

Desegregation Advisory Committee

2019-2020 Annual Report

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Introduction

The DAC convened for the 2019-2020 school year. The members are as follows:

Karessa Acosta-Lee
Mariah Beachboard
Ayoka Billions
Lance Cooper— Chair
Shanikka Daily-Cole
Christopher Gregory- Vice Chair
Brain Randall
Nancy Tredaway Stuart
Lakeshia Wheeler
Ellie Crane- Student
Kydarra Pope- Student
Amel Jackson- Student
Elise Walker-Student
Joy Kim- Student

Chair's Comments

Thank you for the opportunity to serve on the DAC this past year and present our findings. As it has been said too often, this past year was especially challenging. With COVID creating uncertainty and moving so many kids to virtual school so quickly, I want to first commend the school system on how they handled an impossible situation. I feel like the district did a tremendous job trying to innovate and being flexible during this time. I want to take a moment to especially thank our teachers and principals for making the best of a very difficult situation, and for the enormous support of our kids during this past year.

As for the impact this had on the DAC, COVID delayed the start of our committee, made it pretty much impossible to meet in person as a committee, and as we were just getting started everything was delayed again in early December with a cyber attack on our school system. We were also tasked with writing two reports this past year, as we were tasked with finishing the report that was delayed last spring. So you could say this past year had many challenges, but I do think this past year was a pivotal one for the DAC. I would like to thank our committee members for their hard work, flexibility, and energy for this past year. I really believe there is a lot of momentum with next year's DAC to make some significant improvements and a difference for our children.

This year's community and feeder pattern meetings were held in person, but due to COVID, they were not well attended in comparison to other years. This may have actually ended up being a benefit for the long term for the DAC's ability to gather community feedback. We were forced to innovate and hold the public meetings on Facebook live. These reached a number of people who probably would not have been able to attend otherwise, and new people who have not attended meetings in the past. We also received a lot more feedback through these meetings, and received more emails this spring than we have in the past. I hope that these are able to continue, and that other methods of reaching the public are looked into for the future. We were also able to increase our presence in the community with multiple TV interviews, a Facebook Page, and meeting with the NAACP and other community groups. We really believe that increasing these meetings with the community in the spaces they are already gathering is important to getting quality feedback, as well as helping find solutions to our issues. Unfortunately, most people who don't feel that they can rely on the school system to treat them fairly are not going to attend a meeting that is publicized through the school's communication channels. I would encourage future DAC members to pursue meetings in addition to the normal feeder pattern meetings that are out in the community.

Areas we have seen improve:

There are two areas where we have seen improvement over the past few years. The first is in Faculty. We have seen a focused effort to increase the number of black principals and assistant principals the past few years. There are results shown in the data. I have been very impressed with the way the system has implemented their hiring process in order to create equal opportunities for black and white teachers. I also know that already this new school year we are seeing a shortage in teachers due to COVID. I hope that as the district continues to try to find qualified candidates, they don't allow their efforts for equal employment opportunities to fall away. We would still like to see the overall teacher ratios to improve, but I feel confident in the district's plans and methods.

I also want to applaud the district's efforts to increase the number of black students in AP classes. After our meeting last year with the district and the DAC students (noted in the 19-20 report), the district instituted a new method of contacting students and their parents if they saw that the student's grades would qualify them for AP classes, but the student had decided not to enroll. I would like to suggest that this personal feedback and resulting proactive approach to the problem should be a model for many other issues in the district. We look forward to seeing how this impacts the numbers of students taking AP over the next few years.

We are also excited about the hiring of Dr. George Smith as the Chief Equity Officer for Huntsville City Schools. This is a new position, and I believe it will have a great impact on our students in the future.

Areas that still need improvement:

Discipline is an area where we continue to see very little progress since the Consent Order was issued. I know this is a difficult and multilayered problem, but the fact is we should be seeing improvement in this area by now. Black students are still disproportionately disciplined at every level in the school system. Over the past three years we've received specific feedback from parents regarding sports teams and faculty giving out disproportionate discipline. I know that there has been a

move toward restorative discipline, and I believe this is a good step, but we need to be more innovative in our approach, or find school systems that have seen success in this area and learn from them. Basically, if you look at the data, what we have been doing for the past few years just isn't working.

At Huntsville Junior High, there was a racially motivated incident at the end of the school year that required discipline from the school. The district's response seemed appropriate and surprisingly refreshing— as they implemented several things to build unity in the student body, but feedback directly from a student on campus seemed to feel as if enough wasn't done or it wasn't taken seriously because of the comment from one teacher. This leads into the importance of *required* ongoing teacher training. According to what we heard from the district, there is very good training that is done upon new teacher orientation, but no required training after the fact. It is self directed. Most people who actually need cultural sensitivity training do not understand that they need it, so they aren't inclined to take it unless directed by others. We would suggest that the district look at the schools that are the chief offenders for the discipline disparity and require a specific amount of training every year until that number improves. We would love to see required cultural sensitivity training for teachers every few years.

We would also like to see more proactive training provided to the schools who are the most diverse in population, and are more likely to see racially motivated incidents. This might help teachers see incidents before they happen, and allow administration to be proactive in their approach.

Taking the model of the AP Exams, and realizing this may be challenging, it might be beneficial to have students who face the most discipline issues in a focus group to talk and listen to them. Just like it was very insightful to talk with students as to why they were not taking AP classes, it might open eyes to somethings we would have never noticed unless we listen to the students that this disparity affects the most.

Concerns:

I still have a large concern for early elementary achievement gaps. I do not know the cause of it, but we are failing our black students in the early years of their education. I do not believe this is intentional, but there is some factor that is leading to large disparities, and we need to do better. Every School except for Montevue, Highlands, Farley, Mountain Gap, have a higher percentage of white students selected for Gifted, with only 8% of 1972 black students being selected for gifted classes vs 27% for white students, and 14% for other. Gifted classes lead directly into honors and AP classes, and give students confidence and new skills. Making an intentional effort for the first 3 years of elementary education could have a major impacts long term.

I also have a growing concern for school climates. This past year there were a few racially charged incidents at our schools, and I believe that there are many, many more that we don't ever hear about. As the climate in our culture continues to grow more divisive, I would hope that our school system would proactively reach out to our students and teachers to cultivate a climate that sees the benefits in diversity.

General Recommendations:

We would like to see the school system initiate more focus groups with students that are focused on the green factors. This could lead to better feedback and potential solutions.

Earlier DAC appointees. We believe the DAC appointees should be finalized before the end of school in order to allow training over the summer. This will allow the DAC to have a plan for community engagement in place at the beginning of the school year.

We have standing meetings to meet with the district, but we would like to create a standing meeting with the principals over the school year for feedback and accountability. This might need to be broken into a couple of meetings in order to keep numbers smaller to encourage their interaction and feedback.

A more effective marketing solution across the board in every area including the Consent Order. The District does the bare minimum in communicating the agenda as well as the fact that participation in the DAC meetings and feedback is welcomed, encouraged and approved. There is still a lot of misinformation out there, including comments I heard from someone running for the school board. We believe that since it has been several years since the Consent Order was issued, a new marketing push showing the how it has benefited students over the past few years would be beneficial.

Partner with Black businesses, Black entrepreneurs, Black churches and Black non-profits to mentor, increase visibility for students and staff of positive role models, and encourage participation.

A more in depth look into the completion and mastery of Culturally Responsive Training for faculty. Additionally, a survey of the training and how the staff perceived the information provided that could be provided to the DAC.

Findings of the DAC

I. FACULTY

Pay incentive:

16-17: 17% Black, 74% white
17-18: 10% Black, 88%white
18-19: 15% Black, 85% white
19-20: Zero pay incentives disbursed.

Last year we reported the following: Of note is the increase in pay incentives to Black teachers in 18-19. Still, there is a noticeable difference between pay incentives for White teachers vs. Black teachers. In 2017-2018, Black teachers made up 28% of the workforce, while only 10% of the pay incentive recipients are Black. In 2018-2019, Black teachers make up 27% of the workforce but are only 15% of the pay incentive recipients.

COVID affected pay incentive disbursement this year.

Certified Principals and Assistant Principals

2017-2018: Principals 28% Black 59% White; Assistant 58% Black, 39% White

2018-2019: Principals 43% Black 49% White; Assistant 55% Black, 44% White

2019-2020: Principals 47% Black 44% White; Assistant 53% Black, 44% White

There is substantial improvement in the numbers of Black certified principals, especially from the 17-18 school year to the 19-20 school year. The district's efforts in this area are producing real improvements. We encourage the district to encourage the care taken with growing the talent pool and providing training. We hope the improvements continue, despite the lack of new TOSA candidates during the 2019-2020 school year.

We will continue to monitor the decline in Black Assistant Principals. From 2017 to 2020, there has been a 5% decline, though the ratio of Black to white Assistant Principals is still equitable.

Singleton Ratio

What is the demographic of students?

2017-2018: 40% Black, 39% White, 22% Other

2018-2019: 39% Black, 38% White, 23% Other

2019-2020: 39% Black, 38% White, 23% Other

What is the demographic of teachers?

2017-2018: 28% Black, 69% White, 3% Other

2018-2019: 27% Black, 70% White, 3% Other

2019-2020: 28% Black, 70% White, 2% Other

What is the Singleton Ratio of Black students to Black teachers?

2017-2018: 12 points, 40:28

2018-2019: 12 points, 39:27

2019-2020: 11 points, 39:28

Per the Consent Order, the acceptable range is +/- 15 points. In 2019-2020, the Singleton Ratio is 39:28. The difference between the Black student population and the Black teacher population is 11 percentage points. This is a slight improvement from the previous year.

Exigent Circumstances

“Exigent circumstances” refers to sudden absence of Teacher Screening Committee members. Teacher Screening Committees were instituted to ensure that candidates underwent unbiased screening processes.

However, in 17-18, 100% of persons who did not show because of exigent circumstances were Black. The total number of interviews missed was 9. One individual on the committee missed a total of 4 interviews.

In 18-19, 57% were Black, 14% White, and 20% Other. This would appear to be an improvement. However, the two individuals who listed themselves as “other” race than white were unable to attend interviews because they were “tied up at school.” One individual who is Black missed a total of 3 interviews. In our last report, we mentioned the need to examine the burden placed on Black personnel to fulfill their duties and take on the added responsibilities of candidate screening.

In 19-20, there were zero interviews missed due to exigent circumstances. This is a huge improvement. However, COVID affected schools from March 2020 to June 2020. This undoubtedly impacted candidate interviews.

Candidates for Hire

Last year’s notes: V.D.12 The district provides detailed Candidate Lists for each year, per the Consent Order. However, the spreadsheets provided by the district contain a significant number of duplicate entries in which everything from name, date of application, position, and school were listed identically, numerous times. In order for the data to be parsed, this requires a significant time and energy burden for DAC committee members. A review of reporting methods is in order. As of right now, what is reported by the district is a list of applications (sometimes in duplicate or triplicate) rather than a useful list of candidates.

Training

HCS administration described to DAC the required bias/anti-racism training for teachers and administrators. The initial training appears sufficient. However, there is some concern that continued training is self-directed. We recommend looking into additional sources of training, many of which are free (such as Southern Poverty Law Center’s Learning for Justice) and providing incentives for personnel who seek additional outside training.

Community Feedback

Last year's notes: There is concern regarding teachers' access to locked drop boxes. Because of where they are placed, teachers are concerned that they do not have true confidentiality if they place complaints in the box.

Comments from the public express concern about the school student culture.

Multiple incidents of racist slurs towards fellow students and racially charged peer pressure have been reported. Proper training amongst faculty can improve student culture as faculty would be better able to interrupt racist interactions, and council victims of racial slurs. This kind of training is an urgent need.

II. DISCIPLINE

Black students represent 38.4% of the total student population across Huntsville City Schools.

Black students are still being disciplined at significantly higher rates than white students

This year's data shows that Black students are:

- 3 times more likely to receive a BLOOM ODR than a white student 2599 (total Black student referrals) vs 1862 (total white student referrals). Black students represent 60.04% of all Bloom referrals.
- Over 3 times more likely to receive ISS than a white student 1609 (total # of Black students receiving ISS) vs 492 (total # of white student receiving ISS). Black students represent 63.47% of all ISS referrals.
- More than 4 times more likely to receive OSS than a white student 1470 (total # of Black students receiving OSS) vs 313 (total # of white student receiving OSS). Black students represent 71.67% of all ISS referrals.
- Nearly 7 times more likely to receive an alternative school referral than a white student 69 (total # of Black students receiving alternative school referral) vs 11 (total # of white student receiving alternative school referral). Black students represent 76.67% of all alternative school referrals.
- More than 10 times more likely to have an incident referred to law enforcement than a white student 107 (total # of Black students having an incident referred to law enforcement) vs 11 (total # of white student having an incident referred to law enforcement) Black students represent 89.17% of all law enforcement referrals.

Recommendations:

This Year's data trend suggests a continuation of Huntsville City School's extremely minimal improvements) in equitable district-wide discipline application.

The DAC continues to recommend:

1. Exploring the use of additional outside professionals in the area of student discipline to administer the annual teacher and administration professional development sessions and develop additional tools to reduce racial discipline disparities.
2. Identify & implement best practices from successful school districts with regards to equitable discipline practices.
3. Implement tools to measure Consent Order Compliance (reduction of the disparity of discipline by race) at each school and hold the administrators (Principal, Assistant Principal) and Teachers with inequitable discipline practices at each school accountable for improvements.
4. Implement disciplinary actions for Administrators and Teachers who's schools consistently report inequitable results.
5. Implement an immediate review and intervention (as appropriate) of the administration & staff at the 7 schools previously identified where black students are the minority race, but make up the majority of discipline infractions. We believe that this will have a very positive effect on correcting the annual student discipline data trends. These schools are Blossomwood Elementary, Chaffee Elementary, Grissom High, Huntsville High, Huntsville Jr. High, McDonnell Elementary & Monte Sane Elementary. Note Hampton Cove Elementary no longer reports this disparity in equitable discipline.

2018-2019 vs 2019-2020 Annual Trend Analysis

Percentage of total BLOOM Referrals

| 2018-2019 | 2019-2020 |
|------------------------|------------------------|
| Black Students- 58.59% | Black Students- 60.04% |
| White Students- 28.01% | White Students- 24.66% |
| Other- 13.40% | Other- 15.30% |

Percentage of total number of students receiving ISS

| 2018-2019 | 2019-2020 |
|------------------------|------------------------|
| Black Students- 60.43% | Black Students- 63.47% |
| White Students- 24.96% | White Students- 19.41% |
| Other- 14.61% | Other- 17.12% |

Percentage of total number of students receiving OSS

| 2018-2019 | 2019-2020 |
|------------------------|------------------------|
| Black Students- 69.47% | Black Students- 71.67% |
| White Students- 11.58% | White Students- 15.26% |
| Other- 18.95% | Other- 13.07% |

Percentage of total number of students receiving Expulsion

Black Students- 100% Note: There was only 1 expulsion this year
White Students- 0%
Other- 0%

2019-2020
Black Students- 0% Note: There were no expulsions this year
White Students- 0%
Other- 0%

Percentage of students receiving alternative school referrals

| 2018-2019 | 2019-2020 |
|------------------------|------------------------|
| Black Students- 70.05% | Black Students- 76.67% |
| White Students- 13.36% | White Students- 12.22% |
| Other- 16.59% | Other- 11.11% |

Percentage of students receiving law enforcement referrals

2018-2019

Black Students- 74.63%

White Students- 19.03%

Other- 6.31%

2019-2020

Black Students- 89.17%

White Students- 9.17%

Other- 1.67%

| Bloom Referrals | | | | | | |
|--|---|-------|-------|--|--------|--------|
| Calendar Year 2019 - 2020 | | | | | | |
| School | Referral | | | (BLOOM ODR) COMPARED TO TOTAL | | |
| | Black | White | Other | Black | White | Other |
| Academy For Academics And Arts | 71 | 16 | 12 | 71.72% | 16.16% | 12.12% |
| Academy For Science & Foreign Language | 64 | 7 | 7 | 82.05% | 8.97% | 8.97% |
| Blossomwood Elementary | 41 | 9 | 4 | 75.93% | 16.67% | 7.41% |
| Chaffee Elementary School | 5 | 1 | 5 | 45.45% | 9.09% | 45.45% |
| Challenger Elementary School | 51 | 87 | 20 | 32.28% | 55.06% | 12.66% |
| Challenger Middle School | 153 | 34 | 28 | 71.16% | 15.81% | 13.02% |
| Chapman P8 | 10 | 8 | 1 | 52.63% | 42.11% | 5.26% |
| Columbia High School | 200 | 49 | 88 | 59.35% | 14.54% | 26.11% |
| Dawson Elementary School | 57 | 2 | 15 | 77.03% | 2.70% | 20.27% |
| Farley Elementary School | 8 | 20 | 7 | 22.86% | 57.14% | 20.00% |
| Goldsmith Schiffman Elementary School | 7 | 23 | 6 | 19.44% | 63.89% | 16.67% |
| Grissom High School | 75 | 85 | 56 | 34.72% | 39.35% | 25.93% |
| Hampton Cove Elementary School | 5 | 13 | 0 | 27.78% | 72.22% | 0.00% |
| Hampton Cove Middle School | 16 | 65 | 12 | 17.20% | 69.89% | 12.90% |
| Highlands Elementary School | 69 | 4 | 8 | 85.19% | 4.94% | 9.88% |
| Huntsville High School | 242 | 139 | 59 | 55.00% | 31.59% | 13.41% |
| Huntsville Jr. High School | 96 | 22 | 15 | 72.18% | 16.54% | 11.28% |
| Jemison High School | 358 | 11 | 59 | 83.64% | 2.57% | 13.79% |
| Jones Valley Elementary School | 19 | 7 | 4 | 63.33% | 23.33% | 13.33% |
| Lakewood Elementary School | 4 | 0 | 0 | 100.00% | 0.00% | 0.00% |
| Lee High School | 157 | 28 | 22 | 75.85% | 13.53% | 10.63% |
| Martin Luther King Jr Elementary | 40 | 0 | 4 | 90.91% | 0.00% | 9.09% |
| McDonnell Elementary School | 11 | 1 | 4 | 68.75% | 6.25% | 25.00% |
| McNair Jr. High School | 199 | 11 | 35 | 81.22% | 4.49% | 14.29% |
| Monte Sano Elementary School | 3 | 2 | 1 | 50.00% | 33.33% | 16.67% |
| Montview Elementary School | 17 | 0 | 2 | 89.47% | 0.00% | 10.53% |
| Morris Elementary School | 155 | 36 | 76 | 58.05% | 13.48% | 28.46% |
| Mountain Gap P8 | 28 | 56 | 12 | 29.17% | 58.33% | 12.50% |
| New Century Technology High School | 7 | 12 | 1 | 35.00% | 60.00% | 5.00% |
| Providence Elementary School | 45 | 11 | 13 | 65.22% | 15.94% | 18.84% |
| Ridgecrest Elementary School | 32 | 8 | 10 | 64.00% | 16.00% | 20.00% |
| Rolling Hills Elementary School | 68 | 4 | 13 | 80.00% | 4.71% | 15.29% |
| Sonnie Hereford Elementary School | 71 | 3 | 14 | 80.68% | 3.41% | 15.91% |
| Weatherly Elementary School | 6 | 16 | 3 | 24.00% | 64.00% | 12.00% |
| Whitesburg P8 | 9 | 2 | 3 | 64.29% | 14.29% | 21.43% |
| Williams Jr. High School | 73 | 35 | 38 | 50.00% | 23.97% | 26.03% |
| Williams P6 | 127 | 35 | 31 | 65.80% | 18.13% | 16.06% |
| Total | 2599 | 862 | 688 | 60.04% | 24.66% | 15.30% |
| | Nearly 3 times as many Black students reported in Bloom | | | On Average, Black students account for 60.04% of all BLOOM referrals | | |

| ISS Referrals | | | | | | |
|--|---|-------|-------|--|--------|--------|
| Calendar Year 2019 - 2020 | | | | | | |
| School | Referral | | | Referral) COMPARED TO TOTAL REFERRALS | | |
| | Black | White | Other | Black | White | Other |
| Academy For Academics And Arts | 32 | 9 | 5 | 69.57% | 19.57% | 10.87% |
| Academy For Science & Foreign Language | 37 | 7 | 6 | 74.00% | 14.00% | 12.00% |
| Blossomwood Elementary | 31 | 8 | 2 | 75.61% | 19.51% | 4.88% |
| Chaffee Elementary School | 1 | 1 | 2 | 25.00% | 25.00% | 50.00% |
| Challenger Elementary School | 32 | 45 | 10 | 36.78% | 51.72% | 11.49% |
| Challenger Middle School | 96 | 21 | 16 | 72.18% | 15.79% | 12.03% |
| Chapman P8 | 5 | 3 | 1 | 55.56% | 33.33% | 11.11% |
| Columbia High School | 113 | 21 | 39 | 65.32% | 12.14% | 22.54% |
| Dawson Elementary School | 46 | 2 | 15 | 73.02% | 3.17% | 23.81% |
| Farley Elementary School | 6 | 11 | 2 | 31.58% | 57.89% | 10.53% |
| Goldsmith Schiffman Elementary School | 4 | 8 | 1 | 30.77% | 61.54% | 7.69% |
| Grissom High School | 58 | 65 | 52 | 33.14% | 37.14% | 29.71% |
| Hampton Cove Elementary School | 4 | 7 | 0 | 36.36% | 63.64% | 0.00% |
| Hampton Cove Middle School | 14 | 41 | 7 | 22.58% | 66.13% | 11.29% |
| Highlands Elementary School | 32 | 3 | 4 | 82.05% | 7.69% | 10.26% |
| Huntsville High School | 146 | 55 | 34 | 62.13% | 23.40% | 14.47% |
| Huntsville Jr. High School | 36 | 4 | 10 | 72.00% | 8.00% | 20.00% |
| Jemison High School | 267 | 8 | 41 | 84.49% | 2.53% | 12.97% |
| Jones Valley Elementary School | 19 | 6 | 4 | 65.52% | 20.69% | 13.79% |
| Lakewood Elementary School | 1 | 0 | 0 | 100.00% | 0.00% | 0.00% |
| Lee High School | 57 | 10 | 8 | 76.00% | 13.33% | 10.67% |
| Martin Luther King Jr Elementary | 16 | 0 | 1 | 94.12% | 0.00% | 5.88% |
| McDonnell Elementary School | 6 | 0 | 3 | 66.67% | 0.00% | 33.33% |
| McNair Jr. High School | 86 | 2 | 9 | 88.66% | 2.06% | 9.28% |
| Monte Sano Elementary School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Montview Elementary School | 7 | 0 | 2 | 77.78% | 0.00% | 22.22% |
| Morris Elementary School | 122 | 24 | 63 | 58.37% | 11.48% | 30.14% |
| Mountain Gap P8 | 21 | 48 | 12 | 25.93% | 59.26% | 14.81% |
| New Century Technology High School | 5 | 11 | 1 | 29.41% | 64.71% | 5.88% |
| Providence Elementary School | 33 | 9 | 8 | 66.00% | 18.00% | 16.00% |
| Ridgecrest Elementary School | 25 | 7 | 7 | 64.10% | 17.95% | 17.95% |
| Rolling Hills Elementary School | 41 | 3 | 9 | 77.36% | 5.66% | 16.98% |
| Sonnie Hereford Elementary School | 57 | 1 | 12 | 81.43% | 1.43% | 17.14% |
| Weatherly Elementary School | 0 | 4 | 1 | 0.00% | 80.00% | 20.00% |
| Whitesburg P8 | 8 | 2 | 2 | 66.67% | 16.67% | 16.67% |
| Williams Jr. High School | 61 | 23 | 29 | 53.98% | 20.35% | 25.66% |
| Williams P6 | 84 | 23 | 16 | 68.29% | 18.70% | 13.01% |
| Total | 1609 | 492 | 434 | 63.47% | 19.41% | 17.12% |
| | Over 3 times as many Black students received ISS vs | | | On Average, Black students account for 63.47% of all ISS referrals | | |

| OSS Referrals | | | | | | |
|--|--|----------|----------|--|---------|--------|
| Calendar Year 2019 - 2020 | | | | | | |
| School | Referral | | | (OSS Referral) COMPARED TO TOTAL | | |
| | Black | White | Other | Black | White | Other |
| Academy For Academics And Arts | 16 | 1 | 2 | 84.21% | 5.26% | 10.53% |
| Academy For Science & Foreign Language | 7 | 1 | 0 | 87.50% | 12.50% | 0.00% |
| Blossomwood Elementary | 16 | 0 | 1 | 94.12% | 0.00% | 5.88% |
| Chaffee Elementary School | 0 | 1 | 0 | 0.00% | 100.00% | 0.00% |
| Challenger Elementary School | 18 | 30 | 8 | 32.14% | 53.57% | 14.29% |
| Challenger Middle School | 47 | 13 | 8 | 69.12% | 19.12% | 11.76% |
| Chapman P8 | 0 | 1 | 0 | 0.00% | 100.00% | 0.00% |
| Columbia High School | 80 | 15 | 19 | 70.18% | 13.16% | 16.67% |
| Dawson Elementary School | 16 | 1 | 3 | 80.00% | 5.00% | 15.00% |
| Farley Elementary School | 2 | 1 | 0 | 66.67% | 33.33% | 0.00% |
| Goldsmith Schiffman Elementary School | 1 | 3 | 1 | 20.00% | 60.00% | 20.00% |
| Grissom High School | 35 | 24 | 11 | 50.00% | 34.29% | 15.71% |
| Hampton Cove Elementary School | 1 | 3 | 0 | 25.00% | 75.00% | 0.00% |
| Hampton Cove Middle School | 2 | 14 | 6 | 9.09% | 63.64% | 27.27% |
| Highlands Elementary School | 44 | 3 | 4 | 86.27% | 5.88% | 7.84% |
| Huntsville High School | 83 | 31 | 17 | 63.36% | 23.66% | 12.98% |
| Huntsville Jr. High School | 50 | 5 | 7 | 80.65% | 8.06% | 11.29% |
| Jemison High School | 156 | 3 | 14 | 90.17% | 1.73% | 8.09% |
| Jones Valley Elementary School | 4 | 1 | 2 | 57.14% | 14.29% | 28.57% |
| Lakewood Elementary School | 4 | 0 | 1 | 80.00% | 0.00% | 20.00% |
| Lee High School | 56 | 4 | 5 | 86.15% | 6.15% | 7.69% |
| Martin Luther King Jr Elementary | 25 | 0 | 2 | 92.59% | 0.00% | 7.41% |
| McDonnell Elementary School | 5 | 1 | 2 | 62.50% | 12.50% | 25.00% |
| McNair Jr. High School | 113 | 3 | 10 | 89.68% | 2.38% | 7.94% |
| Monte Sano Elementary School | 0 | 2 | 0 | 0.00% | 100.00% | 0.00% |
| Montview Elementary School | 11 | 0 | 2 | 84.62% | 0.00% | 15.38% |
| Morris Elementary School | 55 | 12 | 17 | 65.48% | 14.29% | 20.24% |
| Mountain Gap P8 | 5 | 7 | 1 | 38.46% | 53.85% | 7.69% |
| New Century Technology High School | 3 | 3 | 0 | 50.00% | 50.00% | 0.00% |
| Providence Elementary School | 10 | 4 | 3 | 58.82% | 23.53% | 17.65% |
| Ridgecrest Elementary School | 4 | 3 | 0 | 57.14% | 42.86% | 0.00% |
| Rolling Hills Elementary School | 44 | 3 | 9 | 78.57% | 5.36% | 16.07% |
| Sonnie Hereford Elementary School | 34 | 1 | 5 | 85.00% | 2.50% | 12.50% |
| Weatherly Elementary School | 0 | 3 | 2 | 0.00% | 60.00% | 40.00% |
| Whitesburg P8 | 1 | 0 | 0 | 100.00% | 0.00% | 0.00% |
| Williams Jr. High School | 17 | 14 | 4 | 48.57% | 40.00% | 11.43% |
| Williams P6 | 53 | 9 | 16 | 67.95% | 11.54% | 20.51% |
| Total | 434 | 21.62416 | 8.724981 | 93.46% | 4.66% | 1.88% |
| | Nearly 4.5 times as many Black students received OSS | | | On Average, Black students account for 71.67% of all OSS referrals | | |

| Alternative School Referrals | | | | | | |
|--|---|-----------|-----------|--|---------------|---------------|
| Calendar Year 2019 - 2020 | | | | | | |
| School | Referral | | | (Alternative School Referral) COMPARED TO | | |
| | Black | White | Other | Black | White | Other |
| Academy For Academics And Arts | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Academy For Science & Foreign Language | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Blossomwood Elementary | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Chaffee Elementary School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Challenger Elementary School | 2 | 3 | 0 | 40.00% | 60.00% | 0.00% |
| Challenger Middle School | 3 | 0 | 0 | 100.00% | 0.00% | 0.00% |
| Chapman P8 | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Columbia High School | 15 | 2 | 3 | 75.00% | 10.00% | 15.00% |
| Dawson Elementary School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Farley Elementary School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Goldsmith Schiffman Elementary School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Grissom High School | 4 | 1 | 3 | 50.00% | 12.50% | 37.50% |
| Hampton Cove Elementary School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Hampton Cove Middle School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Highlands Elementary School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Huntsville High School | 4 | 1 | 2 | 57.14% | 14.29% | 28.57% |
| Huntsville Jr. High School | 2 | 0 | 0 | 100.00% | 0.00% | 0.00% |
| Jemison High School | 18 | 0 | 1 | 94.74% | 0.00% | 5.26% |
| Jones Valley Elementary School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Lakewood Elementary School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Lee High School | 4 | 0 | 0 | 100.00% | 0.00% | 0.00% |
| Martin Luther King Jr Elementary | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| McDonnell Elementary School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| McNair Jr. High School | 13 | 0 | 0 | 100.00% | 0.00% | 0.00% |
| Monte Sano Elementary School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Montview Elementary School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Morris Elementary School | 3 | 0 | 0 | 100.00% | 0.00% | 0.00% |
| Mountain Gap P8 | 1 | 3 | 1 | 20.00% | 60.00% | 20.00% |
| New Century Technology High School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Providence Elementary School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Ridgecrest Elementary School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Rolling Hills Elementary School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Sonnie Hereford Elementary School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Weatherly Elementary School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Whitesburg P8 | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Williams Jr. High School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Williams P6 | 0 | 1 | 0 | 0.00% | 100.00% | 0.00% |
| Total | 69 | 11 | 10 | 76.67% | 12.22% | 11.11% |
| | Nearly 7 times as many Black students were referred to | | | On Average, Black students account for 76.67% of all Alternative School referrals | | |

| Law Enforcement Referrals | | | | | | |
|--|---|-------|-------|--|--------|--------|
| Calendar Year 2019 - 2020 | | | | | | |
| School | Referral | | | Enforcement Referral) COMPARED TO TOTAL | | |
| | Black | White | Other | Black | White | Other |
| Academy For Academics And Arts | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Academy For Science & Foreign Language | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Blossomwood Elementary | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Chaffee Elementary School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Challenger Elementary School | 1 | 0 | 0 | 100.00% | 0.00% | 0.00% |
| Challenger Middle School | 7 | 3 | 0 | 70.00% | 30.00% | 0.00% |
| Chapman P8 | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Columbia High School | 17 | 2 | 0 | 89.47% | 10.53% | 0.00% |
| Dawson Elementary School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Farley Elementary School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Goldsmith Schiffman Elementary School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Grissom High School | 7 | 3 | 0 | 70.00% | 30.00% | 0.00% |
| Hampton Cove Elementary School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Hampton Cove Middle School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Highlands Elementary School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Huntsville High School | 10 | 2 | 1 | 76.92% | 15.38% | 7.69% |
| Huntsville Jr. High School | 1 | 0 | 1 | 50.00% | 0.00% | 50.00% |
| Jemison High School | 36 | 0 | 0 | 100.00% | 0.00% | 0.00% |
| Jones Valley Elementary School | 1 | 0 | 0 | 100.00% | 0.00% | 0.00% |
| Lakewood Elementary School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Lee High School | 1 | 0 | 0 | 100.00% | 0.00% | 0.00% |
| Martin Luther King Jr Elementary | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| McDonnell Elementary School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| McNair Jr. High School | 21 | 0 | 0 | 100.00% | 0.00% | 0.00% |
| Monte Sano Elementary School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Montview Elementary School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Morris Elementary School | 2 | 0 | 0 | 100.00% | 0.00% | 0.00% |
| Mountain Gap P8 | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| New Century Technology High School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Providence Elementary School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Ridgecrest Elementary School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Rolling Hills Elementary School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Sonnie Hereford Elementary School | 1 | 0 | 0 | 100.00% | 0.00% | 0.00% |
| Weatherly Elementary School | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Whitesburg P8 | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Williams Jr. High School | 2 | 1 | 0 | 66.67% | 33.33% | 0.00% |
| Williams P6 | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Total | 107 | 11 | 2 | 89.17% | 9.17% | 1.67% |
| | Over 10 times as many Black students were referred to law | | | On Average, Black students account for 89.17% of all law enforcement referrals | | |

III. EQUITABLE ACCESS

As in previous years, the DAC analyzed the data provided and focused on 4 areas: (1) that Black students have equitable access to opportunities for advanced and honors level courses, (2) Black students are encouraged and academically prepared to satisfactorily perform in the academic rigor involved with the advanced and honors classes, (3) Industry and community partnerships, and (4) teachers and staff are adequately trained and demonstrating practices related to being culturally sensitive and refraining from implicit racial bias in educating students. **Note: No data was provided for the training of staff on Cultural Responsiveness to the DAC, it was requested.**

Equitable Access

AP course offering/participation is not equitable across all schools. For example, Grissom has 27 AP course offerings and Huntsville High has 25 AP course offerings with at least 1 student participation vs 13 AP course offerings with at least 1 student participating at Jemison.

Furthermore, analyzing the data at the enrollment level of school and race, far less Black students are enrolled in AP/IB courses vs their white peers. The total number of Black students participating in AP/IB courses for the year 2019 -2020, 718 17% VS 2603 62% Compared to 2018-2019 enrollment of 856 20% vs 2691 61%. AP enrollment for black students has decreased from the previous year from 20% to 17%

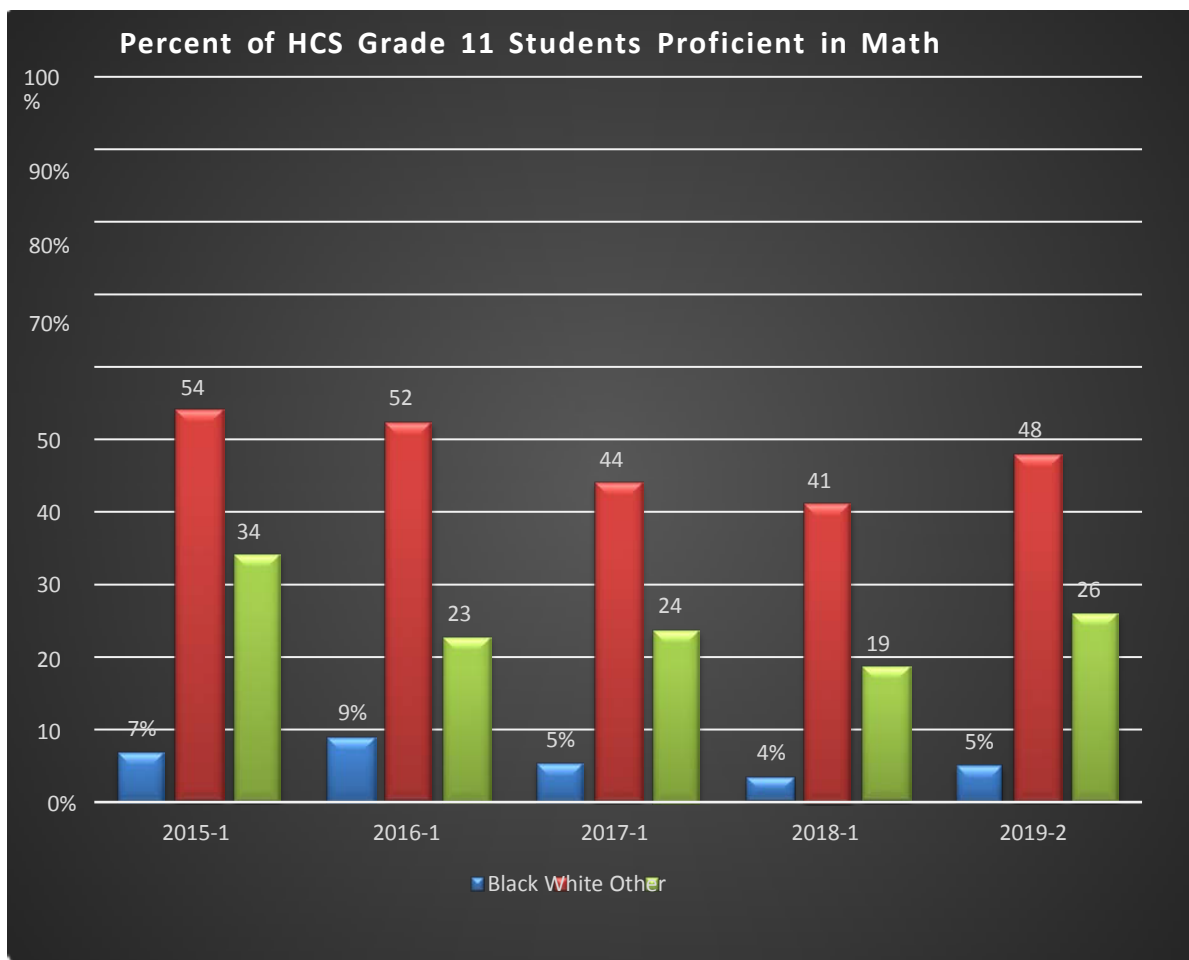
In terms of satisfactory performance there is a large gap in proficiency. In review of the data across the district focusing on student competence at passing at least 1 AP course. We see that only 33% of black student in AP courses are passing vs 67% of white students passing AP courses across the district. It is worth mentioning that the number of black students passing at least 1 AP course has risen from 10% to 33% year over year.

It was brought to our attention during the 2019-2020 school year from students that the AP and Honors courses are not encouraged by the staff but actually discouraged. Furthermore, black students are not represented in the AP course classroom and staff making the retention of black students in AP courses less

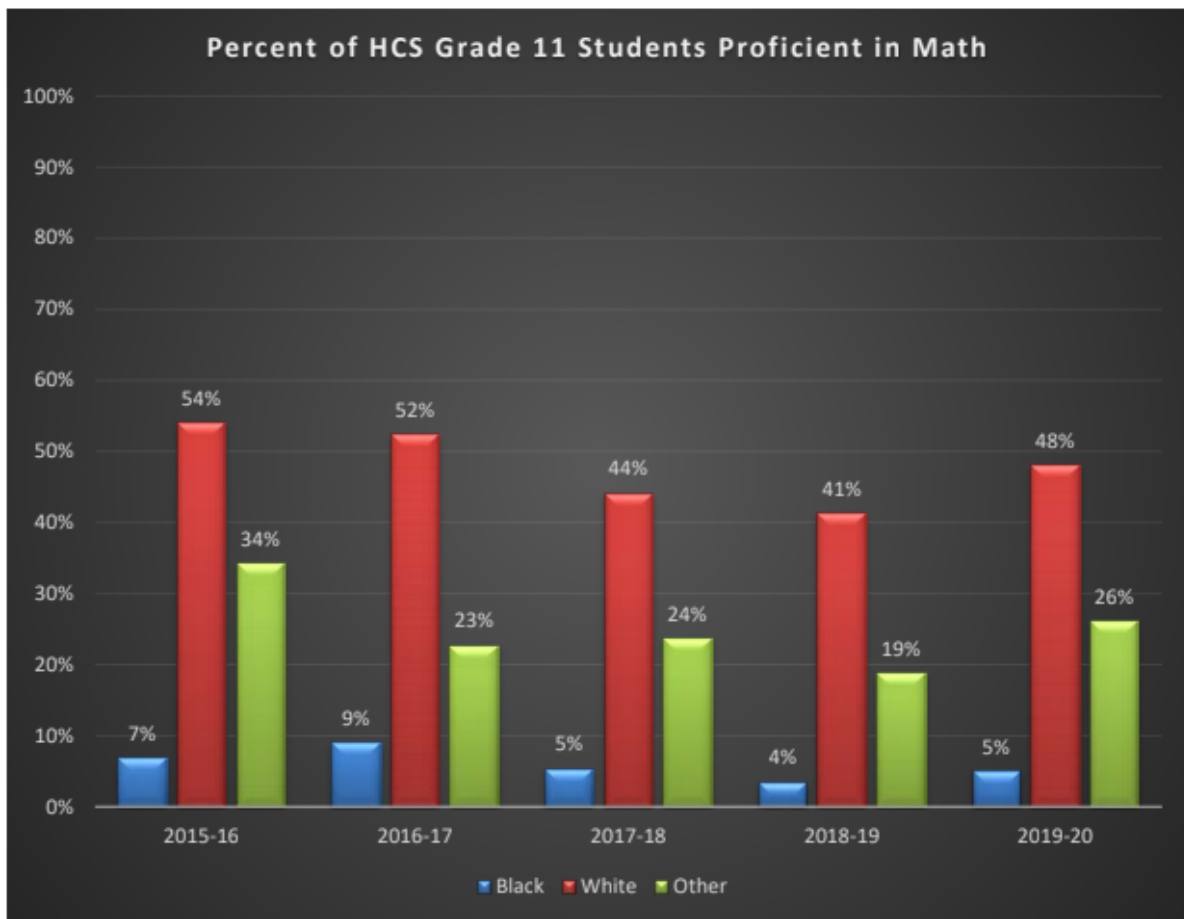
likely. The district made a concerted effort to enroll more students in AP courses this past year. They made phone calls and sent emails to students and their parents who had grades that would qualify them for AP, but had elected not to take AP level classes. We look forward to seeing if this made a difference in the data this next year.

Achievement Gap

Administration of the 2019-20 ACAP was canceled by the Alabama State Department of Education due to the COVID-19 Pandemic - Huntsville City Schools closed school buildings on March 16, 2020, and moved to remote learning only; the ACAP Test window was scheduled to open on April 6, 2020, and close on May 1, 2020 -HCS students were not in physical school buildings during the ACAP Test window and no state summative assessment was administered for the 2019-20 school year for Grades 2-8 -Because of this, no summative proficiency data for accountability is available for Grades 2-8 for 2019-20 K-8 schools across the district typically take Star Reading and Math three times a year. This assessment administration was also disrupted by the COVID-19 Pandemic.



The academic achievement gap is even more disturbing when looking at on the 11th grade students alone. **Only 5% of black students district wide are attaining benchmark in math compared to 48% of white students. COVID-19 limited the District's ability to complete tests for academic proficiency, this year's data report contains only the following proficiency data: 2019-20 ACT data for eleventh grade students.**



Note that according to U.S. News & World Report (2019) Alabama students ranked next to last for math scores. These scores as a whole are indicative of a larger problem.

It is concerning that across the entire school district of 11th graders that only 29% of black students are proficient in reading/5% in math. This gap is

further magnified when compared to White peers, whereas proficiency is 77% in Reading and 48% in Math.

Industry & Community Partners

Huntsville City Schools (HCS) continues to partner with large corporations in the community and has a strong presence in Huntsville, however HCS does not partner with groups within the African American community to increase engagement. HCS marketing to the community is minimal. They mostly use the schools digital signs, website and letters to parents. HCS outreach programs consist of all in house events such as Magnet Fair, Parent Workshops, PTA meetings. Participation in most Outreach events are minimal to non-existent. HCS has not found a way to successfully engage parents in the community. More concerning and prevalent is the lack of participation at Majority black schools. For example, Lakewood Elementary does not have a PTA. The school has attempted in the 2019-2021 school year, but just like the rest of the community involvement level— it was lacking greatly. PTA is a direct connection to the parents and the community and should be nurtured.

Outreach

Huntsville City Schools provides various outreach events/session throughout the school year. However, participation across the board is low. For college events, orientations, Open houses and Parent workshop etc. For example, Huntsville City Schools provided 45 College Counseling and Scholarship Outreach sessions both in-person and online during 2019-2020 school year. Participation by race was as follows: Attendees- 97 black | 260 white | 53 other with a total of 411 district wide. The participation level by parents and students is minimal considering the total enrollment of high school students for the school district is 5357. This level of participation can be duplicated for any outreach event.

Culturally Responsive Strategies

HCS provides numerous hours of training, but it does not seem to be affecting the disparity and/or addressing implicit racial bias. Training is a concern because there is no accountability or measurement of implementation and understanding for Culturally Responsive Training. In the previous year it was stated that the diversity training contract was cancelled due to funds. Parents, students and staff still report the presence of bias in schools and classrooms.

Summary

In summary, our analysis indicates that the District was not trending toward accomplishing its goal. Key efforts are not presented in the data or not being implemented at all. Access cannot be equitable if the facilitators are not properly trained, held accountable and culturally biased. We understand that closing the achievement gap is a long term goal, but there are processes that can be implemented now to have a meaningful impact on the goal.

DAC Recommendation:

A genuine approach of encouragement and inclusion in AP and Honors courses to Black students that is more than just a parent meeting.

A continued focus on increasing AP access for students at majority black schools. This may be through virtual programs, mentoring new AP teachers, or other means.

IV. STUDENT ASSIGNMENT

Demographics

Achieving the goal of balanced demographics across schools are challenging. The most recent data reviewed by the DAC showed that the District's students are 39 percent Black, 38 percent White, and 23 percent Other. Several schools have a disproportionately high Black population: Chapman MS (67%), Dawson Elementary (74%), Martin Luther King, Jr (74%), Lakewood Elementary (76%),

Highlands Elementary (75%), Jemison High (72%), Lee High (64%), McNair Jr. High (78%), Montview Elementary (71%), Rolling Hills Elementary (74%), and Sonnie Hereford Elementary (69%). The schools showing predominantly White populations are: Goldsmith Schiffman ES (77%), Hampton Cove ES (78%), Hampton Cove Middle School (76%), Monte Sano Elementary (81%) and Mountain Gap P-8 (74%).

M-to-M Transfers

The DAC is pleased to note that the District continued the advertisement of the M-to-M options through various media during the beginning of the 2020-2021 school year, however, due to changes in the school year for Covid-19, the advertising efforts were difficult to fully measure. Overall, less applications were submitted this year for transfers. The data also includes faculty requests for student transfers, as well as, out of district requests.

The number of applications for M-to-M transfers was 462 which was an increase from prior years and with the number of transfers offered and accepted. The most popular first-choice elementary schools were the same as the previous year: Blossomwood Elementary, Hampton Cove Elementary, and Jones Valley Elementary. The most popular first-choice middle schools were also the same as the previous year: Huntsville Junior High, Hampton Cove Middle School, and Challenger Middle School.

During the year the following occurred:

- 0 denied due to lack of space (decrease from prior years)
- 0 denied due to ineligibility (decrease from prior years)
- 74 offered and declined (increase over prior years)
- 394 offered and accepted (decrease over prior years)

Magnet Programs

Magnet school is at or very near target enrollment goals set out in the Consent Order (+/- 15 percent of total enrollment demographics). Enrollment of Black students is slightly higher for Columbia High School MYP, Lee Create and Performing Arts – Dance, -Vocal Performance, and -Technical Theatre.

V. TRANSPORTATION

The DAC was excited that the district received unitary status during the 19-20 school year. We continue to monitor this factor, especially community feedback that might not otherwise show up in a data set.

VI. FACILITIES

Huntsville City Schools is comprised of 37 schools educating nearly 24,000 students district wide. Due to the contagious nature of the virus, the district implemented the Huntsville Virtual Academy which gave parents the options to allow their children to learn from home using technologies such as Zoom Meetings. As more parents are now planning to send their children back to the physical classroom, the district must ensure that there is sufficient space to accommodate the increase in student population. The district has seen significant growth in several school zones. Grissom High School is projected to be 6% over capacity, Morris Elementary and Middle School is projected to be 9% over capacity and Hampton Cove Middle School is projected to be 7% over capacity. The district has advised the community that they have planned to lease seven modular buildings to increase classroom space. The annual total cost to lease these units is approximately \$250,000. According to the district, these facilities are ADA compliant, contain one restroom and will accommodate 25 to 30 students. According to the Consent Order (Section VI, B-3, page 69), portables are only to be used as an interim solution. As of right now, there has been no plan shared with the DAC regarding a permanent solution. The DAC will monitor the modular classroom usage within the district and request that the district work with the city planners to better prepare for future growth within the city. Additionally, for

several years, the DAC has requested additional information from the district regarding its maintenance activities. To date, this data has not been forthcoming. Unfortunately, lack of maintenance required the entire Highlands Elementary School population to be relocated. According to a WHNT News 19 article (<https://whnt.com/news/huntsville/highlands-elementary-wont-start-on-schedule-students-to-go-to-calvary-hills-building/>) the school was in the process of getting a new roof and the project was not completed prior to the start of school. Highlands Elementary is 75% black and with the lack of insight into the district's maintenance practices, it calls into question why over 400 students were displaced.

In our end of the year meeting, it was determined that several factors were the cause of the delay at Highlands. One was delay in materials and labor due to Covid, but another may have been negligence or mismanagement by HCS. We were assured that this was being investigated, and look forward to hearing the outcome to ensure it doesn't happen again.

Finally, the district is planning to move the district offices to north Huntsville. There was much controversy around this district move as it was initially planned for a more residential area on McClung Avenue. The district received much feedback about the lack of business in the area, as well as traffic concerns. As a result of the community feedback, the district did additional due diligence and settled on 14 acres of land off on North Parkway for 3.5 million dollars. This part of north Huntsville is a dilapidated area that welcomes the investment and will (according to a WAFF news article <https://www.waff.com/2021/04/14/update-huntsville-city-schools-citys-project-move-central-offices/>) the first mixed used development in this part of the city. District 1 board member Michelle Watkins commented that the north side "welcomes" the district and the general feedback from the community has been positive.

In conclusion, the DAC recognizes that the Consent Order lays out some specific benchmarks to consider for Unitary Status. However, considering the renewed use of portables, the limited response regarding maintenance and repair statistics and the displacement of an entire school as a result of (perceived) mismanaged roof repair, we recommend that there be additional transparency and accountability.

VII. EXTRACURRICULAR ACTIVITIES

1. Inequitable club offerings at elementary schools

The Consent Order states, "Beginning with the 2015-16 school year, each District elementary school will provide students with an equal opportunity to participate in a range of extracurricular activities, including, at a minimum, one math club ('Elementary School Core Activity')." "

According to the 2019-20 data¹, only two other clubs were offered at both Highlands Elementary School ("AM Art" & Math Club for grades 3-6 only) and Lakewood Elementary (Greenpower & Math Club for grades 3-6 only). McDonnell Elementary School now offers an additional math club (for grades 3-6 only) as an extracurricular. This significantly contrasts with other schools which offer at least three (3) or more additional clubs, and is especially in stark difference to that of their predominantly white elementary counterpart school: Mountain Gap Elementary (16 clubs). The more racially balanced Whitesburg Elementary offers the most among all twenty-six (26) elementary schools (totaling 18 additional clubs).

2. Inequitable club offerings at middle schools

The Consent Order states, "Beginning with the 2015-16 school year, each District middle school and junior high school will provide students with an equal opportunity to participate in a range of extracurricular activities, including, at a minimum, the following extracurricular four (4) activities (collectively 'Middle/Junior High School Core Activities'):

1. National Junior Honor Society;
2. math team;
3. three additional academic clubs or teams; and
4. one student leadership organization."

According to the 2019-20 data², only one other club/activity was offered at Williams Middle School (Peer Helpers). Three (3) schools only offered two (2) additional clubs/activities outside of the minimum required core activities: Chapman (Chess & Yearbook), Hampton Cove Middle (Yearbook & Peer Helpers),

¹ Clubs are listed yet attendance and/or participation is not tallied nor presented.

² Clubs are listed yet attendance and/or participation is not tallied nor presented.

and Morris (6-8) (“AM BANC” & “AM CHORAL”). All other schools offered at least three (3) additional clubs/activities. While one of the predominantly white schools offered a significant amount more clubs/activities (Challenger Middle School - fourteen (14) additional clubs/activities), there seems to be no other major disparities to report, however, there is definitely inequitable access occurring at both predominantly white and predominantly black schools. For example, as previously mentioned, predominantly black Chapman (6-8) only offers two (2) additional clubs/activities (Chess and Yearbook), whereas predominantly white Hampton Cove Middle School also only offers two (2) additional clubs/activities (Peer Helpers and Yearbook). Both predominantly black magnet schools, Academy of Arts & Academics (AAA) and Academy of Science & Foreign Language (ASFL), offer many more opportunities for students to participate in comparison to the remaining schools outside of the aforementioned.

3. Inequitable club offerings at high schools

The Consent Order states, "Beginning with the 2015-16 school year, each District high school will provide students with an equal opportunity to participate in a range of extracurricular activities, including, at a minimum, the following extracurricular four (4) activities (collectively ‘ High School Core Activities’):

1. National Junior Honor Society;
2. math team;
3. four additional academic teams or professional clubs, at least two of which will be academic teams;
4. ROTC team;
5. three student leadership organizations; and
6. four other clubs.”

According to the 2019-20 data³, among the six (6) high schools across the system, each offer at least twenty (20) additional clubs/activities outside of the aforementioned minimum requirements. That being said, there seems to be some balance among those offering the most opportunities. For example, the predominantly white Grissom High School offers sixty-three additional clubs, whereas the predominantly black Jemison High School only offers fifty-six additional clubs. The predominantly white Huntsville High School offers fifty-one (51) additional clubs whereas the nearby and predominantly black Lee High School offers only thirty-seven (37) clubs/activities.

³ Clubs are listed yet attendance and/or participation is not tallied nor presented.

4. Inequitable treatment and access to extracurriculars at high schools

The DAC received complaints that disciplinary actions against students of color on sports teams continue to require more consistency - for example, multiple reports from the community at Huntsville High School continue to suggest unfair treatment toward students of color. According to another community member's feedback, opportunities to join a sports team are also being treated inequitably (also at Huntsville High School) when compared to other high schools in the area.