



2018-19 Academic and CS Results

Network Report Card Results

Core Model Outcome	Component	Goal & DSST Standard	2018-19 Target	2018-19 Actual	2017-18 Actual	
Academic Preparedness	Growth MS	CMAS Combined MGP of 65+ (ELA/Math)	62.5 (62/63)	59 (59/59)	57 (56/58)	
	Growth HS	P/SAT Combined MGP of 65+ (EBRW/Math)	59 (54/64)	62.5 (55/70)	52 (45/59)	
	Proficiency MS	65%+ Combined 8th grade ELA/Math Proficiency	51% (59%/43%)	43% (49%/36%)	50% (54%/46%)	
	Proficiency HS	80%+ 11th grade students 1010+ on SAT	65%	62%	68%	
	Gaps MS	Growth gap of 8 MGP of less between SWD or MLL or SOC students and the rest of the school on CMAS (SWD/MLL/SOC)	N/A	1 of 3 (-15/-10/-7)	0 of 3 (-20/-13/-10)	metric changed
	Gaps HS	Growth gap of 8 MGP of less between SWD or MLL or SOC students and the rest of the school on P/SAT (SWD/MLL/SOC)	N/A	1 of 3 (-18/-13/ 0)	1 of 3 (-21/-6/-9)	metric changed
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	N/A	-17%	N/A	metric changed
Values Development	Student Values	Student re-enrollment of 90%+	86%	81%*	82%	*forecast
	Staff Values	Staff retention of 85%+	83%	79%	76%	
Integrated Schools	%FRL	%FRL 40-70%	7 of 15	6 of 15*	5 of 14	*forecast
	Recruitment	Round 1 first choice is 115%+ of seat offers	115%	127% (6 of 14)	118%	



Academic Results

Academic Results - Storylines

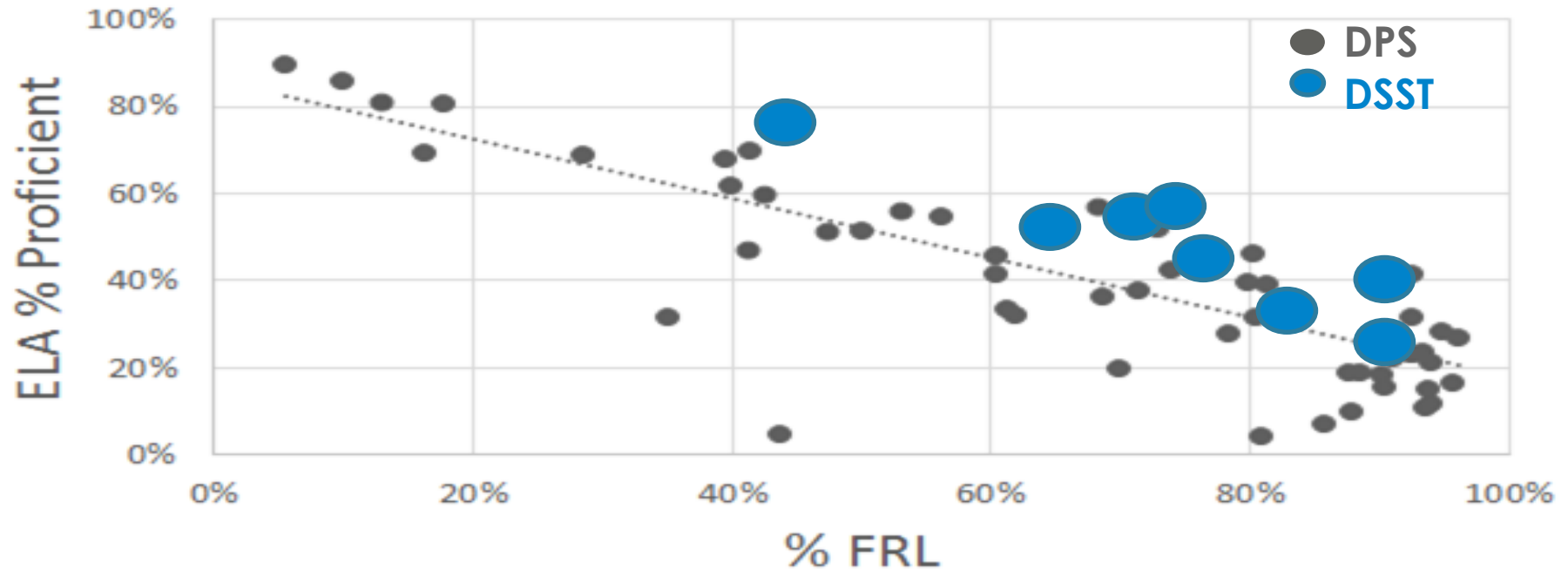
- Student academic growth, particularly HS, exceeded expectations - with HS math leading the way
- Student proficiency numbers were largely flat to slightly down - and we need to improve with stronger, more consistent year over year growth
- We saw improving trends in serving students in sub-groups FRL, MLL and SPED in math
- We had fantastic school results at Noel, GVR and Byers
- Our Focus Schools (Henry, CV MS and Cole) were a mixed bag with Cole and CV slightly improving and Henry declining

Network Aggregate Results

1. Middle school growth results are at 3 year highs however, there is still too much inconsistency amongst schools
1. High school growth has increased dramatically from 17-18 to 18-19 in both math and literacy
1. Proficiency levels on average were slightly down

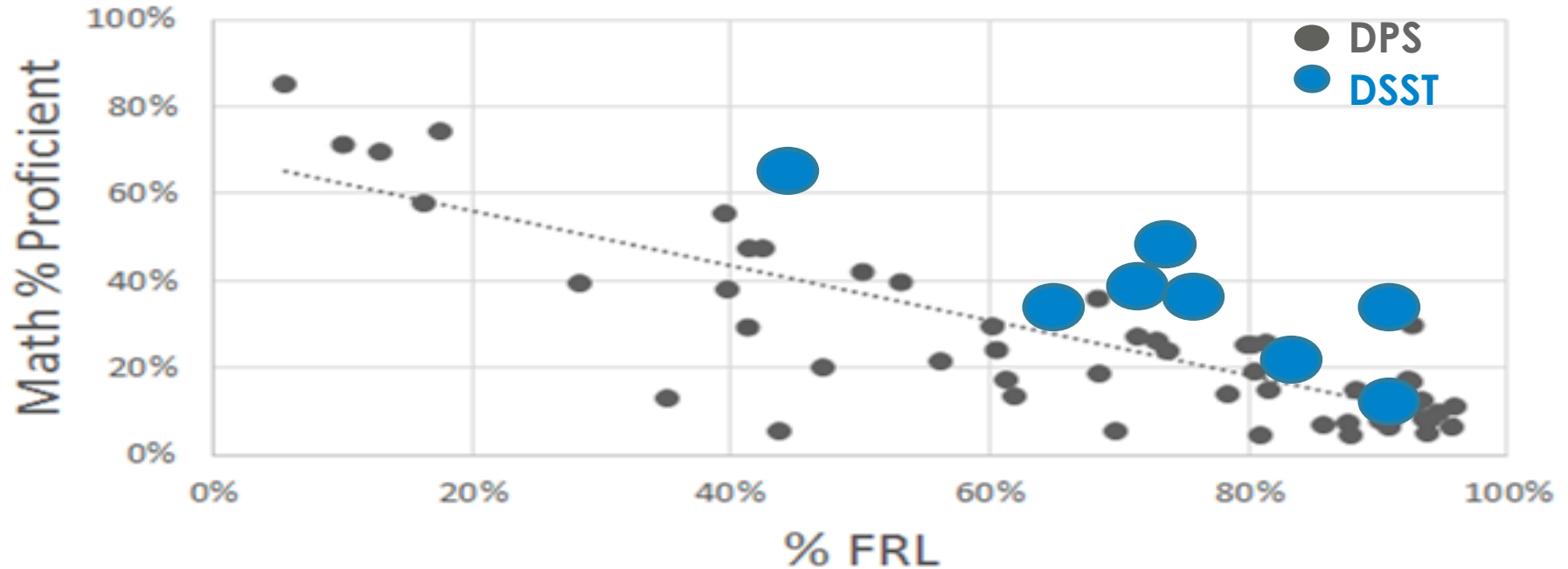
2019 Middle School Results

2019 CMAS English Language Arts | DPS Middle Schools



2019 Middle School Results

2019 CMAS Math | DPS Middle Schools



Network MS Results - Proficiency

- 7th & 8th grade Math & ELA proficiency at 3 year lows
- 6th grade Math & ELA proficiency improved from 2017-18, but below 2016-17

	2016-17		2017-18		2018-19	
Grade	ELA % Proficient	Math % Proficient	ELA % Proficient	Math % Proficient	ELA % Proficient	Math % Proficient
6	46%	32%	42%	27%	44%	31%
7	52%	37%	56%	36%	51%	34%
8	53%	46%	54%	46%	51%	42%

Network MS Results - Growth

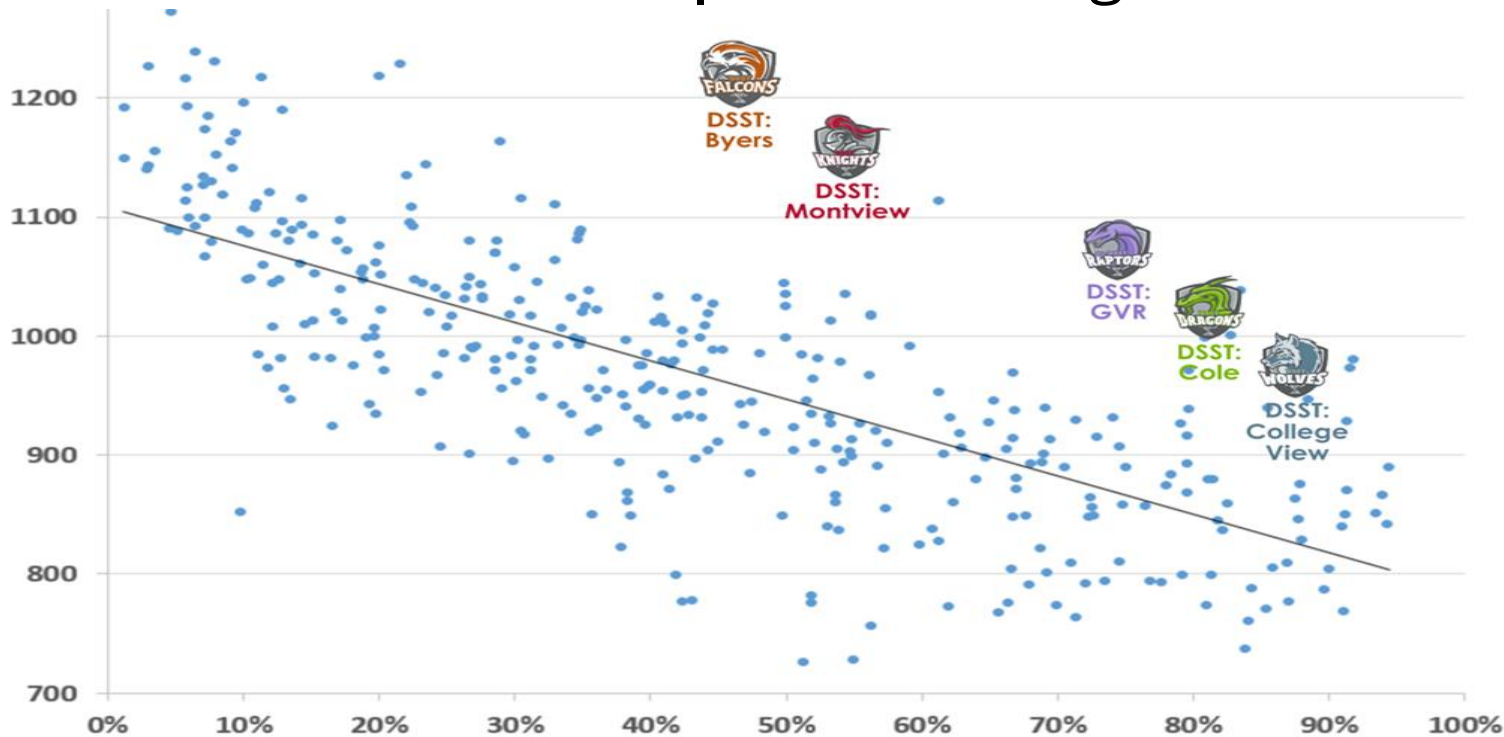
- **ELA & Math at 3 year highs**
- 6th grade showed greatest improvement: ELA, 10pts, Math 7pts
- 8th Grade has lowest MGPs

ELA MGP by Grade and School Year						Math MGP by Grade and School Year				
School	Grade	2016-2017	2017-2018	2018-2019		School	Grade	2016-2017	2017-2018	2018-2019
Network	6th Grade	66	53	63		Network	6th Grade	52	54	61
Network	7th Grade	56	60	64		Network	7th Grade	70	61	62
Network	8th Grade	50	58	47		Network	8th Grade		58	54
Network	Overall	57	56	59		Network	Overall	54	58	59

2019 College Readiness - SAT

2019 SAT Results | Colorado High Schools

Average SAT Score



% Free or Reduced Lunch

Network HS Results - Growth

- **Strong EBRW and Math Growth:** EBRW (+10), Math (+11)
- 10th grade Math MGP made biggest improvement (+19)
- Math very high within DPS & CO, EBRW not as high comparably

EBRW MGP by Grade and School Year						Math MGP by Grade and School Year				
School	Grade	2016-2017	2017-2018	2018-2019		School	Grade	2016-2017	2017-2018	2018-2019
Network	9th Grade					Network	9th Grade			
Network	10th Grade					Network	10th Grade			
Network	11th Grade	59	49	55		Network	11th Grade	69	60	69
Network	Overall	59	45	55		Network	Overall	69	59	70

Network HS Results - Proficiency

- Math PSAT/SAT Proficiency slightly up, ERBW Proficiency slightly down

	2016-17		2017-18		2018-19	
Grade	EBRW Average Score	Math Average Score	EBRW Average Score	Math Average Score	EBRW Average Score	Math Average Score
9			459	480	457	473
10	493	506	493	508	491	519
11	570	588	534	558	527	563

Network HS Results- Growth vs. State

CO Combined MGP

District Name	School Name	%FRL	2019 Avg MGP
POUDRE R-1	LIBERTY COMMON CHARTER SCHOOL	1%	71
EXPEDITIONARY BOCES	ROCKY MOUNTAIN SCHOOL OF EXPEDITIONARY LEARN	5%	70.75
EAGLE COUNTY RE 50	VAIL SKI AND SNOWBOARD ACADEMY (VSSA)	N/A	70.75
DENVER COUNTY 1	DSST: GREEN VALLEY RANCH HIGH SCHOOL	75%	70.25
BOULDER VALLEY RE 2	PEAK TO PEAK CHARTER SCHOOL	8%	68.5
DOUGLAS COUNTY RE	SKYVIEW ACADEMY	8%	68
DENVER COUNTY 1	DSST: BYERS HIGH SCHOOL	48%	66.5
NORWOOD R-2J	NORWOOD PUBLIC SCHOOLS	27%	66.5
BOULDER VALLEY RE 2	FAIRVIEW HIGH SCHOOL	11%	66
ADAMS 12 FIVE STAR S	PROSPECT RIDGE ACADEMY	1%	65.5
HARRISON 2	ATLAS PREPARATORY HIGH SCHOOL	92%	65.25

CO Math MGP

District Name	School Name	%FRL	2019 Math MGP
DENVER COUNTY 1	DSST: GREEN VALLEY RANCH HIGH SCHOOL	75%	81.0
NORWOOD R-2J	NORWOOD PUBLIC SCHOOLS	27%	81.0
DENVER COUNTY 1	DSST: CONSERVATORY GREEN HIGH SCHOOL	57%	76.0
DOUGLAS COUNTY	SKYVIEW ACADEMY	8%	74.0
POUDRE R-1	LIBERTY COMMON CHARTER SCHOOL	1%	73.0
POUDRE R-1	RIDGEVIEW CLASSICAL CHARTER SCHOOLS	7%	73.0
LONE STAR 101	LONE STAR UNDIVIDED HIGH SCHOOL	24%	73.0
DOLORES RE-4A	DOLORES SECONDARY SCHOOL	42%	72.0
DENVER COUNTY 1	EARLY COLLEGE OF DENVER	90%	71.5
BOULDER VALLEY R	PEAK TO PEAK CHARTER SCHOOL	8%	71.0
DENVER COUNTY 1	DSST: BYERS HIGH SCHOOL	48%	71.0

Network HS Results - Growth vs. DPS

DPS Combined MGP

School Name	%FRL	2019 Avg MGP
DSST: GREEN VALLEY RANCH HIGH SCHOOL	75%	70.25
DSST: BYERS HIGH SCHOOL	48%	66.5
DSST: MONTVIEW HIGH SCHOOL	55%	63.5
DSST: CONSERVATORY GREEN HIGH SCHOOL	57%	63.25
DENVER SCHOOL OF THE ARTS	10%	60.25
EAST HIGH SCHOOL	31%	56.75
DENVER CENTER FOR INTERNATIONAL STUDIES	61%	55.5
COLLEGIATE PREPARATORY ACADEMY	80%	54.75
DSST: COLLEGE VIEW HIGH SCHOOL	86%	54.5
DSST: COLE HIGH SCHOOL	82%	54.5

DPS Math MGP

School Name	%FRL	2019 Math MGP
DSST: GREEN VALLEY RANCH HIGH SCHOOL	75%	81.0
DSST: CONSERVATORY GREEN HIGH SCHOOL	57%	76.0
EARLY COLLEGE OF DENVER	90%	71.5
DSST: BYERS HIGH SCHOOL	48%	71.0
DSST: COLE HIGH SCHOOL	82%	70.0
DSST: MONTVIEW HIGH SCHOOL	55%	68.0
KIPP NORTHEAST DENVER LEADERSHIP ACADEMY	83%	66.0
COLLEGIATE PREPARATORY ACADEMY	80%	63.0
DENVER SCHOOL OF THE ARTS	10%	56.5
DSST: COLLEGE VIEW HIGH SCHOOL	86%	54.0

Network Results - MS Root Causes

- **Strengths:** Middle school performance work helped to clarify the “bar” and also the most important metrics to track and improved leader focus in key areas
- **Gaps:** Overall student materials are still not yet at the appropriate bar for rigor; Weaker student culture in 8th grades combined with lower staff consistency contributed to lower growth in that grade level

Network Results - HS Root Causes

- **Strengths:** Student materials in HS math are very strong, and aligned to grade level rigor; Teachers in HS math are executing with higher fidelity on DDI
- **Gaps:** HS literacy student materials are not yet at the appropriate bar for rigor; Teachers in HS literacy are not yet aligning enough to structure of how students will be assessed on P/SAT and are not utilizing effective DDI

Subgroup Results

1. Improvements in closing subgroup gaps in math in many areas (MLL, SWD, SOC) but still a long way to go
1. PB 1 growth still lags behind in both MS and HS

Middle School Subgroup Results - ELL Growth

- Math ELA Gaps Shrunk, ELA stayed flat

2018-19 CMAS MGP		ELA		Math	
		ELL	Non-ELL	ELL	Non-ELL
	6	54	65	49	63
	7	49.5	68	52	67
	8	46	48	56	53
	Total	49	61	52	60
	Gap	-12		-8	
2017-18 CMAS MGP		ELA		Math	
		ELL	Non-ELL	ELL	Non-ELL
	6	47	55	45	58.5
	7	47	62	48	66
	8	49	60	51	59
	Total	47.5	59	47	61
	Gap	-11.5		-14	

Middle School Subgroup Results-SWD Growth

- Math SWD gaps shrunk significantly - ELA stayed flat

2018-19 CMAS MGP		ELA		Math	
		SWD	Non-SWD	SWD	Non-SWD
	6	43	65	43.5	62
	7	39.5	66	44	63
	8	43.5	48	54	54
	Total	42	60	48	60
	Gap	-18		-12	
2017-18 CMAS MGP		ELA		Math	
		SWD	Non-SWD	SWD	Non-SWD
	6	42	54	35.5	55
	7	40	61	34	64
	8	39	59	44.5	59
	Total	41	58	37	60
	Gap	-17		-23	

Middle School Subgroup Results - SoC Growth

- Math SOC gaps shrunk substantially, ELA gaps widened.

2018-19 CMAS MGP		ELA		Math	
		SOC	Non-SOC	SOC	Non-SOC
	6	62	74	60	70
	7	62	72.5	61	73
	8	47	52	53	55.5
	Total	57	66.5	58	63
	Gap	-9.5		-5	
2017-18 CMAS MGP		ELA		Math	
		SOC	Non-SOC	SOC	Non-SOC
	6	49	64.5	49	75
	7	61	50	59	71
	8	56	69	58	59
	Total	56	61	56	70
	Gap	-5		-14	

Growth

- PB1a still lowest growth
- All PBs grew (but PB1a in ELA and PB4 in math)

[illegible]

Middle School Subgroup Results - Proficiency

- Large proficiency gaps exist, particularly in ELL and SWD

ELA % Proficient			
DSST Network		District	
ELL	Non-ELL	ELL	Non-ELL
8%	61%	10%	57%
SwD	Non-SwD	SwD	Non-SwD
10%	55%	8%	50%
SOC	Non-SOC	SOC	Non-SOC
46%	76%	36%	78%

Math % Proficient			
DSST Network		District	
ELL	Non-ELL	ELL	Non-ELL
4%	51%	6%	45%
SwD	Non-SwD	SwD	Non-SwD
9%	45%	6%	38%
SOC	Non-SOC	SOC	Non-SOC
36%	71%	24%	71%

High School Subgroup Results- ELL Growth

- Math and ELA Gaps increased for ELL

2018-19 P/SAT MGP		EBRW		Math	
		ELL	Non-ELL	ELL	Non-ELL
	9			57	68
	10	46.5	57	61	76
	11	40	57	60	69
	Total	44	57	59.5	72
	Gap	-13		-12.5	
2017-18 P/SAT MGP		EBRW		Math	
		ELL	Non-ELL	ELL	Non-ELL
	9			52.5	68
	10	36.5	42.5	62	53.5
	11	45	49.5	60	59.5
	Total	37.5	46	56	60
	Gap	-8.5		-4	

High School Subgroup Results- SWD Growth

- Math Gaps decreased for SWD and slightly increased for ELA

2018-19 P/SAT MGP		EBRW		Math	
		SWD	Non-SWD	SWD	Non-SWD
	9			47	67
	10	39	58	56	76
	11	37	58	63	71
	Total	39	58	55	72
	Gap	-19		-17	
2017-18 P/SAT MGP		EBRW		Math	
		SWD	Non-SWD	SWD	Non-SWD
	9			37	65
	10	25	42	36	57
	11	44	49	55	60
	Total	28.5	46	37	61
	Gap	-17.5		-24	

High School Subgroup Results- SoC Growth

- Math gaps went down for SOC - reversed for ELA

2018-19 P/SAT MGP		EBRW		Math	
		SOC	Non-SOC	SOC	Non-SOC
	9			67	62
	10	54	63	76	62.5
	11	55	45	70	75
	Total	55	50	71	75
	Gap	5		-4	
2017-18 P/SAT MGP		EBRW		Math	
		SOC	Non-SOC	SOC	Non-SOC
	9			61	70.5
	10	36	63	56	48
	11	49	51	60	62
	Total	41	59	59	59
	Gap	-18		0	

High School Subgroup Results - PB1 Growth

- PB1a growth is still lowest
- PB1b increased year over year in EBRW and Math (+13, +9)

	18-19 English Language Arts (Using Reading PB)						18-19 Math (Using Math PB)				
School	Grade	PB1a	PB1b	PB2	PB3	PB4	PB1a	PB1b	PB2	PB3	PB4
Network	9						38.5	66	68	66	77.5
Network	10	47.5	49	57	53	61	58.5	70	79	81.5	68
Network	11	46	58.5	53	57	57	57	70	77	69	65
Network	All	46	52	57	57	60	54	68	73	73	68
		149 students					175 students				
		17-18 MGP EBRW					18-19 MGP Math				
School		PB1a	PB1b	PB2	PB3	PB4	PB1a	PB1b	PB2	PB3	PB4
Network	9						51	59	69	68	92
Network	10	53	34	33	53	45	55	60	55	44	55
Network	11	49	42	48	57	48	55	58	55	76	56
Network	Overall	53	39	41	50	50	53	59	61	68	65

High School Subgroup Results

- 2018-19 11th grade SAT average score by subgroup

EBRW Average Score			
DSST Network		District	
ELL	Non-ELL	ELL	Non-ELL
408	548	387	516
SwD	Non-SwD	SwD	Non-SwD
390	530	384	495
SOC	Non-SOC	SOC	Non-SOC
513	578	459	578

Math Average Score			
DSST Network		District	
ELL	Non-ELL	ELL	Non-ELL
443	584	394	504
SwD	Non-SwD	SwD	Non-SwD
400	570	379	491
SOC	Non-SOC	SOC	Non-SOC
547	621	459	564

Subgroup Results - Root Causes

Strengths:

- Stronger data driven instruction in MS math yielding better growth for subgroups

Gaps:

- Teachers not yet employing MLL instruction best practices (ex: sheltering)
- PB1a attendance lags behind that of other PBs
- Teachers not yet skilled at providing scaffolds for students while maintaining grade level rigor
- Intervention courses not yet effective

School Based Results

- 1. Outstanding results at Noel MS, Byers, GVR HS
- 1. Henry middle school growth dropped dramatically
- 1. Cole middle school improved year over year but is still well below DSST standard

DSST Middle School at Noel Campus

- ELA and Math growth were highest in Network
- Combined MGP (ELA & Math) was highest MS in DPS
- **Combined MGP (ELA & Math) was 2nd highest MS in Colorado**
- Noel was ranked #8 in the district for proficiency in MS Math and 13th for proficiency in ELA.

School	Grade	ELA MGP				Math MGP		
		2016-2017	2017-2018	2018-2019		2016-2017	2017-2018	2018-2019
DSST Middle School at Noel Campus	6th Grade			77.5				79
DSST Middle School at Noel Campus	Overall			77.5				79

		English Language Arts (Using Reading PB)					Math (Using Math PB)				
School	Grade	PB1a	PB1b	PB2	PB3	PB4	PB1a	PB1b	PB2	PB3	PB4
DSST Middle School at Noel Campus	6	64	71	86	75	74	73	85	92	77.5	48

DSST: Byers Middle School

- Byers MS #5 in DPS in Proficiency (#2 of Grade 6-8 Middle Schools)
 - 78% students proficient ELA, 65% student proficient Math
- Byers MS: 73 MGP in ELA, 64 MGP in Math

School	Grade	ELA MGP				Math MGP		
		2016-2017	2017-2018	2018-2019		2016-2017	2017-2018	2018-2019
DSST: Byers MS	6th Grade	82.5	74	80		64	77	68
DSST: Byers MS	7th Grade	64	52	72		71	71.5	76
DSST: Byers MS	8th Grade	56	48	61		64	61	51.5
DSST: Byers MS	Overall	69.5	60	73		65.5	70	64

		English Language Arts (Using Reading PB)					Math (Using Math PB)				
School	Grade	PB1a	PB1b	PB2	PB3	PB4	PB1a	PB1b	PB2	PB3	PB4
DSST: Byers MS	All	78	66	72.5	70	75	63	48.5	72	68	63

DSST: Green Valley Ranch High School

- **Top school for overall Math MGP in the state**
 - 3rd highest for 9th grade, 6th highest for 10th grade, and top school for 11th grade Math MGP in the state
- 2nd highest for 10th grade EBRW MGP in the state
 - **10th grade EBRW MGP increased by 21 from 2017-18**
 - 11th grade EBRW MGP decreased by 5.5 from 2017-18

EBRW MGP by Grade and School Year				
School	Grade	2016-2017	2017-2018	2018-2019
DSST: Green Valley Ranch HS	9th Grade			
DSST: Green Valley Ranch HS	10th Grade		46	67
DSST: Green Valley Ranch HS	11th Grade	64.5	60	54.5
DSST: Green Valley Ranch HS	Overall	64.5	52	59.5

Math MGP by Grade and School Year				
School	Grade	2016-2017	2017-2018	2018-2019
DSST: Green Valley Ranch HS	9th Grade		67	81
DSST: Green Valley Ranch HS	10th Grade		51.5	78
DSST: Green Valley Ranch HS	11th Grade	67.5	73	85.5
DSST: Green Valley Ranch HS	Overall	67.5	62	81

		EBRW (Using Reading PB)					Math (Using Math PB)				
School	Grade	PB1a	PB1b	PB2	PB3	PB4	PB1a	PB1b	PB2	PB3	PB4
GVR HS	All	44	62.5	66	51	79	63	79	83	83	73

DSST: Cole Middle School

- **ELA and Math both improved from last year**
 - ELA +7, Math +4.5
- 6th and 8th grade improved in both ELA and Math, 7th grade decreased in both
 - 6th & 8th are similar to 2016-17 scores in both ELA & Math
 - 6th Grade ELA MGP increased 19.5 from 2017-18.
- Cole was ranked 45th and 48th of 64 schools in the District, in MS ELA proficiency

School	Grade	ELA MGP				Math MGP		
		2016-2017	2017-2018	2018-2019		2016-2017	2017-2018	2018-2019
DSST: Cole MS	6th Grade	60.5	37.5	57		42.5	32	42
DSST: Cole MS	7th Grade	43	42	34		36	48	45
DSST: Cole MS	8th Grade	52	42	51		46.5	41	48.5
DSST: Cole MS	Overall	52	41	48		41	40.5	45

DSST: Henry Middle School

- **ELA and Math have both decreased from last year**
 - ELA -12.5, Math -13.5
- 6th Grade has decreased in both ELA and Math, 7th Grade ELA has improved in ELA and decreased in Math.
 - 6th Grade ELA MGP has decreased 21.5 from 2017-18.
 - 6th Grade Math MGP is similar to 2016-17 scores.
- Henry was ranked 36 and 30 of 64 schools in the District, in MS ELA and MS Math respectively.

School	Grade	ELA MGP				Math MGP		
		2016-2017	2017-2018	2018-2019		2016-2017	2017-2018	2018-2019
DSST: Henry MS	6th Grade	57	49	27.5		35.5	47	37
DSST: Henry MS	7th Grade		57	59			65	56
DSST: Henry MS	8th Grade			39				40.5
DSST: Henry MS	Overall	57	52.5	40		35.5	58.5	45

School-based Results - Root Causes

Strengths (high performing schools):

- Leaders intensely focused on instruction, rigor of student materials and data-driven instruction
- Strong and stable leadership teams
- Strong teacher professional development

Gaps:

Henry Middle School	Cole Middle School
<ul style="list-style-type: none">- Weak school leadership- Weak staff culture leading to high staff turnover- Significant student culture challenges in the fall- Low teacher skill	<ul style="list-style-type: none">- Improvements driven by strengthening of instructional and culture leadership- Students materials not yet at the bar for rigor necessary- Student culture not yet tight & joyful- Data-driven instruction not present/ effective in most classrooms

Academic Results - Storylines

- Student academic growth, particularly HS, exceeded expectations - with HS math leading the way
- Student proficiency numbers were largely flat to slightly down - and we need to improve with stronger, more consistent year over year growth
- We saw improving trends in serving students in sub-groups FRL, MLL and SPED in math
- We had fantastic school results at Noel, GVR and Byers
- Our Focus Schools (Henry, CV MS and Cole) were a mixed bag with Cole and CV slightly improving and Henry declining

Summary of Root Causes

- Curricular materials are not always standards-aligned and at grade level rigor
- Leaders and teachers are not effectively using data to identify and fill gaps
- Intervention courses are not yet effective
- In schools with highest percentages of students in PB1 (ex: Henry MS, Cole MS), student culture is not yet tight and joyful

19-20 Priorities - Academic Focus

Math and Literacy Foundations

Best First Instruction

- Schools utilizing research based curriculum (Reading Reconsidered, Wit & Wisdom, AF Math)
- Common Math and Literacy Classroom Look Fors
- Training from network and teacher content experts

Intervention Classes

- Implementation of DreamBox in Math Intervention and Read 180 in Literacy intervention

Acting on Data

- **Teachers:** Aggressive Monitoring
- **School Leaders:** Implementation of Relay Weekly Data Meetings
- **Network:** Principal supervisor weekly data meetings and 6 week stepbacks

Strong Start at Focus Schools

1. Hired an additional 1.0 FTE dedicated to focus school support
2. Intensive side by side school planning in the winter/ spring to prepare for strong start (ex: Minute by minute plans, Teacher Training, one focus school participating in AF Accelerator Program)
3. Weekly coaching and data collection by principal supervisor and deputy director schools



College Success Results

COLLEGE SUCCESS 18-19 SY:

2018/19 Goal Review: 3 of 4 Goals Achieved

Goal Type	Goal Title	Owner	SMART Definition	Current Year Target	School Year	Current Year Actual	Goal Actual Date	Goal Completion Status
Change	College Success Overall Goal	Jessica Palffy	4/6 high schools meet or exceed their College Success Goal, meet 80% of College Success Lead Measures.	4	2018-2019	4	06-05-2019	Achieved
Execution	Budgeted Net Income	Jessica Palffy	Net income greater than or equal to budget	0	2018-2019		06-30-2019	Achieved
Change	IGR Enrollment	Jessica Palffy	% of students who enroll in an Ideal Grad Rate school	25	2018-2019	29	06-05-2019	Achieved
Change	TGR Enrollment	Jessica Palffy	90% of students enroll in TGR school	60	2018-2019	56	06-05-2019	Missed

Record # of applications and acceptances.

DSST students have access to colleges that will maximize their likelihood of completion.

6

average # of applications submitted per student (double previous averages)

75

percent of students who applied to a strong, diverse mix of colleges (as measured by DSST

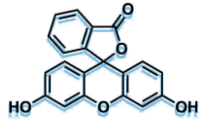
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TGR, IGR metrics)

average number of reach (IGR) colleges each student was accepted to

Enrollment gaps *still* persist.

Despite access, students did *not* choose colleges that maximize likelihood of completion.



Team did not account for structural shifts and missed key opportunities to intentionally engage students, families, and staff in college list, application, and financial aid processes.

\$\$\$

Financial aid is the #1 reason students and families cited for choosing lower grad rate colleges.

Affluent, white students most likely to undermatch.

- Asian and white students undermatched at both the highest percentage and to the highest degrees. This means there were large differences between these students' IGR and the graduation rate of the college at which they enrolled.
- Black, Latino/Hispanic, and Multiracial students undermatched at roughly the same percentage and degree.
- Female students undermatched at a higher percentage as male students, but both groups undermatched at roughly the same degree.
- Students who receive do *not* receive free-and-reduced lunch undermatched at significantly higher rates than students who do receive free-and-reduced lunch.

Committed to equity in degree attainment.

We know that a college degree remains the most reliable and systemic means to a successful, economically-viable entrance to adulthood, *and* we know that there exist extraordinary disparities in degree (and consequently first job and career) attainment...

So, we head into the 19-20 SY with the following [strategies](#):

- College match (with a hyper focus on enrollment decisions)
- Building team capacity to continue structural shifts and supports
- Data driven instruction and best practices (including financial aid)
- Academic rigor and college level coursework and experience

COLLEGE SUCCESS 19-20 SY:

GPA, More College Credits and Better Data Systems

2019/2020 Goals

Goal Type	Goal Title	Owner	SMART Definition	Current Year Target
Change	College Success Overall Goal	<u>Jessica Palffy</u>	Average grad rate of colleges enrolled equals or exceeds the average IGR of the Class of 2020 (55%)	0
Change	College Success Overall Goal	<u>Jessica Palffy</u>	4/6 high schools meet/exceed their college success goals or meet/exceed 80% of the lead measures.	4
Change	HS GPA increase	<u>Cassandra Collins</u>	Aggregate HS GPA increase from 2018-19 to 2019-20	0.1
Change	College Credits	<u>Jessica Palffy</u>	DSST graduates, on average, earn at least 6 college credits prior to graduating from DSST.	
Change	College Success Impact Fund	<u>Jessica Palffy</u>	Creation and implementation of the College Success Impact Fund to empower school-based college success teams to break the "ceiling" -- resulting in at least one scalable solution for the 20-21 SY.	
Change	College Success Database	<u>Cassandra Collins</u>	Creation and implementation of a new database system (with the Ed Tech team) to transform how we aggregate and disseminate data allowing us to differentiate college and alumni supports by end of the 19-20 school year.	