



2018 CMAS/PSAT/SAT RESULTS

Highlights:

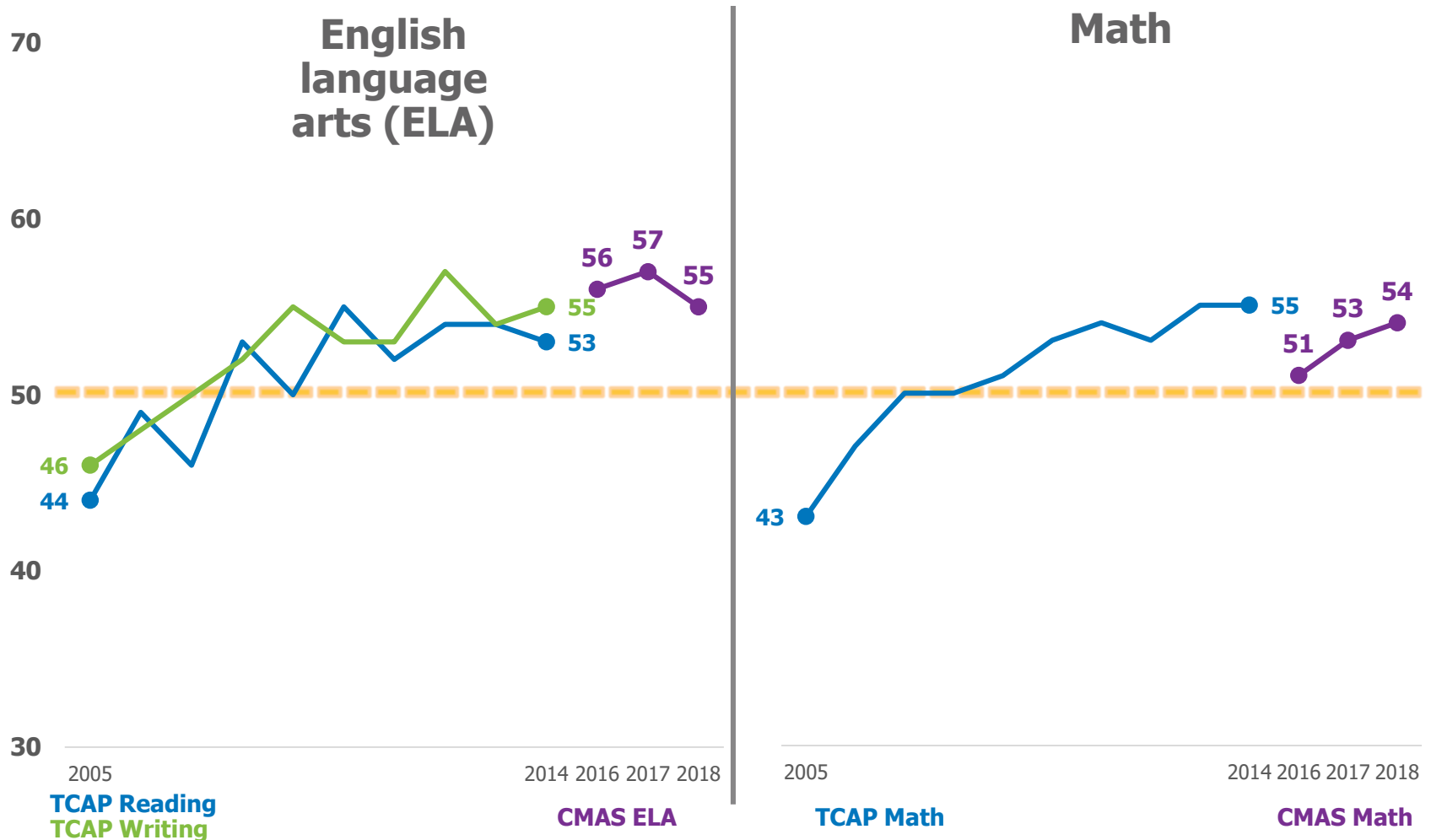
- **For the eighth year in a row, DPS students have outpaced their classmates statewide in academic growth in English language arts and math.**
- Since 2005, academic gaps between DPS students and their Colorado classmates have nearly closed: A 25-point literacy gap in 2005 between Denver and Colorado students has narrowed to a 3-point gap in 2018. And a 22-point gap in math skills in 2005 has narrowed to a 2-point gap this year.
- **DPS has moved from last place among the state's 12 largest districts in combined academic growth in literacy and math to first place, holding the lead among large Colorado districts since 2012.**
- Strikingly, in grade 8, our students outperformed the state in English language arts and math this year, compared to 2005, when DPS students were 30 points behind in reading and 29 points behind in math.

Challenges:

- **Results of the 2018 PSAT/SAT exams are disappointing. On the eighth-grade CMAS, our students outpace their classmates statewide. Our ninth-graders on this year's new PSAT 9, however, significantly underperformed their peers statewide in terms of both status and growth. We are studying these results carefully to determine what happened and how to achieve higher growth.**
- Our students from all demographic groups have been making sustained academic progress -- for example, students of color gained seven points in English language arts proficiency over the past three years and our English language learners now significantly outperform their peers statewide -- we continue to see persistent gaps in performance.
- **Continuing to drive growth for our historically underserved students remains our overarching goal. While we are pleased to see continued progress among those students, the gaps remind us of the work in front of us.**

DPS students continue to surpass statewide average growth rates in literacy and math.

Growth rates declined slightly in literacy after last year's record gains and increased in math.



State average academic growth is 50 Median Growth Percentile or MGP.
 Years 2005-2014 include grades 3-10; 2016 and 2017 includes grades 3-9. 2018 includes grades 3-8.
 Growth is not calculated for 2015 due to transition to CMAS assessment (TCAP to CMAS).

DPS students continue sustained growth over time.

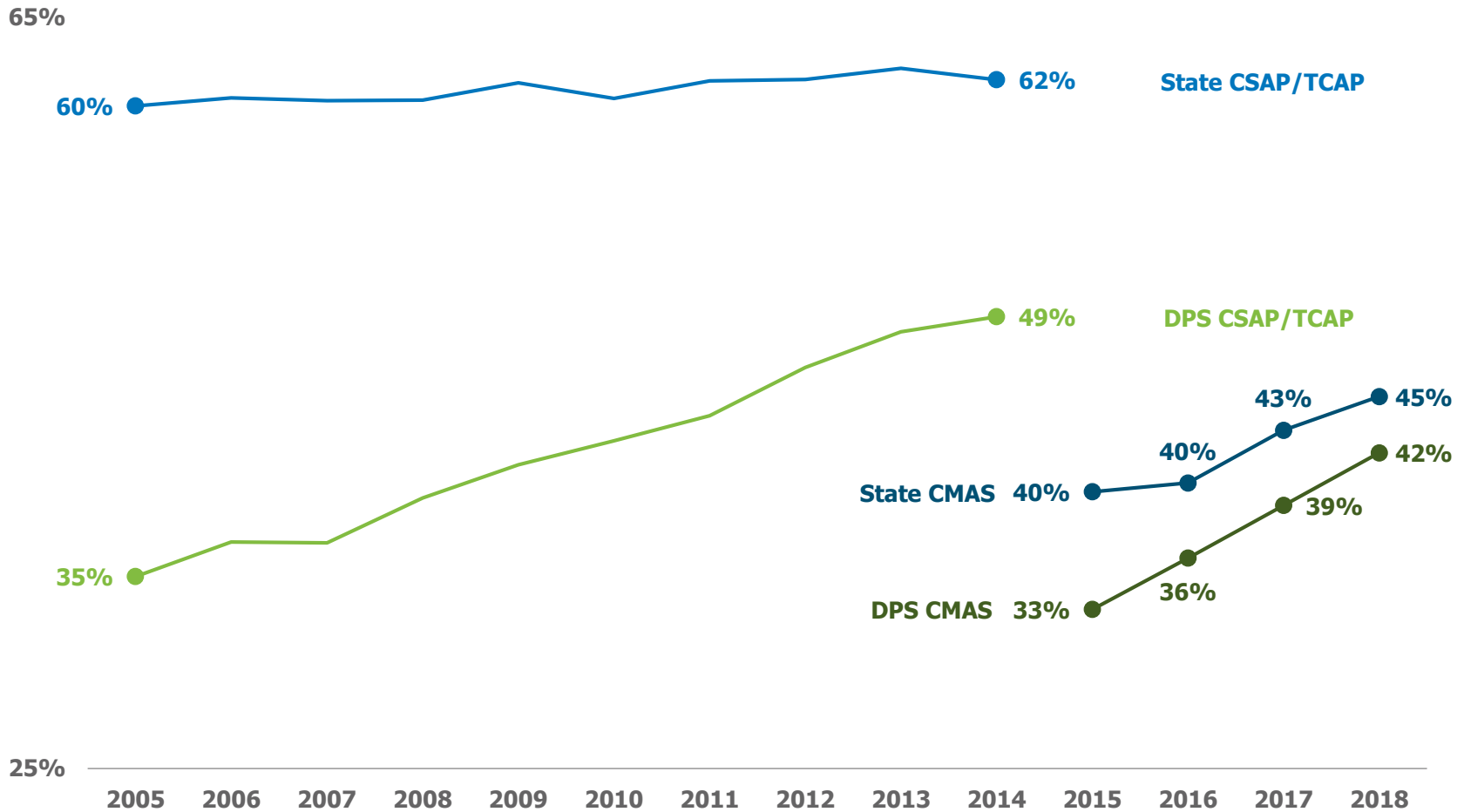
DPS academic growth scores (Median Growth Percentiles or MGPs) in English language arts and math have outpaced state averages every year between 2010 and 2018.

Year	TCAP Reading	TCAP Writing	CMAS ELA	TCAP Math	CMAS Math
2005	44	46		43	
2006	49	48		47	
2007	46	50		50	
2008	53	52		50	
2009	50	55		51	
2010	55	53		53	
2011	52	53		54	
2012	54	57		53	
2013	54	54		55	
2014	53	55		55	
2016			56		51
2017			57		53
2018			55		54

*State average academic growth is 50 Median Growth Percentile or MGP.
 Grades included on state exams have changed over time: Years 2005-2014 include grades 3-10; 2016 and 2017 includes grades 3-9. 2018 includes grades 3-8.
 Growth is not calculated for 2015 due to transition to CMAS assessment (TCAP to CMAS).*

DPS continues to close the gap with the rest of the state in English language arts (ELA).

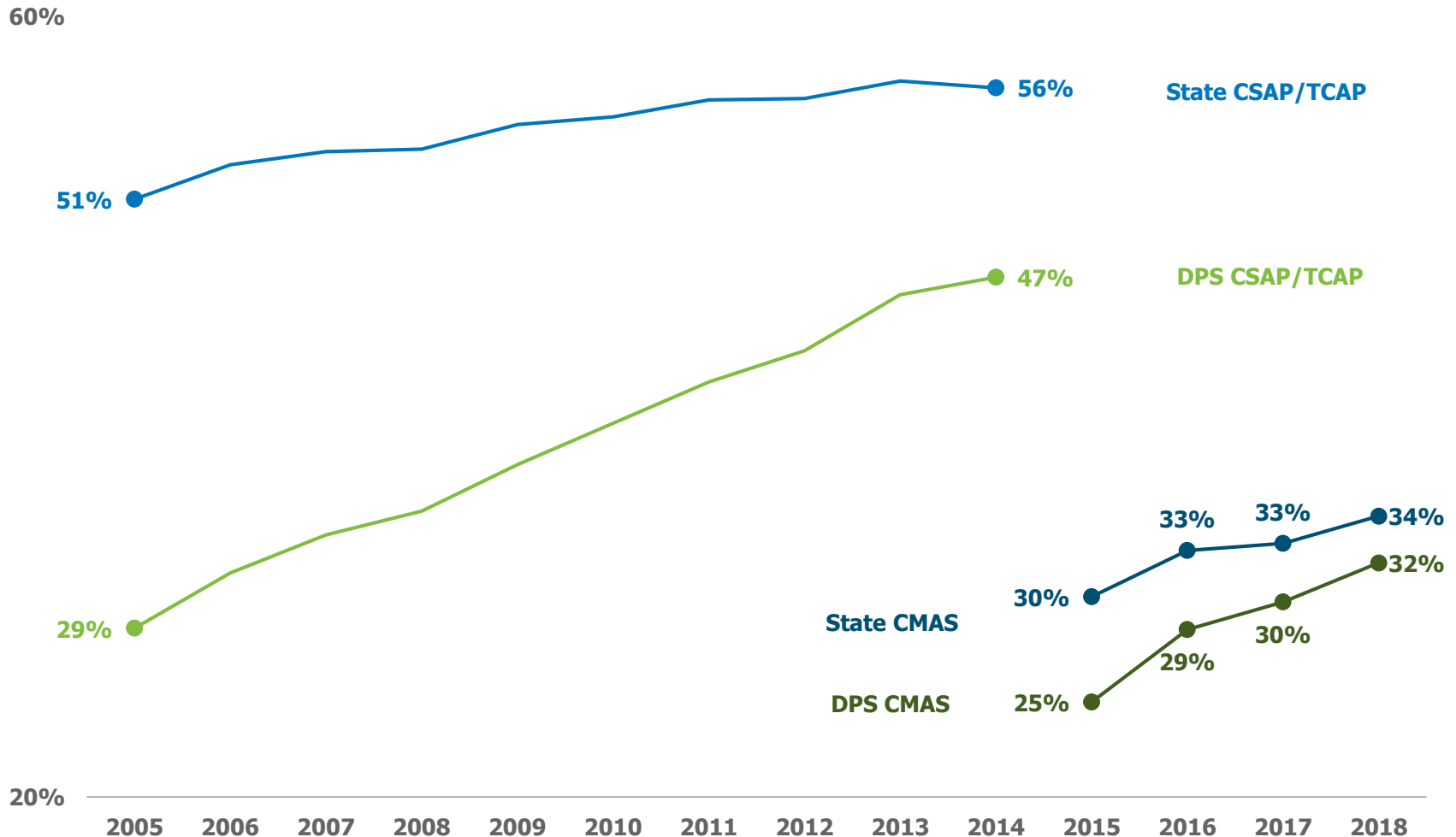
In 2005, DPS students lagged their classmates statewide by 25 percentage points in literacy skills on state exams; that gap has now narrowed to three percentage points.



Grades included on state exams have changed over time: 2005-2014 TCAP include grades 3-10. 2015 CMAS ELA includes grades 3-11. 2016 and 2017 CMAS ELA include grades 3-9. 2018 CMAS ELA includes grades 3-8. State calculations exclude DPS students.

In 2017-18, DPS narrowed the gap between the district and rest of the state on CMAS math.

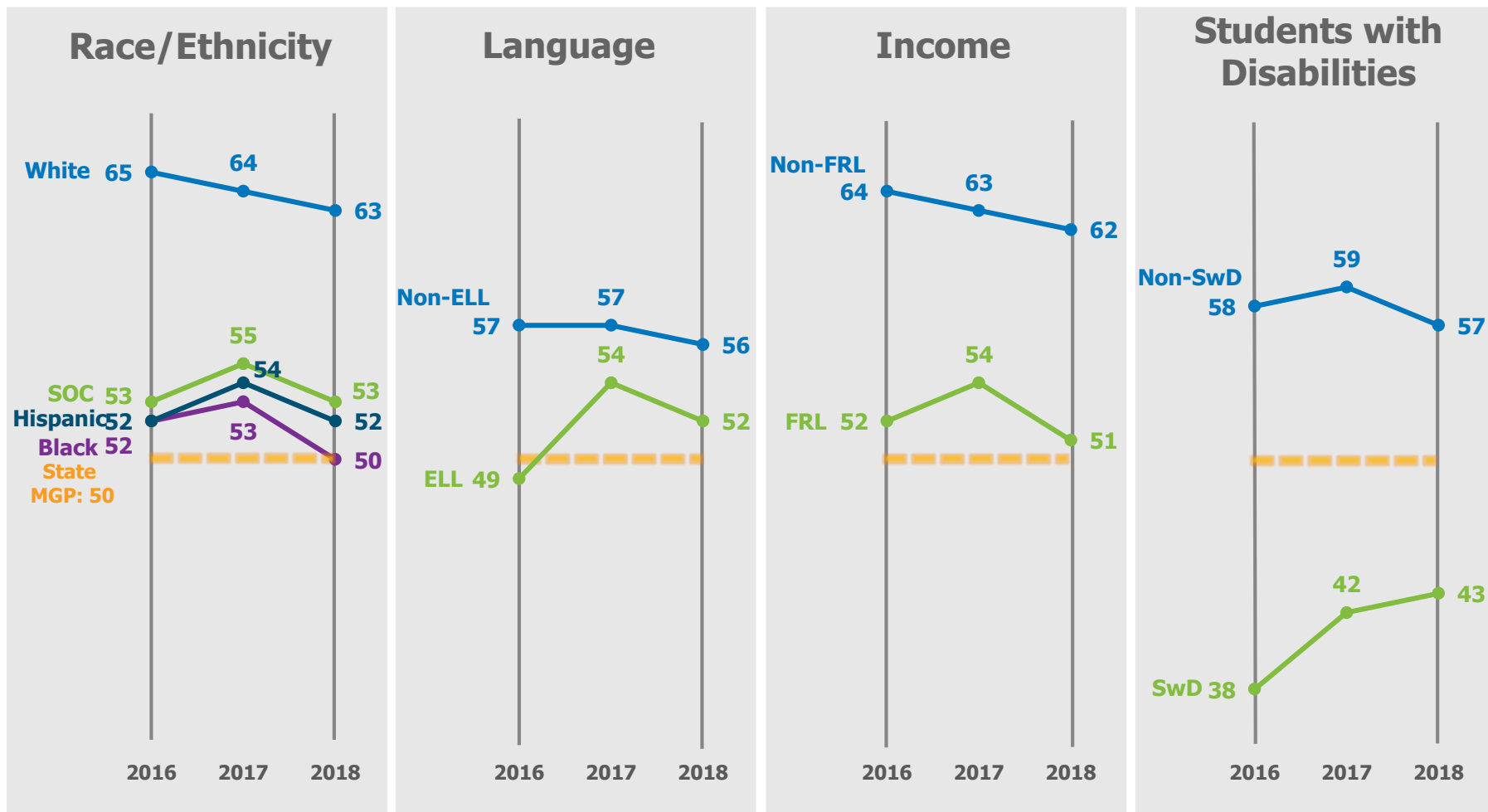
In 2005, DPS students lagged their classmates statewide by 22 percentage points in math skills on state exams; that gap has now narrowed to two percentage points.



Grades included on state exams have changed over time: 2005-2014 TCAP include grades 3-10. 2015 CMAS math includes grades 3-11. 2016 and 2017 CMAS math include grades 3-9. 2018 CMAS math includes grades 3-8. State calculations exclude DPS students.

Students with disabilities (SwD) have made the strongest gains in literacy since 2016.

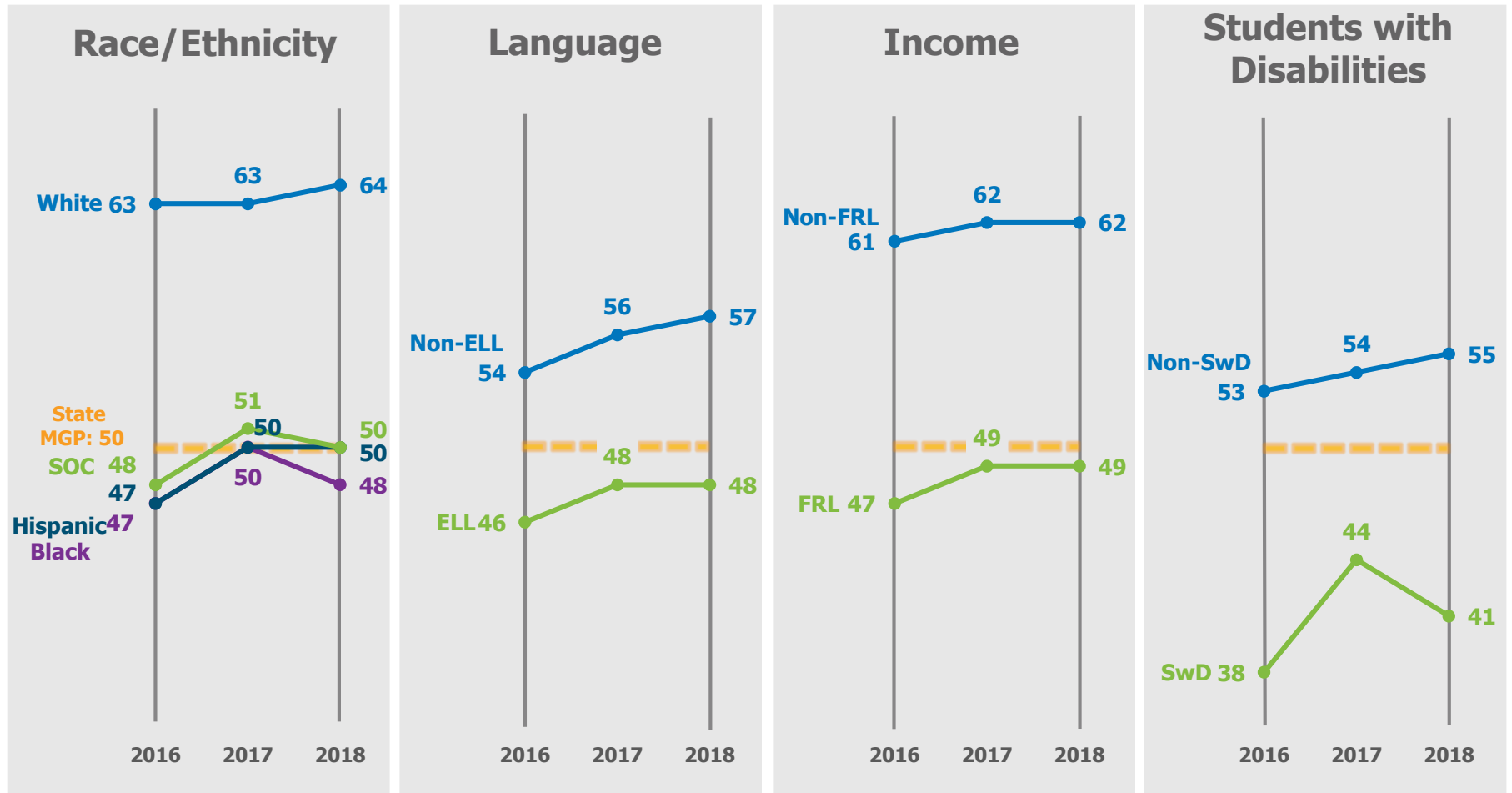
All other reference and focus groups saw slight declines in literacy after last year's record gains. However, all reference groups have higher growth rates than focus groups.



Focus groups include students of color (SOC), English language learners receiving services (ELLs), students eligible for federal lunch assistance (FRL) and students with disabilities (SwD). Reference groups include white students, students whose native language is English (non-ELLs), students not receiving lunch assistance (non-FRL) and students without disabilities (Non-SwD).

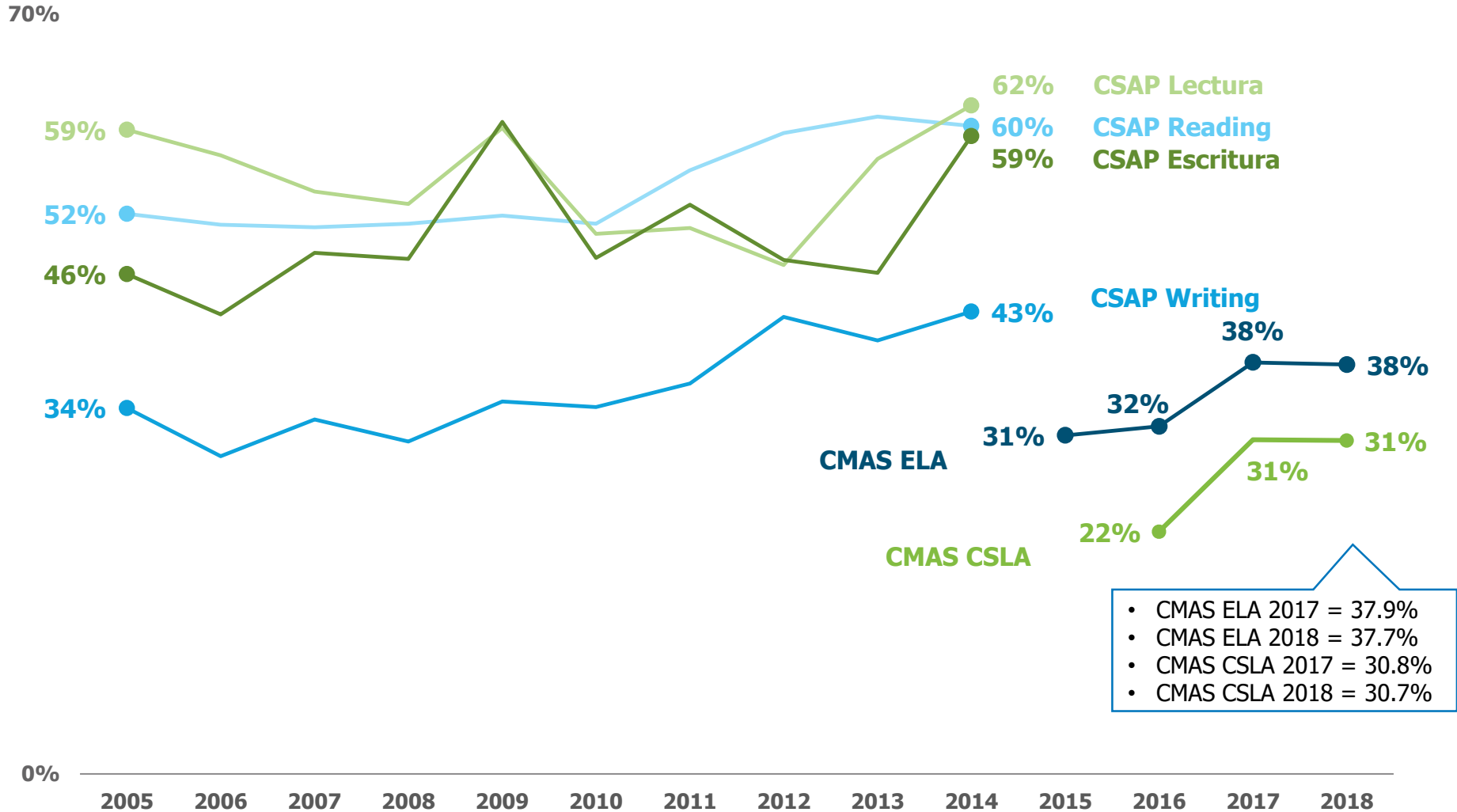
All student groups have maintained or increased math growth rates since 2016.

However, all reference groups have higher growth rates than all focus groups.



Focus groups include students of color (SOC), English language learners receiving services (ELLs), students eligible for federal lunch assistance (FRL) and students with disabilities (SwD). Reference groups include white students, students whose native language is English (non-ELLs), students not receiving lunch assistance (non-FRL) and students without disabilities (Non-SwD).

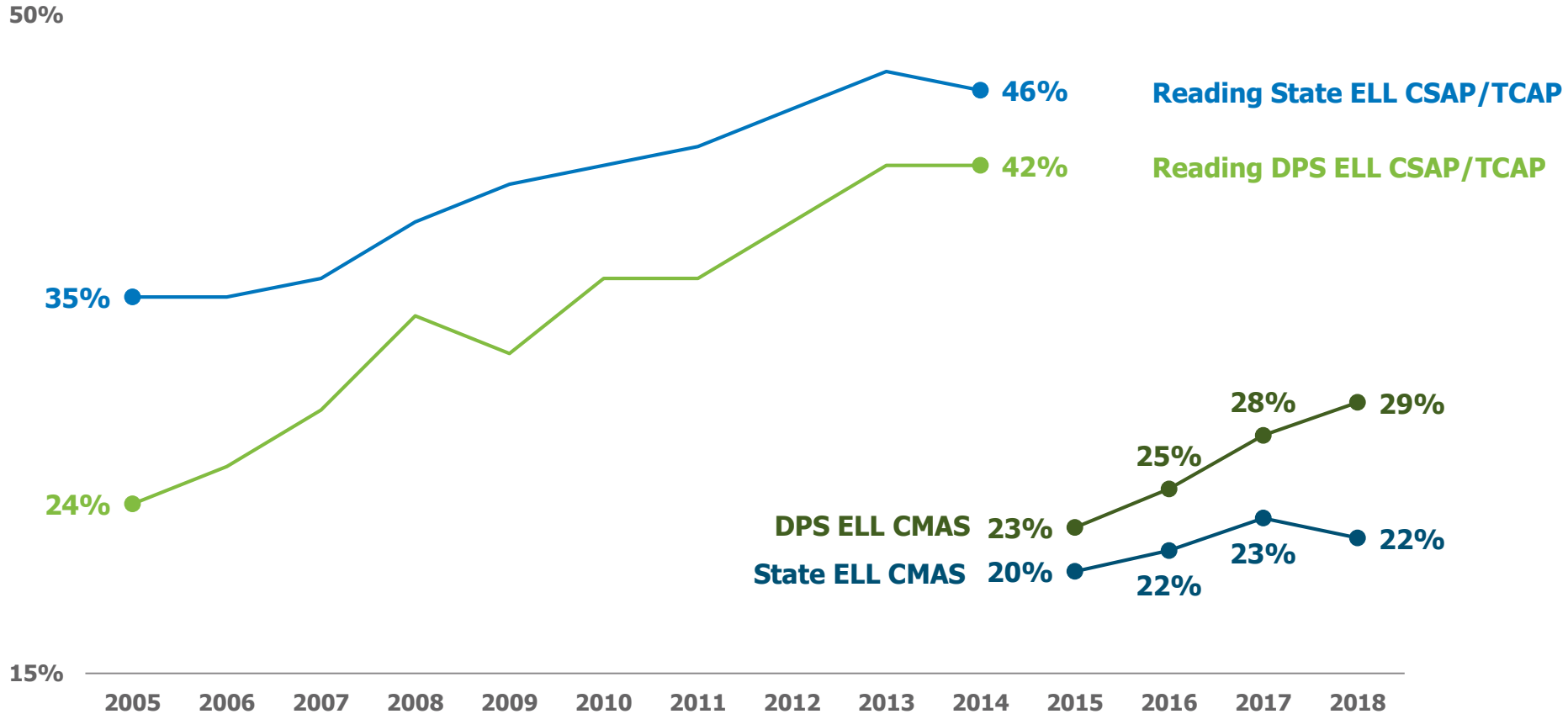
Third-grade literacy and Spanish literacy* rates were flat, maintaining last year's record growth.



- CMAS ELA 2017 = 37.9%
- CMAS ELA 2018 = 37.7%
- CMAS CSLA 2017 = 30.8%
- CMAS CSLA 2018 = 30.7%

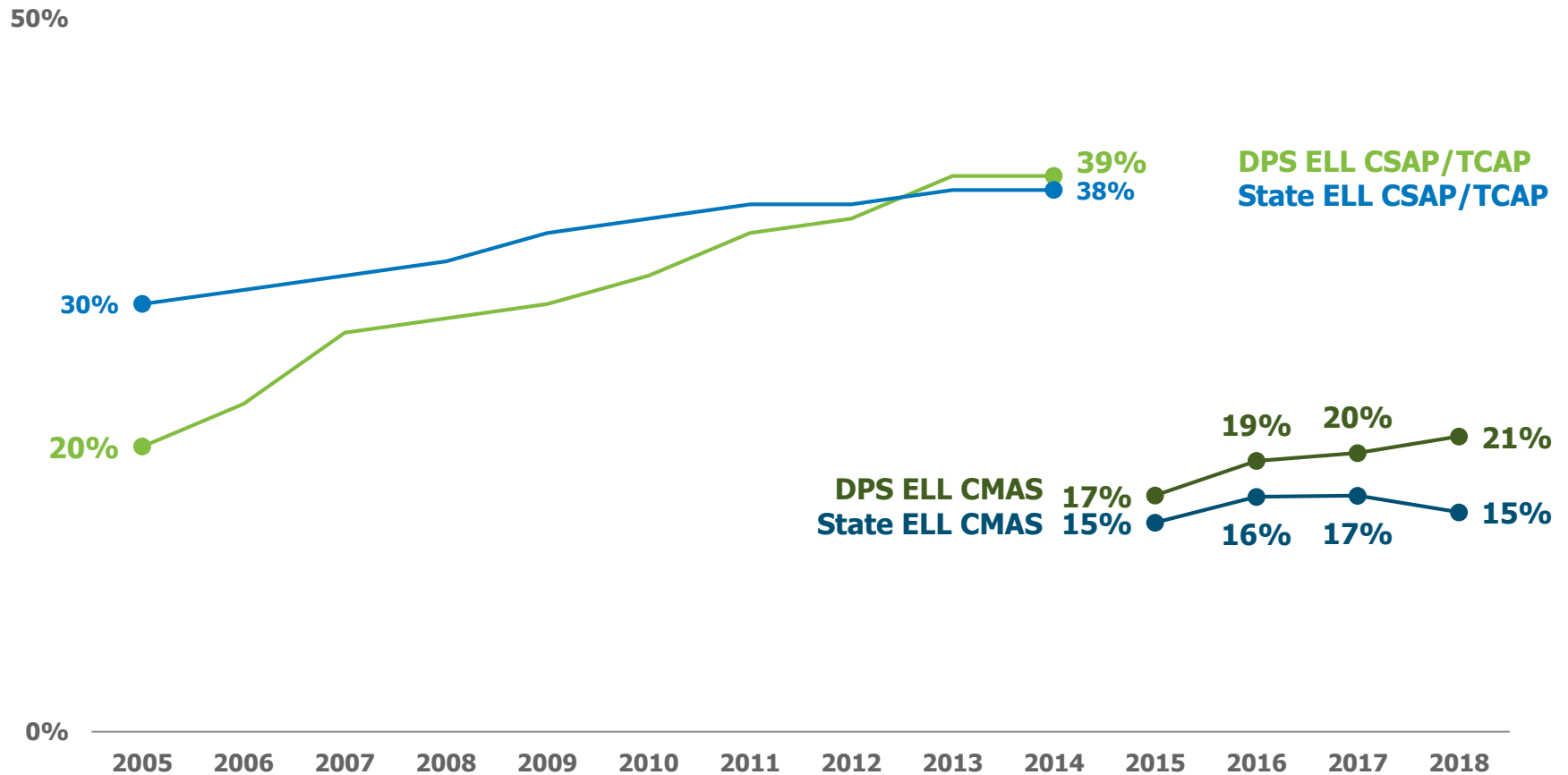
*CLSA: Colorado Spanish Language Assessment

The percentage of English language learners achieving proficiency in English language arts increased this year and remains higher than the state.



The State of Colorado changed assessments in 2015 from TCAP to CMAS. CMAS combines reading and writing into one literacy score. Grades included on state exams have changed over time: 2005-2014 TCAP includes grades 3-10. 2015 CMAS ELA includes grades 3-11. 2016 and 2017 CMAS ELA includes grades 3-9. 2018 CMAS ELA includes grades 3-8. "ELL" includes current English language learners, redesignated ELLs and exited ELLs using language proficiency codes NEP, LEP and FEP. State calculations exclude DPS students.

The percentage of English language learners meeting or exceeding grade-level expectations in math increased from 2017 to 2018 and remains higher than the state*.

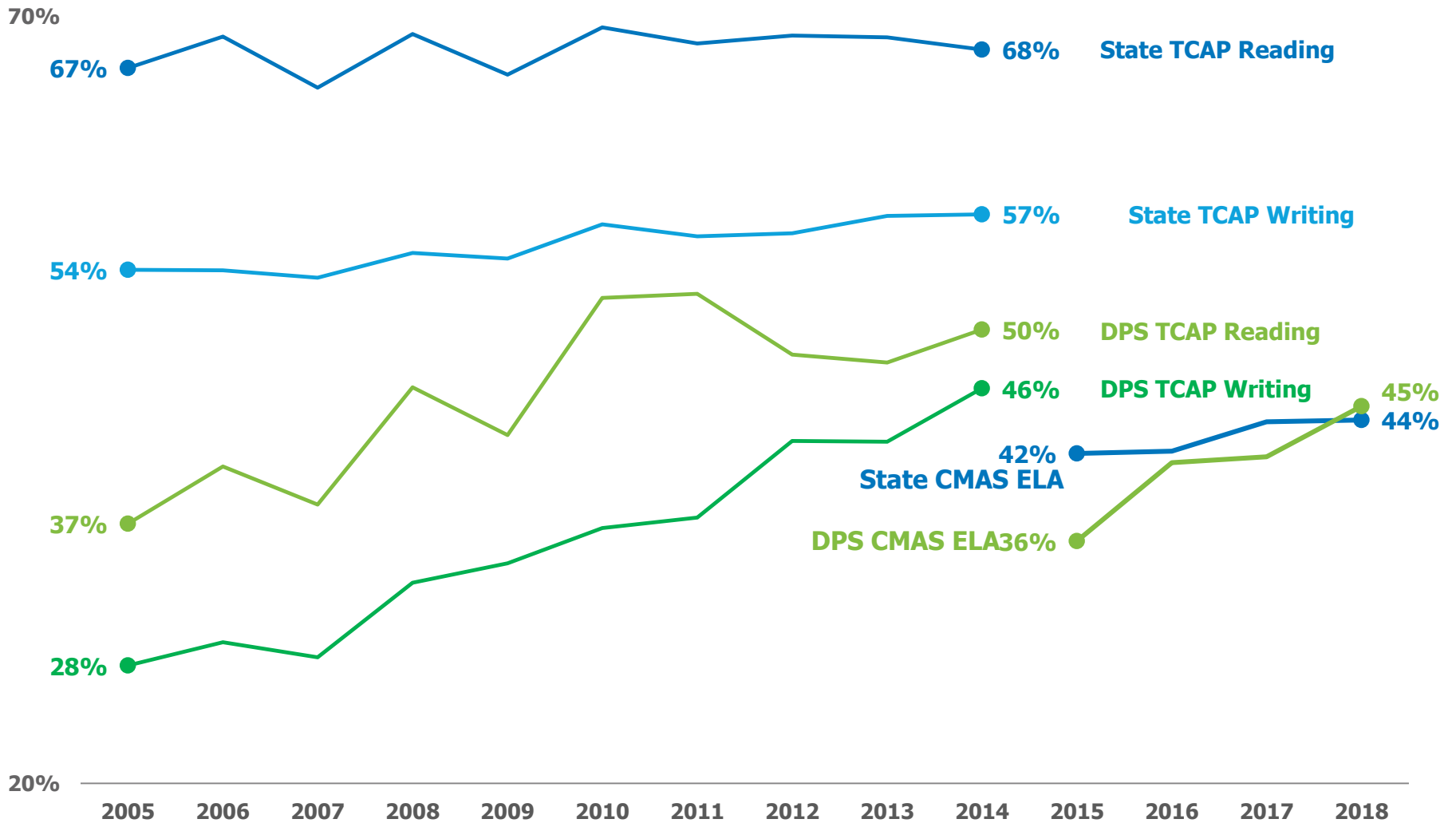


The State of Colorado changed assessments in 2015 from TCAP to CMAS. Grades included on state exams have changed over time: 2005-2014 TCAP includes grades 3-10. 2015 CMAS includes grades 3-12. 2016 and 2017 CMAS includes grades 3-9. 2018 CMAS includes grades 3-8.

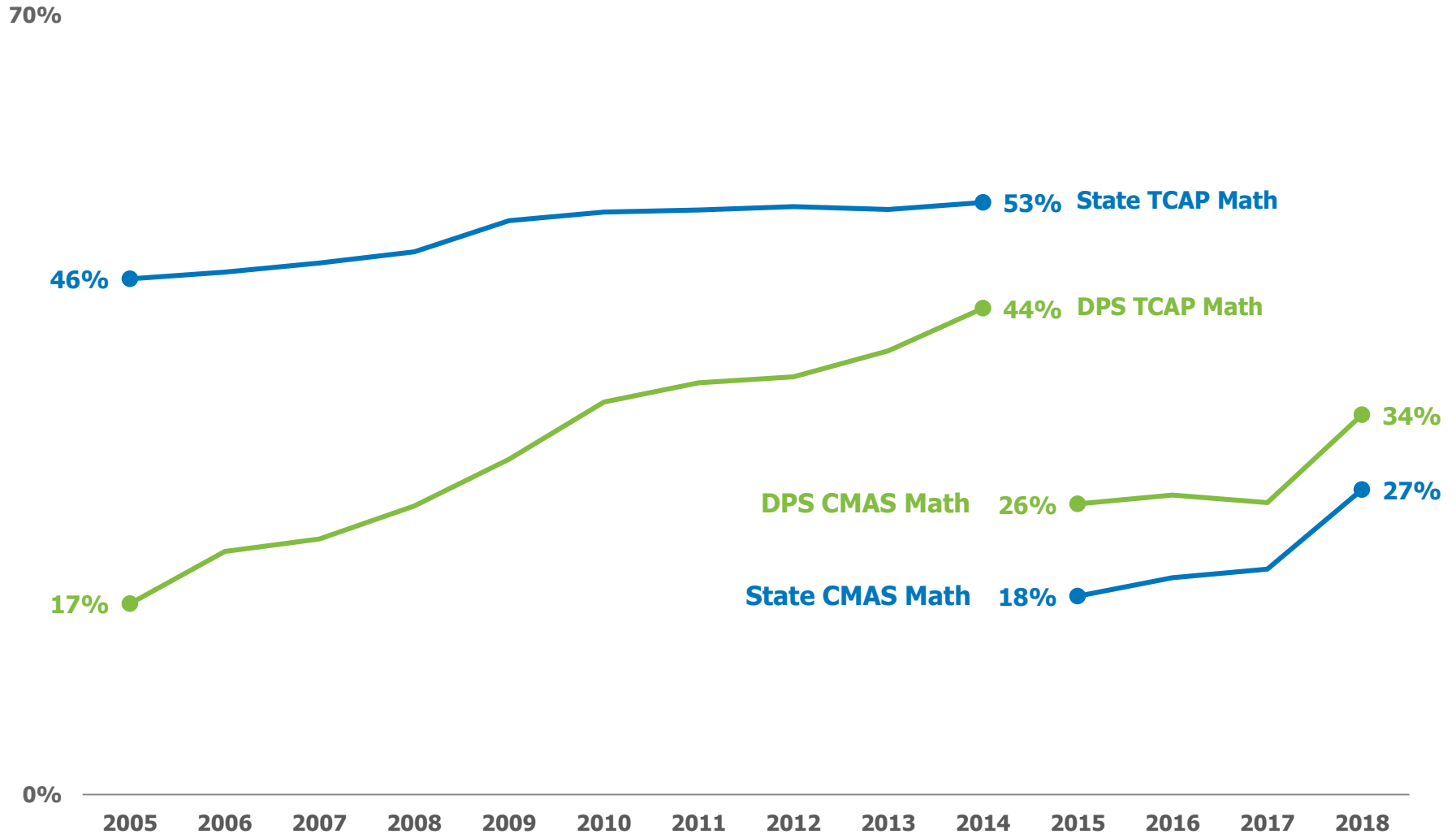
"ELL" includes current English language learners, redesignated ELLs and exited ELLs using language proficiency codes NEP, LEP and FEP.

State calculations exclude DPS students. *State data is suppressed for some math assessments.

DPS 8th-graders' proficiency in English language arts surpassed the rest of the state in 2018.



DPS student performance on Grade 8 CMAS math exams continues to surpass the rest of the state.



8th-grade proficiency rates are for the Grade 8 Math assessment, not eighth-graders.