In November 2016, Denver voters approved a mill funding measures for students in Denver Public Schools, agreeing to invest $56.6 million in operating dollars to support proven initiatives.

Since January 2018, 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 programs.

**PROGRAMS:**

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

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

2016-17 DATA:
- 6,886 students enrolled in CareerConnect
- Demographic breakdown:
  - 58% male; 42% female
  - 17% English language learners; 64% free and reduced-price lunch; 7% special education
  - 58% Hispanic/Latino; 21% white, 13% lack; 3% two or more races; 4% Asian; <1% American Indian or Native Alaskan

2017-18 DATA:
- 7,833 students enrolled in CareerConnect
- Demographic breakdown:
  - 57% male; 43% female
  - 16% English language learners; 64% free and reduced-price lunch; 10% special education
  - 55% Hispanic/Latino; 23% white, 13% black; 4% two or more races; 4% Asian; 1% American Indian or Native Alaskan

TAKEAWAY: Students who participate in CareerConnect have significantly higher odds of on-time graduation.

GOAL: Increase graduation rates

ODDS OF ON-TIME GRADUATION:
- 40% increase for students participating in two to five CareerConnect courses
- 90% increase for students participating in five or more CareerConnect courses
- 90% increase for students who have a CareerConnect industry mentor
- 270% increase for students participating in a CareerConnect internship

GOAL CONTINUED: Support student access to CareerConnect pathways across all demographics

DATA:
- For 2017-18: 390 students received college credits and 44 students received industry credentials.
**Program:** CareerConnect

**Goal:** Student retention in CareerConnect apprenticeship programs

**Data:**
- 76% retention for apprenticeships

**Goal:** Expand geographic equity

**Data:**
- 2016 Mill Levy funds were used to sustain CareerConnect programs in 12 different schools by funding approximately 23 positions.
- 2016 Mill Levy funds were also used to expand CareerConnect programs into nine additional schools with 10 new positions.
- **Expansion Schools/Programs:**
  - DC21 at Wyman: Tech
  - Denver Online: Tech
  - Northfield: Medicine
  - PREP Academy: Tech
  - Florence Crittenton: Medicine
  - DSISD: Tech
  - Far Northeast (Legacy Options, Montbello Tech, Vista Academy): Medicine, Hospitality, Maker, Business

**Goal:** Participation in registered apprenticeships

**Data:**
- 65 current registered apprentices in two cohorts
- **Apprenticeship pathways:** business, financial, technology, advanced manufacturing, and nursing
- Aim is to recruit 100 new apprentices for third cohort

**Additional Measures Available in Future Reporting:**
- Increase the number of employers who hire apprentices in full-time positions
- The oldest cohort is in year 3 of the program. Data will be available next year.
- Measure and grow students’ soft skills

**Investment Amount:** $4.9M
**PROGRAM:** Dual Enrollment

**PROGRAM DESCRIPTION:**
Dual enrollment allows students to earn free college credit while still in high school, giving them a head start on their college and career goals. Students gain exposure to the academic challenges of college while in their supportive high school environment, earning college and high school credits simultaneously.

*Charter schools received an additional $1.9M for “Ready for College and Career” that includes both dual enrollment and CareerConnect.*

**GOAL:**
Increase in passing rates for dual enrollment courses

**DATA:**
- Slight decline in pass rate from 2016-17 to 2017-18
  - 86.1% to 85.6%
- 2016-17 Pass Rates by Race/Ethnicity:
  - Hispanic or Latino 85%; black 84%; white 94%; Asian 94%; American Indian or Native Alaskan 77%; Native Hawaiian or Pacific Islander 74%; two or more races 87%
- 2017-18 Pass Rates by Race/Ethnicity:
  - Hispanic or Latino 84%; black 84%; white 92%; Asian 92%; American Indian or Native Alaskan 76%; Native Hawaiian or Pacific Islander 90%; two or more races 86%

**GOAL:**
Increase the number of students taking dual enrollment courses

**2016-17 DATA:**
- Number of students: 3,882
- Number of courses taken: 9,975
- Demographic breakdown: Hispanic or Latino 60%; black 12%; white 18%; Asian 4%; American Indian or Native Alaskan 1%; two or more races 4%

**2017-18 DATA:**
- Number of students: 4,487
- Number of courses taken: 11,613
- Demographic breakdown: Hispanic or Latino 61%; black 12%; white 18%; Asian 4%; American Indian or Native Alaskan 1%; two or more races 5%

**TAKEAWAYS:**
From 2016-17 to 2017-18, there was a significant increase in the number of students taking courses and the total number of courses taken and passed. This is the largest increase in five years.

**PLANS FOR INCREASING STUDENT ACCESS:**
- The Concurrent Enrollment team is currently exploring options to find solutions to traditional barriers to offering more concurrent enrollment classes.
- A Schoology pilot is under way to address the lack of qualified DPS teachers who can serve as adjunct faculty. This will bring access to students and schools who do not currently have qualified concurrent enrollment teacher.

**WHAT’S COMING IN THE FUTURE:**
- A five-year longitudinal study of college matriculation and persistence correlated with dual enrollment credit attainment was recently initiated in partnership with local universities. Data will be available in four years.
PROGRAM: Early Literacy

PROGRAM DESCRIPTION: Early literacy, which DPS defines as reading, writing, speaking and listening, is essential to building a strong foundation for success in school and in life.

GOAL: Increase reading proficiency in third grade

DATA:
- 2017-18 CMAS proficiency: 37.7% met or above
- 2017-18 CSLA (Colorado Spanish Language Arts) proficiency: 30.7% met or above
- Performance gaps remained but narrowed slightly for students of color (closing by 3.1% for black or African American students, 0.8% for Latino students)

TAKEAWAY: Proficiency scores remained flat from spring 2017 to spring 2018.

GOAL: Increase reading proficiency in fourth and fifth grade

DATA:
- 2017-18 4th grade CMAS proficiency: 41.9% met or above
- 2017-18 5th grade CMAS proficiency: 41.8% met or above
- Overall proficiency increased 1.8% for fourth grade and 1.1% for fifth grade
- Performance gaps for students of color are narrowing slightly (0.1% for fourth grade and 1.9% for fifth grade)

GOAL: Access to digital literacy intervention curriculum

DATA:
- 80% of students in K-5 had access to Istation literacy intervention, which includes literacy intervention, curriculum and assessment.

NOTE: Through the flexibility process, all schools chose a CDE-approved reading intervention to support students on READ plans. Istation is the district-supported option—available in both English and Spanish. 83% of schools opted into the Istation assessment/curriculum bundle. We provide professional development on Istation as the district-supported option.

INVESTMENT AMOUNT: $7M
**GOAL:**
Satisfaction with literacy professional development

**DATA:**
Districtwide 2018 Summer Professional Development Satisfaction
- More than 900 teachers, leaders and early literacy specialists attended
  - 95% (K-2)
  - 96% (3-5)
  - 85% (Istation)
  - 93% (School leaders)

**PARTICIPANT VOICE:**
“Being able to walk away with resources in hand is beneficial. I can now help my teachers better use the Benchmark curriculum in backwards planning both practically and intellectually.”

**DPS EARLY LITERACY GRANT:**
To leverage the leadership component of the Literacy Plan 2020, a Request for Applications was released in February for select schools with plans for using early literacy mill funds to build effective and sustainable systems to support early literacy achievement, including deep implementation of research-based early literacy practices and tools. The intended outcome is not only to provide schools with the time, personnel, resources, and support to set up high quality early literacy systems, but also to identify schools willing to pilot innovative solutions to removing barriers. Through these grants, DPS can learn how to accelerate outcomes in early literacy for schools across the district, as well as better target our supports and funds to schools. Schools were invited to apply for an Early Literacy grant up to $200,000 across two years. Over 40 schools submitted applications, which were reviewed by a cross-functional team and considered through the lens of the Literacy Plan 2020 components. 11 applicants comprising of 13 schools were awarded funds.

*DPS will report out on the impact of the grant once data is available.*
**Program:** Paraprofessional-to-Teacher

**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:**
- 36 total candidates
- One candidate currently student teaching
- One candidate has completed the program and is currently teaching

**Goal:** Increase candidate persistence and retention in teacher preparation program

**Data:**
- Cohort 1 [2016 to present]: 67%
- Cohort 2 [2017 to present]: 68%
- Cohort 3 [2018 to present]: 100%

**Goal:** Opportunities to prepare in high needs schools

**Data:**
- 81% of candidates are training or working in a Title I school.

**Goal:** Increase the diversity of the teacher workforce

**Data:**
- 42% of participants are candidates of color
- This is 15% 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:** 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.”

**Investment Amount:** $200K
**PROGRAM:**
Principal Pipeline

**PROGRAM DESCRIPTION:**
Through Lead in Denver, DPS is able to offer multiple distinct leadership preparation programs, which provide aspiring school leaders the opportunity to develop alongside an experienced and successful principal. The programs are designed to consistently prepare new leaders for DPS leadership roles by offering course content that is aligned to our LEAD Framework while supporting development that meets the aspiring leader’s career goals.

**GOAL:**
Retain of high quality leaders

**DATA:**
- 85% (151 out of 178) of assistant principals and principals that were in the Leadership Development Cohort were retained in DPS from 2017-18 to 2018-19.
- Retention of school leaders was lower prior to the creation of Leadership Development Cohorts.

**TAKEAWAY:**
The majority of participants in the DPS pipeline programs are retained in district. Additionally, a greater proportion of leaders who successfully complete the programs are selected for a role promotion.

**GOAL:**
Support and develop effective leaders

**DATA:**
- 73% of all cohort participants agreed that their direct supervisor “ensures that I receive feedback and coaching to improve my job performance.”
- 83% of participants in the Leadership Development Cohort agreed that their leadership practice has improved as a result of my participation.

**TAKEAWAY:**
The majority of teacher leaders and school leaders participating in our DPS pipeline programs have a positive perception of the impact on their leadership practice.

**PARTICIPANT VOICE:**
“My leadership improved through the opportunity to connect with and learn from leaders from across the country. In Denver, we are often on the cutting edge of education reform and we are doing such great work, that we rarely have the opportunity to learn from outside of our organization.”

**INVESTMENT AMOUNT:** $1M
PROGRAM: Summer Academy

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:
Increase enrollment in Summer Academy

DATA:
- Enrollment increased by 296 students from summer 2017 to summer 2018
- 18 of 21 (86%) sites with community partners experienced increased enrollment
- 4,309 students attended in 2018

TAKEAWAY:
Both partner supported and non-partner supported sites experienced net enrollment increases.

GOAL:
Increase daily attendance at Summer Academy

DATA:
- Average daily attendance was higher in summer 2018 at all but five sites
- Over the course of the program, there was a decline in attendance across all sites

GOAL:
Community partner sites will meet their established program quality goals by the end of the summer session

DATA:
- 100% of partners made progress toward meeting one or both of their goals, including attendance goals, created in the Summer Learning Program Quality Intervention (SLPQI) process

GOAL:
Participation in the sibling program (where available)

DATA:
- 33% (289) of eligible K-5 siblings participated
- An additional 220 seventh and eighth graders participated at Generation Teach sites

GOALS INCLUDED:
Implementation of daily reflection, youth project planning, youth teaching and leading opportunities, staff created written lesson objectives, youth extension of learning beyond the classroom, youth collaboration.

INVESTMENT AMOUNT: $2.9M
PROGRAM: Summer Academy

INVESTMENT AMOUNT: $2.9M

GOAL: Improved academic performance for participating students

DATA:
- Istation scores for participating students showed no statistically significant differences from similar students who did not participate.
- There was a wide range of performance by site.

NOTE: It is important to note that many educators consider Istation to be an inadequate tool for assessing student performance.

PROGRAM BARRIERS:
- Registration deadline for transportation was changed multiple times due to low enrollment.
- Staffing was a challenge across all sites with unexpected 1-on-1 paraprofessional needs for children with significant needs.

Participating partners provided programming across a variety of disciplines and topics including arts, athletics, science, technology, and more.
**PROGRAM:**
Teacher Leadership and Collaboration (TLC)

**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 (S/TLs) 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

**GOAL:**
Increase teacher effectiveness

**DATA:**
- 97% of teacher leaders were effective/distinguished on LEAP: 49% distinguished, 49% effective
- 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%), though the share of effective teachers has declined from 67% to 64%
- Students of color are less likely to have at least one distinguished teacher (white students 75%, Hispanic students 63%, black or African American students 63%)
- **Question moving forward:** What is the alignment between teacher evaluation ratings and student growth? What does this look like for teachers who teach a non-tested subject?

**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:**
Retention rates have increased over time, particularly at Intensive Tier Schools.
**GOAL:**
Increase positive teacher perceptions.

**DATA:**
- Teachers supported by S/TLs continue to have positive perceptions
- Teachers of color are slightly more positive about the support received from S/TLs
- New teachers who received New Teacher Ambassador support responded more favorably than teachers who did not receive support

**TAKEAWAY:**
Based on CollaboRATE survey, perceptions of both S/TLs and teachers supported by S/TLs have grown as the model has reached scale.

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**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

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**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:**
- 87% of teachers completed formal observations
- 76% of teachers received additional feedback

**NOTE:**
*In the past, a system did not exist to track observations of school leaders or special service providers. The adoption of Whetstone as a tool to support coaching and progress monitoring of leadership and teaching has enabled the district to determine a baseline to build upon. This tool launched in August 2018. With ongoing support, the district anticipates that professional practice will improve as feedback and coaching are more easily accessible.*
PROGRAM: Technology

PROGRAM DESCRIPTION:
Expand recurring technology funds for schools so that they can invest in technology device replacement and/or instructional technology support.

GOAL:
Increase student and teacher access to technology and instructional technology staff

DATA FOR 2017-18:
- Total Mill Levy allocation: $8,425,910
- Total expenses: $11,034,248
- Salary expenses: $7,820,735
- Non-salary expenses: $3,213,513
- Schools spent 70% of staffing and 30% on technology (devices and software)

NOTE:
Schools spent $2,608,338 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
- 11 diverse collections
- 30 curriculum collections

TAKEAWAYS:
DPS is leading nationally in eBook usage in second year of implementation.
DPS has received positive feedback from parents and students of color related to the diverse books and collections.
OverDrive is integrated into curriculum professional learning.

GOAL:
Retention of MyTech Digital coaches

DATA:
- 60% retention from 2017-18 to 2018-19

CHALLENGES:
- The program is limited to three years. Digital coaches prefer to build relationships with teachers over longer periods of time.

NOTE:
In recent central office reorganization, DPS is moving to a regional digital coach structure. These employees will support all schools, not just those with MyTech programs. This transition may impact retention percentages in 2019-20.
PROGRAM: Technology

GOAL: Student access to Wi-Fi

DATA:
• 29% of students at MyTech campuses were given a wireless hotspot based on perceived or self-identified need

TAKEAWAY:
Actual use of hot spots did not match the perceived need. Nearly one-third of devices were minimally used or unused.

GOAL: Increase credit recovery completion

DATA:
• 145% increase in credit recovery courses completed in MyTech schools (in comparison to 70% at non MyTech schools)

INVESTMENT AMOUNT: $6.5M
PROGRAM:
Transportation: Bus Passes

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:
- $400,000 purchased approximately 1,000 RTD passes
- Targeted pass distribution at pathway high schools in order to focus this additional support for students who may have difficulty arranging transportation

NOTE:
The mill oversight committee is interested in the impact that RTD passes may have on attendance. Because many pathway schools were purchasing passes from their budgets before the mill levy, there is not a proper baseline to do this analysis on the mill levy passes. Recent changes to district walk zones will allow for better evaluation opportunities, including the impact bus passes have on student attendance.

IMPACT OF MILL FUNDS
- While many schools were already purchasing RTD passes for students, Mill Levy Funds allowed them to use that money, previously spent on passes, elsewhere

<table>
<thead>
<tr>
<th>DPS Pathway RTD Pass Schools</th>
<th>Approximate Monthly Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLA</td>
<td>80</td>
</tr>
<tr>
<td>Compassion Road</td>
<td>110</td>
</tr>
<tr>
<td>DC21 at Wyman</td>
<td>100</td>
</tr>
<tr>
<td>DELTA</td>
<td>36</td>
</tr>
<tr>
<td>Denver Montessori</td>
<td>55</td>
</tr>
<tr>
<td>DSISD</td>
<td>155</td>
</tr>
<tr>
<td>Excel Academy</td>
<td>36</td>
</tr>
<tr>
<td>Florence Crittenton</td>
<td>40</td>
</tr>
<tr>
<td>Montbello Career Tech</td>
<td>25</td>
</tr>
<tr>
<td>North HS Engagement Center</td>
<td>75</td>
</tr>
<tr>
<td>Prep Academy HS and MS</td>
<td>40</td>
</tr>
<tr>
<td>Respect Academy</td>
<td>101</td>
</tr>
<tr>
<td>Summit HS and MS</td>
<td>70</td>
</tr>
<tr>
<td><strong>Total Pass Distribution</strong></td>
<td><strong>1,045</strong></td>
</tr>
</tbody>
</table>
PROGRAM: Whole Child

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: • Percent of students reporting strong/excellent on the Whole Child support tenets
  • Social-emotional intelligence: 87%

TARGETED MEASURE: Break down of Mill Levy fund expenses

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.
  • 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 schoolwide 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.

TARGETED MEASURE: Types of interventions implemented by schools

DATA: • 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 increased from 89% (2016-17) to 92% (2017-18)
• The percentage of schools implementing Tier II interventions increased from 89% (2016-17) to 92% (2017-18)
• The percentage of schools implementing Tier III interventions increased from 97% (2016-17) to 98% (2017-18)
PROGRAM: Whole Child

TARGETED MEASURE: Decrease in chronic absenteeism

DATA:
- Attendance rates:
  - 2016-17: 89.7%
  - 2017-18: 89.6%
- Chronic absenteeism:
  - 2016-17: 29.8%
  - 2017-18: 30.4%

TAKEAWAY:
Suicide risk responses have increased 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 64 schools using the BESS screener for 2018-19, an increase of 24 schools since 2017-18.

TAKEAWAY:
When schools implement targeted interventions using BESS data, there is an increase in the number of students in the “normal” range.

INVESTMENT AMOUNT: $13M