April 13, 2012
Denver Education Compact
Overview

• OVERVIEW

• SCOPE OF PROBLEM: Pipeline

• DATA, METRICS, CALL TO ACTION
  • School Readiness
  • High School Graduation & Remediation
  • Postsecondary Access & Completion

• ROLE OF COMPACT EXECUTIVE COMMITTEE
What do we know?

• We know who’s being lost in the pipeline
• We know where to intervene
• We know there are great community based organizations (CBOs) and funders working on the solutions
• We know that in order to accelerate and improve key educational outcomes we must align the work of funders, CBOs, and partners, elevate best practices, reduce program/service duplication and ensure the highest return on investment for our kids and our community
The Impact of Poverty on the Educational Pipeline

- Kids in Poverty
- Start with achievement gap
- Gap Increases
- Kids drop out of pipeline
55% of high school graduates enrolled in college, with an average remediation rate of 59% (2009)

Last year 56% of the class graduated, #2,199 didn’t (2011)

At the end of 3rd grade, 56% at grade level, #2,493 are not (2011)

1 in 3 kids live in poverty, #15,672 (2010 Census)

At the end of 3rd grade, 56% at grade level, #2,493 are not (2011)

Last year 56% of the class graduated, #2,199 didn’t (2011)

55% of high school graduates enrolled in college, with an average remediation rate of 59% (2009)
Insulating the Pipeline:
Accelerate key educational outcomes to improve the economic health of the City

- Full Day Pre-School
- Elevate Teachers and Schools
- Economic Self-Sufficiency
School Readiness: Early Childhood System

- Ratings and Accountability
- Child Outcomes
- Effective Teachers
- Rich Curriculum & Environment
- Diversity of Programing
- Stable Predictable Funding
School Readiness: 3- & 4-year olds

3-Year Olds
2010

4-Year olds
2010

Provider data still being validated
Take-away:
Earning DRA text level 4 in Kindergarten is associated with a **52% increase in odds** of scoring Proficient or Above on 3rd grade Reading CSAP.

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**Odds ratios of being proficient or above in 3rd grade CSAP Reading**

- **Text level <4: N= 6,774**
  - 100%

- **Text level 4: N=731**
  - 152%
PROPOSED GOALS:

School Readiness:
By 2015 close the gap in kinder readiness between FRL & non-FRL students
By 2018 close the gap in 3rd grade reading between DPS and the state (DPS: 56% and CO: 73%)

INDICATORS:

**FUNDING**
- Increase the public funding streams to serve the highest need 3, 4, & 5-year olds in high quality early learning programs/services
- Increase the number of funders who support programs/services for low income birth – five year olds that demonstrate a high ROI, elevate best practices, and are not duplicative

**ACCESS**
- Increase % of kids in ADK
- Increase the number of community based organization that provide programs/services for low income birth – five year olds that demonstrate a high ROI, elevate best practices, and are not duplicative
- Increase the % of high need kids served in high quality early learning programs
- Identify FFN providers and increase the number who receive training/education regarding child development practices
- Increase the % of low income kids with access to a medical/dental services
- Increase the % of children three – five years of age enrolled in early childhood programming
- Increase the % of low-income families with children ages birth – five receiving education regarding child development and early care and education
- Increase the number of publicly funded childcare/early education slots relative to demand/need

**QUALITY**
- Increase the % of low-income families with children birth – 3 years old receiving high quality programs/services in early childhood learning
- Increase the % of early learning professionals and primary grade teachers who have professional preparation in child development and early education
School Readiness: Call to Action

1. By 2013, develop a comprehensive plan to serve high need birth – 3 year olds.

2. By 2015, 100% of low-income 4 year olds will have access to programs and services.

3. By 2017, 100% of 5 year olds will be in all-day kindergarten.
Implement a comprehensive early childhood system for Denver.

1. Improve the availability, affordability, and accessibility of early childhood programs and services to the neediest families in Denver.

2. Increase public awareness about the importance of early care, education, literacy and language development.
K12: Graduation Rates

DPS High School Graduation

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduates</th>
<th>Cohort</th>
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<tbody>
<tr>
<td>2005-2006</td>
<td>2451</td>
<td>6336</td>
</tr>
<tr>
<td>2006-2007</td>
<td>2352</td>
<td>5456</td>
</tr>
<tr>
<td>2007-2008</td>
<td>2414</td>
<td>5208</td>
</tr>
<tr>
<td>2009-2010</td>
<td>2634</td>
<td>5083</td>
</tr>
<tr>
<td>2010-2011</td>
<td>2809</td>
<td>5008</td>
</tr>
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</table>

CDE, 2011 Graduation Data
Number of Students Enrolled in AP Classes

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>1,475</td>
</tr>
<tr>
<td>2005-2006</td>
<td>1,325</td>
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<tr>
<td>2006-2007</td>
<td>1,773</td>
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<td>2007-2008</td>
<td>2,095</td>
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<tr>
<td>2008-2009</td>
<td>2,767</td>
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<tr>
<td>2009-2010</td>
<td>3,063</td>
</tr>
<tr>
<td>2010-2011</td>
<td>3,329</td>
</tr>
</tbody>
</table>
Reading Socioeconomic Status Gap

Math Race and Ethnicity Gaps
Over three years: Group 1: Three
College Readiness Increases With Teacher Quality

Source: Teaching Inequality, Education Trust, June 2006; Presley, J. and Gong, Y. (2005), The Demographics and Academics of College Readiness in Illinois.

Illinois Education Research Council.
2011 Growth vs Status by FRL
Elementary School Level

- Low Growth
  - Low Status
  - High Status
- High Growth
  - Low Status
  - High Status

% FRL:
- Less than 20%
- 20% to 40%
- 40% to 60%
- 60% to 80%
- 80% or more
K12: Poverty & Achievement

2011 Growth vs Status by FRL
Middle School Level

- Low Growth
  - High Status
- High Growth
  - High Status
- Low Growth
  - Low Status
- High Growth
  - Low Status

% FRL:
- Less than 20%
- 20% to 40%
- 40% to 60%
- 60% to 80%
- 80% or more
K12: Poverty & Achievement

2011 Growth vs Status by FRL
High School Level

Low Growth High Status
High Growth High Status
Low Growth Low Status
High Growth Low Status

% FRL
- Less than 20%
- 20% to 40%
- 40% to 60%
- 60% to 80%
- 80% or more
PROPOSED GOAL:
K12: Graduation and Readiness:
By 2016, close the on-time graduation rate gap between the state and DPS (CO: 72.4% DPS: 51.8%) and improve the remediation rate (CO: 28.6% DPS: 54.7%)

INDICATORS:

ELEMENTARY SCHOOL
• % kindergarten at DRA level 4
• % 3rd grade proficiency (R/M)
• % 5th grade proficiency (R/M)

MIDDLE SCHOOL
• % 8th grade proficiency (R/M)

HIGH SCHOOL
• % students served by out of school programs
• % 9th graders on track to graduate
• % 9th graders engaging in student engagement activities
• % 10th grade proficiency (R/M)
• % meeting ACT benchmarks (R/M)
• % 4-year cohort HS graduation rate
• #/% of eligible 12th graders completing FAFSA applications
• % IB/AP/Dual Enrollment participation
In the next 30 days the K12 education subcommittee will meet with DPS and other stakeholders to review additional data and develop the “call to action” plans and strategies to achieve and present at the June Compact board meeting.
K12: Strategies

1 TBD by June 2011
Post Secondary: Pipeline

100 students enter high school
59 students graduate DPS
36 students enter college
21 of those students require remediation

A+, Start with the Facts, 2010
Odds ratios of immediately enrolled in college after graduation

- Scored < 3 or not attempted: N = 7,554
- Pass one AP test: N = 445

256%
100%

Take-away:
Passing an AP test is associated with a 156% increase in odds of enrolling immediately in college.
Of the 52% of students who scored unsatisfactory on the CSAP:
- 63% graduated high school
- of that 63%, 88% applied to college
- and of that 88%, 78% went to college
For Hispanic Students

- 53% of first time 9th graders graduated from HS
- Of those who graduated, 72% applied to college
- Of those who applied, 90% got accepted
- Of those got accepted, 75% attended
PROPOSED GOAL:
Postsecondary Pathways: Access and Completion: 90% complete in 150% of normal time

INDICATORS:
• Remediation rate
• % persons age 19-22 not attending school, not working, and no degree beyond high school
• % in post-secondary or employed
• Retention/Persistence rates (year one to year two)
• % students graduate/transfer from 2- % 4-year programs
• Job placement after degree
• Completion in 150% of normal time, calculated for # of students who entered college or postsecondary training immediately after high school
• # of students receiving a recognized industry credential
Post Secondary: Call to Action

1. TBD
Post Secondary: Strategies

1. TBD

2.

3.
Overview of the Compact Board “Scope of Work”
- Coordinate community assessment to identify strengths/weaknesses and best ROI to maximize student outcomes
- In conjunction with MHUW & Piton, work with the CBOs to map program initiatives to strategies to indicators to high level community outcomes
  - Evaluate current state of programming to eliminate duplication and identify programmatic gaps
  - Elevate best practices
  - In coordination with CBOs and funding community align resources to maximize outcomes
- Funders create as much “chaos” in the CBO community as the lack of CBO alignment creates a lack of alignment
- Perceived Value of Compact in the community:
  - Identify big ideas to try that will have greater impact on student achievement
  - Identify gaps: what is missing in the community based initiatives that would have a greater impact on student success
  - Determine how to maximize network efficiencies
  - How do community partners integrate with educational institutions to innovate and drive improved outcomes
As Board members, you each represent a unique segment of the community. You are key to the success of the Compact by bringing the community together around the following strategies:
1. Align the work of funders, CBOs and community partners.
2. Elevate best practices.
3. Reduce program/service duplication.
4. Ensure the highest return on investment for our kids and our community.