

DSST PUBLIC SCHOOLS

2020-21

Network Report Card

September 2021



Respect – Integrity – Doing Your Best – Responsibility – Courage – Curiosity

Presentation Objectives

- Ground in context
- Review Network Report Card
- Review Programmatic Shifts/Priorities
- Q and A

Education Context

- The last 18 months have been like no other in public education in a century
- Standing up on online, hybrid programs with the best intent and very little expertise and knowledge of what works
- A racial reckoning - occurring in the middle of COVID
- The national and local political realities daily spilling over into schools
- It turns out online learning is what it has been for the last 50 years...with some opportunities for innovation

DSST Context

- Our Team Stayed True to Our Core: Mission, Values, Human Condition and Educational Equity Commitment
- We set ambitious goals of 1 year of learning
- A felt deep responsibility to our students well-being and learning through double pandemics (COVID and race)
- A deep commitment to support our staff through double pandemics
- An ongoing sense that what we were doing was not enough - a very humbling reality

Challenging Context

- Students
 - 100% of students remote 8 of 12 school months
 - 50% remote 12 of 12 months
 - 50% had 4 months of 2 days/week in person learning
 - 89% attendance last year
- Staff
 - Supporting our staff team to personally weather the pandemic while facing new challenges serving our students

21-22 Performance Headlines

- We set an ambitious one year of learning goal and accomplished this in MS literacy and HS PSAT
- We fell short in proficiency, math and gap goals
- Student learning loss is real
- College Success, Enrollment and Staff Retention were bright spots
- The network financial position improved significantly
- 6/13 Goals Met, 4/13 Near Misses, 3/13 Big Misses

Data Framing

- Much of this performance lives in unprecedented times which makes it more complicated to understand
- Academic data is directional, and student level, but hard to compare given testing administration decisions and lack of valid consistent data
- We anticipate continued and great volatility in the next 2-3 years in many aspects of our work

Network Report Card

- performance in five categories:

- Academic Preparedness with STEM
- College Success
- Values Development
- Integrated Schools
- Organizational Health (in support of Core Model Elements)

Core Model Outcome	Component	Goal & DSST Standard	18-19 Actual	20-21 Target	EOY Result
Academic Preparedness	Growth MS	iReady Combined MGP of 50+	59 (MAP) (ELA: 55 / Math 62)	50 MGP	47 (ELA: 51 / Math: 43)
	Growth HS	P/SAT Fall to Spring growth of +60	+73 (EBRW: +30 / Math: +43)	+60	+70 (EBRW: +49 / Math: +21)
	Proficiency MS	iReady 65%+ Combined 8th grade ELA/Math Proficiency (ELA/Math)	59% (MAP) (ELA: 59% / Math 60%)	39%	33% (ELA: 33% / Math: 32%)
	Proficiency HS	80%+ 11th grade students 1010+ on SAT	64%	50%	46% (EBRW: 57% / Math: 41%)
	Gaps MS	iReady growth gap of 8 MGP or less between SWD or MLL or SOC students and the rest of the school (SWD/MLL/SOC)	3 of 3 (MAP)	2 of 3	0 of 3
	Gaps HS	Growth gap of +10 points or less between SWD or MLL or SOC students and the rest of the school on P/SAT (SWD/MLL/SOC)	0 of 3	2 of 3	0 of 3

Academic Preparedness

Overall Assessment:

- **Celebrations:**
 - P/SAT growth
 - Literacy growth
- **Areas for Growth:**
 - Missed the majority of our academic goals
 - Math performance
 - Learning Gaps with disproportionate impact on students with disabilities, multi language learners and students of color

Next Steps/Response:

- 21-22 Back to Basics network priority

Important Context:

- Targets were aspirational, in the hope that we could help our students achieve a normal level of learning

Respect – Integrity – Doing Your Best – Responsibility – Courage – Curiosity

Incoming MS Proficiency - i-Ready/MAP

- We switched tests for the 2020-21 school year from MAP to i-Ready (comparable adaptive tests)
- Students have lowest incoming MS scores we have seen
- A 6th grade student in the 34th percentile is behind 66% of 6th graders nationally
- Students historically were on grade level by Fall 8th grade--that is not the case here

	Fall 2018-19 (MAP)		Fall 2019-20 (MAP)		Fall 2021-22 (i-Ready)	
	ELA Avg %ile	Math Avg %ile	ELA Avg %ile	Math Avg %ile	ELA Avg %ile	Math Avg %ile
Grade						
6	48	40	49	37	42	34
7	50	46	45	48	42	36
8	52	54	50	50	42	40

**Fall 2020-21 removed, since students tested at home*

Incoming MS Proficiency - i-Ready (Math)

This year, 54% of our Middle School students are starting the year 2+ years behind in math

Overall Placement

Students Assessed/Total: 3,638/6,922



- Mid or Above Grade Level: 126 Students
- Early On Grade Level: 452 Students
- One Grade Level Below: 1,095 Students
- Two Grade Levels Below: 546 Students
- Three or More Grade Levels Below: 1,419 Students

[i The Mapping Between 5-Level and 3-Level Placement](#)

Incoming MS Proficiency - i-Ready (ELA)

This year, 55% of MS students are starting the year 2+ years behind in ELA

Overall Placement

Students Assessed/Total: 3,549/6,924



- Mid or Above Grade Level: 412 Students
- Early On Grade Level: 460 Students
- One Grade Level Below: 720 Students
- Two Grade Levels Below: 461 Students
- Three or More Grade Levels Below: 1,496 Students

[The Mapping Between 5-Level and 3-Level Placement](#)

CMAS MS Proficiency

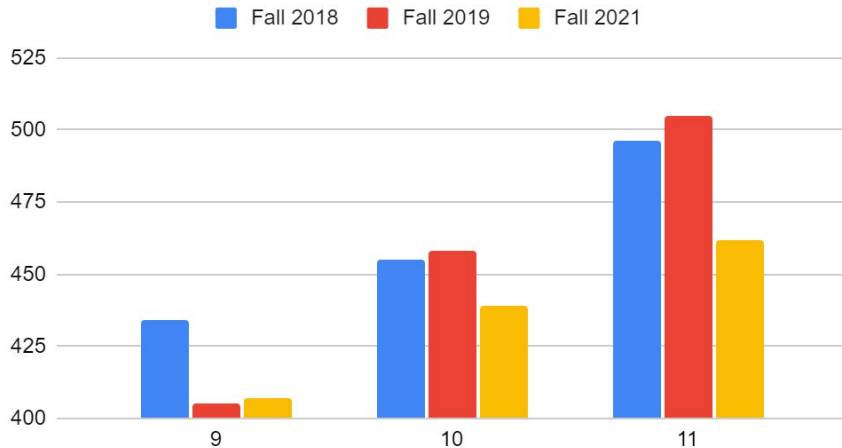
- Proficiency much lower than in prior years (Math 6 was particularly low)
- For Math 6 & 8, the students who opted into 2021 testing had higher 2019 CMAS proficiency than the students who opted out--so the 'true' proficiency of the grade is likely lower
- For ELA 7 the opposite was true--so the 'true' proficiency of the grade is likely higher

School	Sub.	Gr	2021 Participation	2021 %Prof	2019 %Prof	2018 %Prof	2017 %Prof
DSST Network	Math	6	72%	14%	33%	27%	32%
DSST Network	ELA	7	67%	37%	51%	56%	52%
DSST Network	Math	8	64%	27%	42%	46%	46%

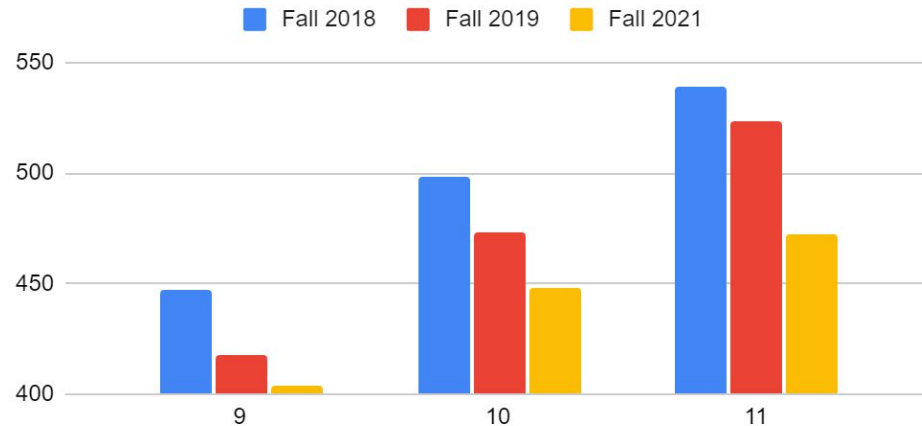
Incoming HS Proficiency - SAT

- Students have lowest incoming Math scores we have seen
- Other than EBRW 9, students have lowest incoming EBRW scores we have seen
- Fall 11th average overall score of 935 is well below 11th grade college readiness measure of 1010

ERBW Fall Scores



Math Fall Scores



**Fall 2020-21 removed, since students tested at home*

Core Model Outcome	Component	Goal & DSST Standard	19-20 Actual	20-21 Target	EOY Result
College Success	College Success	Average grad rate of colleges enrolled in by the graduating class equals or exceeds the average IGR of the graduating class	-4%	Meet	-3%

College Success

Overall assessment:

- **Celebrations:**
 - Highest post-graduate options in DSST history
 - Within 3% of target despite COVID
- **Areas for Growth:**
 - Students receiving admission *and* being awarded necessary and/or competitive financial aid packages

Next Steps/Response:

- Prioritize Early Action and Early Decision opportunities to increase odds of admittance to high grad rate colleges and increase access to financial aid

Core Model Outcome	Component	Goal & DSST Standard	19-20 Actual	20-21 Target	EOY Result
Values Development	Student Values	Student re-enrollment of 90%+	88%	88%	Available 10/1
	Staff Values	Staff retention of 85%+	82%	82%	83%

Values Development

Overall assessment:

- **Celebrations:**
 - Strongest staff retention in 4 years
- **Areas for Growth:**
 - Student re-enrollment

Next Steps/Response:

- All 21-22 priorities/programmatic shifts should positively impact student re-enrollment

Important Context:

- Health and safety concerns, weaker connections to schools, and transience in housing affected re-enrollment

Core Model Outcome	Component	Goal & DSST Standard	19-20 Actual	20-21 Target	EOY Result
Integrated Schools	%FRL	%FRL 40-70%	6 of 15	6 of 15	7 of 15
	Recruitment	Round 1 first choice is 115%+ of seat offers	133%	108%	115%

Integrated Schools

Overall assessment:

- **Celebrations:**
 - Achieved 7/15 FRL goal
 - Demand for DSST schools increased, while decreasing across most of DPS
- **Areas for Growth:**
 - 6th grade and far-NE demand significantly down

Next Steps/Response:

- Renewed focus on enrollment zone recruitment (MTV, CG)
- Community Engagement involvement in demand generation

DSST PUBLIC SCHOOLS

Core Model Outcome	Component	Goal & DSST Standard	19-20 Actual	20-21 Target	EOY Result
Organization Health <i>(in support of Core Model Elements)</i>	Budget	Net income greater than or equal to budget	+\$250k	-\$4.5M	+\$2.7M
	Development	Meet our annual fundraising target (\$3.2M)	\$3.2M	\$1.95M	\$13.6M
	Risk	DSST risk assessments shows an acceptable preparation level	100%	100%	N/A

Organization Health

Overall assessment:

- **Celebrations:**
 - Exceeded targets for net income and fundraising
 - Every School Director beat net income targets, often with school-level expense savings
- **Areas for Growth:**
 - 6th grade and far-NE demand significantly down

Next Steps/Response:

- Risk assessment in process - to be discussed in November

Important Context:

- Positive results are strongly driven by accounting principles (ie: 3-year Harvey Grant, Elevate fundraising)

Network priorities are a translation of our strategic plan into a handful of actions we must take to execute that strategy over the medium term (1-3 years).

Back to Basics | High Quality Instructional Core

Get “Back to Basics” by recommitting to core planning and instructional practices in service of driving student achievement and reducing equity gaps. Ensure that every day, every student in every classroom across the Network gets engaging and standards-aligned instruction by prioritizing strong planning, feedback and feedback implementation. Address gaps in student learning by returning prioritizing the right content based on student data content expertise.

School Culture & Student Experience

Develop, and maintain a joyful, engaging, inclusive, and safe student culture where students can become the best versions of themselves.

Programmatic Shifts are significant shifts that refine or evolve our core model and organizational identity.

Community Engagement

Foster true partnerships with our families and communities to better appreciate, value, and support the social, emotional, and wellness needs of our students, build collaborative and authentic regional connections and support the neighborhoods surrounding our schools.

STEM & Creative Core

Become a district leader in STEM. Expand and strengthen our STEM and Creative Core offerings to provide strong whole child education, cultivating lifelong student interests and meeting student and family desires for greater electives and choice. Provide equitable access to STEM and Creative Core programming.

DSST

TRANSFORMS URBAN
PUBLIC EDUCATION BY
ELIMINATING EDUCATIONAL
INEQUITY AND PREPARING ALL
STUDENTS FOR SUCCESS IN COLLEGE
AND THE 21ST CENTURY.



Our Work is More Important than Ever

- Our students have significant unfinished learning and socialization catch up
- Equity gaps have largely widened in all aspects of students lives
- We must energize our team to do their best work in the most challenging of ongoing circumstances
- The pandemic is not over - we are still in the middle of it

The Why

Teaching is difficult work, a lot harder than I thought it would be. But I love it and would like to teach in the future, supporting college or high school students. I want to help more students be successful by relating to and understanding what they're going through.

I am hoping to run for the Board of Education in a couple of years. I want to be able to make positive changes to the system while my sister is still a Denver Public Schools (DPS) student.

Karlota Arnaiz-Palacios, a graduate of DSST GVR and a member of the University of Hawaii-Hilo Class of 2022.

