Denver Education Compact

December 12, 2012
Agenda

- Welcome and Introductions (new Compact Director)
- Meeting Outcomes
  - Go or no-go Objective 4 (volunteers)
  - Complete Compact member surveys by Friday Dec 21
  - Financial ask for implementation of objective 1: access to books Spring 2013
- Member Recognition
- Members’ Core Strengths and Operating Guidelines
- Priority area 1: Kindergarten Readiness (Goal, Objectives, Strategies, and Action Plan)
- Where We Have Been and Where We are Going
- Concluding Thoughts
Member Recognition

- **We have accomplished a lot quickly.** For the majority of other cities engaged in similar work, it has taken two years to get where we are now.

- We are now **transitioning to implementation and action.**
Core Strengths and Operating Guidelines

Membership’s Core Strengths

• Fundraising
• Advocacy (policy, programs, business support)
• Community leadership
• Subject matter expertise

Operating Guidelines:

• Have the best chance to improve outcomes for Denver children
• Have measurable impact
• Do not duplicate efforts currently underway
• Are linked to members’ ability to actively participate, and that leverage their talents and capabilities
Goal 1 - Review

GOAL: 90%+ of DPS third grade students will be reading at grade level by 2017.

59 percent, or 3,490, Denver third grade students were proficient in reading (2012).

In order to reach the goal of 90 percent proficiency by 2017, about 370 more 3rd grade students need to be proficient each year.
Reading Proficiency Map

Children Not Proficient in Reading in Denver in 2012 by School

Number of Children not Proficient in Reading by School
Colorado Department of Education
- 0 - 10
- 11 - 20
- 21 - 30
- 31 - 40
- 41 - 66

Kindergartens Not Ready for Reading by Neighborhood
Denver Public Schools
- 0% - 9%
- 10% - 26%
- 27% - 45%
- 46% - 61%
- 62% - 74%

City and County of Denver
Office of Children’s Affairs
## Analysis of Objectives for Goal 1

<table>
<thead>
<tr>
<th>Objective</th>
<th>Aligns with Compact</th>
<th>Measureable Impact</th>
<th>Already Done by Others</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public engagement campaign</td>
<td>Yes</td>
<td>No, difficult to measure</td>
<td>Yes, 3 local &amp; statewide efforts</td>
<td>Indirect support: Stay informed</td>
</tr>
<tr>
<td>Access to books</td>
<td>Yes</td>
<td>Yes</td>
<td>Ad hoc, could go deep, take to scale</td>
<td>Adopt via financial &amp; industry support</td>
</tr>
<tr>
<td>Quality early childhood education programs</td>
<td>No, not core strength current membership</td>
<td>Yes</td>
<td>Yes, local and statewide efforts</td>
<td>Indirect support: Provide advocacy support</td>
</tr>
<tr>
<td>Access to quality pre-k and full-day kindergarten</td>
<td>No, not core strength current membership</td>
<td>Yes</td>
<td>Yes, local and statewide efforts</td>
<td>Indirect support: Provide advocacy support</td>
</tr>
<tr>
<td>Improve transition - preschool to kindergarten</td>
<td>No, not core strength current membership</td>
<td>No, difficult to measure</td>
<td>Yes, local efforts</td>
<td>Indirect support: Provide advocacy support</td>
</tr>
<tr>
<td>Small group literacy tutoring</td>
<td>Yes</td>
<td>Yes</td>
<td>Ad hoc, could go deep, take to scale</td>
<td>Adopt via financial &amp; industry support</td>
</tr>
<tr>
<td>Expanded summer ELA academies</td>
<td>Yes</td>
<td>Yes</td>
<td>Ad hoc, could go deep, take to scale</td>
<td>Adopt via financial &amp; industry support</td>
</tr>
<tr>
<td>More volunteers - DPS schools</td>
<td>Yes</td>
<td></td>
<td></td>
<td>Adopt via</td>
</tr>
</tbody>
</table>
1. Access to Books

Objective 1: Increase access to books

100% of students (pre-k to third grade) in DPS schools that have the highest number of children not proficient in reading (28 schools, CDE 2012), will receive increased access to books as measured by before and after count of books in identified schools.

- By May 2013, students (pre-k to second grade) in 14 priority DPS schools will have five new books each (Book Trust).

- By May 2014, students (pre-k to third grade) in 28 priority DPS schools will have 18-20 new books each – a full library (Book Trust).

- By June 2013, identify ways to target students (pre-k to third grade) outside of DPS schools who are in greatest need of access to books, including where they are, how to reach them, current providers, and distribution channels, gaps, costs.
## Access to Books - Action Work Plan

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Evidence</th>
<th>Experience</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase number of 3rd-grade students who read at level</td>
<td>90% of DPS 3rd-grade students will be reading at grade level by 2017</td>
<td>Ad hoc efforts to increase access to books</td>
<td>Identify channels to increase access to books to those in highest need</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
<th>Time Frame</th>
<th>Producer</th>
<th>Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director for planning Compact members for funding</td>
<td>Stage 1: Spring 2013 Stage 2: Aug 2014</td>
<td>Director to help identify target students, distribution channels, and sponsorship models Compact members to fund</td>
<td>Short-term outcome: Change in # books in target schools Long-term outcome: Change in 3rd-grade reading proficiency in target schools (TS Gold for K, TCAP for 3rd)</td>
</tr>
</tbody>
</table>
Book Trust

- Delivers choice and ownership of books to children in poverty
- Partners with Scholastic (English and Spanish books)
- Students choose and purchase $7 books/month
- Teachers accrue bonus points - purchase classroom resources from Scholastic
- Currently supports 5,800 kids at 26 DPS schools (14 are Compact priorities)
- **Spring 2013** – expand service to 2,050 additional students (pre k - 2) in current 14 priority schools (once funding secured, will arrange discussions with each school to secure buy-in, requires minimal ramp-up)
- **Fall 2013** – comprehensive service to all 28 priority schools (pre k - 3) (dependent on school buy-in and funding)
- Proven success
Book Trust Sponsorship Levels – Spring 2013

**Total**
- $100,800
- 14 high-priority schools fully funded
- All ECE-2 classrooms
- $100 classroom boost for teacher resources

**School**
- $7,200
- A fully funded high-priority school
- All ECE-2 classrooms
- $100 classroom boost for teacher resources

**Classroom**
- $1,000
- $7 of books per student per month
- $100 classroom boost for teacher resources
2. Increased Small Group Literacy Tutoring

Objective 2: Small group literacy tutoring

100% of students (pre-k to third grade) in DPS schools that have the highest number of children not proficient in reading (28 schools, CDE 2012), will receive increased access to small group literacy tutoring as measured by XYZ.
3. Expanded Summer ELA Academies

Objective 3: Expand ELA academies

100% of students (pre-k to third grade) in DPS schools that have the highest number of children not proficient in reading (28 schools, CDE 2012), will receive expanded access to ELA academies as measured by XYZ.
Objective 4: Increase volunteers

100% of students (pre-k to third grade) in DPS schools that have the highest number of children not proficient in reading (28 schools, CDE 2012), will receive increased access to volunteers as measured by XYZ.
Where We Have Been and Where We are Going

<table>
<thead>
<tr>
<th>Completed to Date</th>
<th>By February 2013 Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Created a metro-wide group of powerful, committed Compact members across sectors</td>
<td>Finalize MOU with Book Trust to begin implementation 1/2013 with Stage 1 rollout; members raise funds/support needed.</td>
</tr>
<tr>
<td>Agreed on three priority areas: kindergarten readiness, high school completion,</td>
<td>Financial cost for comprehensive Book Trust (Stage 2) 2013/2014 school year in 28 schools.</td>
</tr>
<tr>
<td>postsecondary pathways</td>
<td></td>
</tr>
<tr>
<td>Agreed on a clear, measurable goal for priority area 1: Kindergarten readiness</td>
<td>Finalize objectives and action plan for Objectives 2 and 3 of Goal 1 (for Fall 2013 rollout)</td>
</tr>
<tr>
<td>Identified objectives in support of Goal 1</td>
<td>Finalize Goal for Priority Area 2.</td>
</tr>
<tr>
<td>Assessed objectives and narrowed to 2-3 that are most effective, unique, measurable</td>
<td>Conduct confidential survey of members to garner feedback and improve Compact effectiveness; this will be complemented by interviews with new Director.</td>
</tr>
<tr>
<td>Developed action plan with specific strategies to meet objective 1.</td>
<td>Develop Stage 1 communications plan.</td>
</tr>
<tr>
<td>Moved Compact into the Office of Children’s Affairs for increased stability and</td>
<td></td>
</tr>
<tr>
<td>support</td>
<td></td>
</tr>
<tr>
<td>Hired new Compact Director</td>
<td></td>
</tr>
</tbody>
</table>
Meeting Outcomes

- Go or no-go on Objective 4 (volunteers)
- Complete Compact member surveys by Friday Dec 21 (anonymous and confidential)
- Financial ask for implementation of Objective 1: access to books Spring 2013
Concluding Thoughts

Membership’s Core Strengths

• Fundraising
• Advocacy (policy, programs, business support)
• Community leadership
• Subject matter expertise

Operating Guidelines:

• Have the best chance to improve outcomes for Denver children
• Have measureable impact
• Do not duplicate efforts currently underway
• Are linked to members’ ability to actively participate, and that leverage their talents and capabilities

How? Through alignment, gap identification, expansion of what works, and incubation/pilot programs.