2016-2017 RESULTS

READ Act, CMAS, PSAT/SAT, AP & Concurrent Enrollment

BOE Focus on Achievement Session

9/7/2017
OUR VISION

EVERY CHILD SUCCEEDS
AGENDA

- Share, Celebrate and Reflect on 2016-17 results for grades K-8
  - Review overall district results
  - Discuss District supports and foci
  - Learn from school leaders on what was implemented in their buildings

- Share, Celebrate and Reflect on 2016-17 results for High Schools
  - Review district results
  - Discuss District supports and foci
  - Learn from school leaders on what was implemented in their buildings

Note: Future FOA sessions will dive deep on Early Literacy, Whole Child, Culturally Responsive Education (CRE) & redefining the High School experience
KEY TAKEAWAYS

- The vision and clarity of the Board’s Denver Plan 2020 gave DPS clear goals and the direction we needed to create strategies that allowed us to focus on critical work.

- Specifically, some of the strategies that led to successes we will highlight today, include our focus on:
  - Early Literacy
  - Teacher Leadership and Teacher Leader Pipeline
  - Progress Monitoring
  - Flexibility
  - Tiered Support
  - Whole Child
  - Building Capacity for our School Leaders

- The tight and clear expectations and loose execution requirements within schools and networks helped with our gains.
WELCOME SCHOOL LEADERS

- Lisa Simms, DSISD
- Matt Dodge, DSISD
- Jason Van Tiem, DSST Green Valley Ranch High School
- Christian Delaoliva, John F. Kennedy High School
- Anne Sterrett, Polaris
- Ian Hodges, Polaris
- Kimberly Grayson, Martin Luther King High School
- Jessica Valsechi, University Prep- Steele Street
- Heather Haines, MS Network 2
- Scott Mendelsberg, HS Network 3
A FOUNDATION FOR SUCCESS IN SCHOOL: 2016-2017 PROGRESS

Denver Plan Goal: 80% of DPS third graders will be at or above grade level in reading and writing, lectura and escritura.
K-3 students experienced substantial grade level growth (+17 % pts) from fall to spring based on the Istation vendor-provided cut points.

- Over 67% of students who took Istation scored at grade level in Spring 2017, up from 50% in the fall. The percentage of students designated as SBGL decreased from 23% in Fall 2016 to 15% in Spring 2017.
  - In contrast, last year (15-16) there was a decrease from Fall to Spring in the percentage of students at grade level (52% to 50%), and an increase in the percentage of students who scored SBGL (22% to 25%).
- Approximately 63-69% of students across all assessments scored at or above grade level in Spring 2017, and 11-25% scored SBGL.
Denver Plan 2020 Goal: 3rd Grade Literacy Trajectory

**Denver Plan 2020 Goal:** By 2020, 80% of DPS third-graders will be at or above grade 80% level in reading and writing.

3rd Grade Literacy

- **All Students:**
  - 2011: 46%
  - 2012: 50%
  - 2013: 50%
  - 2014: 52%

- **African American and Latino Students:**
  - 2015: 31%
  - 2016: 30%
  - 2017: 38%
  - 2018: 51%
  - 2019: 61%
  - 2020: 80%

Transition to CMAS

Literacy includes ELA and CSLA.
3rd Grade ELA and CSLA proficiency rates have been increasing since the transition to PARCC.
CMAS OVERALL RESULTS
For CMAS 2017 Status, the largest gains in proficiency occurred in ELA.

DPS students continue to grow at above-average rates in both ELA and Math.

Growth rates are higher in ELA, but gains were larger in Math in 2017.

Note: Years 2005-2014 include grades 3-10; 2016 and 2017 includes grades 3-9. State average is 50 MGP. Growth not calculated for 2015 due to transition to CMAS assessment (TCAP to CMAS).
In ELA, all grades continue to make above average growth.

2016 The biggest gains were seen in 6th grade. 8th grade saw a decrease in MGP from to 2017.
In Math, all grades, except 6th and 8th grade, made above-average growth.

8th grade saw a decrease in growth rate between 2016 to 2017.
Most Elementary Networks have increasing growth rates in ELA and Math. Networks 2, 4, and 6 grew in both ELA and Math. Other networks increased in one area, with the exception of one.

2017 MGPs

Network 1
ELA: 50
Math: 53

Network 2
ELA: 56
Math: 54

Network 3
ELA: 61
Math: 54

Network 4
ELA: 57
Math: 55

Network 5
ELA: 60
Math: 57

Network 6
ELA: 55
Math: 58

LLN
ELA: 63
Math: 48

Networks 1-6 saw above average MGPs in ELA and Math

Note: Charter Network had 0 MGP change from 2016 (53 and 57) to 2017 (53 and 57) for Math and ELA. LLN = Luminary Learning Network.
MGPs for all Secondary Networks range from 37 to 69 in ELA and 33.5 to 63 in Math.

Note: Charter Network had 0 MGP change from 2016 (53 and 57) to 2017 (53 and 57) for Math and ELA.
LLN = Luminary Learning Network
Students in the lowest proficiency bands in 2016 had the lowest growth in 2017. Students in the highest bands had the highest growth. Similar trends are seen for most focus groups, as well.

**ELA**

- **2016 Proficiency**
  - Exceeded Expectations: 62 MGP
  - Met Expectations: 59 MGP
  - Approached Expectations: 58 MGP
  - Partially Met Expectations: 54 MGP
  - Did Not Yet Meet Expectations: 52 MGP

- **2017 MGP**
  - Exceeded Expectations: 60 MGP
  - Met Expectations: 57 MGP
  - Approached Expectations: 53 MGP
  - Partially Met Expectations: 51 MGP
  - Did Not Yet Meet Expectations: 50 MGP

The higher ELA growth of students in the “Approached Expectations” band for 2016 contributed to increases in district literacy proficiency.

**Math**

- **2016 Proficiency**
  - Exceeded Expectations: 60 MGP
  - Met Expectations: 57 MGP
  - Approached Expectations: 53 MGP
  - Partially Met Expectations: 51 MGP
  - Did Not Yet Meet Expectations: 50 MGP

- **2017 MGP**
  - Exceeded Expectations: 60 MGP
  - Met Expectations: 57 MGP
  - Approached Expectations: 53 MGP
  - Partially Met Expectations: 51 MGP
  - Did Not Yet Meet Expectations: 50 MGP

*Exceeded Expectations, Met Expectations, Approached Expectations, Partially Met Expectations, Did Not Yet Meet Expectations.*
While some students are improving in ELA and Math, over half of our students are not meeting expectations.

Includes all grades 3-9. Includes ELA only. Only students who took CMAS in 2016 and 2017 in DPS are included. “Met expectations” includes met and exceeded expectations. “Did not meet expectations” includes did not meet, partially met, approached expectations.
All focus groups made gains in ELA MGPs. However, all reference groups have higher growth rates. Students in focus groups will need to outperform the reference groups for gaps to close.

Focus groups include: Students of Color (SOC), In-Service ELLs, FRL, and Students with Disabilities
Reference groups include: White Students, Non-ELLs (excluding Exited ELLs), Non-FRL, and Students without Disabilities.
MGPs= Median Growth Percentile
All focus groups made gains in Math MGPs. However, all reference groups have higher growth rates. Students in focus groups will need to outperform the reference groups for gaps to close.

Focus groups include: Students of Color (SOC), In-Service ELLs, FRL, and Students with Disabilities
Reference groups include: White Students, Non-ELLs (excluding Exited ELLs), Non-FRL, and Students without Disabilities.
MGPs= Median Growth Percentile
The gaps in growth between student groups are decreasing.

ELLs saw the greatest decrease in gaps for ELA, while Students with Disabilities saw the greatest decrease for Math.

- = Decreasing gap  
- = No change

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students of Color (SOC)</td>
<td>-3</td>
<td>-3</td>
</tr>
<tr>
<td>English Language Learners (ELLs)</td>
<td>-5</td>
<td>0</td>
</tr>
<tr>
<td>Low Income (FRL)</td>
<td>-3</td>
<td>-1</td>
</tr>
<tr>
<td>Students w/ Disabilities</td>
<td>-3</td>
<td>-5</td>
</tr>
</tbody>
</table>

MGP differences in gaps between 2016 and 2017. ELL gap calculated based on a comparison to Non-ELLs, excluding Exited ELLs.
Large gains in ELA for ELLs are a result of higher growth for students in the lowest proficiency bands in 2016.

ELL students had the highest MGPs in the 2016 lower two proficiency bands compared to Non-ELLS.
Math growth for Students with Disabilities was driven by high growth of students in the lowest proficiency band in 2016.

Students with Disabilities had greater MGP for Math compared to ELA in the lowest 2016 proficiency band.
The gaps between student groups are increasing on CMAS Status.

While gaps have narrowed slightly in literacy, the gaps have grown for other content areas.

- = Decreasing gap  
  = Increasing gap

<table>
<thead>
<tr>
<th></th>
<th>Literacy</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students of Color (SOC)</strong></td>
<td>-0.4%</td>
<td>0.6%</td>
<td>2.5%</td>
<td>6.2%</td>
</tr>
<tr>
<td><strong>English Language Learners (ELLs)</strong></td>
<td>-0.5%</td>
<td>0.3%</td>
<td>2.5%</td>
<td>5.5%</td>
</tr>
<tr>
<td><strong>Low Income (FRL)</strong></td>
<td>-1.9%</td>
<td>0.4%</td>
<td>1.2%</td>
<td>5.3%</td>
</tr>
<tr>
<td><strong>Students w/ Disabilities</strong></td>
<td>3.0%</td>
<td>0.7%</td>
<td>2.7%</td>
<td>-1.2%</td>
</tr>
</tbody>
</table>

Literacy includes ELA and CSLA. All grades 3-9. Percentage point differences in gaps between 2016 and 2017. ELL gap calculated based on a comparison to Non-ELLs, excluding Exited ELLs.
DISTRICT SUPPORTS & FOCI
GRADES K-8
A deliberate, coordinated plan to support schools with early literacy led to tremendous gains in a number of different areas.

By providing schools with clear and common expectations, professional development and supports with local differentiation, and tools to progress monitor performance in multiple languages...

...DPS students demonstrated:

• A 6% increase on the 3rd Grade CMAS ELA test and a 9% increase on the 3rd Grade CMAS CSLA (Spanish) test
• A 17% increase from fall to spring in the number of students reading at grade level as measured by Istation
• The highest year-to-year growth DPS has ever demonstrated on the ELA state test (MGP = 57)
• Median growth percentiles of 50 or higher in every elementary school network
SCHOOL LEADER PANEL—GRADES K-8

- Anne Sterrett, Polaris
- Ian Hodges, Polaris
- Jessica Valsechi, University Prep- Steele Street
- Heather Haines, MS Network 2
READY FOR COLLEGE & CAREER

By 2020, the four-year graduation rate for students who start with DPS in ninth grade will increase to 90%

By 2020, we will double the number of students who graduate college and career-ready, as measured by the increasing rigor of the state standard.
POST-SECONDARY COURSE ENROLLMENT

Combining Advanced Placement and Concurrent Enrollment

- DPS increased the number of post-secondary readiness courses taken (Concurrent Enrollment and Advanced Placement) by 14% in 2016-17.

- Pass rates increased in all subject areas (Math, English, and Other).

- The increase in post-secondary readiness courses was largely due to students taking more English and Math courses.

- Several schools increased both enrollment numbers and pass rates for PSR courses.
DPS students took over 1,200 more AP exams in 2016-2017 and pass rates continue to increase.

The number of tests taken is outpacing the number of tests earning qualifying scores.

Count of AP Tests Taken and Passed since 2005

- 2016 National AP Pass Rate = 57%
- 2016 Colorado AP Pass Rate = 60%

A score of 3 or higher indicates a qualifying score.
Gaps in AP qualifying rates persist across race and ethnicity.

The largest achievement gap is seen between Black and White students.

There is a 45.5% gap for Black students and a 31.3% gap for Hispanic students compared to their White peers.

A score of 3 or higher indicates a qualifying score.
While ELL and FRL students have seen gains in AP exam pass rates, gaps still remain.

ELL students had the lowest increase in exam pass rates compared to Non-ELLS or Exited ELLs.

FRL students’ exam pass rate increased more than their peers who are not eligible for FRL.

- **ELL Status**
  - 2013: 24.7%
  - 2017: 32.5%
- **Non-ELL**
  - 2013: 44.7%
  - 2017: 56.3%
- **Exited ELL**
  - 2013: 22.3%
  - 2017: 35.7%

- **FRL Status**
  - 2013: 22.3%
  - 2017: 32.0%
- **Paid**
  - 2013: 52.4%
  - 2017: 61.7%
CONCURRENT ENROLLMENT

- **559 more CE courses** were taken this year.

- The **pass rate increased to 86%** this year from 85% overall and for 100 level courses, CU Succeed courses, and developmental ed courses.

- **262 fewer unique students** took a CE course, indicating that the average number of courses/student increased but the number of students accessing courses decreased.

In 2017, DPS increased **BOTH** the number of CE courses taken and the pass rate district wide.
Black students and Hispanic students are slightly under-represented in rigorous course taking.

Hispanic students make up 58% of the total high school student population at DPS, however, they only accounted for 53% of enrollment in rigorous courses.

Black students make up 15% of the total high school student population at DPS, however, they only accounted for 11% of enrollment in rigorous courses.
PSAT

PSAT average Total Score increased from 902.9 to 903.1 in 2017. The State Total average score increased 3 points to 947.
- Evidence-based Reading and Writing (EBRW) average score increased from 450.5 to 453.0
- Math average score decreased from 452.5 to 450.1

PSAT College Ready Benchmarks indicate that more students are college ready in English, however fewer students are college ready in Math.
- EBRW, the percent of students meeting the benchmark increased from 52.5% to 55.4% in 2017.
- In Math, the percent of students meeting the benchmark decreased from 34.8% to 34.4% in 2017.

SAT

SAT Total average score in 2017 was 976.5. The State Total average score was 1014.3 in 2017.
- EBRW was 492.2, and 50.0% met the college ready benchmark.
- Math was 484.3, and 33.9% met the college ready benchmark.
PSAT Total average scores increased slightly, but achievement gaps persist. Section scores for EBRW increased 3 points and Math decreased 2 points.

**PSAT Total Score**

<table>
<thead>
<tr>
<th>Score</th>
<th>2016 Total Score</th>
<th>2017 Total Score</th>
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<tbody>
<tr>
<td></td>
<td>All Tested</td>
<td>Black or African American</td>
</tr>
<tr>
<td></td>
<td>160</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td>360</td>
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<td>1360</td>
<td>520</td>
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<tr>
<td></td>
<td>1560</td>
<td>540</td>
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**PSAT EBRW Score**

<table>
<thead>
<tr>
<th>Score</th>
<th>2016 EBRW Avg Score</th>
<th>2017 EBRW Avg Score</th>
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<tbody>
<tr>
<td></td>
<td>All Tested</td>
<td>Black or African American</td>
</tr>
<tr>
<td></td>
<td>410</td>
<td>430</td>
</tr>
<tr>
<td></td>
<td>510</td>
<td>540</td>
</tr>
<tr>
<td></td>
<td>610</td>
<td>640</td>
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</table>

**PSAT Math Score**

<table>
<thead>
<tr>
<th>Score</th>
<th>2016 Math Avg Score</th>
<th>2017 Math Avg Score</th>
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</thead>
<tbody>
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<td>All Tested</td>
<td>Black or African American</td>
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<tr>
<td></td>
<td>410</td>
<td>430</td>
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**PSAT 10 Score Ranges**

<table>
<thead>
<tr>
<th>Score Ranges</th>
<th>EBRW Section Score</th>
<th>Math Section Score</th>
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<tbody>
<tr>
<td>Need to Strengthen Skill</td>
<td>160-400</td>
<td>160-440</td>
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<tr>
<td>Approaching Benchmark</td>
<td>410-420</td>
<td>450-470</td>
</tr>
<tr>
<td>Meet or Exceed Benchmark</td>
<td>430-760</td>
<td>480-760</td>
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</table>
DISTRICT SUPPORT AND FOCI

GRADES 9-12
DPS has significantly increased both access and outcomes associated with college level courses in high school.

By focusing on increasing access for students who have historically not participated, staffing, master schedule development, placing students into the appropriate Math and English courses to ensure their college readiness, and progress monitoring to ensure schools are maximizing students’ opportunities to earn college credits and demonstrate college readiness...

...DPS students demonstrated:

• An increase in the both the number of concurrent enrollment courses taken (558 more) and the pass rate (now 86%)
• An increase in the number of DPS students taking (1235 more) and passing (823 more) AP exams for the 10th year in a row
SCHOOL LEADER PANEL—GRADES 9-12

- Lisa Simms, DSISD
- Matt Dodge, DSISD
- Jason Van Tiem, DSST Green Valley Ranch High School
- Christian Delaoliva, John F. Kennedy High School
- Kimberly Grayson, Martin Luther King High School
- Scott Mendelsberg, HS Network 3