



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.

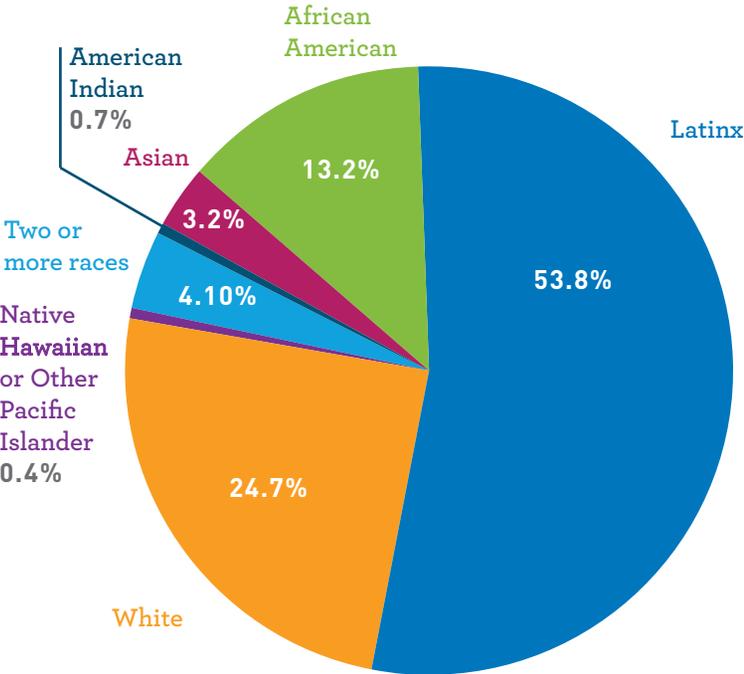
Building off of their work from last year, the Mill Levy Oversight Committee has been working through a deliberative process to collect and review data related to each of the ten 2016 mill levy supported programs.

PROGRAMS:

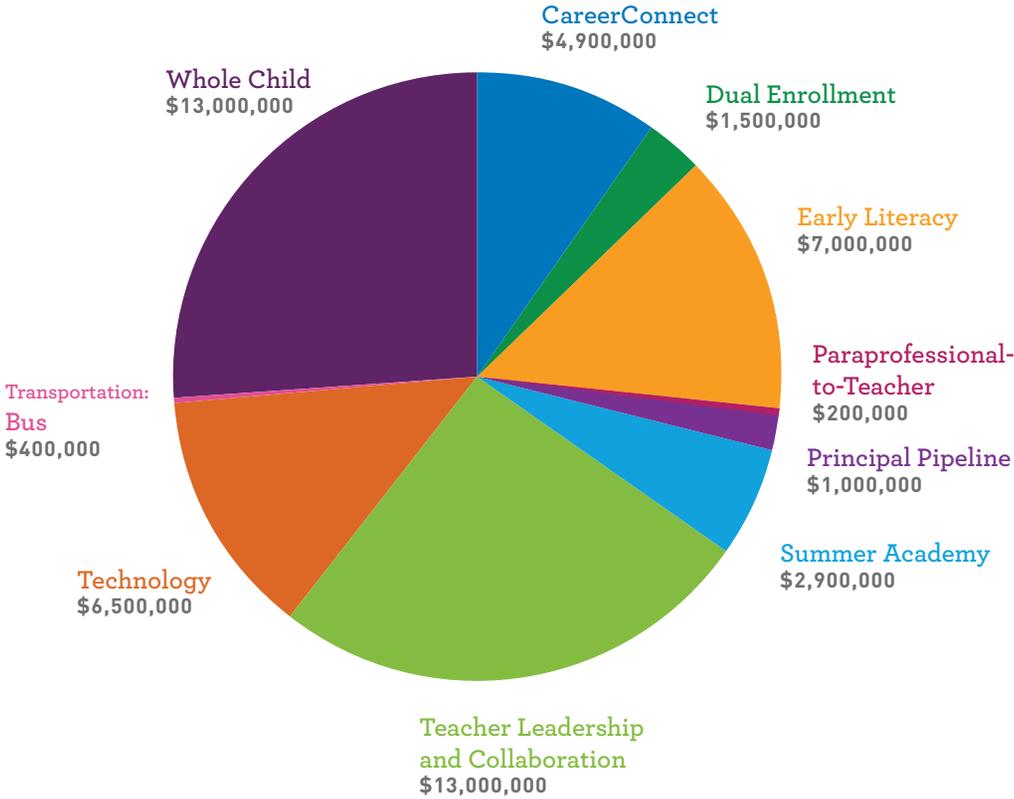
CareerConnect, Dual Enrollment, Early Literacy, Paraprofessional-to-Teacher, Principal Pipeline, Summer Academy, Teacher Leadership and Collaboration, Technology, Transportation, Whole Child

REFERENCE PAGE

**STUDENT MEMBERSHIP DEMOGRAPHICS
2018-2019**



**DISTRIBUTION OF MILL LEVY FUNDING
2018-2019**



PROGRAM:

CareerConnect

INVESTMENT AMOUNT: \$4.9M*

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.

PROGRAM:

Paraprofessional-to-Teacher

**INVESTMENT
AMOUNT: \$200K**

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:
Summer Academy

INVESTMENT AMOUNT: \$2.9M

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.

 **GOAL:**

Participation in the sibling program (where available)

 **DATA:**

- RIHOLJLEOH.VLEOLDV SDUWLFLSDWHG
- \$DGGWLWRDO VHYHVKDBHLJKWKJUDGHUV SDUWLFLSDWHGDW*HBUUDWLRZHDVFKVLWHV

 **GOAL:**

Increase enrollment in Summer Academy

 **DATA:**

- RIHOLJLEOHVWGHVHWRROOHLG 6PPHU\$FDGHPFRPSDUHGWR VWGHVWLO
- 7KHUH ZD VDLJLILFDWGHFUHDVH L WR L LWKHPEHURI VWGHVHOLJLEOHIRU6PPHU\$FDGHP



PROGRAM BARRIERS:

- 5HJLVWUDWLRD WUDSRUWDWLRWHPDL EDUULHUVWRSDUWLFLSDWLR
- 2RIWKHODUJHVHSHVIRUWKH SURJUDPLVWUDSRUWDWLR
- 7KHHDUOHDGDWHRI6PPHU\$FDGHP OHDYHVPDPLPLHVLZLWKRWDVDIHSODFH IRUVWGHVHWRVIRU-D\$QW

GEOGRAPHIC IMPACT:

For 2019-20, the sites were:

- 6RWKHDVW
- 6RWKZHVW
- HWUDO
- 1RUWKZHVW
- 1HDU1RUWKHDVW
- 1DU1RUWKHDVW



COMMUNITY PARTNER PROGRAMS

□ \$WOF0HH (*UHHDDOOH)1(DG 6RWKPRR

□

in Whole Child metrics, SEL supports and overall program quality.



RECENT PROGRAM CHANGES:

2YHUWISWVWZRBUWKHJOLVK /DJD JH\$FTVLWLR/\$DG □□UWF□□, □ VWUWLRWHDV KDYH ZRUNHGWDDOHWKHGWDFRPLD RW RI6PPHU\$FDGHP WRV □UHWKWKH SURJUD ZDV EHVWPHMLDWKH HGVRI RUVVWGHVSRDWR 7KHGHFLVLRWR OELWVGHWHWJLEQWR. VWGHVW L D □ GWRIRFVHWLORH HDUO QWHUDR ZDVPDGHWRD WJLWK RUVHUYH JRDODUR ELOGU DIRDGDWRIRUHDUOFHVVWRPHHW RUGVWLVZLGRFV RHDUODLWFK WKURW, VVUFWDR, PSURYHPW 3ULQDWR EHVSRVLYWRKH HGVIRWUJHWHGVWGHVWZKDG IRVHGSURHWRDDH WDJ IRU36 WDKHV

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%

PROGRAM:

Teacher Leadership and Collaboration (TLC)

INVESTMENT
AMOUNT: \$13M



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.

PROGRAM:
Technology

**INVESTMENT
AMOUNT: \$6.5M**



 **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.

PROGRAM:

Transportation: Bus Passes

**INVESTMENT
AMOUNT: \$400K**

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

PROGRAM:
Whole Child

**INVESTMENT
AMOUNT: \$13M**



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