach..........................................................................................................................................18
Recognition..........................................................................................................................................................53
Toolkit..................................................................................................................................................................53
Marketing and Promotion.................................................................................................................................59

www.rmpbs.org/standinginthegap
In December 2014, Rocky Mountain PBS began production on a four part documentary series exploring Race in Education. The series addressed the staggering educational achievement gaps between white students and those of color, as well as the re-segregation of schools in Denver, Colorado, that has occurred 20 years after federally mandated busing came to an end.

Our objectives were to put together a 4 half hour documentary series, with each episode focusing on a different quadrant of Denver, including Far Northeast, Southwest, Northwest and Near Northeast Denver. After airing the series, our team conducted a 5 part outreach program for the community to address the issues presented in the film, using live screenings of the documentary, instant polling, and Q and A.

Funding

Standing in the Gap was funded by the Gates Family Foundation, Daniel and Janet Mordecai Foundation, Rose Community Foundation, the Piton Foundation and the Colorado Office of Film and Television Media. In addition we partnered with the Denver Public Library, Chalkbeat Colorado, the YESS Institute, Rocky Mountain PBS News, and KUVO 89.3. Our outreach was supported by Denver Public Schools, 9 News and the City of Denver.
Research

Between the summer of 2014 and the fall of 2015, journalist Burt Hubbard, one of Standing in the Gap’s producers, conducted in depth research on Denver Public Schools and the top 20 school districts in Colorado. The focus was placed on achievement and race. Below are headers of all the collected reports. You can view all of these reports at: http://race.rmpbs.org/education/learn/

- **Student Discipline 2004 and 2013 (.CSV)**
  Percentage of students disciplined by the district by race for the 2004/2005 school year and the 2013/2014 school years.

- **College Enrollment 2009 and 2013 (.CSV)**
  Percentage of high school graduates by race who enrolled in college comparing 2009 and 2013.

- **Growth Scores 2010 and 2014 (.CSV)**
  The median growth scores for math and reading standardized tests for both the 2010 and 2014 tests with gaps between white vs. black and Latino students.

- **Student Mobility 2013/2014 (.CSV)**
  Student mobility or the percent of students that did not stay in the district the full school year by race for the 2013/2014 school year

- **AP Enrollment 2004 and 2013 (.CSV)**
  Percentage of high school students enrolled in AP classes by race comparing the 2004/05 and 2013/14 school years.

- **Graduation Rates 2010 and 2014 (.CSV)**
  The high school graduation rates by race comparing the 2010 class with the 2014 class.
• **Gifted and Talented Rates 2004 and 2013 (.CSV)**
  Percentage of students in grades 3rd through 10th grade in gifted and talented programs by race comparing the 2004/05 year with the 2013/14 year.

• **Teacher Turnover (.CSV)**
  Percent of teachers, regardless of race, who left between school years comparing the turnover rate between 2005 and 2006 with the turnover rate between 2014 and 2015. Not by race.

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**Nielsen Rating Report**

*Standing in the Gap* aired in the Fall of 2015 on Rocky Mountain PBS. Episodes 1 and 2 aired Thursday November 12<sup>th</sup> 2015 at 9:00pm MST and Episodes 3 and 4 aired Thursday November 19<sup>th</sup> 2015 at 9:00pm MST. Below is a summary report of the Nielsen Ratings for the first run:

**Program Ratings**  
**Standing in the Gap**  
**Station: KRMA**

**11/12/2015 - 11/19/2015**  
**Thursday**  
**Prime Time**

**Summary:**

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The show aired again on December 28<sup>th</sup> 2015 at 1:00am MST in a 2 hour long run, showing all 4 episodes back to back. Below is a summary report of the Nielsen Ratings for the second run:

**Program Ratings**  
**Standing in the Gap**  
**Station: KRMA**

**12/27/2015 – 12/28/2015**  
**All Days**  
**All Dayparts**
Rocky Mountain PBS will rebroadcast Standing in the Gap over the next few years.

Web Data

*Standing in the Gap* is featured on the Race in Colorado website. The website allows people to view all four episodes of the documentary, RSVP to local community screenings of *Standing in the Gap*, browse articles written on Race in Education from producer Alan Gottlieb, and navigate through data collected from producer Burt Hubbard. See [http://race.rmpbs.org/education/watch/](http://race.rmpbs.org/education/watch/)

Below is a list of total views for Standing in the Gap on YouTube, Rocky Mountain PBS’ Cove and the *Standing in the Gap* website from October 2016 to March 2016:
We ran two *Standing in the Gap* Facebook ads. A “tune in to watch” message and a “watch online now” message. Below are the results of those ads:

**Tune in message (trailer video):**
Views (More than 3 seconds watched): 15,459
Reach: 36,954
Result Rate: 30% (Number of views per placement)
Likes: 470
Shares: 319
Comments: 32
Amount spent: 150

Watch Now Message (link):
Website clicks: 205
Reach: 14,593
Likes: 162
Comments: 21
Shares: 47
Amount Spent: 75
Amount per click: 0.37

News Coverage

Rocky Mountain PBS partnered with 9news before and during Standing in the Gap’s run time. Using our research, 9news created stories that looked at the current inequities that Denver Public Schools face, while promoting the airing of Standing in the Gap on Rocky Mountain PBS in the fall. You can view all of 9news videos and articles on educational racial disparities at http://race.rmpbs.org/education/learn/

Education writer and consultant Alan Gottlieb, one of Standing in the Gap’s producers, wrote 6 articles pertaining to the content Standing in the Gap addressed. These articles covered Denver’s neighborhood schools, CEC Early College, Mitchell Montessori School, DPS’ Gifted and Talented Program,
segregation of Latino students in Denver schools, and the problems of recruiting and retaining teachers of color for state school districts. The articles were published on Rocky Mountain PBS News and were sent to 175 organizations including members of the Colorado Press Association, universities, colleges and other institutions to promote as desired. All of Alan’s articles can be found at http://race.rmpbs.org/education/learn/

The popular Denver Magazine 5280 wrote an article on Standing in the Gap’s first screening held at Denver School of Science and Technology, explaining how the film addresses the issue of the achievement gap in Denver.

Film Addresses the Achievement Gap in Denver Schools

A new documentary asks how we can close the achievement gap between white students and students of color in Denver.

BY
• MOLLY DUFFY
OCTOBER 19 2015, 3:35 PM

Students riding a school bus on May 1, 1981. In a federally-mandated effort to desegregate schools, many students were bused to schools outside of their own communities from 1969 to 1995. —Courtesy of Denver Public Library Western History Collection

Long after the last school bell rang, 80-plus people sat in gray and blue plastic chairs at Denver School of Science and Technology: Green Valley Ranch (DSST) on the Evie Garrett Dennis campus,
passing around neon-colored notecards. Quietly, the students, parents, teachers, and community members scribbled words that they felt represented an ideal education. Younger audience members were asked to yell out their answers. "Achievable," one called. "Opportunity." "Reliable." A small boy in the back of the room hesitantly offered, "Be safe." Another student wrote "love."

This group was gathered at the school on a Tuesday evening in October for a history lesson—one still unfolding today. They were here to watch the premiere of Episode 1 of the Rocky Mountain PBS four-part documentary "Standing in the Gap," which examines the achievement gap that persists between white students and students of color in Denver. For audience members—more than half of whom self-identified as black or Latino during a formal poll taken before the film—the lesson was all too familiar.

"No one's really talking about integration, and no one's talking about what's happened in Denver Public Schools," said Mary Seawell, former Denver school board president and senior vice president for education at the Gates Family Foundation (one of the film's sponsors), while introducing the film. "There's no court case forcing us to do that, and so it's really a choice."

The first episode of the documentary, which will air on PBS on November 12 at 9 p.m., focused on schools in northeast Denver, as well as the history of segregation in Denver Public Schools (DPS). Episodes 2, 3, and 4 will look at segregation and the achievement gap in other parts of the metro area.

Here, a few key takeaways on the issue from the first episode of the series and the constructive community discussion that followed:

**Denver—like all American cities—has a history of racism and segregation.**

"There are people who think Denver was this little community where there was no worry about segregation and so forth," Anna Jo Haynes, president emeritus of Mile High Montessori Early Learning Centers, said in the film. And that simply isn't true. In the 1960s—even as Rachel Noel was elected as the school board's first black member—there was still resistance to desegregation. In 1973, DPS was the subject of one of the first Supreme Court cases about school segregation outside the South, Keyes v. School District No. 1. When the court ruled that Denver needed to start busing, the leaders pushing for desegregation and their families received death threats. Buses were bombed and set on fire.

**Many of our schools are still segregated, which plays into a growing achievement gap.**
In 1995, the courts determined that busing in Denver was no longer necessary, and as a result, schools started re-segregating. Many parents wanted their kids to attend their local schools—and in Denver’s racially divided communities, that meant the schools would have less diversity.

Discrepancies grew. "As an adult, I realized that an A in my classroom at Montbello High School did not mean the same thing as an A in a more privileged community," said education equity advocate MiDian Holmes in the film. Despite her 4.3 grade-point average, she needed remediation classes at her university to keep up. Montbello developed such a poor reputation for low test scores and attendance, as well as violence and drug problems (a student was stabbed to death in the cafeteria in 2005), that in 2010, officials announced that the high school would be phased out and replaced by three new programs, including a college prep academy, a high-tech early college, and an additional location for the Denver Center for International Studies. Today, according to the film, only 5 percent of the surrounding community is white.

Now, Northeast Denver hosts multiple charter schools, but many parents in the film say DSST: Green Valley Ranch is the only school giving kids a real shot—and its doors aren’t open to everyone. "When I consider 'SchoolChoice,'” said Vernon Jones Jr., executive director of Omar D. Blair Charter School, referring in the film to the DPS enrollment process, “I call it chance, because its still a system where in so many places you have a limit to how many students can get in. It's really a roll of the dice. You give people false hope by saying it's a choice."

Achievement rates are still "unacceptably low" for black, Latino, and low-income students.

While DPS's overall test scores have climbed over the last decade (the highest academic growth in the state), the gap has persisted as white students' proficiencies increase at a higher rate than their black and Latino counterparts. According to statistics outlined in the film, the white student population’s reading scores have crept past 80 percent between 2005 and 2014. Black students' and Latino students' scores both barely tipped 40 percent. That gap is the largest in Colorado. And it's everywhere—even at DSST: Green Valley Ranch, where filmmakers say the gap is 14 to 30 percent in math and reading.

The solution is complicated—but we have to do more than just talk.

Given a list of possible solutions to Denver's racial and ethnic achievement gap, no one in the audience selected "dialoguing." Instead, attendees said they wanted more cultural competency, teachers of color, funding, and generally a multifaceted approach to the problem.

Ed Benton, who served on the DPS school board from 1961 to 1969, during the height of segregation, called on attendees—many of whom were elementary, middle, and high school students—to address the underlying issues still holding students back.
"We talk about poverty, we talk about education, we talk about a lot of things," said Benton. "But what we don't talk about and recognize is that across this country, there is still institutionalized racism. Until that issue is understood and changed, we're going to continue to have deficiencies in our school systems and in other important activities in society. So it's up to all of you children here—I say this advisedly at almost 90 years old—make it work."

In front of Benton sat a young boy dressed in a sharp blue button-up shirt. He twisted around in his chair to stare up at the man, listening intently. His mother sat next to him, pressing a headset to her ears as a translator repeated Benton's words in Spanish. Hearing the call to action, the boy started clapping.

Attend a screening: Episode 2 of the documentary will be screened on October 20 at 6 p.m., Abraham Lincoln High School, 2285 S. Federal Blvd.; Episode 3 will be shown November 11 at 6 p.m., North High School, 2960 Speer Blvd.; and Episode 4 can be viewed on December 15 at 6 p.m., McAuliffe International School, 2540 Holly St.

See the film on PBS: Episodes 1 and 2 will air on November 12, starting at 9 p.m.; Episodes 3 and 4 on November 19, starting at 9 p.m.

Want to learn more? This American Life recently aired “The Problem We All Live With,” a two-part series on school desegregation. You can listen here.

The Front Porch newspaper delivering to Northeast Denver, wrote an article inspired by one of Standing in the Gap's community screenings held at McAuliffe International School, revolving around the issues of race in education.
Your neighbors are talking — about race
February 1, 2016 / Carol Roberts / Community Issues, Schools/Education

A Conversation with DeRonn
We sit side by side on the couch in a living room that feels comfortably like the middle class home I grew up in—it has a big dining table for a family with four kids (like mine), and dad finishes the kitchen cleanup while mom chats. Polite kids occasionally pop through the room but they know the rules—no interrupting adult conversations. We have much in common—we both live in households with hard working, loving and stable families.

But one small difference between us—skin color—meant our lives unfolded in dramatically different ways. Racism was never even mentioned in my childhood. It has permeated her life.

DeRonn moved to Denver from Tulsa because of harassment after she filed a lawsuit against the city and the police department for police brutality. It took six years to settle.

She worries her teenaged sons, “bigger than your average bear,” will be followed in the grocery store just because they are black males—or put in jail.

She was heartbroken when her daughter came home from kindergarten and said some girls wouldn’t play with her because, “They said I was too dark.”

“You work just as hard as anyone else. You love your children just as much as anyone else. But being a black woman, it’s like we’re invisible. Really. People say, ‘You all are loud and you’re this and you’re that,’ but nobody hears what we’re saying. Oprah a few years ago gave an excellent example of racism. She said, it’s like if someone is physically hitting you and you keep saying it hurts and they say no it doesn’t. That’s what racism feels like.

“I sometimes imagine what it would be like for someone who is white to carry around that burden. It’s like this huge gorilla on your back all the time—a tremendous weight. Oh gosh. Let’s not let anything happen today.

“It makes me sad that people would fear another group of people so much that in their mind, even though on the surface they’re nice, in their heart they look at me as being less than human. That’s what it feels like.

“I’ve had people say get over it and move forward—but the memory and the heaviness of that doesn’t leave right away.

“Until some acknowledgment and recognition of the fact that these things exist happens, it’s going to keep perpetuating itself.
“Make eye contact, smile, say, ‘How are you doing today?’ Be genuine. It makes a difference in people’s lives. One word can change a person’s whole day. Even if they don’t look like you or aren’t in your income bracket. On the smallest level, just acknowledge people.

“Down south you see racism on a very visceral level. Sometimes I would rather it be very visceral and in my face than how it sometimes tends to be here. Here there’s this really kind of crazy undercurrent, like it’s just under the surface. We all know it’s there but nobody is trying to pop the balloon, they keep kind of letting it bubble up to the surface and pushing it back down. As soon as somebody pops it, it’s going to let out a whole beast of issues. That’s why instead of that happening, that’s another reason we have to have these conversations.”

DeRonn (Roni) Turner lives in NE Park Hill with her husband of 20 years, Vincent, and their four children aged 5 to 16.

Participants at a Race & Equity Workshop are communicating for one minute with someone they don’t know about personal experiences that included a time they were at an advantage and a time they were at a disadvantage.

**Community Conversations About Race**

*I’m amazed at the lack of concern, the lack of people knowing of this issue and caring enough to be here … I think until we get more people on board to understand that there is a problem, then racism will continue to be a problem.* —Alicia Biggs, McAuliffe teacher
Terence Johnson, Chief of Schools at KIPP in Memphis, led a race and equity training event sponsored by Bill Roberts and McAuliffe schools on Jan. 12.

Comments from NE Denver community members who participated in discussions about race and equity on January 5 and 12 at McAuliffe School affirmed the importance and value of the conversations. Participants spoke candidly on subjects that get avoided in everyday life.

At a time when polls show 68 percent of Americans agree that “a big problem this country has is being politically correct,” these community members were examining their feelings on a controversial subject, sharing them, and listening respectfully to differing opinions. Where being PC is about avoiding the real issue, these conversations were attempting to address the real issue.

“It is important to talk about race because the current dialogue in our community and country is so negative and loaded with judgment,” says Bill de la Cruz, the director for equity and inclusion at DPS. He says the subject is uncomfortable because we don’t want to be called a racist and we don’t want people to think we’re biased or judgmental. “In the white community, there’s this feeling people don’t really have to talk to their kids about the
impact of race, but they’re going out into a multi racial world—and parents don’t know how to talk about that.” On the other hand, says de la Cruz, for some folks of color, the conversation is part of their lives to protect themselves and their children from potential harm of being discriminated against.

In 2013, twenty years after busing ended, former school board member Mary Seawell was concerned that Denver schools were resegregating—and she started thinking about a documentary on segregation and the achievement gap. “People have the hunger and desire to talk about this and they feel so paralyzed and powerless when they see things like Ferguson.

Community members view, then discuss a documentary about race and the achievement gap in DPS at McAuliffe on Jan. 5.

Brendan Weyi says when he was a child in DPS his father asked that he be tested for the gifted program and was told the program wasn’t traditionally for minority students. He finally took the test and got the highest score in the school's history.
“We have these scripts in our heads about certain topics. I think we talk to people that agree with us all the time and see the world in the same way and we get kind of lazy,” said Seawell. “When you bring in something people care about, maybe they’re not as comfortable talking about it, their brain and their minds have to open up a little bit to find the right words. That’s a good thing for all of us.”

The four-part documentary, “Standing in the Gap2,” was shown in the four quadrants of the city. After viewing it, participants responded to questions. Stapleton resident Chris Adams facilitated the discussions using clickers that instantly showed the audience’s range of responses. The McAuliffe audience, which was 60 percent white, almost unanimously agreed (96 percent) that racial and ethnic segregation is a problem that needs to be addressed. Sixty-eight percent agreed that racism is an institutional issue more than an individual issue.

McAuliffe teacher Alicia Biggs says, “The problem with racism is that we’re too afraid to discuss it.”

In the discussion of institutional racism, one speaker said, “Racism is absolutely institutional but it is also individual. I think part of the problem is that we’re not owning our own racism. And that’s a horrible hard thing to say. I as an individual am responsible for my own racism.” Another speaker said, “I am personally not racist. But actually I do a lot of racist things just by virtue of being a white person in this society, unintentionally.”

Greg Cradick, a white dad with two adopted children of color, in a follow up conversation, said you can make the distinction between racial bias, which is unconscious, and racism, which is conscious. But, he added, “I think separating those out is dangerous because it kind of lets white people off the hook. The outcome is the same. You’re making a judgment of someone based on their skin color. To the person who feels they are being oppressed, it doesn’t matter whether it’s conscious or unconscious. It’s racist.”

A week after “Standing in the Gap,” Clarence Johnson, Chief of Schools at KIPP in Memphis, led a race and equity workshop, sponsored by Bill Roberts and McAuliffe middle schools. Participants discussed topics that revealed personal vulnerabilities to a person they didn’t know. Questions included: Describe a time when one of the elements of your identity appeared to hold you back? Talk about a time when you noticed inequity and you should have done something about it and you didn’t.

A participant commented during the workshop that the discussions with a stranger made him feel vulnerable. Erik Cohen, Bill Roberts vice principal, subsequently explained that one of the foundational elements of a relationship
is shared vulnerability. “If talking about race makes people feel uncomfortable, they’re opening themselves up. It creates that shared vulnerability and a relationship can begin to form.”

DeRon Turner attended the race and equity workshop and believes these workshops are very helpful and schools should have them for parents on an ongoing basis. And she is passionate about the need for culturally responsive teacher training in all DPS schools.

Both Cradick and de la Cruz raised the notion of color blindness. De la Cruz says, “People who are different want you to see who they are. Whether I’m disabled, whether I’m black, whether I’m brown, woman, gay, different religion. People want to be seen for who they are. The notion I don’t see you that way is a form of privilege that says I don’t need to have these conversations.” Cradick says he was brought up to believe “color blind is a great place to be,” but, in reality, it doesn’t exist for anybody.

1 Farleigh Dickinson University PublicMind poll. The poll of 1,026 adults across the country was conducted Oct. 1-5, 2015 and had a margin of error of plus or minus 3.7 percentage points. 2 “Standing in the Gap,” Rocky Mountain PBS Senior Executive Producer Julie Speer, sponsored by Gates Family Foundation, the Piton Foundation, Rose Community Foundation, David and Janet Mordecai Foundation.
Community Outreach

The *Standing in the Gap* team held screenings at local high schools that aired each episode in its respective Denver community. Screenings were also held at the Denver Museum of Nature and Science IMAX and at Rocky Mountain PBS. Local universities and organizations have held their own screenings of *Standing in the Gap* as well. Using an instant polling system involving clickers, we asked the audience members questions after the film, regarding issues of race in our education system and received instant feedback. The polling answers were displayed on screen to show results and prompt further discussion among the audience. All screenings combined had an attendance of over 1,200 people.
The first screening of Episode 1: Far Northeast Denver, was held at **Denver School of Science and Technology in Green Valley Ranch on October 6, 2015**. Below are the results of the polling questions at DSST:

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1. Who said this: “We cannot succeed when half of us are held back.”

2. How do you self identify?
3. Do you have a child in Denver Public Schools?

4. How old are you?
5. Do you think DPS is more racially and ethnically segregated now than it was in 1968?

6. Do you think racial and ethnic segregation is a problem that needs to be addressed?
7. Taking all things into account, I think that busing had a positive impact on DPS.

8. Racism is an institutional issue more than an individual issue.
9. Video (Parent Ricardo Garibay): "I don't think the achievement gap has much to do with the school. It has more to do with parent involvement."

10. Denver families have enough choices to ensure that all students have access to high quality schools.
11. Looking to the future, the strategy to close the achievement gap that I most favor is:
The second screening of Episode 2: Southwest Denver, was held at **Abraham Lincoln High School in Southwest Denver on October 20\(^{th}\), 2015**. Below are the results of the polling questions at Lincoln High School:

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<td>Questions</td>
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![Image of the second screening of Episode 2: Southwest Denver, at Abraham Lincoln High School in Southwest Denver on October 20\(^{th}\), 2015.](image-url)
1. Who said this: “We cannot succeed when half of us are held back.

2. How do you self identify?
3. Do you have a child in Denver Public Schools?

4. How old are you?
5. Do you think DPS is more racially and ethnically segregated now than it was in 1968?

6. Do you think racial and ethnic segregation is a problem that needs to be addressed?
7. Taking all things into account, I think that busing had a positive impact on DPS.

8. Racism is an institutional issue more than an individual issue.
9. Video (Parent Ricardo Garibay): "I don't think the achievement gap has much to do with the school. It has more to do with parent involvement."

10. Denver families have enough choices to ensure that all students have access to high quality schools.
11. Which of these five strategies do you think holds the most promise to eliminate the achievement gap?
The third screening of Episode 3: Northwest Denver, was held at **North High School in Northwest Denver on November 11th, 2015**. Below are the results of the polling questions at North High School:

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</table>
1. Who said this: “We cannot succeed when half of us are held back.”

![Bar chart showing the percentage of people who identified each of the names as the one who said the quote.]

2. How do you self-identify?

![Bar chart showing the percentage of people who identified each race/ethnicity category.]

34
3. Do you have a child in Denver Public Schools?

4. How old are you?
5. Do you think DPS is more racially and ethnically segregated now than it was in 1968?

![Bar graph showing percentages of responses to the question about racial segregation in DPS, comparing it to 1968.]

6. Do you think racial and ethnic segregation is a problem that needs to be addressed?

![Bar graph showing percentages of responses to the question about the need to address racial segregation.]

36
7. Tom Boasberg: “Denver’s growth offers a wonderful opportunity...to make sure that everything we do with these new schools promotes integration both economically and racially [and] to close the achievement gaps and have DPS [provide] great schools for every kid in every neighborhood”

8. Racism is an institutional issue more than an individual issue.
9. Video (Parent Ricardo Garibay): "I don't think [the achievement] gap has much to do with the school. It has more to do with parent involvement."

10. Denver families have enough choices to ensure that all students have access to high quality schools.
11. Which of these five strategies do you think holds the most promise to eliminate the achievement gap?
The fourth screening of Episode 4: Near Northeast Denver, was held at **McAuliffe International School in Park Hill on January 5th, 2016**. Below are the results of the polling questions at McAuliffe:

<table>
<thead>
<tr>
<th>Session Name</th>
<th>Date Created</th>
<th>Active Participants</th>
<th>Total Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macauliffe 1-5-2016 7-53 PM</td>
<td>1/5/2016 5:32:19 PM</td>
<td>54</td>
<td>54</td>
</tr>
</tbody>
</table>

- **Average Score**: 0.00%
- **Questions**: 11
1. Who said this: “We cannot succeed when half of us are held back.”

2. How do you self identify?
3. Do you have a child in Denver Public Schools?

4. How old are you?
5. Do you think DPS is more racially and ethnically segregated now than it was in 1968?

6. Do you think racial and ethnic segregation is a problem that needs to be addressed?
7. Racism is an institutional issue more than an individual issue.

8. Denver families have enough choices to ensure that all students have access to high quality schools.
9. Enrollment zones, one of DPS' current strategies to promote integration and equity, is a promising approach.

10. Video (Parent Ricardo Garibay): "I don't think [the achievement] gap has much to do with the school. It has more to do with parent involvement."
11. Which of these five strategies do you think holds the most promise to eliminate the achievement gap?
On November 5th 2015, the Denver Museum of Nature and Science held a screening of *Standing in the Gap*. There were 300 attendees including Mayor Michael B. Hancock, Superintendent of Denver Public Schools Tom Boasberg and Interim Superintendent Susana Cordova. We aired Episodes 1 and 3 of *Standing in the Gap*, followed by a panel discussion consisting of students, faculty and school board members. The documentary and event were very well received and lent great exposure for the project.
On January 26th 2015, Rocky Mountain PBS hosted an in house short screening of *Standing in the Gap*. The audience was made up of residents, state and local legislatures and education policy makers. Our producers covered data on the current achievement gap and gave an overview of the Every Student Succeeds Act, which was recently passed into law. The event was put together to have education policy makers and local legislatures initiate conversation on the next step to closing the achievement gaps in public schools. We engaged our audience with instant polling technology and once again an outstanding dialog was had by the participants.

Below are the results of the polling questions from this event:

<table>
<thead>
<tr>
<th>Session Name</th>
<th>Date Created</th>
<th>Active Participants</th>
<th>Total Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMPBS 1-26-2016 7-49 PM</td>
<td>1/26/2016 6:01:38 PM</td>
<td>122</td>
<td>122</td>
</tr>
<tr>
<td>Average Score</td>
<td>Questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35.25%</td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Which of these quotes do you find most inspiring?

- “We cannot seek achievement for ourselves and forget about progress and prosperity for our community.”
- “Intelligence plus character – that is the true goal of education.”
- “We cannot succeed when half of us are held back.”

2. How do you self-identify?
3. What is the primary role that brings you to tonight’s discussion?

![Bar Chart: Roles]

4. Racism is an institutional issue more than an individual issue.

![Bar Chart: Agreement on Institutional Issue]
5. What is the gap in Colorado in the percent of white students scoring proficient in reading vs. the percent of black and Latino students?

6. For the 20 school districts in Colorado with highest enrollment, what percent overall of the students are black and Latino?
7. In the post NCLB framework, what social institution has the primary responsibility to close the achievement gap?

![Bar chart showing the percentage of responses per institution]

Federal government: 10.00%
State government: 15.00%
Local government: 20.00%
School district: 40.00%
Families: 25.00%
Community orgs: 15.00%

8. Which of these five strategies do you think holds the most promise to eliminate the achievement gap?

![Bar chart showing the percentage of responses per strategy]

Addressing poverty: 40.00%
Additional funding for low: 35.00%
Improve race relations: 20.00%
Preschool / early childhood: 25.00%
More Teachers of color: 15.00%
Recognition

The Colorado Broadcasters Association held its annual Awards of Excellence on March 5th 2016, honoring broadcasters service to their communities. *Standing in the Gap “Far Northeast Denver”* was nominated in the Public TV category and won the award for Best News Special or Public Affairs Special.

Standing in the Gap is currently up for several nominations for the Heartland Emmy Awards. The award gala takes place in July.

**Standing in the Gap Toolkit**

*Standing in the Gap’s* downloadable tool kit is available on our website at [http://race.rmpbs.org/education/learn/](http://race.rmpbs.org/education/learn/). It gives community members the resources to hold their own screening of the film and facilitate dialog. Along with this tool kit, we have put together a *Standing in the Gap* Speakers Bureau Team. Members of this bureau have volunteered to join the discussion panels at future community screenings of *Standing in the Gap*. They involve passionate members of the education community and several individuals interviewed in *Standing in the Gap*. The speakers bureau can be found here [http://race.rmpbs.org/education/participate/](http://race.rmpbs.org/education/participate/).
Dear fellow Coloradan:

Welcome! Thank you for your interest in screening the Rocky Mountain PBS documentary series on equity in public education, *Standing in the Gap*.

The four-part film series and accompanying outreach program are created to engage interested community organizations and individuals on the issues of racial and ethnic inequities in education in our state. Now that the documentary series has aired on Rocky Mountain PBS, we are pleased to keep this important conversation moving forward with your help.

In this electronic toolkit, you will find the information to help guide you to an effective screening and discussion with your attending audience.

- Episode Descriptions: Brief synopsis of each episode featured in *Standing in the Gap*.
- Discussion Guide: Tips for an effective discussion and suggested questions to promote dialogue.
- Fact Sheet: Key findings and statistics found by our data analysts, reporters and documentarians on the achievement gaps by race and ethnicity and the re-segregation of Denver Public Schools. The data also examines the status of the 19 largest school districts in addition to DPS.
- Audience Note Catcher: Exercise for the audience to write down their own thoughts in response to the film. Helps prompt discussion to have a call for action at the end of the screening.

You can find more resources at rmpbs.org/standinginthegap, including all four episodes, web extras, Denver busing timeline, data on the top 20 school districts in Colorado, articles and the "Standing in the Gap" Speakers Bureau.

The Speakers Bureau is composed of community members and participants in the documentary series willing to participate on your discussion panel. Their contact information is listed at race.rmpbs.org/education/participate.

Thank you for being a part of this important discussion. Please share your thoughts with me at juliespeer@rmpbs.org.

Sincerely,

Julie Speer
Sr. Executive Producer

1089 Basnack St., Denver, CO 80204 • 303-692-6666 • rmpbs.org/standinginthegap
EPISODE DESCRIPTIONS

Episode 1 – Far Northeast Denver
Includes the Far Northeast turnaround, achievement gap data, the history of busing in Denver and DPS segregation data. This episode spotlights Denver School of Science and Technology and Montbello High School.

Episode 2 – Southwest Denver
Includes the history of Southwest Denver, poverty and education gaps, remediation rates, the immigrant experience and teachers of color. This episode spotlights Abraham Lincoln High School.

Episode 3 – Northwest Denver
Includes the history of Northwest Denver, city growth and segregation, gentrification and suburbanization. This episode spotlights North High School, Brown Elementary, Skinner Middle School and STR/VE Prep.

Episode 4 – Near North East Denver
Includes Near Northeast Denver, the history of Manual High School, gifted and talented programs and a look at the top 20 school districts in Colorado and how they compare on their achievement gaps. This episode spotlights Manual High School, East High School, Northfield High School and McAuliffe International Middle School.

1089 Bannock St. Denver, CO 80204 • 303-692-6666 • rmpbs.org/standinginthegap
DISCUSSION GUIDE

Tips for an effective community discussion:

1. Set some guidelines.
   For example, everyone has a chance to talk with a 3-minute time limit. No inappropriate language.

2. Have a sign-in sheet.
   Collect email addresses and other contact information for follow-up conversations, note-sharing and action steps.

3. Assign an official note-taker or recorder.
   This person captures the key thoughts, ideas and potential actions.

4. Assign an official time manager.
   This person gives prompts to a speaker when the allotted time is about to expire.

5. End the meeting with an action plan.
   • Agree on at least one goal (and no more than three).
   • Establish a timeline for each goal.
   • Share notes with attendees.
   • Share what you do with Rocky Mountain PBS. If you send RMPBS your contact information, we will keep you informed of developments related to Standing in the Gap. Contact Julie Speer at juliespeer@rmpbs.org.

Suggested questions for leading a Standing in the Gap discussion:

1. Do you think racial and ethnic segregation is a problem that needs to be addressed?
   A. Yes. B. No.

2. Taking all things into account, I think that busing had a positive impact on DPS.
   A. Agree. B. Disagree.

3. Racism is an institutional issue more than an individual issue.
   A. Agree. B. Disagree.

4. From the video, one parent, Ricardo Garibay, said, “I don’t think the achievement gap has much to do with the school. It has more to do with parent involvement.”
   A. Agree. B. Disagree.

5. Denver families have enough choices to ensure that all students have access to high quality schools.
   A. Agree. B. Disagree.

6. Which of these five strategies do you think holds the most promise to eliminate the achievement gap? (Multiple Choice)
FACT SHEET

Standing in the Gap, a four part documentary series on educational equity produced by Rocky Mountain PBS, asks whether Colorado public schools are making progress in reducing academic achievement gaps between white students and students of color, and between poor students and more affluent students. The documentaries focus on Denver Public Schools.

But the analysis of enrollment and achievement data extends to the state's 20 largest school districts, including Denver.

After two decades of court-ordered busing beginning in 1975, and less coercive efforts to integrate schools in the two decades since, Denver Public Schools is the most segregated school district today among Colorado's largest 20.

Reasons for today's patterns of segregation, largely involving Hispanic students, are different from those that caused racial isolation of blacks in schools 40 years ago. In the late 1960s and early 1970s, the Denver school board deliberately segregated schools through a series of policies that the U.S. Supreme Court found unconstitutional.

Today the return to neighborhood schools in a city where many neighborhoods are racially and socioeconomically segregated is the major cause of segregated schools. The analysis covered a decade of educational benchmarks leading up to the 20th anniversary in 2015 of the end of busing in Denver.

Among key findings:

- In most of the 20 largest districts, only about half or less of poor, Latino and black students are achieving proficiency in reading, and only between 30 to 40 percent are proficient in math. For white students, it is between 75 and 90 percent in reading and 60-70 percent in math.

- The gaps show up prominently in educational attainment. Only 70 percent of black students and 66 percent of Latino students graduate from high schools in the 20 districts combined. For white students, the rate is 85 percent. Half of black high school graduates enroll in college, while four in 10 Latino graduates do. More than six in 10 white high school graduates enter college.

- Ninety percent of the teachers in the 20 districts combined are white, but almost half of the students are black or Latino.

- In Denver, more than 80 percent of the district’s Latino students attend schools where at least half the students are Latino. In 78 of the district’s schools, more than 70 percent of the students are Latino.

- By contrast, more than three-quarter of DPS’ black students now attend schools where 30 percent or fewer of the students are black. White students in Denver tend to remain clustered disproportionately in predominantly white schools.
AUDIENCE NOTE – CATCHER

4 A’s Protocol

As you view the episodes, take notes on the following four questions:
• What do you Agree with in the episode?
• What do you want to Argue with in the episode?
• What Assumptions are held?
• What do you Aspire to do or be as a result of this episode?
Standing in the Gap has been promoted on Rocky Mountain PBS, KUVO 89.3, local RTD buses, 9news, Chalkbeat Colorado, radio stations and many local media outlets. Here is a list of some of our radio promotions. These include station, ratings, frequency of spots, and dates the spots ran.

KQMT-FM/Classic Rock
Schedule ran with a :15 spot, 6a-7p on Thursday 11/12 and Thursday 11/19
18x total run
19.8 GRPs delivered in A35-64 demo
241,501 gross impressions

KXKL-FM/Classic Hits
Schedule ran with a :15 spot, 6a-7p on Thursday 11/12 and Thursday 11/19
18x total run
10.8 GRPs delivered in A35-64 demo
131,728 gross impressions

KBCO-FM/Adult Album Rock
Schedule ran with a :15 spot, 6a-7p on Thursday 11/12 and Thursday 11/19
18x total run
9.0 GRPs delivered in A35-64 demo
109,773 gross impressions
KIMN-FM/Adult Contemporary
Schedule ran with a :15 spot, 6a-7p on Thursday 11/12 and Thursday 11/19
18x total run
9.0 GRPs delivered in A35-64 demo
109,773 gross impressions

KOSI-FM/Adult Contemporary
Schedule ran with a :15 spot, 6a-7p on Thursday 11/12 and Thursday 11/19
18x total run
7.2 GRPs delivered in A35-64 demo
87,818 gross impressions

Market totals:
90x run, :15 spots
55.8 GRPs
680,593 gross impressions

KUVO 89.3, a subsidiary of Rocky Mountain PBS, produced five Standing in the Gap segments for radio broadcast during the week of its airing. Below are the dates and runtimes of the segments produced for radio from the TV audio and scripts, as well as the promotional schedule for Standing in the Gap on KUVO.

Education
11/9/15, 8:42 a.m.
4:00 min
Standing in the Gap Radio #1 – Denver’s History of segregation

Education
11/10/15, 7:42 a.m.
4:00 min
Standing in the Gap Radio #2 – Teachers of Color

Education
11/13/15, 8:42 a.m.
3:00 min
Standing in the Gap Radio #3 – Remediation strategies for Denver area HS students who aren’t ready for college work. Audio produced by Rocky Mountain PBS.

Education
11/16/15, 7:42 a.m.
3:00 min
Standing in the Gap Radio #4 – what institutional racism looks like in metro Denver schools. Audio produced by Rocky Mountain PBS.

Education
11/17/15, 8:42 a.m.
4:00 min
Standing in the Gap Radio #5 – Gifted and Talented, where are the inequities to access and the pipeline.

The series was also promoted in Rocky Mountain PBS E-News, our weekly email newsletter. Below are the dates it was featured and the amount of people it reached, as well as the amount of clicks it received:

11/3:
How it was featured: Screenings Featured
Sent to: 72,500
Open Rate: 16.8%
Number of Opens: 12,127
Clicks to STIG placement: 32

11/10:
How it was featured: two placements for part 1 and 2
Sent to: 72,500
Open Rate: 15.5%
Number of Opens: 11,332
Clicks to STIG placements: 36

11/17
How it was featured: two placements for part 1 and 2
Sent to: 72,500
Open Rate: 16.2%
Number of Opens: 11,722
Clicks to STIG placements: 20
Our series was advertised on local RTD buses in Denver from 10/12/15 to 11/22/15. Below is a report from Lamar on the campaign overview.
2015 CAMPAIGN OVERVIEW
Standing in The Gap RTD bus interior & exterior promotion

TIMEFRAME:
6 week campaign beginning 10/12/15 and ending 11/22/15

PACKAGE:
• 25 Bus Tails (21”x72”) posted out of the Platte garage for most centralized coverage
• 25 BONUS MetroRide Interiors (11”x28”) = 2 inside each bus in the fleet to help target working professionals throughout the financial district of Downtown Denver

BRANDING & AWARENESS:
Drive awareness, interest, engagement, website traffic and viewership for this new local program called Standing in The Gap

PRIMARY TARGET MARKETS/DEMOGRAPHICS:
1) Local consumers 18+ who watch TV
2) Denver Public School children, their families and bus drivers
3) History buffs

REACH, FREQUENCY, IMPRESSIONS/RIDERSHIP:
Bus Tails = 5,036,550 TOTAL IMPRESSIONS (Estimated)
Frequency 7.25
Reach 72.41%

MetroRide = 287,550 TOTAL IMPRESSIONS (Estimated)
BUS CAMPAIGN PHOTOS

Traditional bus exteriors (Kings, Queens, Tails) ads reach consumers and motorists in areas other media can’t reach effectively – delivering Rocky Mountain PBS’ message where consumers live, work, shop, dine and play around Downtown and the hard-to-reach suburbs around DPS schools. Full-color, eye-level messages help build impressions quickly and dramatically increase the reach and frequency of advertising campaigns. This visual media also can’t be tuned-out or turned-off and reaches consumers 24/7.

25 Denver Bus Tails (21" x 72")
Time Frame: 10/12/2015 - 11/22/2015
Total 6 week Bus Tail Campaign Impressions = 5,036,550 (estimated)
BUS TAIL COVERAGE MAP
METRORIDE CAMPAIGN PHOTOS

MetroRide buses services Downtown Denver exclusively during weekday rush hours from 6am – 9am and 3:30pm – 6:30pm. Interiors provide longer read times and effectively reach working professionals and consumers to and from work during the busiest times of the work week along 18th and 19th Streets from Union Station to Broadway Station.

25 MetroRide Interiors (11” x 28”) = 2 inside each bus
Time Frame: 10/12/2015 - 11/22/2015
Total 6 week MetroRide Campaign Ridership – 287,550 (estimated)
METRORIDE COVERAGE MAP
CREATIVE PHOTOS

20 years after busing, Denver schools have re-segregated.

STANDING IN THE GAP
Thursday, November 12 and 13
8pm on Rocky Mountain PBS
rmpbs.org/thegap
Our partners at Chalkbeat Colorado advertised the *Standing in the Gap* series and community events as well as hosted articles written by producer Alan Gottlieb. Below are the analytics from Chalkbeat for *Standing in the Gap*. The pageviews generated by the articles are listed under the peach colored headers. The impressions and clicks generated by the sponsorship advertisements are listed under the blue headers.

<table>
<thead>
<tr>
<th>Alan’s story</th>
<th>Publish date</th>
<th>Pageviews in first 24 hours</th>
<th>As of 3/22/15</th>
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</thead>
<tbody>
<tr>
<td>Denver schools don’t have a lot of black teachers. Here are a few reasons why.</td>
<td>10/1/2015</td>
<td>1175</td>
<td>3302</td>
</tr>
<tr>
<td>Why Denver Latino students are more segregated today than black students were before busing</td>
<td>10/22/2015</td>
<td>1178</td>
<td>3325</td>
</tr>
<tr>
<td>DPS gifted and talented program ‘highly skewed’ toward white students</td>
<td>11/9/2015</td>
<td>1262</td>
<td>2347</td>
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<tr>
<td>Mitchell Montessori: The loss of an integrated school that was working</td>
<td>11/25/2015</td>
<td>308</td>
<td>948</td>
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<tr>
<td>A high school in Denver that graduates almost every student — regardless of ethnicity</td>
<td>12/8/2015</td>
<td>2295</td>
<td>3369</td>
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<table>
<thead>
<tr>
<th>Non-Alan story w/ gap series mentioned</th>
<th>Publish date</th>
<th>Pageviews in first 24 hours</th>
<th>As of 3/22/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report: Denver ranks last among cities scrutinized for income-based achievement gaps</td>
<td>10/7/2015</td>
<td>1997</td>
<td>3519</td>
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**TOTAL:** 16810

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<tr>
<th>Sponsorship Advertisement</th>
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<th>Impressions</th>
<th>Clicks</th>
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<tbody>
<tr>
<td>North High Event</td>
<td>11/7-11/11/2015</td>
<td>14,082</td>
<td>32</td>
</tr>
<tr>
<td>Broadcast Premiere - Far Northeast and Southwest Denver</td>
<td>11/12-11/12/2015</td>
<td>4,817</td>
<td>3</td>
</tr>
<tr>
<td>Broadcast Premiere - Northwest</td>
<td>11/17-11/19/2015</td>
<td>6,486</td>
<td>5</td>
</tr>
<tr>
<td>McAuliffe Event</td>
<td>12/11/15-1/16/16</td>
<td>37,552</td>
<td>51</td>
</tr>
</tbody>
</table>

**TOTALS:** 62,937 91
The Standing in the Gap series is available on You Tube and Cove, Rocky Mountain PBS’ online video source. In addition to airing on Rocky Mountain PBS, Denver’s Municipal Channel 8 station aired all four episodes in February of 2016, the series was re-aired on March 16th, 2016.

Standing in the Gap:
Ep 1 Far NE Denver RT: 29 min
  02.01.16 3:30 pm
  02.02.16 6:00 pm
  02.04.16 8:30 pm
  02.06.16 10:00 pm
  02.07.16 11:30 am
Ep 2 SW Denver RT 26:40
  02.08.16 2:30 pm
  02.09.16 6:00 pm
  02.10.16 10:00 pm
  02.12.16 1:00 pm
  02.12.16 8:30 pm ~ played twice today
  02.13.16 10:00 pm
  02.14.16 11:30 am
Ep 3 NW Denver RT 26:40
  02.15.16 2:30 pm
  02.17.16 9:00 pm
  02.18.16 8:30 pm
  02.20.16 3:00 pm
  02.20.16 10:00 pm
  02.21.16 11:30 am
Ep 4 Near NE Denver RT 26:40
  02.22.16 2:30 pm
  02.23.16 6:00 pm
  02.24.16 10:00 pm
  02.25.16 8:30 pm
  02.26.16 1:00 pm
  02.27.16 3:30 pm
  02.27.16 10:00 pm
  02.28.16 11:30 am
We printed and distributed 3,000 Standing in the Gap booklets. These booklets contain research highlights from the docu-series and were handed out at all Standing in the Gap screenings. The booklets are available on our website to download in both English and Spanish here [http://race.rmpbs.org/education/learn/](http://race.rmpbs.org/education/learn/).
Twenty years after the end of federally mandated busing, Denver Public Schools are re-segregated. Today, staggering educational achievement gaps exist between white students and those of color. As part of its ongoing coverage of race in Colorado, Rocky Mountain PBS took an in-depth look at race and education.

DENVER PUBLIC SCHOOLS SEGREGATION

Denver Public Schools was segregated before federally mandated busing was instituted in 1974. When busing ended in 1995, white students were integrated and fewer than 1 in 5 African American students were in schools that were segregated. Today segregation exists between white and Latino students.

“I think every kid should get the same chance.”
— Calvin, Junior at George Washington High School

DPS segregation before, during and after busing

The numbers show the percent of each race of students in Denver Public Schools attending segregated schools, those with 70% or more of the same race.

“[Institutional racism is real. I think it’s a matter of bringing it to an awareness, having a conversation about it, really beginning to pinpoint what we can do to provide everyone a fair opportunity to a quality education.]”
— Andre Spencer, Superintendent of Schools, Harrison School District 2
DENVER PUBLIC SCHOOLS ACHIEVEMENT GAP

The achievement gap between white students and those of color has persisted for the past decade. Although Denver Public School’s academic growth is one of the highest in the state, the district has the largest achievement gaps among the 20 largest districts between white students and Latino and black students. The achievement gap has widened because white student proficiencies have increased at a higher rate.

“It’s a lot harder because the opportunity is less than what it is for well-off students who pretty much have it when they’re born.”
— Justina, Senior at North High School

Denver Public Schools Achievement Gap

While Denver’s Latino and black students have made among the highest gains in test scores, the gaps remain wide and are growing.

“'It's extraordinarily important that we speak candidly and openly about those gaps. about what's working and about what's not working.'
— Tom Boasberg, Superintendent, Denver Public Schools
WHAT ABOUT THE REST OF COLORADO?

Colorado’s 20 largest school districts also show gaps in reading test scores among students of color and white students. Harrison 2 School District has the smallest gap between black and white students. Academy 20 and Harrison 2, both in Colorado Springs, have the smallest gaps between Latino and white students, while Denver, Boulder Valley and St. Vrain (Longmont) have the largest achievement gaps.

The districts on both charts are listed from smallest achievement gaps to the largest, with the growth rank indicating how well they are doing in increasing all black students’ or Latino students’ proficiencies.

### African American Student Reading Scores of Proficient or Better

<table>
<thead>
<tr>
<th>District</th>
<th>2014 Black/White Achievement Gap**</th>
<th>2014 Black Median Growth Percentile</th>
<th>Black Student Growth Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harrison 2</td>
<td>12%</td>
<td>69</td>
<td>3</td>
</tr>
<tr>
<td>Colorado Springs 11</td>
<td>22%</td>
<td>65</td>
<td>5</td>
</tr>
<tr>
<td>Aurora</td>
<td>24%</td>
<td>69</td>
<td>4</td>
</tr>
<tr>
<td>Cherry Creek 5</td>
<td>25%</td>
<td>50</td>
<td>1</td>
</tr>
<tr>
<td>Denver County 1</td>
<td>40%</td>
<td>50</td>
<td>1</td>
</tr>
</tbody>
</table>

*2014 African American 3rd – 10th Grade Composite Reading Scores
**Reading proficiency percentage point gap

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### Latino Student Reading Scores of Proficient or Better

<table>
<thead>
<tr>
<th>District</th>
<th>2014 Latino/White Achievement Gap**</th>
<th>2014 Latino Median Growth Percentile</th>
<th>Latino Student Growth Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy 20</td>
<td>7.8 %</td>
<td>52</td>
<td>1</td>
</tr>
<tr>
<td>Harrison 2</td>
<td>12.0 %</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>Falcon 49</td>
<td>14.4 %</td>
<td>48</td>
<td>9</td>
</tr>
<tr>
<td>Mesa County Valley 51</td>
<td>16.8 %</td>
<td>51</td>
<td>2</td>
</tr>
<tr>
<td>Pueblo City 60</td>
<td>17.5 %</td>
<td>37</td>
<td>20</td>
</tr>
<tr>
<td>Douglas County Re 1</td>
<td>18.3 %</td>
<td>47</td>
<td>14</td>
</tr>
<tr>
<td>Brighton</td>
<td>18.9 %</td>
<td>46</td>
<td>16</td>
</tr>
<tr>
<td>Colorado Springs 11</td>
<td>19.7 %</td>
<td>46</td>
<td>16</td>
</tr>
<tr>
<td>Littleton</td>
<td>19.7 %</td>
<td>50.3</td>
<td>3</td>
</tr>
<tr>
<td>Westminster 50</td>
<td>20.2 %</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>Cherry Creek 5</td>
<td>21.2 %</td>
<td>49</td>
<td>7</td>
</tr>
<tr>
<td>Jefferson County R-1</td>
<td>22.6 %</td>
<td>48</td>
<td>9</td>
</tr>
<tr>
<td>Thompson</td>
<td>23.7 %</td>
<td>44</td>
<td>19</td>
</tr>
<tr>
<td>Adams 12 Five Star</td>
<td>28.9 %</td>
<td>48</td>
<td>9</td>
</tr>
<tr>
<td>Aurora</td>
<td>27.3 %</td>
<td>49</td>
<td>7</td>
</tr>
<tr>
<td>Greeley</td>
<td>28.3 %</td>
<td>46</td>
<td>16</td>
</tr>
<tr>
<td>Poudre</td>
<td>28.6 %</td>
<td>48</td>
<td>9</td>
</tr>
<tr>
<td>St. Vrain</td>
<td>33.0 %</td>
<td>47</td>
<td>14</td>
</tr>
<tr>
<td>Boulder Valley Re 2</td>
<td>38.3 %</td>
<td>48</td>
<td>9</td>
</tr>
<tr>
<td>Denver County 1</td>
<td>41.9 %</td>
<td>50</td>
<td>4</td>
</tr>
</tbody>
</table>

*2014 Latino 3rd – 10th Grade Composite Reading Scores
**Reading proficiency percentage point gap
“There is no such thing as color blind. When you lean in and listen, what you discover is that children have very different experiences as they interact in schools. A lot of those experiences are predicated on race. You can’t ignore that.”

– Harry B Jl, Superintendent Cherry Creek Schools

“What makes a class a good class is probably teachers. Without teachers, we wouldn’t be learning. They make stuff fun. Also, they could make stuff hard for us.”

– Wilber, 8th Grade Student at Strive Prep Middle School

ARE THERE ENOUGH TEACHERS OF COLOR?
The teachers in Colorado’s top 20 school districts are predominately white.
“I would really like it if I excelled in high school. That way I would have a lot of opportunities in my future.”
- Kaitlin, Freshman at Northfield High School

“We’re all people, we’re all humans. If you’re going to judge somebody else just because they’re not the same color as you, it’s just not cool.”
- Maria, Junior at Abraham Lincoln High School

WHAT’S NEXT?

“There is no one silver bullet. These gaps are the result of decades, if not centuries, of inequities in this country based on race and based on income and they will take time to close”
- Tom Boasberg, Superintendent, Denver Public Schools

Learn more online at www.mpbe.org/gap

- Watch complete Standing in the Gap documentaries
- Audio and Video Reports
- Research & Data
- Additional videos
- Transcripts
- Downloadable Toolkits
- Upcoming Events
- Surveys & More
- Links to additional resources and organizations working on closing the achievement gaps and increasing diversity in Colorado schools
Community Organizations and Universities have already begun organizing events to screen *Standing in the Gap*. Here are a few of the *Standing in the Gap* screenings that have already taken place this year:

- University of Denver Morgridge College of Education on 1/21/2016
- University of Colorado Denver on 1/29/2016
- St. Elizabeth School on 2/4/2016
- Colorado League of Charter Schools on 2/25/2016