

2017 CANDIDATE SURVEYS
**DENVER PUBLIC
SCHOOLS**



Denver School Board District 2: Southwest



DPS DISTRICT 2 - INTRODUCTION

School board elections offer community members the opportunity to reflect on the state of their public schools and make a choice on a vision for the future. A+ Colorado believes that understanding who the candidates are, what they stand for, and their qualifications is critical if Denver Public Schools is to meet its vision of *Every Childs Succeeds* and the ambitious goals of the Denver Plan 2020.

The purpose of this survey is to give Denver voters a clear picture of where each candidate stands on the most important issues that the board oversees. All registered candidates were invited to complete the survey. Answers are published exactly as received.

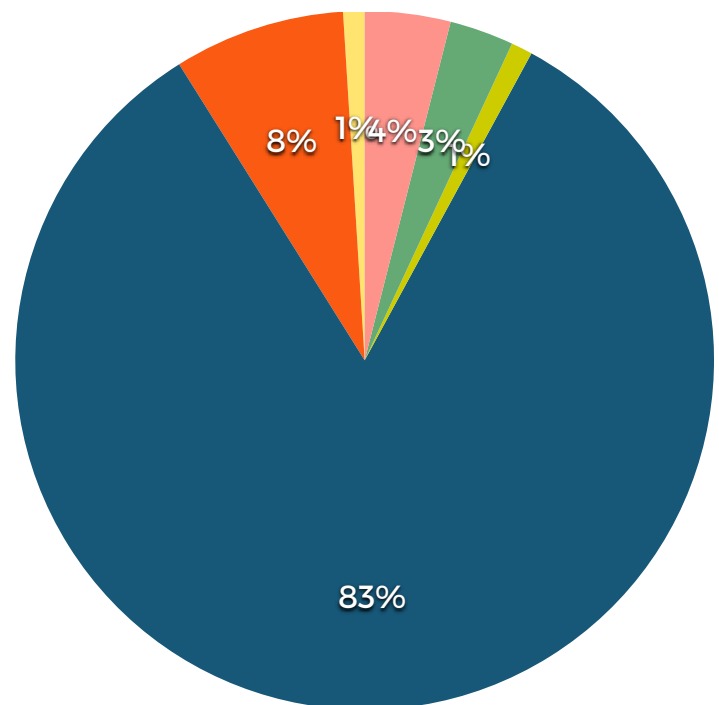
Student Demographics SY 2016-17	
PK-12 Students	19,372
% Free and Reduced Lunch	87%
% English Language Learners	48%

% Students Meeting or Exceeding Grade Level Expectations (2017)	
English Language Arts (ELA)	28%
Math	19%

2016 Graduation Rate	
District Overall	67%
District 2	69%
District 2, Excluding *AECs	79%

*Alternative Education Campuses

District 2 Student Race/ Ethnicity SY 2016-17



- Asian
- Black/African American
- American Indian/Alaskan Native
- Hispanic/Latino
- Native Hawaiian/Other Pacific Islander
- White
- Two or More Races

PART 1: DENVER PUBLIC SCHOOLS STRATEGIES AND GOALS

Rate the following statements on a scale of 1-4, where 1=strongly disagree, 2= disagree, 3=agree, and 4= strongly agree.

	Angela Cobián	Xochitl ‘Sochi’ Dayton
The district’s current strategic plan (the Denver Plan 2020) is the right focus for DPS to improve outcomes for all students.	4	NR

NR = No Response

1.1 What might you change in the Denver Plan 2020? How will you hold the district accountable to meeting the goals of the Denver Plan, or to improving student outcomes more broadly?

Angela Cobián: Ensuring “every child succeeds” can be accomplished through securing great schools in every neighborhood, a foundation for success in schools, college and career readiness, whole-child supports, and closing the opportunity gap. However, I believe there are missing pieces in each goal category that I would work to adapt. We should look to replicate year-zero as a practice within the goal of ensuring great schools in every neighborhood. Partnering with local labor unions who have apprenticeship programs is another useful addition to career readiness. It is also important to update whole-child supports for the Trump Era. All front-staff personnel should be trained in rapid-response practices if ICE is on/near schools, and the district should connect impacted families to pro-bono lawyers and psychologists. I would integrate relevant recommendations from the African American Equity task force into the Denver 2020 plan to improve student outcomes as well.

Xochitl ‘Sochi’ Dayton: NR

PART 2: TEACHING, LEADERSHIP, AND LEARNING

Rate the following statements on a scale of 1-4, where 1=strongly disagree, 2= disagree, 3=agree, and 4=strongly agree.

	Angela Cobián	Xochitl 'Sochi' Dayton
Teachers and school leaders should be held accountable for student academic outcomes.	4	NR
The current compensation system (ProComp) is structured to address challenges in attracting and retaining teachers.	3	NR

2.1 How would you ensure the district is meeting the needs of traditionally underserved student populations (students of color, low-income students, emerging multilingual students, and students receiving special education services)?

Angela Cobián: I would ensure the district is meeting the diverse needs of underserved populations in the same way I supported students in my own classroom: identify gaps, differentiate and target supports, and engage parents as partners. The new equity indicator in the SPF is a way to identify achievement and opportunity gaps within schools across the district and meet them with relevant supports. In District 2, 46% of students are emerging multilingual students, so investing early and often with early literacy programs and second language acquisition supports is especially important. We must engage parents as partners across all schools so learning can continue at home. Expansion of the Parent-Teacher Home Visit program and partnerships with parent-leadership organizations like STAND for Children, Together Colorado, and Padres y Jovenes Unidos are two ways to not only boost student achievement through parent partnership; but also enable parents to be advocates for their child's diverse needs.

Xochitl 'Sochi' Dayton: NR

2.2 What do you believe is DPS' greatest challenge to having great teachers in every classroom? How do you suggest the district enhance or change its approach to this challenge?

Angela Cobián: All students in Denver, especially those in schools with high-needs, deserve a principal and teacher like Ms. Lugo of DCIS Fairmont. The daughter of Mexican immigrants, Vanessa reflects the identity of the students she taught and has a great track record with improving student outcomes. The challenges to having Ms. Lugos in every classroom include targeting supports for their development, a special focus on teachers of color, and adequate compensation. We must start with investing in the recruitment and retention of effective teachers like the Make Your Mark program and the pipeline program to teaching for paraprofessionals. We can retain teachers by enhancing the Teacher-Leader program and LEAP. When we identify content-specific growth areas and coaching, we can then provide targeted professional development in STEM subjects and TNLI. We must ensure that the district provides competitive wages and benefits to effective teachers who want to live in the communities they serve.

Xochitl 'Sochi' Dayton: NR

PART 3: SCHOOL QUALITY

Rate the following statements on a scale of 1-4, where 1=strongly disagree, 2= disagree, 3=agree, and 4= strongly agree.

	Angela Cobián	Xochitl 'Sochi' Dayton
All families should have the choice to send their students to a school that meets their needs.	4	NR
In 2016, the DPS School Board adopted the School Performance Compact, a policy outlining that schools that are persistently low performing (this year, schools that have been red on the SPF for two consecutive years, or have been red or orange for 3 consecutive years) are eligible for replacement, restart, or closure. Do you agree with this policy?	3	NR
DPS adequately engages families and community members throughout the school turnaround process.	2	NR

3.1 How should the district define a “high quality” school? What do you like about the current system to capture school performance (the School Performance Framework (SPF))? What, if anything, would you change about how the district measures and communicates a school’s performance?

Angela Cobián: The SPF can be a useful indicator for parents trying to find a school that best meets their child’s needs. My neighbor across the street has daughters who have attended GALS, Munroe, and CEC Early college. He told me that he decided on these options because they knew the school was “verde.” It can also be useful in engaging whole-school communities to improve student outcomes. When I started working at Cole, the parents and faculty celebrated the school was “green.” When the school was “yellow,” the parents knew that our scores were down and worked with the school to better growth and proficiency. However, I have heard school leaders say that the purpose of the SPF is confusing: Is the SPF a tool for evaluation? A tool for support/growth? For parents in school choice? Additionally, the Equity Indicator is not as useful for schools with homogenous populations. I would engage school leaders and district officials to align on the purpose of the SPF and its’ communication to the community.

Xochitl ‘Sochi’ Dayton: NR

3.2 Research shows that Denver has seen a growing trend of school resegregation. What do you see as the cause of this trend and what would you do as a school board member, if anything, to address this issue?

Angela Cobián: Our public school system is a relic of the industrial era, where schools reproduced class and racial structures. Only wealthy white men were encouraged to pursue higher education, schools in middle class neighborhoods produced middle-managers, and schools in low income and black and brown neighborhoods were either forgotten or set up to prepare students to do factory-labor. This is further exacerbated by a history of legal racial segregation. A New York Times article from 1995 describes how Denver schools didn’t desegregate until 1975, and the busing that followed in Denver caused record-levels of white flight of students to the suburbs. This legacy continues today because of a lack of affordable housing, gentrification, and an outdated school funding formula. The district must act as a partner with the city and county to change the school funding formula at the state level, to add additional resources, and create an inclusive housing plan in our city in tandem to integrate schools.

Xochitl ‘Sochi’ Dayton: NR

PART 4: GOALS AND RESPONSIBILITIES

Rate the following statements on a scale of 1-4, where 1=strongly disagree, 2= disagree, 3=agree, and 4= strongly agree.

	Angela Cobián	Xochitl 'Sochi' Dayton
It is the role of a Board Member to hold the Superintendent accountable to student outcomes.	4	NR
The priority of the school district should be improving student outcomes in low-performing schools.	4	NR

4.1 What will be your two primary goals as a Board member? How will families & community know you are working towards these goals?

Angela Cobián: I was the first in my family to go to college and graduate. After me, my sister and several of my cousins followed. In October, my cousin Ivan will take his exams to be a journeyman electrician with IBEW Local 68. I have firsthand experience that a great education can lift families and communities. As Denver continues its growth, we must equip our students to grow with it. This starts with ensuring all students, including those in District 2, have access to a high-quality education. My top priorities are centered around students and their outcomes - primarily, college and career readiness from start to finish! This starts by expanding ECE and continues with students attending schools with increased access to apprenticeships with labor unions and college aligned coursework. students can follow their dreams and not be bound by circumstance. Families will be critical partners in this effort and will see increased graduation rates and decreased rates of students taking remedial classes.

Xochitl 'Sochi' Dayton: NR

4.2 What were one or two decisions that the DPS Board made in the last four years that you strongly agree with? How would you work to support these policies?

Angela Cobián: I have family members who are undocumented students in DPS and I taught students in mixed-status families who were living in fear even before November 2017. I stand in strong support of policies that protect students and work to dismantle the school to prison/deportation pipeline. I strongly support the recent DPS Board resolution designed to protect students' confidential information and ensure that our schools are not disrupted by immigration enforcement actions. I would support this policy by working with the Sanctuary Schools Coalition who have additional protections and clauses they would like to add to the board resolution, securing training for front-staff personnel on rapid response policies when ICE is near campus, and increase access to socioemotional supports for impacted students and families. I would establish a partnership with the City and County of Denver to ensure families were able to access the new legal fund the city is starting for immigrant community members.

Xochitl 'Sochi' Dayton: NR

4.3 What were one or two decisions that the DPS Board made in the last four years that you strongly disagree with? How would you work to change these policies?

Angela Cobián: The recent DPS resolution to dramatically reduce and eliminate expulsions for students in K-3 is a good start towards reforming current discipline inequities in DPS, but it doesn't go far enough. We need to continue to find ways to reform discipline policies for students in older grades by using restorative justice and alternative methods to keep kids in the classroom. As a teacher, I was lucky enough to be trained in meaningful restorative justice practices, had a restorative justice coordinator on campus, and saw the impact of these practices in my classroom and school. This is not the case for all schools in the district. It is important to pass policies with supports in place for implementation. This board policy was passed without outlining funds for professional development or support for teachers and administration in schools. It was unclear how additional funds would support socioemotional support for students, which is a critical component for successful implementation.

Xochitl 'Sochi' Dayton: NR

Denver Public Schools Elementary Schools by 2016 SPF

This map displays the locations of elementary schools in Denver Public Schools, categorized by their 2016 State Performance Framework (SPF) rating and their assigned board district. The map is color-coded by district: District 1 (light orange), District 2 (green), District 3 (pink), District 4 (purple), and District 5 (light grey). Schools are marked with colored dots corresponding to their SPF rating: Accredited On Probation (red), Accredited On Priority Watch (orange), Accredited On Watch (yellow), Meets Expectations (green), and Distinguished (blue). Major roads and landmarks are labeled, including Centennial, Garden Place, Swasea, Highline - NE, and KIPP Montbello Elementary. A note at the bottom states: 'Note: Schools that do not yet have an SPF rating are not included on this map.'

Map Legend

SPF Ratings

- Accredited On Probation
- Accredited On Priority Watch
- Accredited On Watch
- Meets Expectations
- Distinguished

Board Districts

- District 1
- District 2
- District 3
- District 4
- District 5

Note: Schools that do not yet have an SPF rating are not included on this map.

A+ Colorado
SHARPENING PUBLIC EDUCATION

Denver Public Schools Middle Schools by 2016 SPF

Map Legend

SPF Ratings

- Accredited On Probation
- Accredited On Priority Watch
- Accredited On Watch
- Meets Expectations
- Distinguished

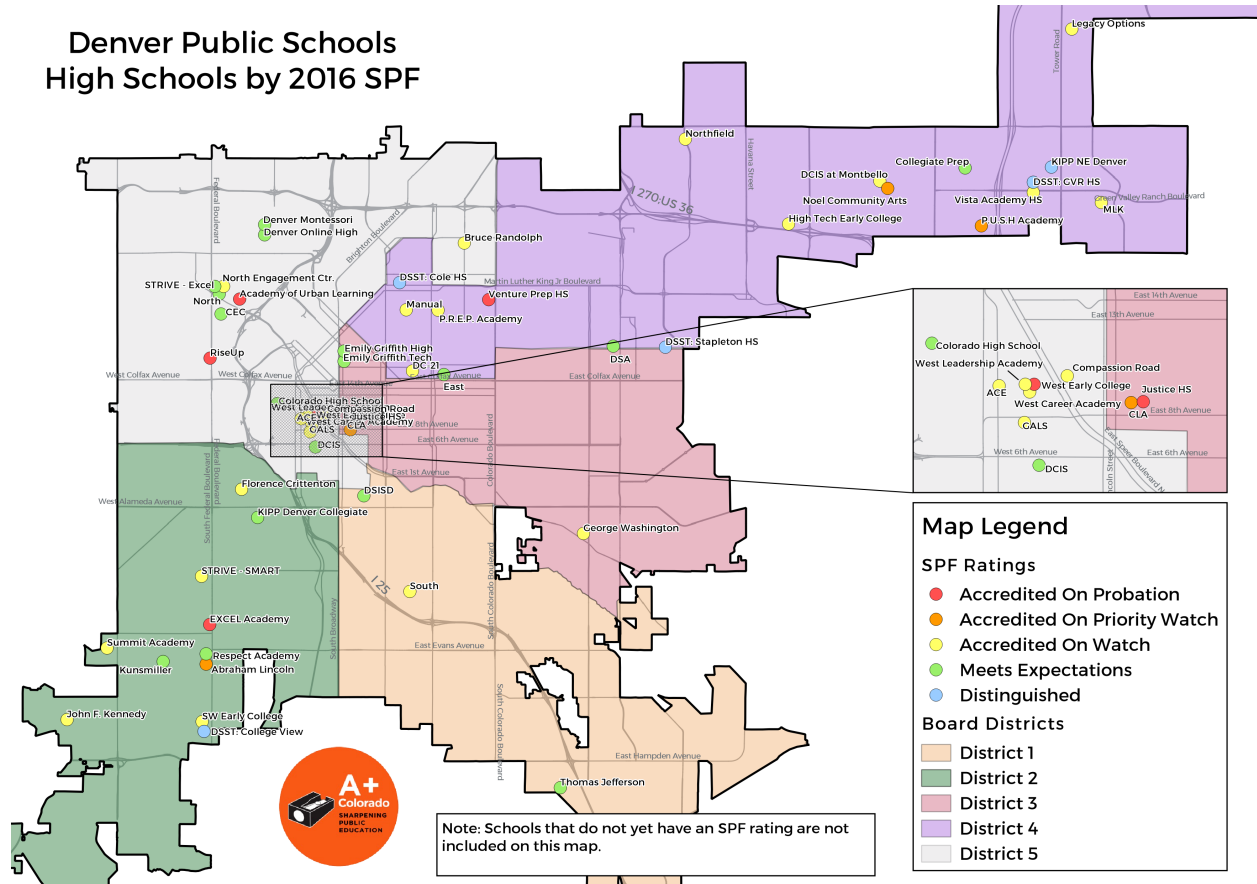
Board Districts

- District 1
- District 2
- District 3
- District 4
- District 5

Note: Schools that do not yet have an SPF rating are not included in this map.

Map Labels: STRIVE - Sunnyside, Denver Montessori Junior HS, Skinner, Cesar Chavez, Bryant Webster, Lake International, STRIVE - Lake, West Leadership Academy, West Early College, GALS, KIPP Sunshine Peak, STRIVE - Westwood, Kepner, STRIVE - Federal, Compass Academy, Henry World, DSST College View, Grant Ranch, Bruce Randolph, Wyatt Academy, DSST Cole MS, Morey, Dora Moore, DSST Byers MS, Grant Beacon, Merrill, Slavons, Hamilton, DSST Conservatory Green, Noel Community Arts, Marie L. Greenwood, KIPP Montbello, STRIVE - GVR, Florida Pitt Waller, Omar D. Blair, DSST GVR MS, MLK, DSST Stapleton MS, William Roberts, DLS, Hill, Place Bridge Academy, DSST, Odyssey School, DSA, McAuliffe, Denver Discovery, Farrell B. Howell, DSST, US 36, 270, 125, East Colfax Avenue, East Evans Avenue, East Hampden Avenue, South Broadway, West Colfax Avenue, West North Avenue, West 1st Avenue, East 1st Avenue, East 2nd Avenue, East 3rd Avenue, East 4th Avenue, East 5th Avenue, East 6th Avenue, East 7th Avenue, East 8th Avenue, East 9th Avenue, East 10th Avenue, East 11th Avenue, East 12th Avenue, East 13th Avenue, East 14th Avenue, East 15th Avenue, East 16th Avenue, East 17th Avenue, East 18th Avenue, East 19th Avenue, East 20th Avenue, East 21st Avenue, East 22nd Avenue, East 23rd Avenue, East 24th Avenue, East 25th Avenue, East 26th Avenue, East 27th Avenue, East 28th Avenue, East 29th Avenue, East 30th Avenue, East 31st Avenue, East 32nd Avenue, East 33rd Avenue, East 34th Avenue, East 35th Avenue, East 36th Avenue, East 37th Avenue, East 38th Avenue, East 39th Avenue, East 40th Avenue, East 41st Avenue, East 42nd Avenue, East 43rd Avenue, East 44th Avenue, East 45th Avenue, East 46th Avenue, East 47th Avenue, 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Denver Public Schools High Schools by 2016 SPF



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