DENVER PUBLIC SCHOOLS

2018-19

MILL LEVY PROGRAM ACHIEVEMENT REPORTS

In November 2016, Denver voters approved a mill funding measure for students in Denver Public Schools, agreeing to invest $56.6 million in operating dollars to support proven initiatives.

Building off of their work from last year, the Mill Levy Oversight Committee has been working through a deliberative process to collect and review data related to each of the ten 2016 mill levy supported programs.
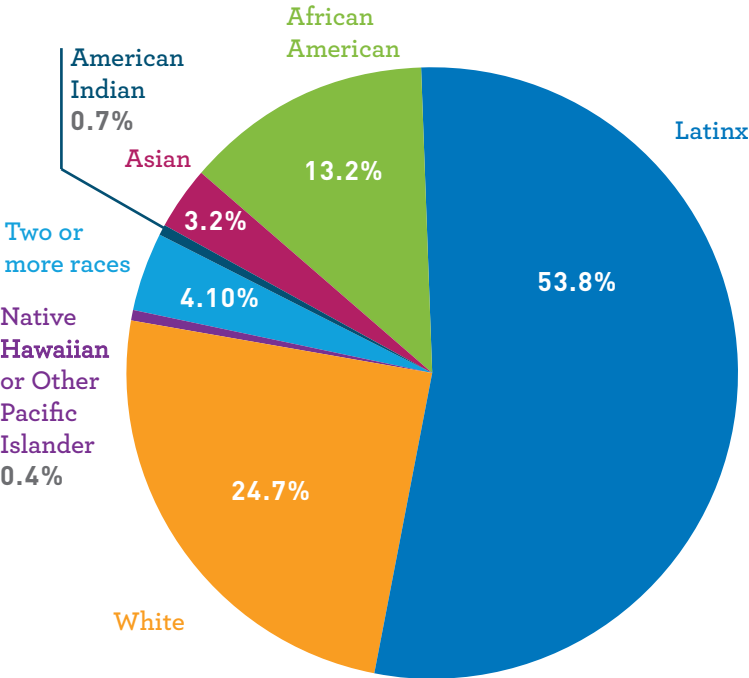
PROGRAMS:

CareerConnect, Dual Enrollment, Early Literacy, Paraprofessional-to-Teacher, Principal Pipeline, Summer Academy, Teacher Leadership and Collaboration, Technology, Transportation, Whole Child
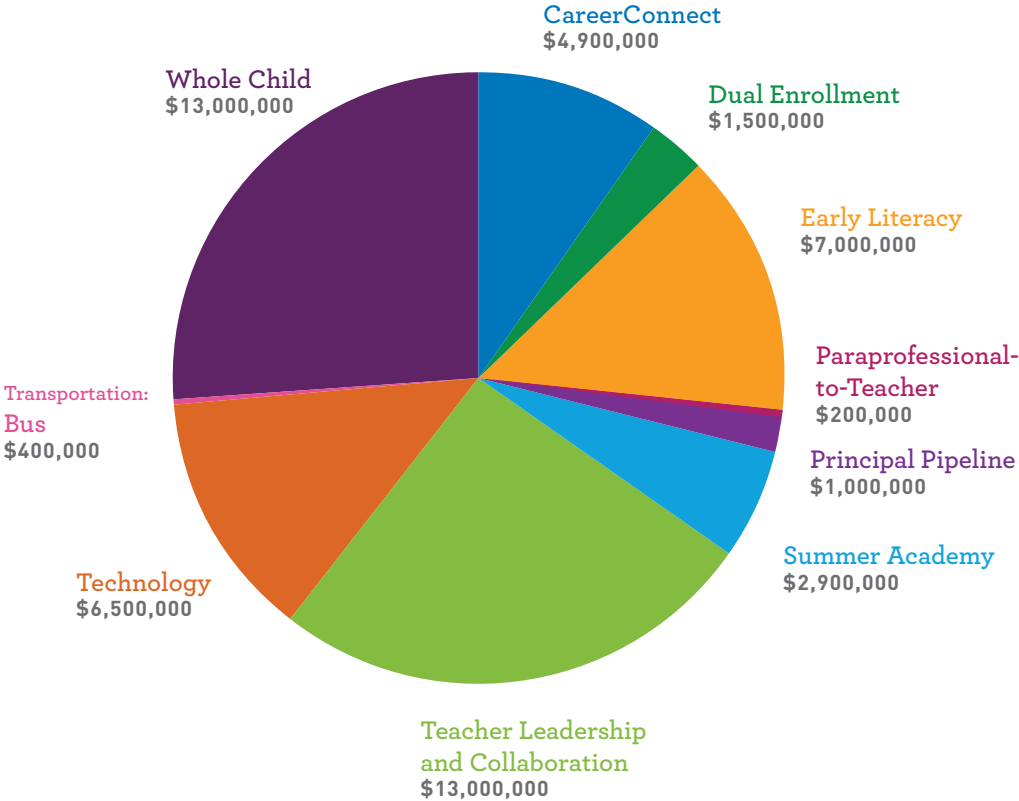
REFERENCE PAGE

STUDENT MEMBERSHIP DEMOGRAPHICS 2018-2019

- Latinx **53.8%**
- White **24.7%**
- African American **13.2%**
- Two or more races **4.10%**
- Asian **3.2%**
- American Indian **0.7%**
- Native Hawaiian or Other Pacific Islander **0.4%**

DISTRIBUTION OF MILL LEVY FUNDING 2018-2019

- Whole Child $13,000,000
- CareerConnect $4,900,000
- Dual Enrollment $1,500,000
- Early Literacy $7,000,000
- Paraprofessional-to-Teacher $200,000
- Principal Pipeline $1,000,000
- Summer Academy $2,900,000
- Teacher Leadership and Collaboration $13,000,000
- Technology $6,500,000
- Transportation: Bus $400,000

CareerConnect

INVESTMENT AMOUNT: $4.9M*

DENVER PUBLIC SCHOOLS

PROGRAM DESCRIPTION:

CareerConnect offers students relevant courses while connecting them with partner companies and higher education institutions for hands-on workplace experiences and mentoring. The program equips graduates with high-demand skills and leads to opportunities for continued education and careers in Colorado's highest-growth, highest-opportunity industries.

Charter schools received an additional $1.9M for "Ready for College and Career" that includes both dual enrollment and CareerConnect.

GOAL:
Support student access to CareerConnect pathways across all demographics

2017-2018 DATA
- 7,833 students enrolled in CareerConnect
- **Demographic breakdown:**
  - 57% male; 43% female
  - 16% English Language Learners; 64% Free and Reduced Lunch; 10% Special Education
  - 55% Latinx 23% White, 13% African American; 4% Two or more races; 4% Asian; 1% American Indian or Native Alaskan

2018-2019 DATA:
- 8,008 students enrolled in CareerConnect (increase of 6%)
- **Demographic breakdown:**
  - 55% male; 45% female
  - 19% English Language Learners; 61% Free and Reduced Lunch; 12% Special Education
  - 55% Latinx; 24% White, 12% African American; 4% Two or more races; 3% Asian; 1% American Indian or Native Alaskan

GOAL:
Increase the number of students receiving college credits and industry credentials

DATA:
- For 2018-19, 105 students received industry credentials (increase of 61 students)

GOAL:
Increase graduation rates

DATA:
- **For students in the Class of 2017:**
  - Participation in CareerConnect courses, mentoring, and internships was associated with statistically significant increases in graduation rates.
- **For students in the Class of 2018:**
  - Participation in CareerConnect courses, mentoring, and internships was associated with statistically significant increases in graduation rates for students who have historically had lower graduation rates. This analysis focused on students of color and FRL students
  - Participation in CareerConnect programs either had lower or less statistically significant effects for populations of students who have historically had higher graduation rates.

MOVING FORWARD:
CareerConnect will more intentionally serve and support students who have higher risk factors for graduation in order to maintain significant impact.

GOAL:

Expand geographic equity

DATA:

- Supported by the 2016 Mill Levy Override, CareerConnect is now in 28 high schools and funding 31 positions.
- For 2018-19, CareerConnect expanded CTE programming at 10 different schools and added 8 more positions.

GOAL CONTINUED:

Expand geographic equity

DATA:

- **Expansion Programs:**
    1. South - Tech (S)
    2. Denver Center for 21st-Century Learning - Business (NNE)
    3. Dr. Martin Luther King Jr. Early College- Tech (FNE)
    4. Career Education Center Early College - Maker (Architectural Tech) (NW)
    5. Delta - Creative (E)
    6. Thomas Jefferson - Tech (SE)
    7. Lincoln - Tech (SW)
    8. Denver School of the Arts - Creative (NE)
    9. East - Engineering (NNE)
    10. Summit – Med (SW)
- **New STEM programs were added at the following middle schools:**
    - Kepner Beacon (W)
    - Lake (NW)
    - Slavens (SW)
    - Hamilton (SW)
    - McAullife (NE)
    - Vista (FNE)
- Expansion decisions were made through a rigorous Request for Proposal (RFP) process based on current job market demand, school ability to support new programs and student engagement.

GOAL:

Student retention in CareerConnect apprenticeship programs

DATA:

- 71% retention for apprenticeships in 2018-19. This is a decline from 76% in 2017-18.

GOAL:

Participation in registered apprenticeships

DATA:

- 92 current registered apprentices in three cohorts
- Apprenticeship pathways: business, financial, technology, advanced manufacturing, and nursing

TAKEAWAY:

Participation in apprenticeship program continues to grow and interest remains strong. However, apprenticeship opportunities available is a limiting factor to participation.

DENVER PUBLIC SCHOOLS

PROGRAM:
Dual Enrollment

PROGRAM DESCRIPTION:
Dual enrollment allows students to earn free college credit while still in high school, giving them a head start on their college and career goals. Students gain exposure to the academic challenges of college while in their supportive high school environment, earning college and high school credits simultaneously.

*Charter schools received an additional $1.9M for "Ready for College and Career" that includes both dual enrollment and CareerConnect.

GOAL:

Increase the number of students taking dual enrollment courses

2017-18 DATA:

- **Number of students:** 4,371
- **Number of courses taken:** 11,312
- **Demographic breakdown:** Latinx 61%; African American 12%; White 18%; Asian 4%; American Indian or Native Alaskan 1%; Two or more races 5%

2018-2019 DATA:

- **Number of students:** 4,504
- **Number of courses taken:** 11,312
- **Demographic breakdown:** Latinx 55%; African American 13%; White 23%; Asian 4.4%; American Indian or Native Alaskan 0.6%; Two or more races 4.3%

TAKEAWAY:

The number of students and courses taken both slightly increased from 2017-18 to 2018-19.

GOAL:

Increase in passing rates for dual enrollment courses

DATA:

- Pass rates remained the same from 2017-18 to 2018-19 at 87%
- **2018-19 Pass Rates by Race/Ethnicity:** Latinx 85%; African American 83%; White 92%; Asian 95%; American Indian or Native Alaskan 86%; Native Hawaiian or Pacific Islander 88%; Two or more races 87%

CAREER AND COLLEGE SUCCESS (CCS) DEPARTMENT

- The CCS department is working to develop pathways and strategize with high schools and local colleges/universities to help support students with on and off ramps to certificates and degrees.
- The department is working to develop a student advising model to provide all of our high school students with career and college options and pathways.

PROGRAM:
Early Literacy

PROGRAM DESCRIPTION:
Early literacy, which DPS defines as reading, writing, speaking and listening, is essential to building a strong foundation for success in school and in life.

DENVER PUBLIC SCHOOLS

🏆 GOAL:

Increase reading proficiency in third grade

📊 DATA:

- **2018-19 CMAS ELA proficiency:**
  39.4% Met or Exceeded Expectations (increase of 1.7%)
- **2018-19 CSLA (Colorado Spanish Language Arts) proficiency:**
  33.1% Met or Exceeded Expectations (increase of 2.4%)
- Performance gaps for Students of Color are narrowing slightly. The gaps closed by 1.4% for African American students and 2.3% for Latinx students.

📎 TAKEAWAY:

Proficiency scores slightly increased from Spring 2018 to Spring 2019.

🏆 GOAL:

Increase reading proficiency in fourth and fifth grade

📊 DATA:

- **2018-19 4th grade CMAS proficiency:**
  43.6% Met or Exceeds Expectations (increase of 1.7%)
- **2018-19 5th grade CMAS proficiency:**
  42.3% Met or Exceeds Expectations (increase of 0.5%)
- Performance gaps for Students of Color increased slightly for 4th grade (+0.5%) and by a larger margin for 5th grade (+4.3%).

🏆 GOAL:

Access to digital literacy intervention curriculum

📊 DATA:

- 83% of K-5 students had access to Istation literacy intervention, which includes literacy intervention, curriculum and assessment.
- This percentage remained the same from 2017-18 to 2018-19.

☆ NOTE

Through the flexibility process, all schools chose a CDE-approved reading intervention to support students on READ plans. Istation is the district-supported option—available in both English and Spanish. 83% of schools opted into the Istation assessment/curriculum bundle. We provide professional development on Istation as the district-supported option. The District is proud to support school-level flexibilities that allow school leaders to determine their priorities.

PROGRAM:
Early Literacy

INVESTMENT
AMOUNT: $7M

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GOAL:

Satisfaction with literacy professional development

DATA:

- 90% of 165 K-2 participants Agree or Strongly Agree "This learning experience was a valuable use of my time."

- 92% of K-2 participants Agree or Strongly Agree "I anticipate that implementing what I've learned will have a positive impact on the students I serve."

PARTICIPANT VOICE:

"A key take away I plan on implementing into my classroom is designing my literacy block similarly to the one presented. It had a lot of time to explicitly teach phonics and being a Kinder teacher, teaching this foundation is necessary."

DPS EARLY LITERACY GRANT:

To leverage the leadership component of the Literacy Plan 2020, a Request for Applications was released in February for select schools with plans for using early literacy mill funds to build effective and sustainable systems to support early literacy achievement, including deep implementation of research-based early literacy practices and tools. The intended outcome is not only to provide schools with the time, personnel, resources, and support to set up high quality early literacy systems, but also to identify schools willing to pilot innovative solutions to removing barriers. Through these grants, DPS can learn how to accelerate outcomes in early literacy for schools across the district, as well as better target our supports and funds to schools. Schools were invited to apply for an Early Literacy grant up to $200,000 across 2 years. Over 40 schools submitted applications, which were reviewed by a cross-functional team and considered through the lens of the Literacy Plan 2020 components. 11 applicants comprising of 13 schools were awarded funds.

The average amount per school was $157,348.26. The awards ranged from $21,985.12 to $200,000.

*DPS will report out on the impact of the grant once data is available this Spring.

Paraprofessional-to-Teacher

INVESTMENT AMOUNT: $200K

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PROGRAM DESCRIPTION:
The Paraprofessional-to-Teacher program offers scholarship opportunities to paraprofessionals interested in becoming teachers. DPS has partnered with Guild Education and Western Governors University, a nonprofit fully-accredited college, for the program.

🏆 GOAL:
Expand opportunities for DPS paraprofessionals to become teachers

📊 DATA:
- 34 total candidates
- 3 candidates currently student teaching (all in Title I schools)
- 1 candidate has completed the program and is currently teaching

☆ NOTE:
Mill levy funding only covers the cost of the DPS partnership with Guild and Western Governor's University. DPS also partners with CU-Denver and UNC Center for Urban Education to support para-to-teacher pathways.

🏆 GOAL:
Increase the diversity of the teacher workforce

📊 DATA:
- 66% of candidates enrolled in a para-to-teacher program are participants of color
- This is 38% higher than the overall teacher workforce in DPS

☆ NOTE:
While this is a promising percentage, it is important to note that this is based on a small number of candidates.

🏆 GOAL:
Increase candidate persistence and retention in teacher preparation program

📊 DATA:
- Cohort 1 (2016 to present): 67%
- Cohort 2 (2017 to present): 59%
- Cohort 3 (2018 to present): 100%

🏆 GOAL:
Candidate satisfaction with program experience

📊 DATA:
- 88% of respondents agree or strongly agree with the statement "I feel as prepared as possible to become a teacher in DPS."

🏆 TARGETED MEASURE:
Opportunities to prepare in high needs schools

📊 DATA:
- 77% of candidates are training or working in a Title I school.

PROGRAM:
Principal Pipeline

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PROGRAM DESCRIPTION:
Through Lead in Denver, Denver Public Schools (DPS) is able to offer multiple distinct leadership preparation programs, which provide aspiring school leaders the opportunity to develop alongside an experienced and successful principal. The programs are designed to consistently prepare new leaders for DPS leadership roles by offering course content that is aligned to our LEAD Framework while supporting development that meets the aspiring leader's career goals.

GOAL:
Retain high quality leaders

DATA:
- 92% (159 out of 172) of Assistant Principals and Principals that were in the Leadership Development Cohort were retained in DPS from 2018-19 to 2019-20.
- This is an increase of 7% from the previous school year.
- 87% of pipeline program participants are currently in a school leader role.

TAKEAWAY:
The majority of participants in the DPS pipeline programs are retained in District. Additionally, a greater proportion of leaders who successfully complete the programs are selected for a role promotion.

GOAL:
Support and develop effective leaders

DATA:
- 74% of teachers reported that their direct supervisor (e.g., principal) "ensures that I receive feedback and coaching to improve my job performance."
- 90.3% of participants in the Leadership Development Cohort agreed that their "leadership practice has improved as a result of my participation."

TAKEAWAY:
The majority of teacher leaders and school leaders participating in our DPS pipeline programs continue to have a positive perception of the impact on their leadership practice.

DEMOGRAPHIC DATA FOR PARTICIPANTS:

Ethnicity	% of Participants
African American	10.7%
Latinx	22.2%
Two or More Races	4.4%
American Indian or Alaskan	0.4%
White	62.2%

Gender	% of Participants
Female	73.3%
Male	26.7%

PARTICIPANT VOICE:
"I experienced a transformation as a result of my participation. I now have a clear vision and values to guide my leadership. I improved as a systems-thinker, coach, and adaptive leader. The reflections and double-loop learning were particularly powerful for me as a leader. The inquiry-based projects for teaching and learning, and developing people have significantly impacted my leadership because I was able to gain the necessary knowledge, practice, and tools to directly affect student outcomes."

PROGRAM:
Summer Academy

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PROGRAM DESCRIPTION:

Summer Academy is a free summer program designed for students whose language or reading assessment scores show they would benefit from extra practice. It provides students with a great opportunity for individualized instruction and focused lessons to further develop their literacy skills and English language development. Mill Levy funds are used to pay for community partners to provide afternoon programming and enrichment for students as well as for sibling programming.

COMMUNITY PARTNER PROGRAMS

- At McMeen (SE), Green Valley (FNE) and Southmoor (SE), community partner programs are in place during the school year. This made it easier to reach out to families where relationships already existed. These 3 sites were the largest in terms of enrollment and attendance.

- Of the 13 sites that completed pre- and post-observations, 8 sites showed substantial improvement in Whole Child metrics, SEL supports and overall program quality.

GOAL:

Participation in the sibling program (where available)

DATA:

- 31% (766) of eligible K-8 siblings participated
- An additional 333 seventh and eighth graders participated at Generation Teach sites

GOAL:

Increase enrollment in Summer Academy

DATA:

- 22% (2,939) of eligible students enrolled in Summer Academy compared to 4,309 student in 2018.
- There was a significant decrease (17,588 in 2018 to 13,545 in 2019) in the number of students eligible for Summer Academy

PROGRAM BARRIERS:

- Registration and transportation remain barriers to participation.
- One of the largest expenses for the program is transportation.
- The early end date of Summer Academy leaves many families without a safe place for students for July-August.

GEOGRAPHIC IMPACT:

For 2019-20, the sites were:

Southeast -1

Southwest - 4

Central - 2

Northwest - 4

Near Northeast - 3

Far Northeast - 4

RECENT PROGRAM CHANGES:

Over the past two years, the English Language Acquisition (ELA) and Curriculum & Instruction teams have worked to analyze the data coming out of Summer Academy to ensure that the program was best meeting the needs of our student population. The decision to limit student eligibility to K-3 students (in 2019) and to focus entirely on early literacy (in 2020) was made to align with our Denver 2020 goal around building a foundation for early success, to meet our district-wide focus on early literacy through our Instructional Improvement Priority, and to be responsive to the needs for targeted student growth and focused professional learning for DPS teachers.

PROGRAM:
Teacher Leadership and Collaboration (TLC)

INVESTMENT AMOUNT: $13M

PROGRAM DESCRIPTION:
A program designed to help teachers lead without leaving the classroom, magnify a great teacher's impact, provide real-time actionable feedback and coaching, and build great teams for every school. At a TLC school, teachers are organized around strong teams guided by a Senior/ Team Lead. Senior/Team Leads (STLs) spend about half their time providing supports to teachers on their teams such as coaching, evaluation, collaborative planning and reviewing student work while continuing to work directly with students every day.

🏆 GOAL:
Increase in student growth and performance

📊 DATA:
- The number of years supported by a S/TL appears associated with improved student outcomes.
- Teachers supported by an S/TL for two or more years have statistically significant higher student growth scores compared to other teachers.

☆ NOTE:
There are a variety of factors that impact student growth and performance, being supported by an S/TL is only one .

🏆 GOAL:
Increase teacher effectiveness

📊 DATA:
- 99% of teacher leaders were Effective/ Distinguished on LEAP
- 86% of teachers supported by senior/team leads were effective/distinguished: 18% Distinguished, 68% Effective
- There has been an increase in the percentage of distinguished teachers (2015-16=21%, 2016-17=22%, 2017-18=24%, 2018-19=25%)

☆ NOTE:
Senior/Team Leads tend to support a slightly higher proportion of novice and early career teachers; this accounts for the similar slightly lower percentage of Effective/Distinguished ratings for teachers supported by S/TL that we saw last year.

🏆 GOAL:
Retain teachers, team leads and principals

📊 DATA FROM 2017-18 TO 2018-19:
- **Senior/team lead retention:** 93% in district, 85% in school, 78% in role
- **Team teacher retention:** 91% when supported by a S/TL, 88% when not supported by S/TL

📎 TAKEAWAY:
Senior/Team Lead retention rates have increased over time, particularly at Intensive tier schools.

Teachers supported by an S/TL were retained at a higher rate in intensive tier schools.

📊 DEMOGRAPHIC DATA FOR SENIOR/ TEAM LEADS:

Race/Ethnicity	% of Participants
African American	5%
Latinx	15.2%
Two or More Races	2.2%
Asian	0.7%
White	76.6%
Withheld	0.4%

GOAL:

Increase positive teacher perceptions

DATA:

• 86% of teachers supported by an S/TL agreed or strongly agreed to the statement "I feel like I can be my authentic self in interactions with my primary coach."

  • This is an increase of 3% from 2017-18 and 3% higher than teachers not supported by an S/TL.

• 85% of teachers supported by an S/TL agreed or strongly agreed to the statement "My primary coach is successful at both evaluating my teaching and coaching me to help me improve my practice."

  • This is an increase of 2% from 2017-18 and 5% higher than teachers not supported by an S/TL.

TAKEAWAYS:

• Generally, teacher perception of TLC across different demographic groups has remained positive and consistent.

• Across all questions, Teachers of Color supported by an S/TL have more favorable perceptions.

CONTEXTUAL DATA:

• Approximately 56% of teachers (2400) were supported by an S/TL in 2018-19.

• There continues to be a higher saturation of teachers supported by S/TLs in Intensive Tier Schools.

GOAL:

Expand leadership pipeline within DPS

DATA:

• In 2017-18, 47 school leaders were previously S/TLs

• In 2018-19, 75 school leaders were previously S/TLs

TAKEAWAY:

There was a significant increase (28 roles) in the number of school leaders with S/TL experience.

GOAL:

By year-end, 100% of teachers and leaders will have received formal observations, and over 90% of teachers and leaders will have additional feedback

DATA:

• Formal Observation completion

  • 99% of Teachers (increase of 12% from 2017-18)

• Additional Feedback

  • 85% of Teachers (increase of 9% from 2017-18)

NOTE:

Last year, we successfully completed the adoption of Whetstone as a tool to support coaching and progress monitoring of leadership and teaching. As a result, all educators have a central hub where performance data is shared and stored.

PROGRAM:
Technology

INVESTMENT AMOUNT: $6.5M

PROGRAM DESCRIPTION:
Expand recurring technology funds for schools so that they can invest in technology device replacement and/or instructional technology support

🏆 TARGETED MEASURE:
Breakdown of mill levy fund expenses

📊 DATA:
- **Total Mill Levy allocation:** $8,162,780*
- **Total expenses:** $15,418,851
- **Salary expenses:** $8,850,763
- **Non-salary expenses:** $6,838,088
- In 2018-19,schools spent 56% on staffing and 44% on technology (devices and software) as compared to 70% on staffing and 30% on technology in 2017-18.

☆ NOTE:
This dollar amount is larger than $6.5M listed because it includes the funding schools receive from the 1998 and 2012 mills.

Schools spent $7,256,071 more on technology and technology staffing than the total Mill Levy funds.

🏆 GOAL:
Access to diverse, reflective and responsive book and audiobook collections for students and teachers via OverDrive eBooks

📊 DATA:
- **2017-18 usage: 208,313**
  - 26 curated collections
  - 30 curriculum collection

- **2018-19 usage: 309,555**
  - 40 curated collections
  - 32 curriculum collections

*Curated collections are culturally responsive collections that reflect the ethnic and linguistic diversity of our student population.

📎 TAKEAWAYS:
- There was a 55% growth in usage year over year.
- This includes a 39% increase in the number of readers.
- Arabic, Russian and Chinese language collections have been added.

🏆 GOAL:
Increase teacher capacity to and knowledge of technology integration

📊 DATA (AUGUST 2018-JUNE 2019):
- 585 coaching sessions
- 489 professional learning sessions
- All of the MyTech Cohort 1 schools scored Advanced in their overall scores and higher than the state average in Colorado in each individual category based on Brightbytes.

⚡ UPDATE ON THE DIGITAL COACH ROLE:
This past spring DPS evaluated the progress of MyTech schools towards sustainability. We developed a plan for sustainability with performance gates since digital coaches are assigned to schools for a limited period of time. We redesigned supports so that the Educational Technology team is working alongside digital coaches at individual sites. These teams came together last summer to codify best practices into a 1:1 Toolkit that is shared with all school leaders.

🏆 GOAL:

Student access to Wi-Fi

📊 DATA:

- 4.9% of students at MyTech campuses were given a wireless hotspot based on perceived or self-identified need and regularly used it. This is a decrease of 2.6% from 2017-18.

📎 TAKEAWAY:

This is lower than the previous year because we removed the high number of deactivated hot spots. The hot spot distribution now reflects actual use.

DPS is expanding hotspot access to additional, non-MyTech, schools in 2019-20.

🏆 GOAL:

Increase credit recovery completion

📊 DATA:

- Credit recovery completion rates continued to increase in MyTech schools. In 2018-19, the completion rate was 59%, as compared to 58% in 2017-18 and 38% in 2016-17.

- By comparison, completion rates at non-MyTech schools decreased from 52% to 50% in 2018-19.

Transportation: Bus Passes

INVESTMENT AMOUNT: $400K

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PROGRAM DESCRIPTION:

Mill Levy Funds are intended to support student access to educational opportunities through the purchase and distribution of additional RTD bus passes with a focus on providing these passes to low income students

PROGRAM DETAILS:

- $1.2M total investment for DPS RTD Pass program
- $400,000 came from mill levy override funds and purchased approximately 1,000 RTD passes
- Pass distribution was targeted at pathway high schools in order to focus this additional support for students who may have difficulty arranging transportation

CHANGES TO WALK ZONE

- The walk zone for high school students was reduced from 3.5 miles to 2.5 miles in January 2019.
- The reduction in the walk zone made more students eligible to receive a bus pass.
- Overall, there has been no discernible link between attendance rates and the reduction of the walk zone.

DPS Pathway RTD Pass Schools	Approximate Monthly Distribution
CLA	96
Compassion Road	102
DC21 at Wyman	107
DELTA	39
Denver Montessori	26
DSISD	165
Excel Academy	70
Florence Crittenton	44
Montbello Career Tech	11
North HS Engagement Center	75
Prep Academy HS and MS	45
Respect Academy	33
Summit HS and MS	64
Total Pass Distribution	**877**

Whole Child

INVESTMENT AMOUNT: $13M

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PROGRAM DESCRIPTION:
Whole Child Mill Levy Funds are part of a larger system to provide Social Emotional Learning Supports to students. Funds are to be used to expand mental health services, evidence-based social-emotional learning curriculum and instruction, programs focused on building a school climate that fosters positive social-emotional outcomes, or a combination of these varying types of support.

🏆 GOAL:
Increase in student social/emotional intelligence as measured by the Student Satisfaction Survey

📊 DATA:
- 82% of students reported Strong/Excellent overall on the six Whole Child support tenets. This is a 1% decrease from 2017-18.
- 85% of students reported Strong/Excellent on the Social Emotional Intelligence tenet. This is a 2% decrease from 2017-18.

🏆 TARGETED MEASURE:
Types of interventions implemented by schools
- There are 12 different Tier 1 supports that are being used in Denver Public Schools

☆ NOTE:
Tier 1 supports are the least intensive, preventative interventions used with all students. Tier 2 and 3 supports are more intensive and impact targeted populations based on at-risk factors.

🏆 GOAL:
Increase the number of students accessing intervention supports

📊 DATA:
- The percentage of schools implementing Tier I interventions decreased from 92% (2017-18) to 88% (2018-19)
- The percentage of schools implementing Tier II interventions decreased from 92% (2017-18) to 90% (2018-19)
- The percentage of schools implementing Tier III interventions decreased from 98% (2017-18) to 97% (2018-19)

📎 TAKEAWAY:
There was a slight decline, across the board, in the percentage of schools implementing intervention supports.

🏆 TARGETED MEASURE:
Breakdown of mill levy fund expenses

📊 2017-18 DATA:
- 94% of schools invested in a school staff position
  - There was an increase of 77.5 full time social workers and school psychologists in 82 schools.
  - There are 134.6 total full time school psychologists and social workers in 185 schools.
- 25% of schools invested in Mental Health Trainings
- 60% of school invested in Professional Learning to address school wide practices
- 41% of schools purchased Social Emotional Learning curriculum
- 19% of schools invested in substance abuse prevention/intervention curriculum
- 32% of schools invested in support from Community Based Organizations

☆ NOTE:
School leaders have the flexibility to determine how to effectively use these dollars toward supporting their students' social/emotional needs.

The above data was gathered in a one-time evaluation study conducted by Assessment, Reporting and Data Support in 2017-18. The survey was intended to establish a baseline in how the funding was being invested in schools, not to monitor spending year over year.

🏆 TARGETED MEASURE:

Decrease in chronic absenteeism

📊 DATA:

- **Attendance rates:**
  - **2016-17:** 89.6%
  - **2017-18:** 90.9%
- **Chronic absenteeism*:**
  - *2017-18: 30.4%*
  - *2018-19: 34.97%*
- *Chronic absenteeism is defined as less than 90% attendance.*

📎 TAKEAWAY:

Despite an increase in overall attendance rates, there was also an increase in chronic absenteeism.

School Level	% Students Chronically Absent	Average Attendance Rates
Alternative School	69.69%	71.06%
High School	46.41%	85.72%
Middle School	32.05%	89.66%
K-8 School	29.18%	89.97%
Elementary School	27.26%	90.45%
Charter School	29.37%	88.58%

Student Race/ Ethnicity	% Students Chronically Absent	Average Attendance Rates
American Indian or Alaskan Native	56.42%	82.07%
Native Hawaiian or Other Pacific Islander	54.37%	85.90%
African American	40.88%	88.43%
Latinx	40.25%	88.16%
Two or More Races	30.38%	90.82%
Asian	22.94%	93.69%
White	20.61%	92.65%

🏆 TARGETED MEASURE:

Number of suicide risk assessments and mental health referrals

📊 DATA:

- **2016-17:** 870 suicide risk responses completed
- **2017-18:** 1,185 suicide risk responses completed
- **2018-19:** 2,711 suicide risk responses completed

📎 TAKEAWAY:

Suicide Risk Responses have increased over the past three years due to intentional social and emotional supports and increased mental health staff in schools

🏆 ASSESSMENT TOOL:

- The District uses BESS (Behavioral and Emotional Screening System). The BESS is designed to quickly and efficiently assess behavioral and emotional risk and overall mental health status of children ages 3-18. There are currently 77 schools using the BESS screener for 2019-2020, an increase of 13 schools from 2018-2019.

📎 TAKEAWAY:

When schools implement targeted interventions using BESS data, there is an increase in the number of students in the "Normal" range