2026 COLORADO ACADEMIC PERFORMANCE DATA

A look at the Colorado School Performance Framework, state assessments, and how we observe and understand academic performance and growth.

Presentation Objectives

What we would like you to take away from this presentation

Demonstrate why educators, families, elected leaders and community partners should pay careful attention to academic performance.

Build a basic understanding of how academic performance is measured in Colorado.

Provide an overview of academic performance in Denver Public Schools (DPS) in 2026, with a particular focus on how some student groups performed and performance towards goals.

Background and Overview

Colorado District and School Performance Framework

The Colorado Department of Education issues an annual District and School Performance Framework rating to all districts and schools across the state.

This framework is used as an indicator of school quality and is a key component of how the state holds districts and schools accountable.

Preliminary ratings are available in early September and final in December.

Schools and districts receive a rating each year based on their overall performance, which includes the following categories:

Academic Achievement
Average scores on state assessments for all students as well as specific groups of students

Academic Growth
Progress students make in their achievements on assessments from one year to the next

Postsecondary Readiness
Graduation rates, dropout rates, average scores on the SAT college entrance exam, and matriculation into college and other postsecondary options

Based on points assigned in each of the three categories, schools and districts receive one of the ratings listed directly above.

Academic Assessments in Colorado

Colorado Measures of Academic Success (CMAS)

- Administered in Grades 3-8
- Given in English Language Arts (ELA) and Math**

READ Act Assessment*

- Measures how well students are learning to read
- Administered in grades K-3
- Primarily used to identify students in need of intervention

PSAT & SAT

- Administered in grades 9-11 to all students
- Given in English-Based Reading and Writing ("EBRW") and Math

A FEW NOTES TO KEEP IN MIND

*This data is not reported publicly so is not included here.

**Select grades also are assessed in science and social studies.

Academic Proficiency

- The percent of students meeting grade-level standards on a particular assessment
- Can also look at average scores for students

Academic Growth

- The amount of growth students make on assessments year over year compared to their peers

Student Demographic Performance

- Disaggregated performance based on student demographics
- Can compare to same groups statewide or look at gaps within an individual district

Understanding Academic Growth

How is growth reported?

In Colorado, we report the growth of a school or district as a **Median Growth Percentile, or MGP.**

Median Growth Percentile

MGP is calculated by taking the **median of individual student growth percentiles** within that school or district.

Individual Student Growth

Individual student growth percentiles are calculated by:

- Looking at **how much growth a student makes on state assessments** compared to their prior performance; and
- **Comparing this growth to the growth made by other students** who **performed similarly** in prior years.

An Example of Median Growth Percentile

If we look at 100 students from across Colorado who scored the same on third grade CMAS math in 2025, we would look at their performance in 2026 and rank order them.

STUDENT A

9

The student with the highest 2025 score would have a student growth percentile of 99

STUDENT B

5

The student who had a score lower than all but five of this cohort would have a student growth percentile of 5

Summary of Denver Public Schools 2026 Academic Performance

1 Academic Proficiency

Despite improvements, academic proficiency remains a challenge.

- In grades 3-8, 4 in 10 students are proficient in reading and 3 in 10 are proficient in math.
- In grades 9-11, 5 in 10 students are proficient in reading and 4 in 10 are proficient in math.

2 Subgroup Proficiency

Large equity gaps remain based on race/ethnicity and income.

- In grades 3-8 and 9-11, gaps of over 40 percentage points persist on the basis of race/ethnicity and income in literacy and math.
- In grades 3-8, proficiency for English Language Learners remains below 1 in 10.

3 Academic Growth

Disaggregated data reveals uneven student growth.

- In grades 3-8, most disaggregated student groups saw average literacy growth (MGP of 50) and below average math growth (below an MGP of 50).
- In grades 9-11, most disaggregated student groups saw below average literacy growth (below an MGP of 50) but above average math growth (MGP greater than 50).
- Historically underserved students continue to see slower growth than their DPS peers, risking wider achievement gaps.

4 Performance By School Type

Autonomous schools (public charter and innovation zone schools) see better outcomes for historically underserved students.

- In grades 3-8, public charters lead for Black students, charters and zones outperform for FRL students, and zones yield the strongest results for Latino students.
- In grades 9-11, charters have significantly higher performance for FRL students.
- Charter high schools saw significantly stronger growth results for P/SAT math with 82% of charter high schools achieving accelerated growth (MGP of 65 or higher).

Summary of Denver Public Schools 2026 Academic Performance

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School Performance Framework Ratings

Charter and innovation zone students are more likely to be in performance rated schools.

- When looking at the % of students enrolled in Performance Rated ("Green") schools for each school type:
  - 92% of students in innovation zone schools are in Green schools;
  - 72% of students in public charter schools are in Green schools;
  - 61% of students in district-managed (traditional) schools are in Green schools; and
  - 53% of students in innovation schools (also district-managed) are in Green schools

6

2022-2026 Strategic Roadmap Results

DPS has shown growth, but saw equity gaps widen between most student groups.

- While there was marginal year over year growth for student groups, except for declines for English Language Learners, no student group met the district's "10% growth" in proficiency over the Strategic Roadmap period.
- In grades 3-8, gaps on the basis on race/ethnicity and income widened between +1.5pp to +5.2pp.
- In grades 9-11, gaps widened between students on the basis of income in literacy (+7.6pp) and math (+12.2pp) and were mixed on the basis of race/ethnicity. In places where gaps narrowed, we also see stronger growth from charter high schools than innovation and district-managed schools.

What to Look For in the Data

How to Use This Data

Asset-based framing

We know DPS students have unlimited potential. State test data provides valuable insight into how schools and support systems are serving students. That helps us know where to engage to hold the district accountable and identify where schools and educators need help to improve their service to students. This data can help us co-create high-quality schools that equitably meet the needs of every student.

What to Look for In the Data

- *Shifts in proficiency over time both overall and for student subgroups:* Proficiency rates do not transform instantly so it is important to consider how both overall proficiency and proficiency for particular student groups is changing over time, and if improvements are better or slower compared to the state and other similar districts

- *Subgroup proficiency compared to peer statewide:* Understanding how DPS is serving particular student groups is critical and one main way to assess this is how are subgroups in DPS doing compared to the same group of students statewide. For example, are Latino students in DPS more or less likely to achieve proficiency than Latino students across the state?

What to Look for In the Data

- *Subgroup proficiency relative to their comparison group within DPS:* In addition to looking at how subgroups are doing relative to peers statewide we also want to look at how they are doing relative to the comparison group in DPS. For example, how are FRL eligible students in DPS doing compared to non-FRL eligible students in DPS and what is the gap in performance? Ideally, these gaps are getting smaller over time because of improved FRL student performance.

- *Growth overall and for student subgroups:* In addition to proficiency, it is important to look at growth and if DPS students are making more than expected growth both overall and for particular student subgroups. While an MGP of 50 is the state minimum expectation, this is often insufficient for students to reach proficiency, so it is important to look more deeply at growth.

1) Overall Academic Proficiency

Key Look Fors:

- Are improvements better or worse compared to the state and other similar districts?
- What percentage of students are supported to proficiency on grade level content?

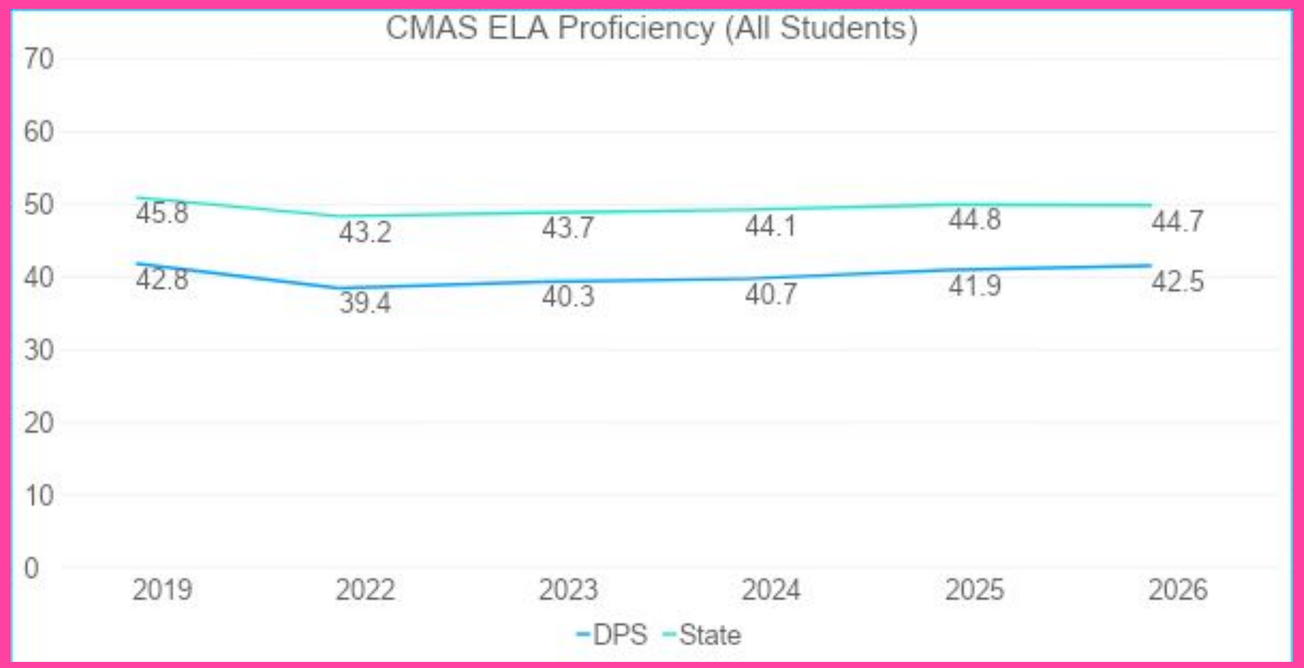
Mixed 2026 CMAS (3-8) proficiency compared to 2025

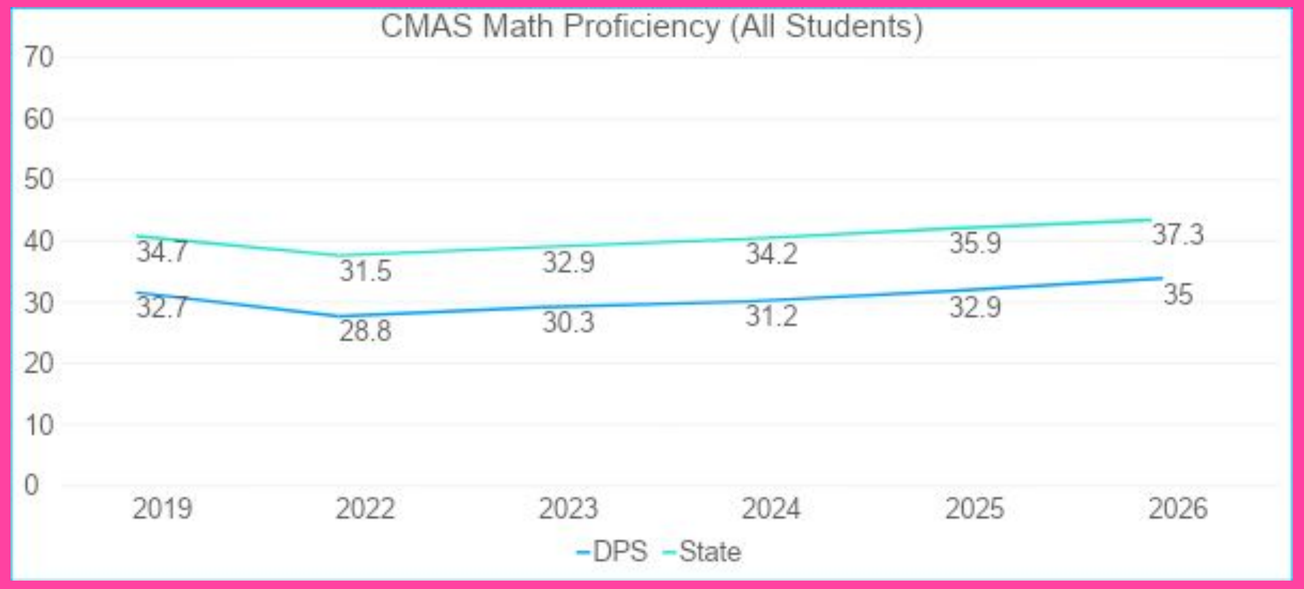
ELA proficiency rates flat with pre-pandemic 2019 rates.

In 2026, DPS was flat in proficiency in ELA (literacy) and saw increases in math on CMAS compared to 2026.

DPS proficiency rates are still below 2019 in literacy, demonstrating that students have not fully recovered from the impacts of the pandemic nearly five years later. However, they have surpassed 2019 levels in math.

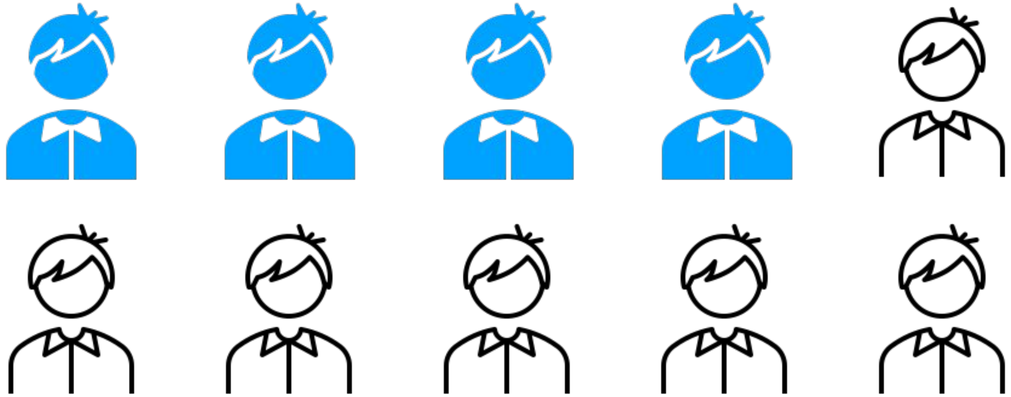
DPS increases in 2026 were marginally larger than those seen statewide, narrowing the gap between DPS and the State, although DPS still performs below the state.



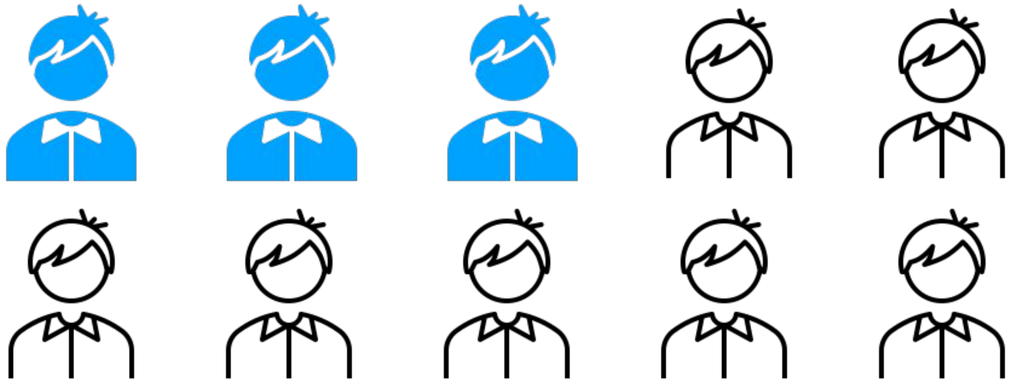


Despite improvements, only a minority of DPS students are supported to reach proficiency in CMAS (3-8)

4 in 10 DPS students in grades 3-8 are reading at grade level



3 in 10 DPS students in grades 3-8 are doing math at grade level



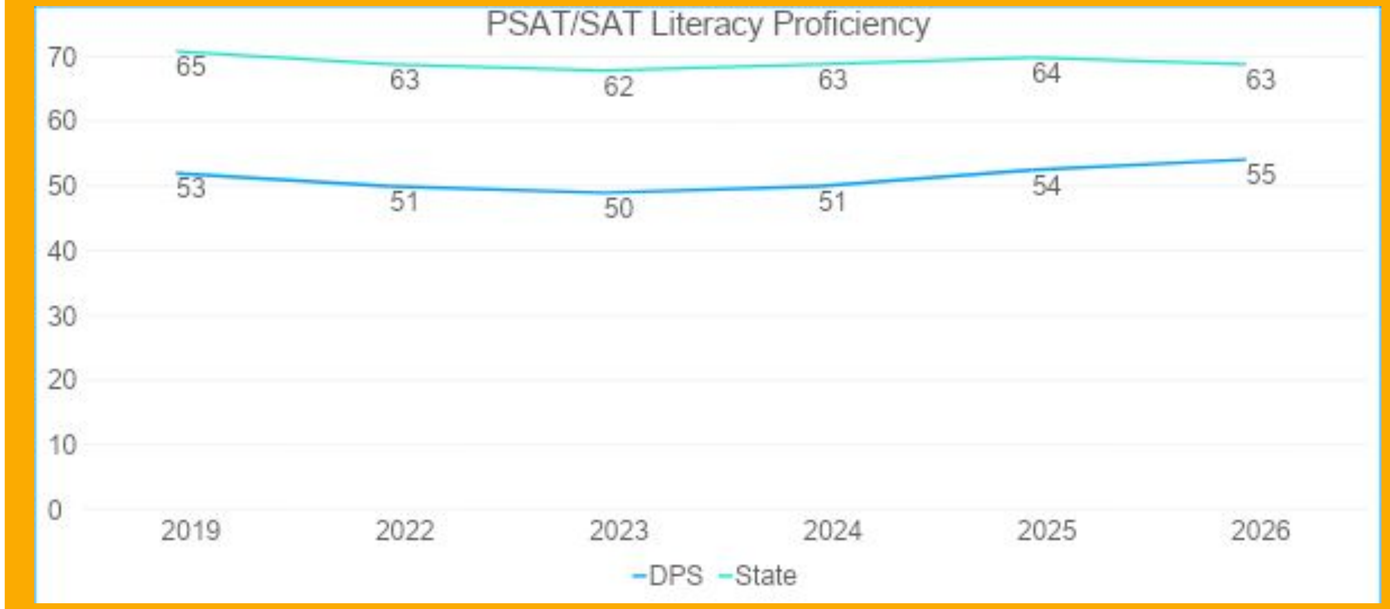
Improved proficiency rates on P/SAT* (9-11)

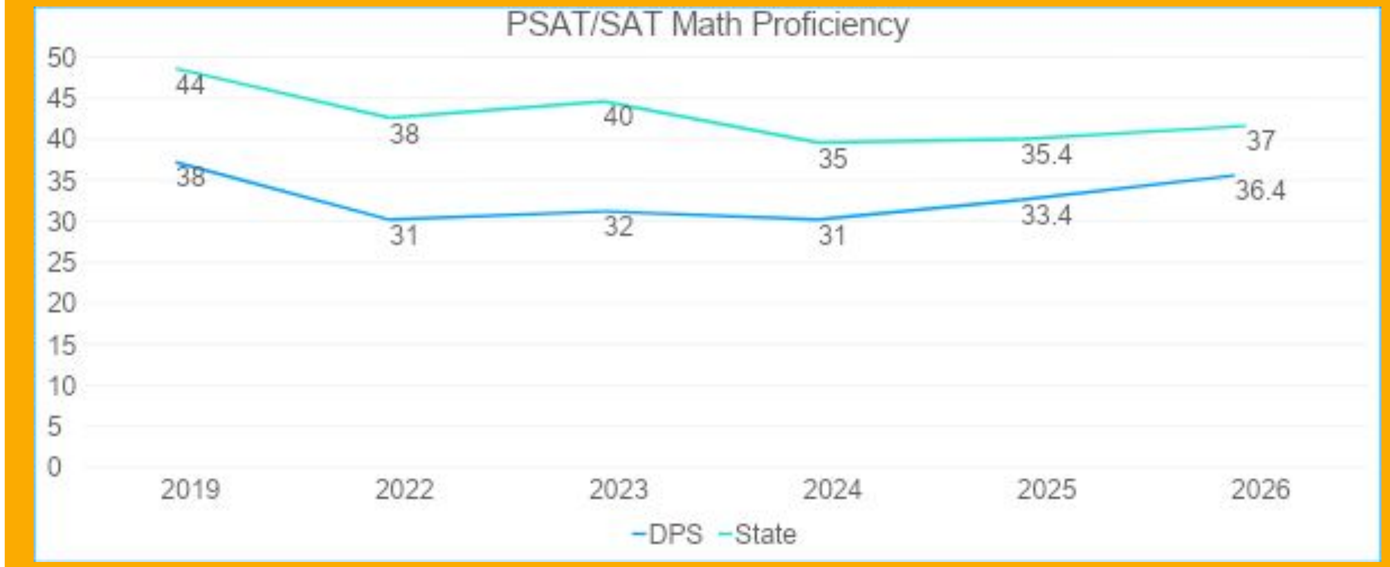
Proficiency rates still lag the state overall.

DPS saw improved proficiency rates in high school, most notable in math. Literacy proficiency rates are now above 2019 pre-pandemic levels, while they still lag in math despite considerable improvement in the last two years.**

Performance is still below the state, but this gap narrowed in math.

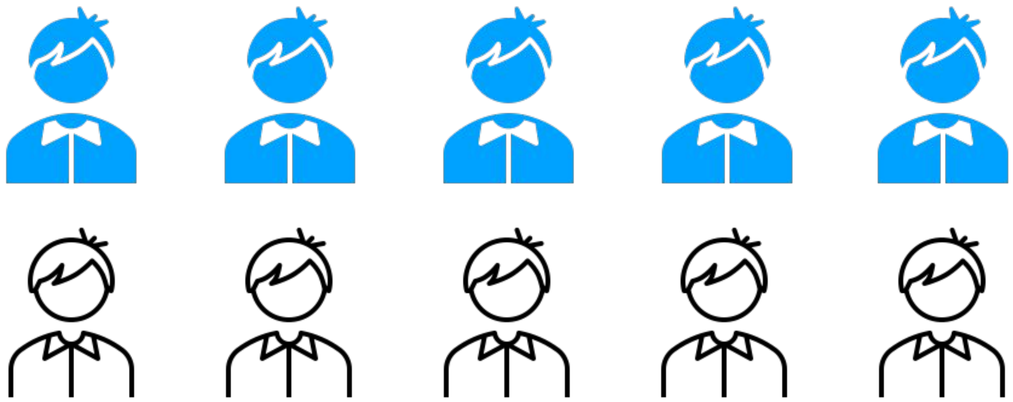
*Unless otherwise noted PSAT and SAT data include grades 9-11. CDE reported these in aggregate in 2025 and 2026. Prior year aggregation was done by analysts.
**See slides 49-50 [Section: Performance by School Type] for an analysis on the drivers of P/SAT math increases.



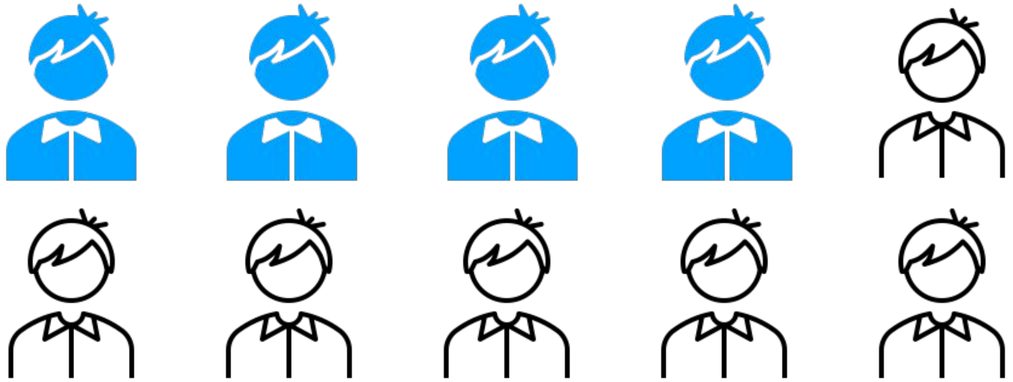


Despite improvements, many DPS high schoolers are not being supported to grade level on P/SAT (9-11)

5 in 10 DPS students in grades 9-11 are reading at grade level



4 in 10 DPS students in grades 9-11 are doing math at grade level



2) Subgroup Proficiency

Key Look Fors:

- Are improvements for student subgroups better or slower compared to the state and other similar districts?
- How are subgroups in DPS doing compared to the same group of students statewide?
- How are subgroups doing relative to a comparison group in DPS?

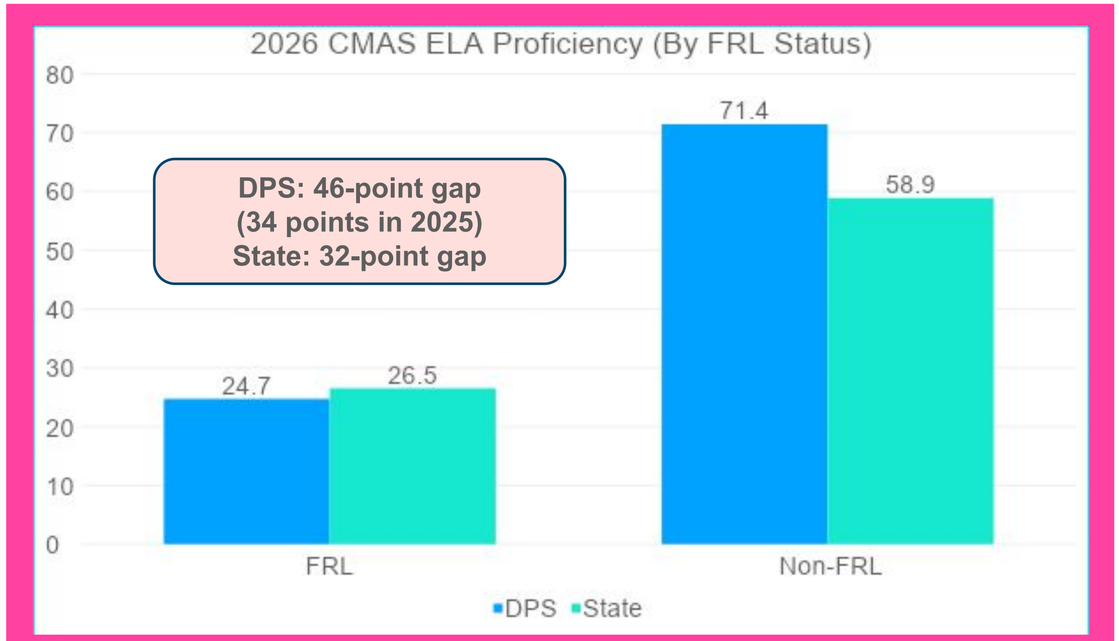
Large equity gaps remain on CMAS (3-8) based on income

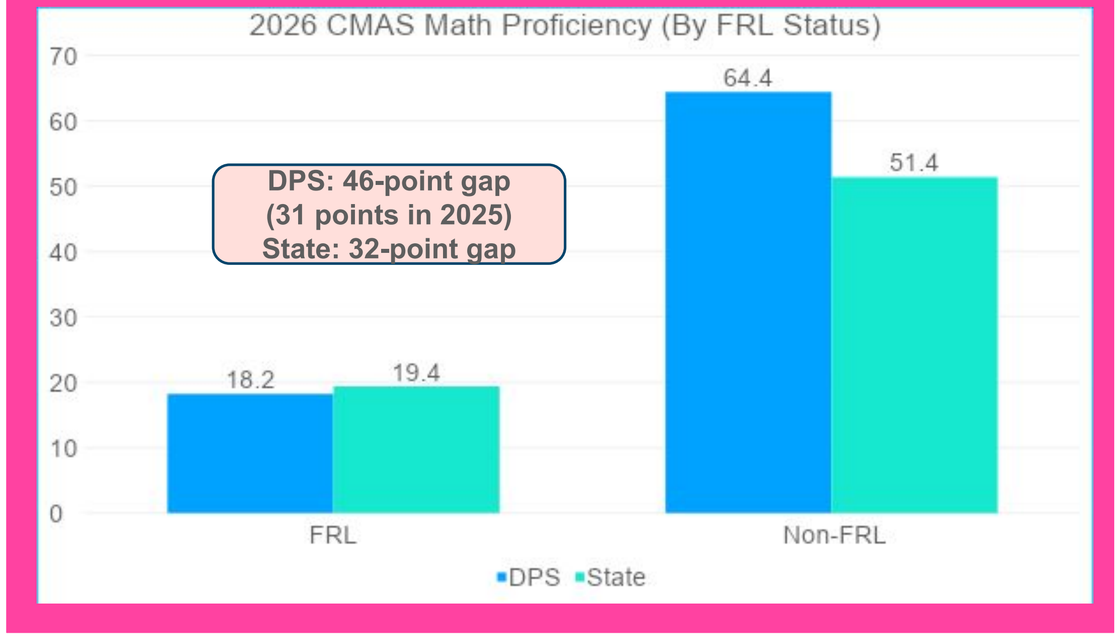
Gaps were larger in DPS than statewide and larger than the prior year.*

Gaps between students from low-income households and their peers were were over 40 percentage points in ELA and math. These gaps are larger than in 2025, although on par with prior years.

Gaps by income were significantly larger in DPS than statewide, although this is in part due to better performance by non-low-income (Non-FRL) students. DPS students from low-income households were outperformed by their peers statewide.

*2025 saw a large decrease in the number of reported FRL students in DPS; 2026 data rebounded to be on par with prior years. This may have impacted proficiency rates in some ways.



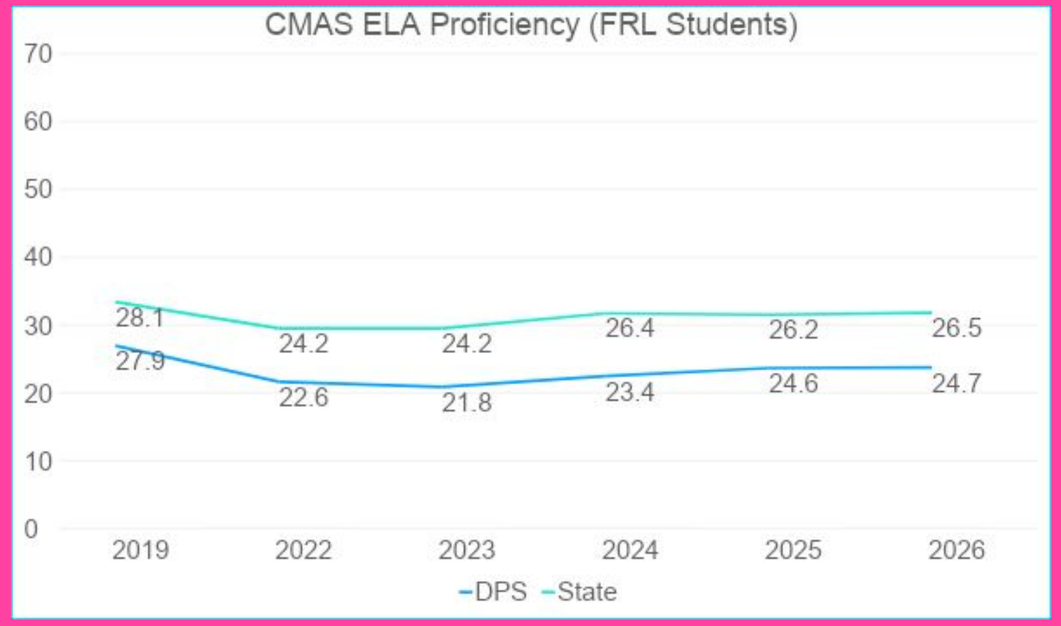


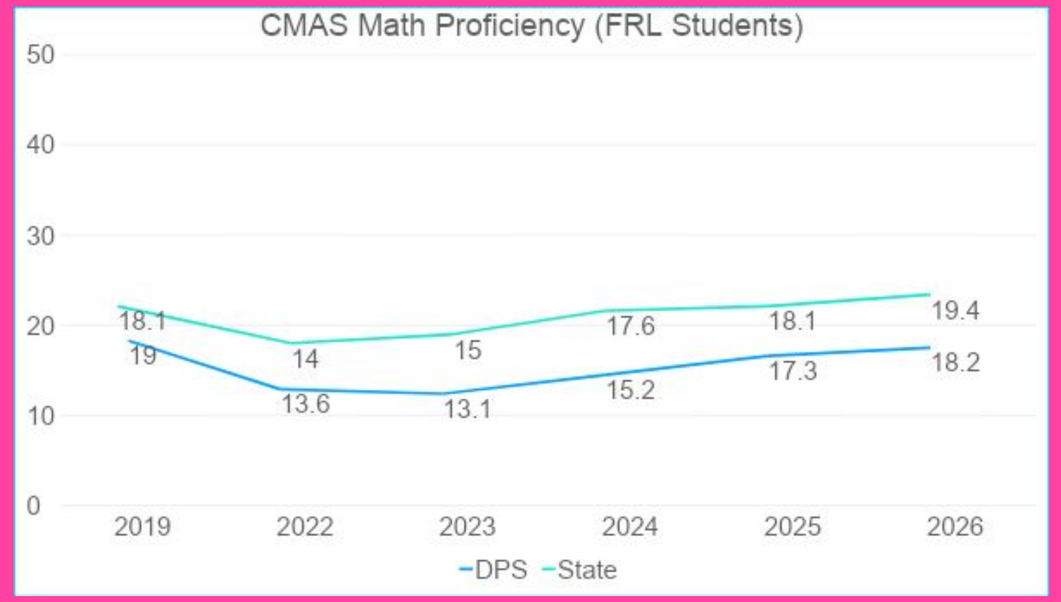
Mixed results for students from low-income households on CMAS (3-8)

Students from low-income households (FRL) in DPS saw mixed results in proficiency in 2026 when compared to 2025 due to an increase in math proficiency while remaining virtually flat in literacy (ELA).

Performance in both subjects is still below 2019 levels and low overall-with only 1 in 4 FRL students supported to proficiency in reading and less than 1 in 5 in math.

Students from low-income households in DPS performed below their peers statewide in both subjects.



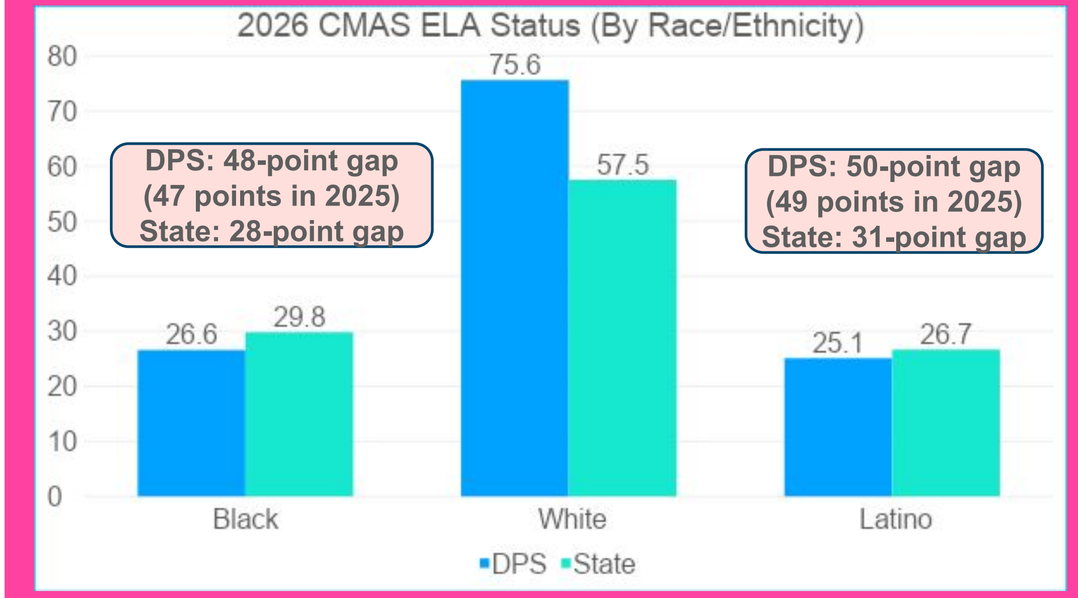


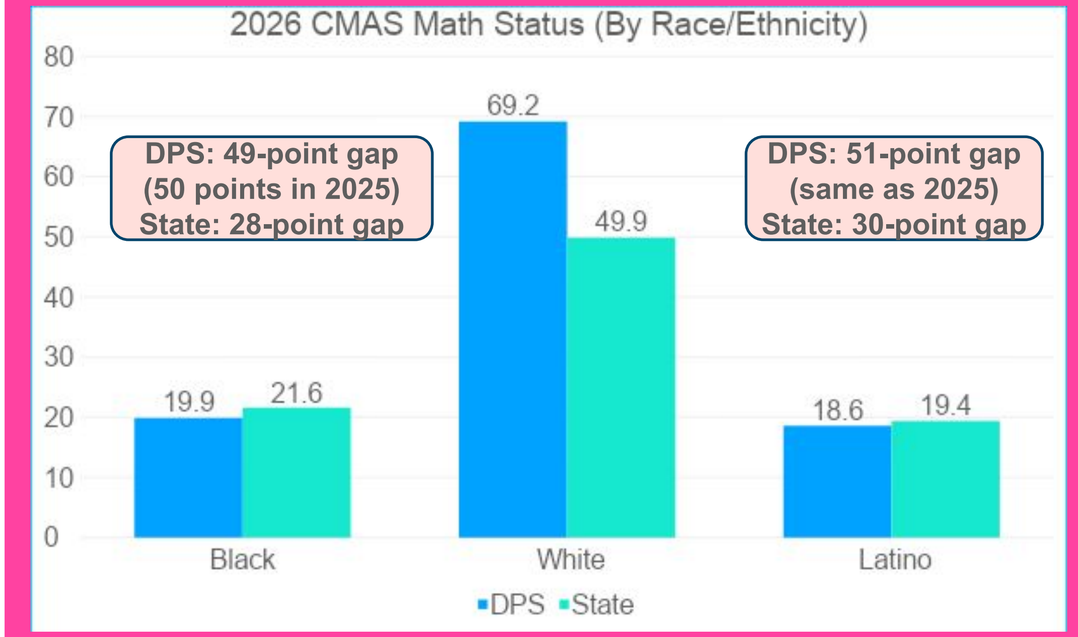
Large equity gaps remain based on race and ethnicity on CMAS (3-8)

Gaps are larger in DPS than statewide and Black and Latino students are outperformed by their peers statewide.

Gaps between white students and Black students were over 45 percentage points in ELA and math, similar to prior years. The gap between white students and Latino students was 50 percentage points, widening from prior years.

Gaps by race and ethnicity were larger in DPS than statewide, and Black and Latino students were outperformed by their peers statewide, while white students in DPS outperformed white students statewide.





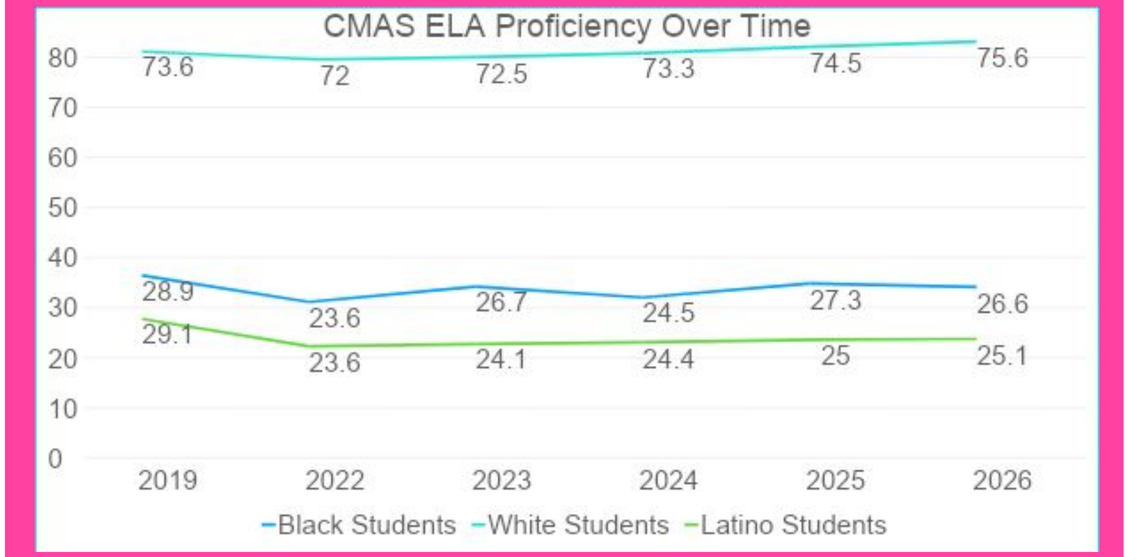
Mixed results based on race and ethnicity on CMAS (3-8) over time

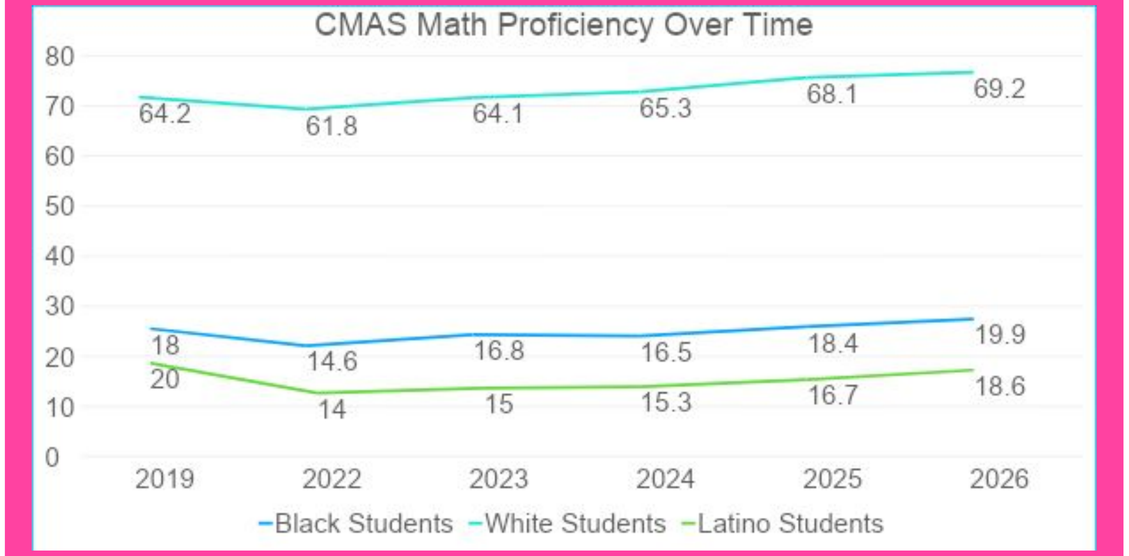
However, students from most groups saw marginal improvements compared to 2025.

Both Black and Latino students saw marginal increases in performance in math in 2026. Black students also exceeded 2019 proficiency levels in math, while Latino students still lag pre-pandemic performance.

In literacy, Black students saw a decrease in proficiency compared to 2025 while Latino students remained virtually flat. Both groups lag 2019 literacy proficiency levels.

White students saw increases in both subjects and continue to surpass 2019 performance levels year-over-year since 2024.



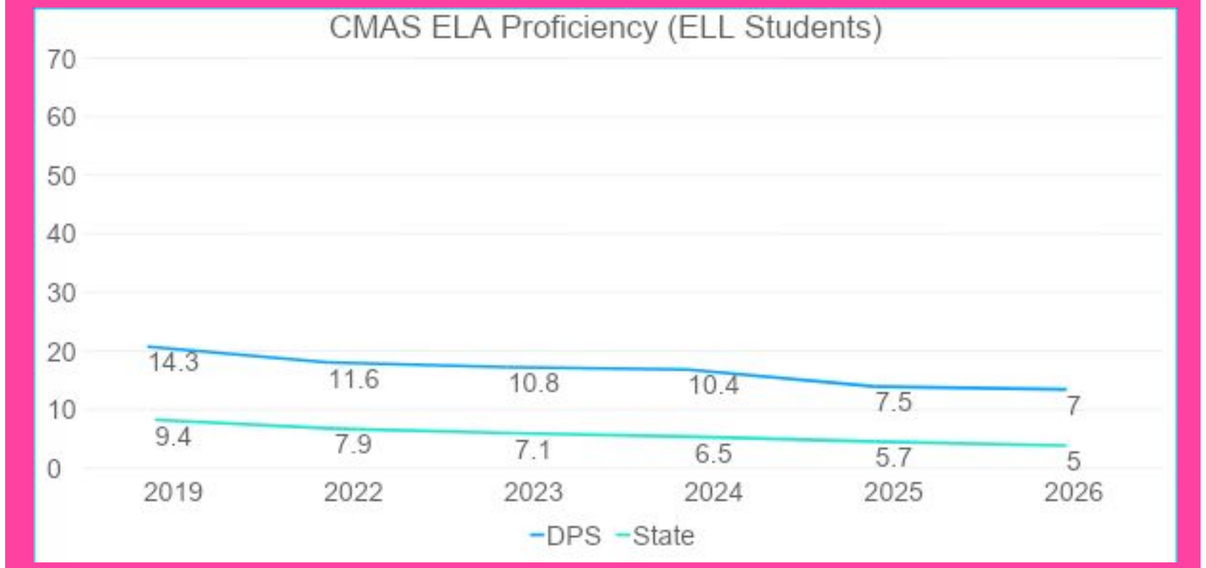


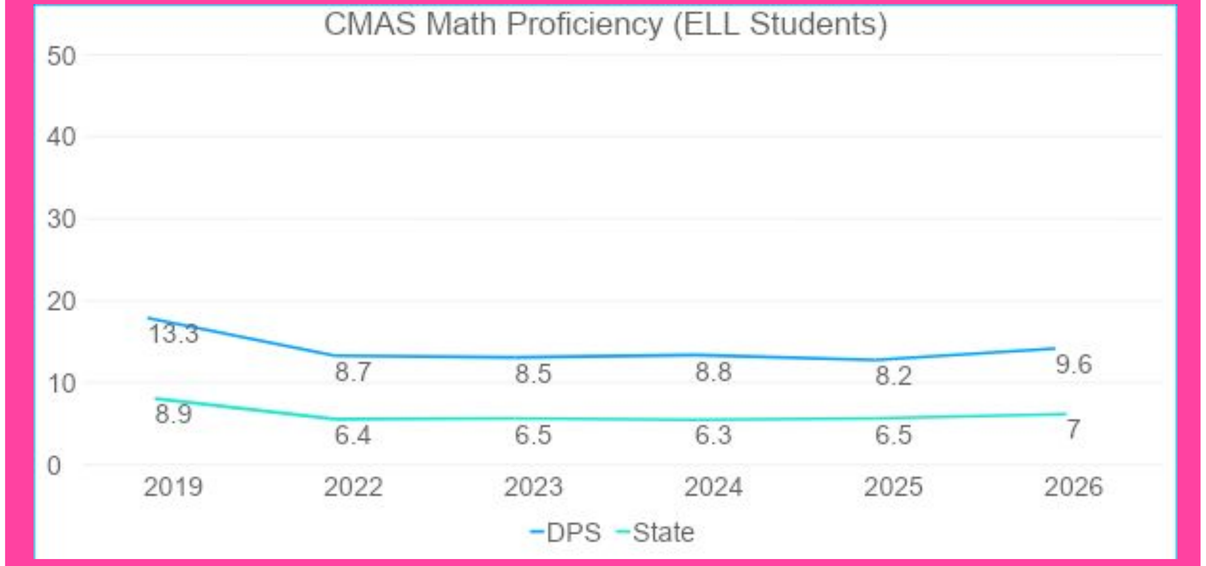
Performance of English Language Learners (ELLs) continues to decline in literacy on CMAS (3-8)

However, ELL students perform higher than their peers statewide.

ELLs in DPS outperformed ELLs statewide in both ELA and math. However, ELLs in both DPS and the state are below pre-pandemic proficiency levels with less than 1 in 10 ELL students supported to proficiency.

In ELA, DPS ELL students declined compared to 2025 whereas in math performance rebounded slightly in 2026.

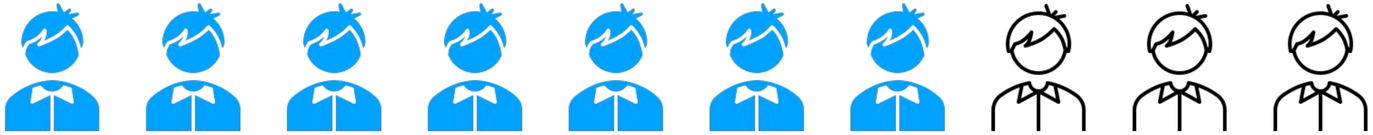




Mixed results on CMAS (3-8) result in persistent equity gaps between student groups in literacy

Less than 3 in 10 FRL students in grades 3-8 are reading at grade level

While 7 in 10 Non-FRL students in grades 3-8 are reading at grade level



Less than 3 in 10 Black students in grades 3-8 are reading at grade level

Less than 3 in 10 Latine students in grades 3-8 are reading at grade level

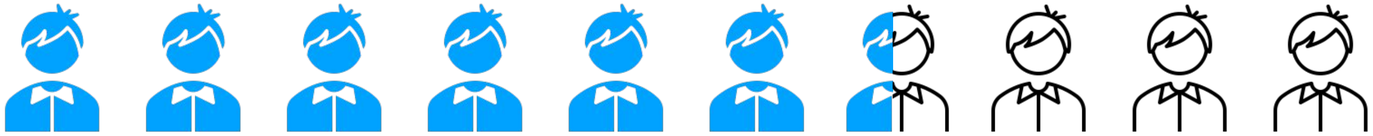
While more than 7 in 10 White students in grades 3-8 are reading at grade level

Less than 1 in 10 ELL students in grades 3-8 are reading at grade level

Mixed results on CMAS (3-8) result in persistent equity gaps between student groups in math

Only 2 in 10 FRL students in grades 3-8 are doing math at grade level

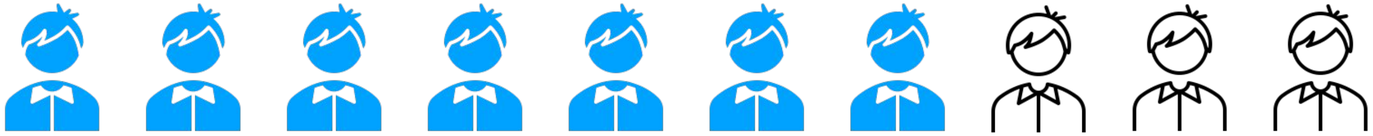
While nearly 7 in 10 Non-FRL students in grades 3-8 are doing math at grade level



Only 2 in 10 Black students in grades 3-8 are doing math at grade level

Only 2 in 10 Latine students in grades 3-8 are doing math at grade level

While 7 in 10 White students in grades 3-8 are doing math at grade level



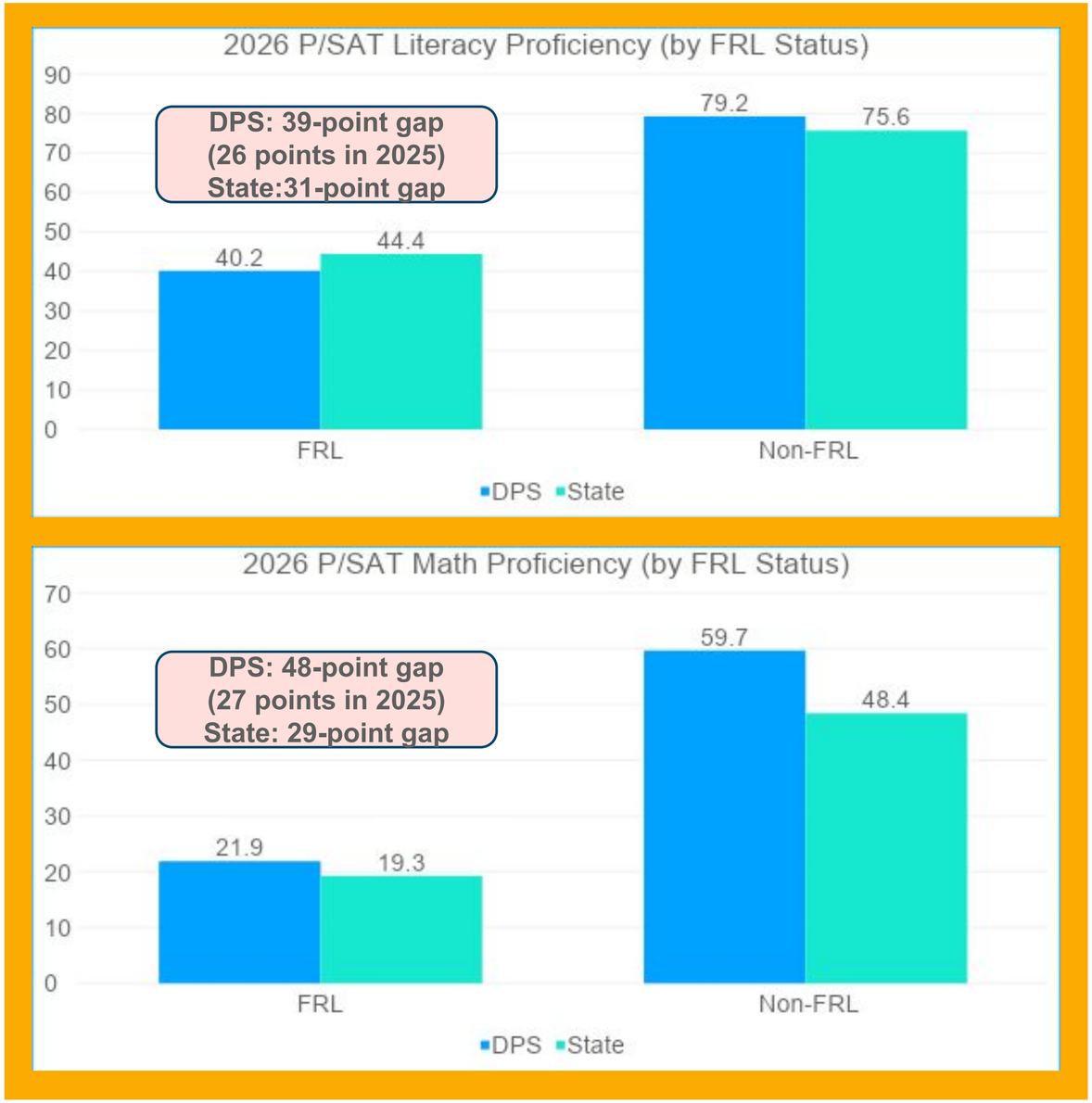
Less than 1 in 10 ELL students in grades 3-8 are doing math at grade level

Large equity gaps remain on P/SAT (9-11) for high schoolers by income

Math performance for all groups does outpace state peers.

DPS continues to have large equity gaps when comparing students from low-income households to those not.

In math, despite large gaps, both groups in DPS do outpace their statewide peers.

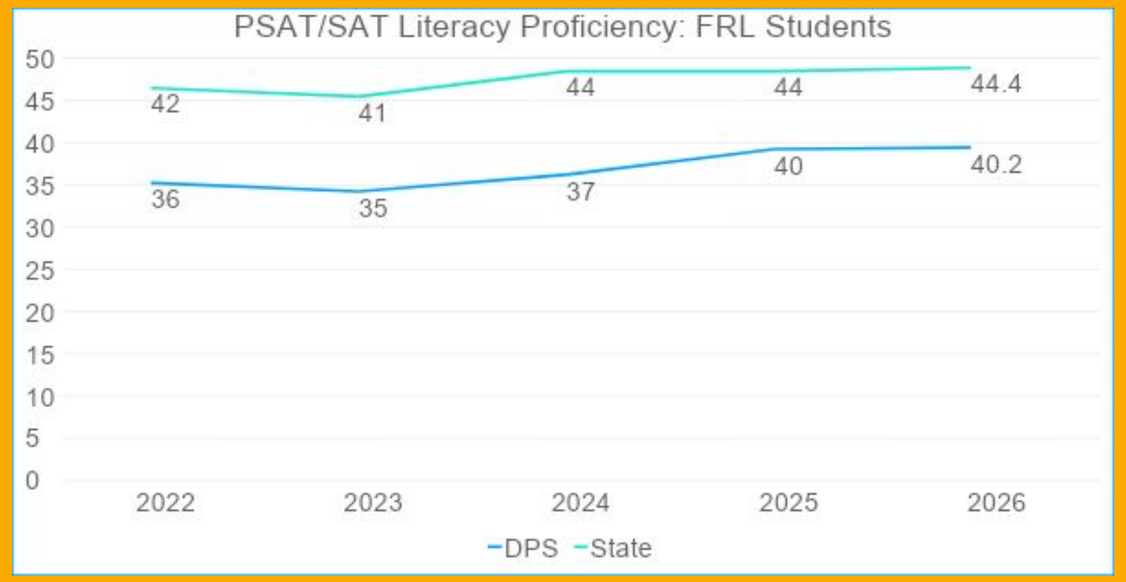


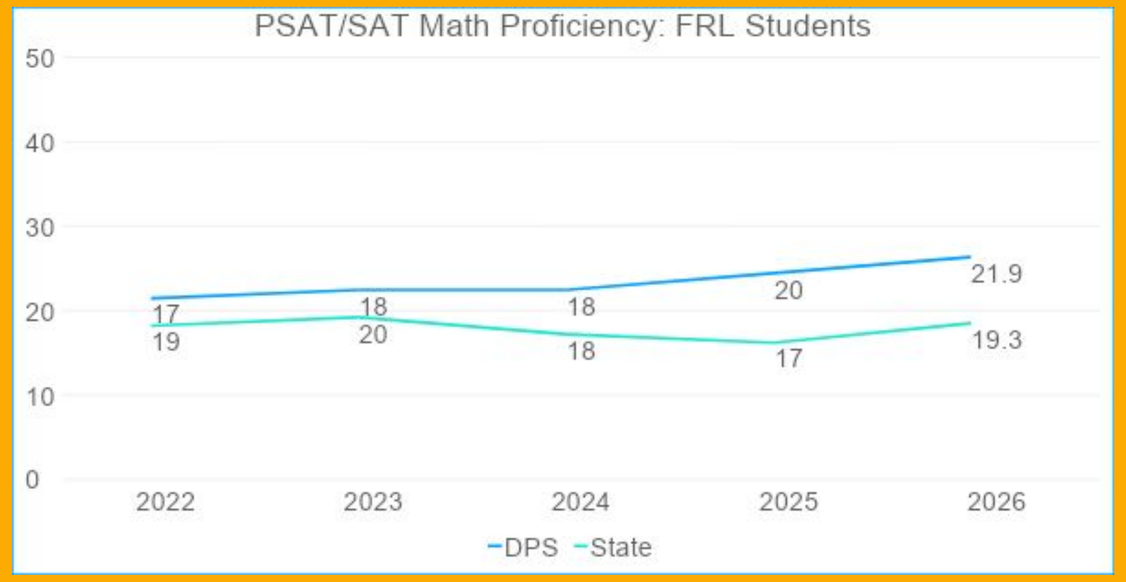
Low-income students have seen performance improve on P/SAT (9-11)

Students from low-income households did see small increase this year in performance in literacy and larger increases in math.*

In math, students from low-income households did outperform their peer statewide again in 2026, although by a smaller margin than in 2025.

*See slides 49-50 [Section: Performance by School Type] for an analysis on the drivers of P/SAT math increases.





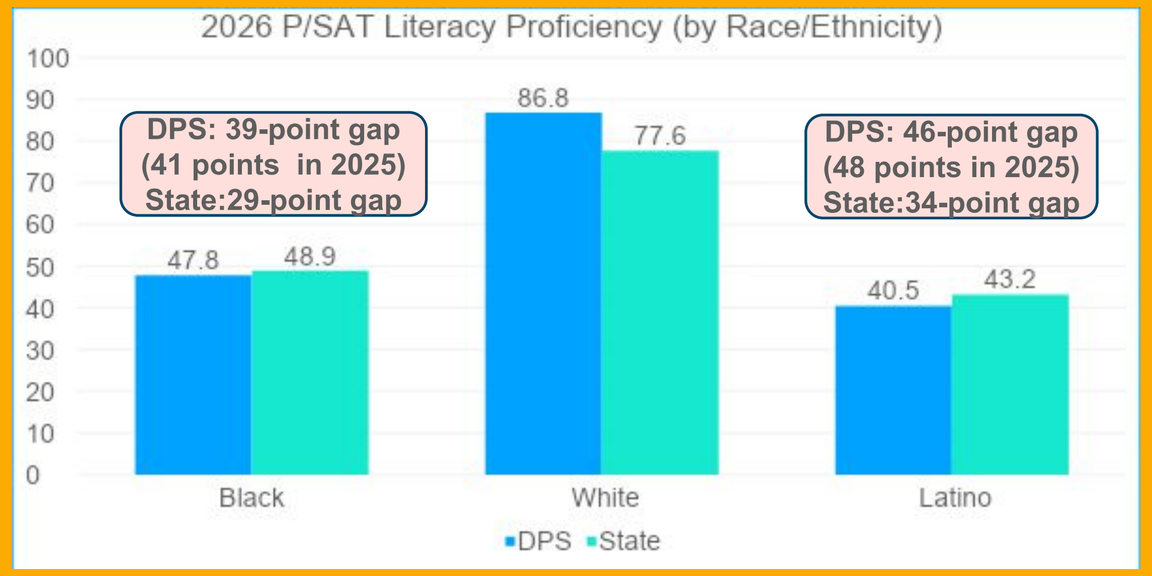
Large equity gaps remain on P/SAT (9-11) by race for high schoolers

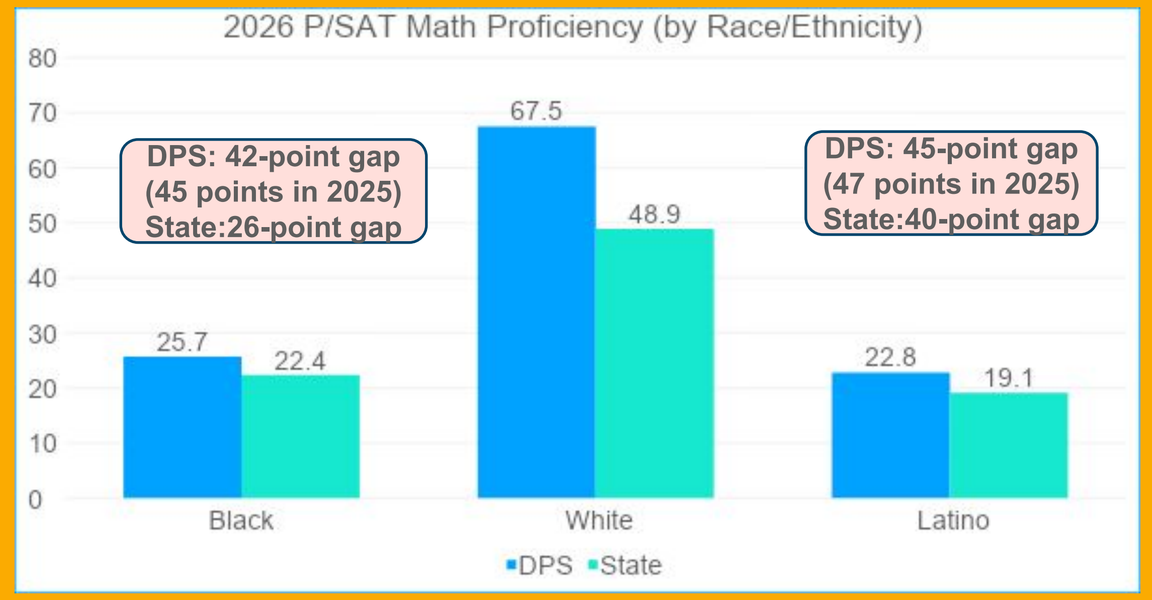
Math performance for all groups does outpace state peers.

DPS continues to have large equity gaps when comparing the performance of Black and Latino students to white students in high school. These gaps are over 40 percentage points in most cases.

In literacy, Black and Latino students still trail their peers statewide. In math, despite large gaps, both groups in DPS do outpace their statewide peers.

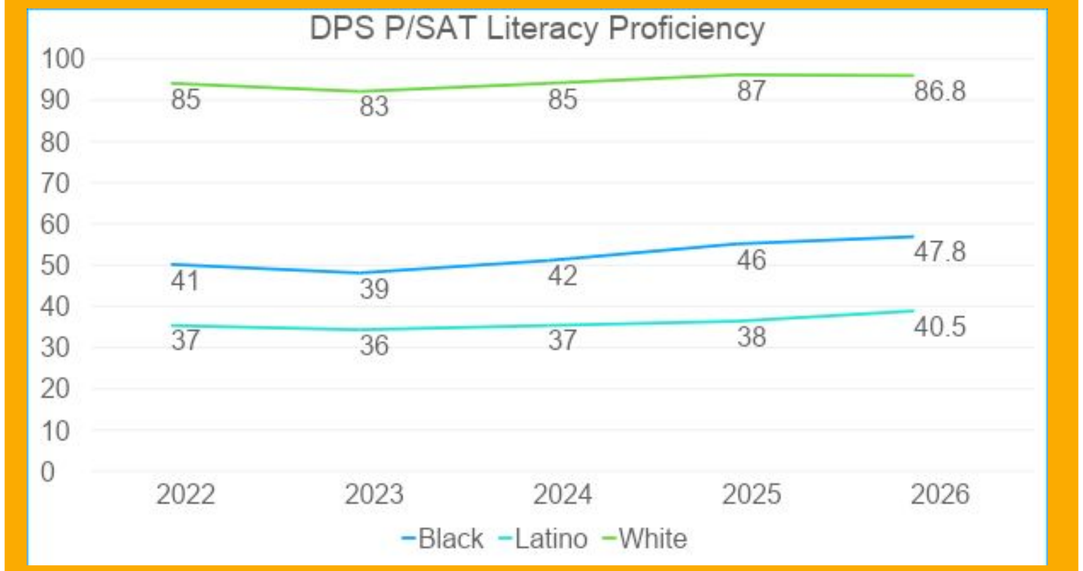
In both subjects, white students from DPS outpace white students statewide.

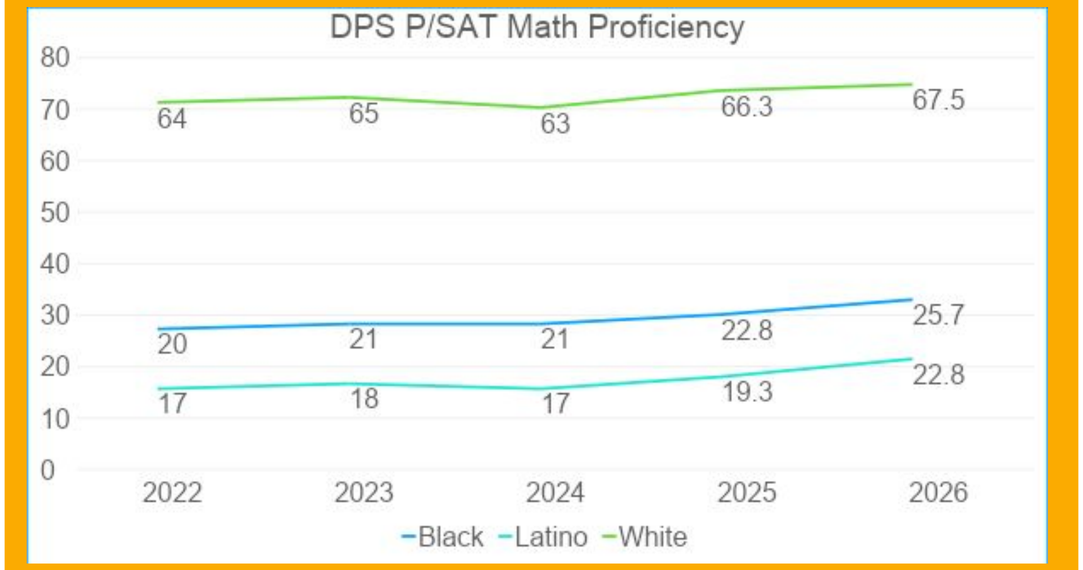




All groups saw some improvement on P/SAT (9-11) in 2026

Virtually all student groups saw increases in proficiency rates in 2026, continuing a multi-year trend.

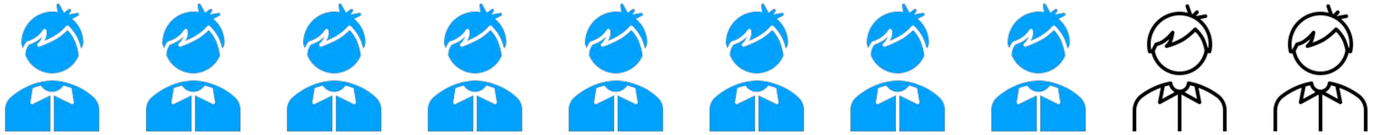




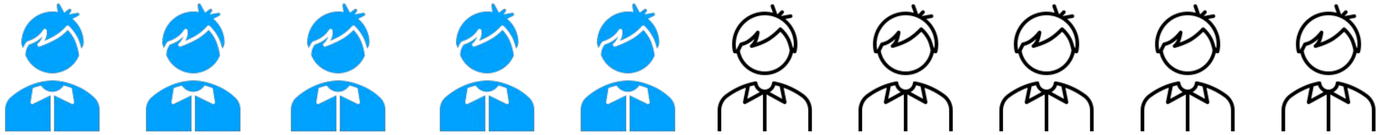
Even with an 81.9% four-year graduation rate, large achievement gaps on P/SAT literacy persist

2 in 10 FRL students in grades 9-11 are reading at grade level

While 8 in 10 Non-FRL students in grades 9-11 are reading at grade level

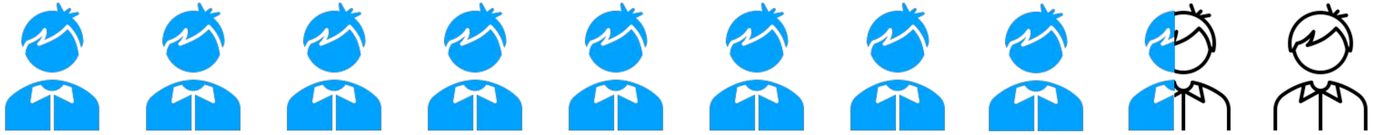


Nearly 5 in 10 Black students in grades 9-11 are reading at grade level



4 in 10 Latine students in grades 9-11 are reading at grade level

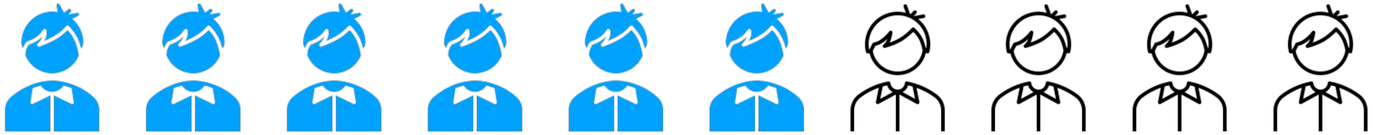
While nearly 9 in 10 White students in grades 9-11 are reading at grade level



Even with an 81.9% four-year graduation rate, large achievement gaps on P/SAT math persist

2 in 10 FRL students in grades 9-11 are doing math at grade level

While 6 in 10 Non-FRL students in grades 9-11 are doing math at grade level



Less than 3 in 10 Black students in grades 9-11 are doing math at grade level

2 in 10 Latine students in grades 9-11 are doing math at grade level

While nearly 7 in 10 White students in grades 9-11 are doing math at grade level

3) Academic Growth

Key Look Fors:

- Are all DPS students across all student subgroups making more than average growth?
- Are historically underserved student subgroups seeing the rate of growth necessary to close equity gaps?
- Are growth rates between student subgroups widening or shrinking equity gaps?
- **NOTE:** While an MGP of 50 is the state "minimum expectation" or average growth, this is an insufficient MGP for students who are behind grade level to reach proficiency, so it is important to look more deeply at growth.

Aggregate DPS growth data showed average growth on CMAS (3-8) in literacy and math

Subject	DPS Median Growth Percentile (MGP)
CMAS: English Language Arts (ELA)	55
CMAS: Math	53

Putting MGP in Context	
65 +	Significant Growth
50	Average Growth
Below 50	Less Growth / Falling Behind

An MGP of 50 indicates students are making the same amount of progress as comparable peers across the state. Below 50 indicates students are making less growth than their peers statewide.

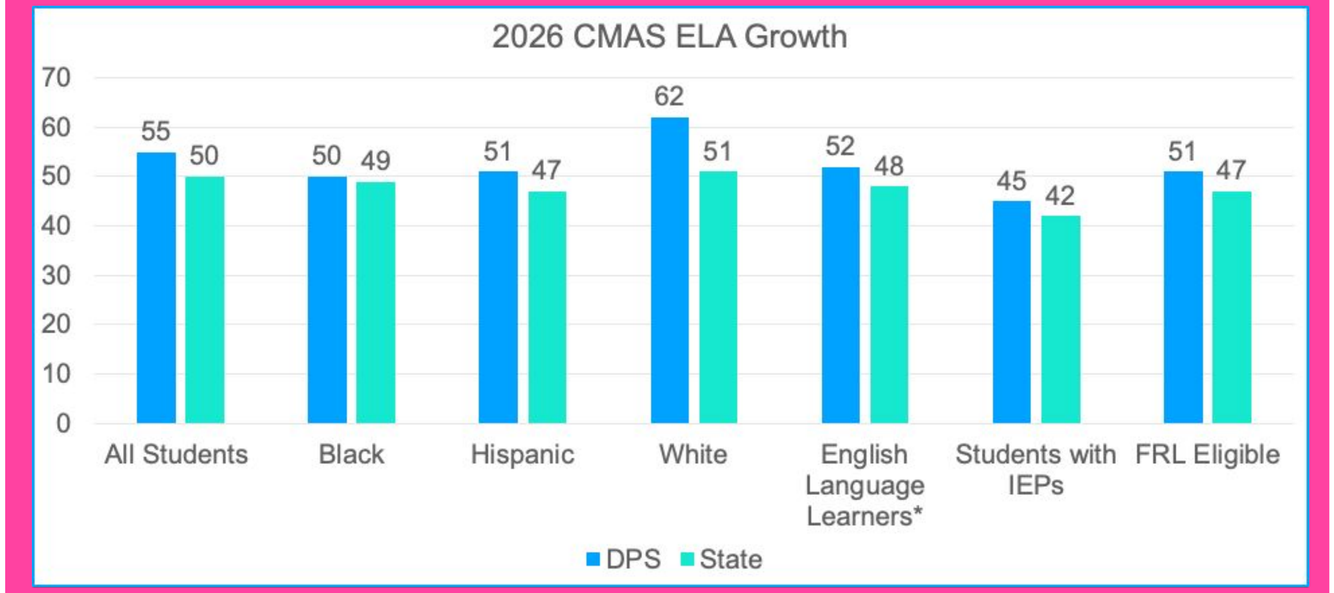
The MGP needed to substantially increase proficiency varies based on a number of factors but 65 is a likely bar for this type of significant progress.

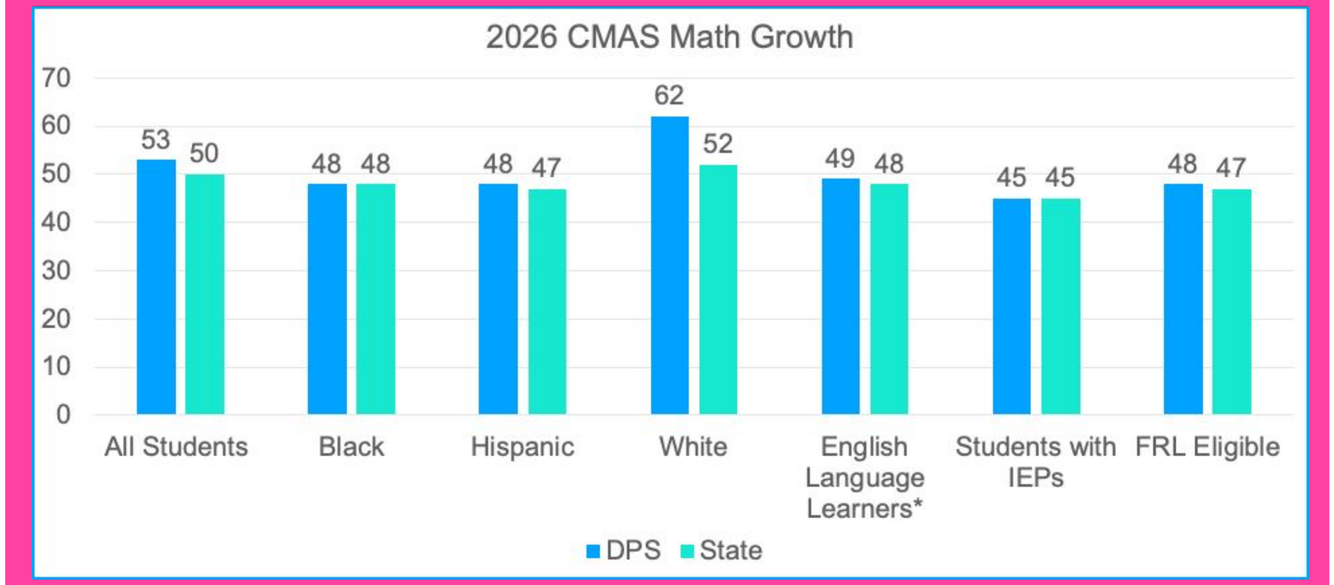
Most student groups in DPS showed more CMAS (3-8) growth than their peers statewide

But in math, most groups still saw below average growth.

Most DPS student demographic groups saw more growth than those same student groups statewide (i.e., DPS FRL students saw more growth than FRL students statewide).

However, particularly in math, most groups had MGPs lower than 50—suggesting they are falling behind their academic peers.





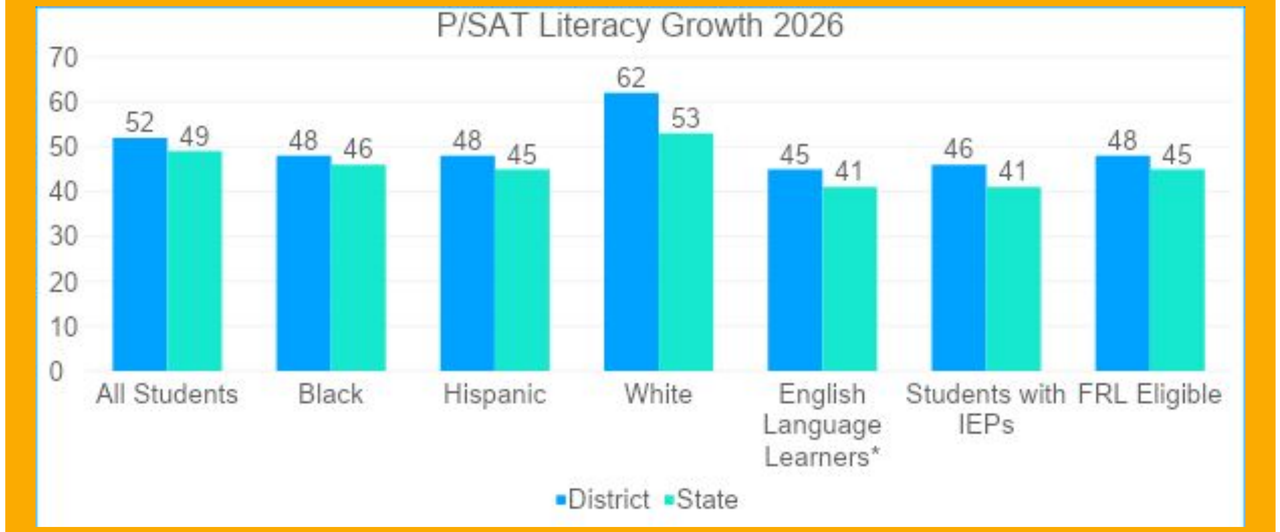
DPS high schoolers in the aggregate made average growth, but many disaggregated student groups did not

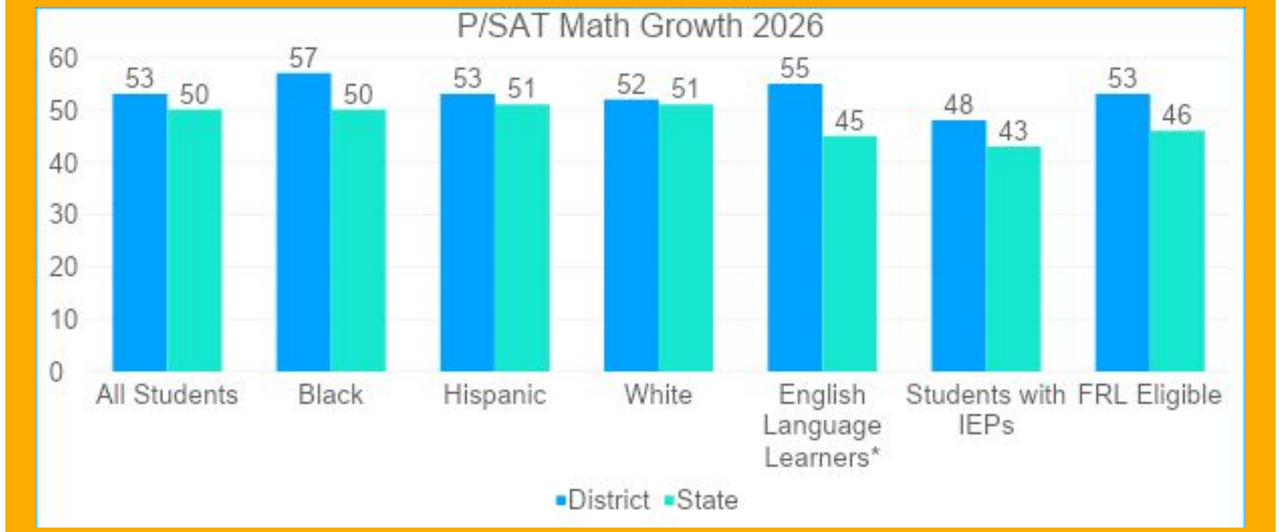
Subgroup growth varied for DPS high school students and many groups in literacy were falling behind.

An MGP of 50 indicates students are making the same amount of progress as comparable peers across the state.

In P/SAT literacy and math, DPS students showed growth comparable their peers statewide.

Additionally, many student demographic groups (e.g., based on income, race or ethnicity) in DPS had low to average growth on the P/SAT, which could create widening gaps.

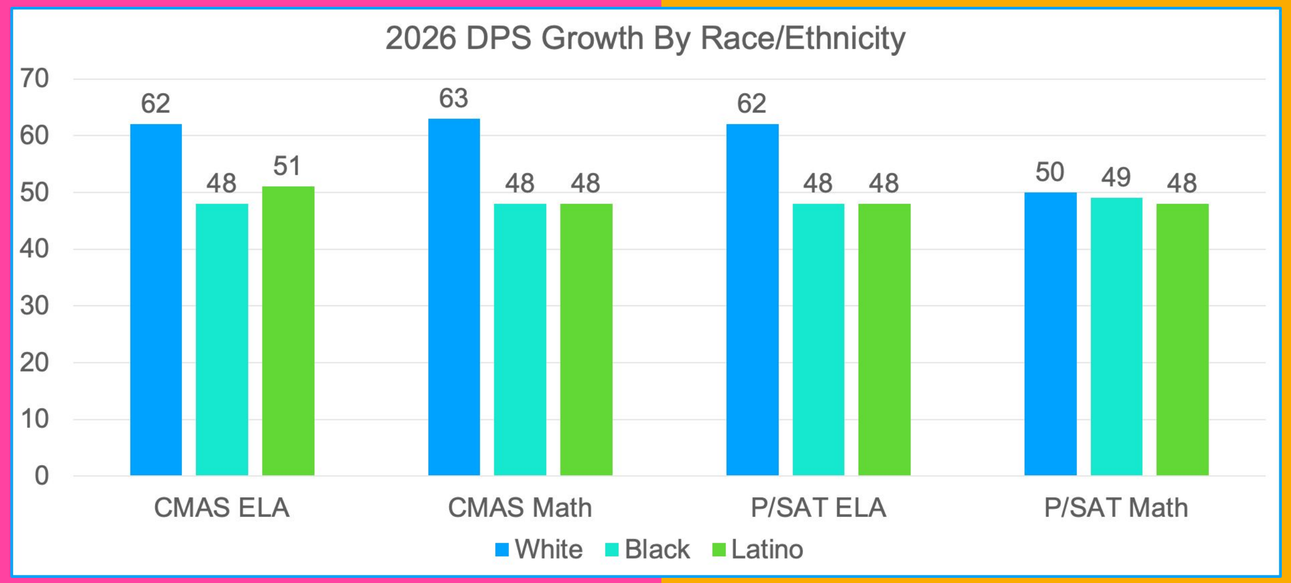


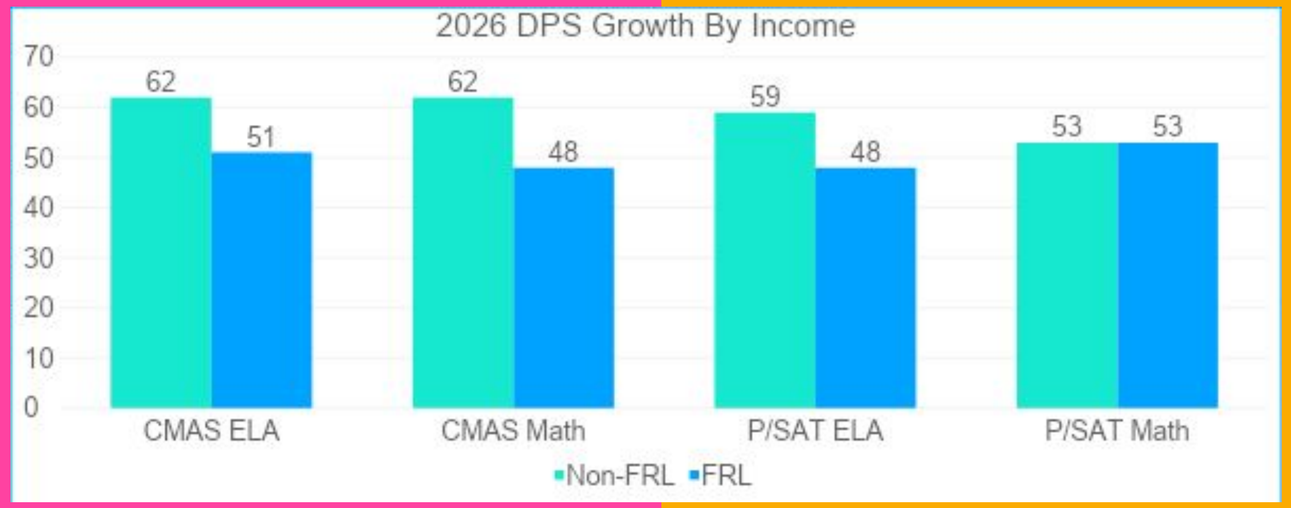


Distribution of growth in DPS could widen equity gaps

Most historically underserved groups in DPS saw less growth than their comparison groups within DPS which could lead to widening gaps over time (i.e., DPS FRL students saw less growth than DPS Non-FRL students.). This is true by race/ethnicity and income across grades and subjects.

While not a direct comparison to changes in proficiency, this disparity in growth is unlikely to lead to proficiency changes that close gaps and instead could widen gaps if sustained.





4) Performance By School Type

Key Look Fors:

- How are different student subgroups supported, in proficiency and growth, by schools of different governance models?
- **NOTE**: Governance level MGPs are not available, so consider what percentage of schools by governance are meeting or exceeding an MGP of 50.

Different governance types in DPS

The family of schools model in Denver provides four different options of public schools for students and families to choose from.

Throughout this analysis, we will consider performance by school governance type. Each school type designs and implements their programs differently, with some schools having greater autonomy and local decision making authority than others.

Autonomous schools include **public charter** and **innovation zone schools.** They are similar in that are authorized by Denver Public Schools and have unique governance structures. **Public charter schools are run by nonprofit organizations. Zone schools utilize a nonprofit organization for school program design and operational and academic support.**

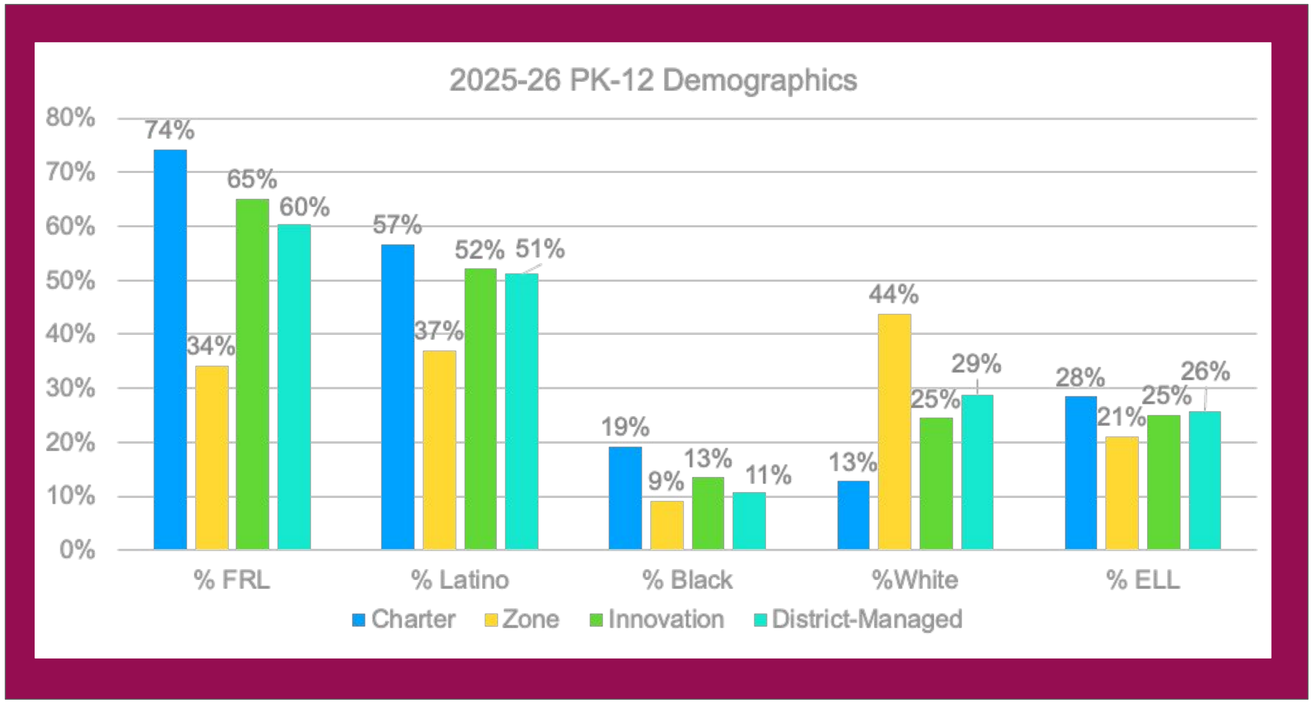
District-operated schools include **innovation schools** and **district-managed (traditional) schools**. They are similar in that they are **run directly by Denver Public Schools.**

Governance Type	K-8	HS	Total
Charter	35	17	52
Zone	7	0	7*
Innovation	31	10	38**
District-Managed	76	24	93**

*Only includes schools that were part of zone at time of CMAS testing in Spring 2026.
**K8 and HS do not equal total because 6-12 schools are counted as both K-8 and HS for these purposes.

Different governance types serve different student populations

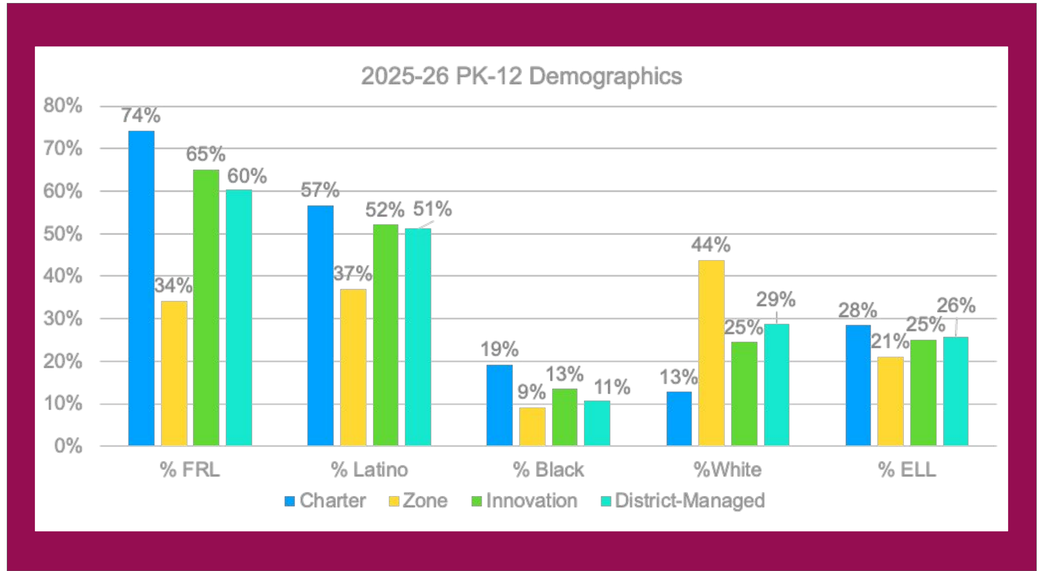
Public charter schools serve higher percentages of historically underserved student groups, which is important to consider when looking at academic outcomes.

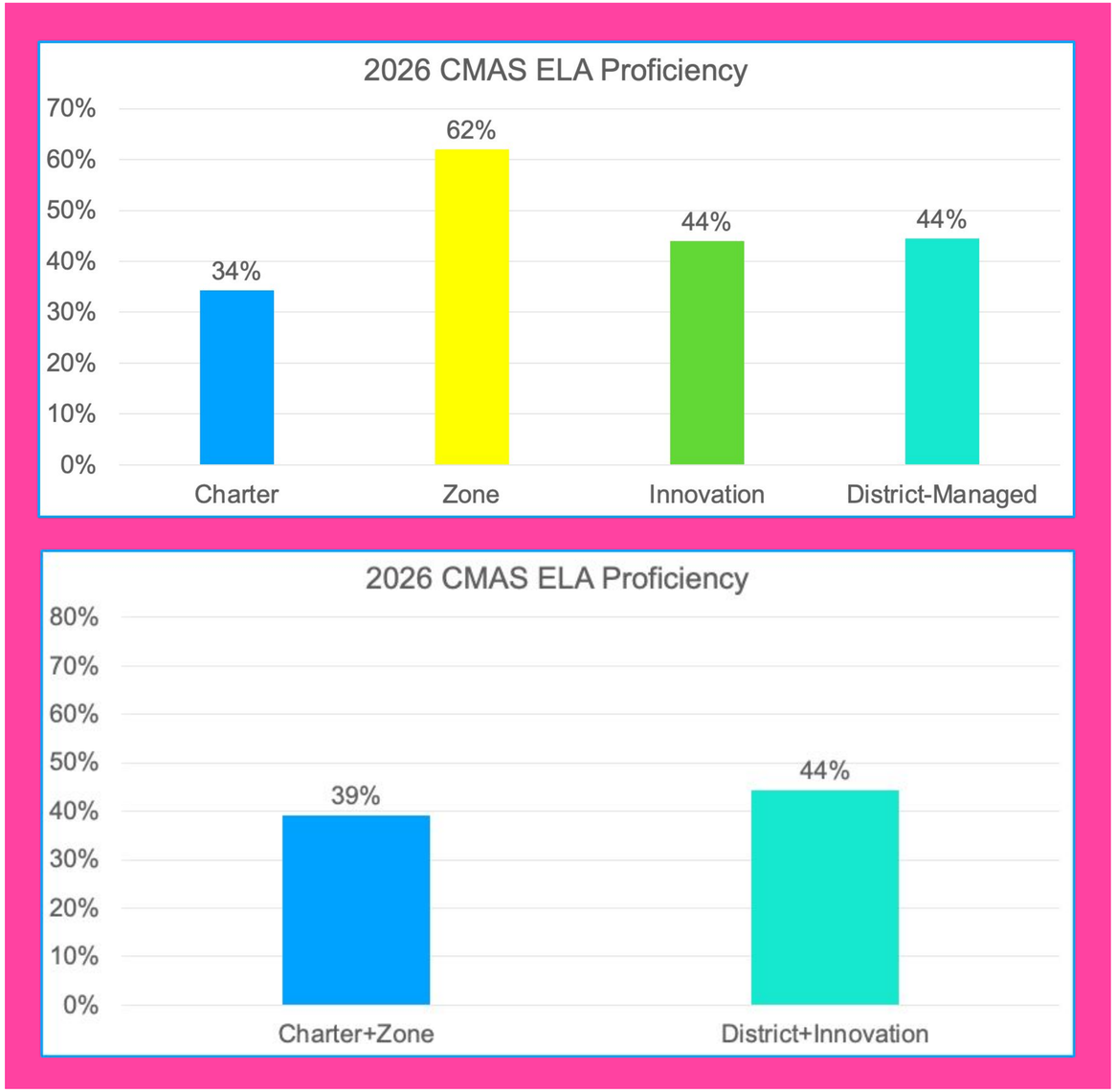


Throughout this analysis, we will consider performance by governance as well as separating out schools that are autonomous (public charter and innovation zones authorized by the DPS) versus those that are directly operated by DPS, which include traditional schools and schools with innovation status.

When looking at aggregated CMAS ELA (3-8) data, proficiency tends to align with school demographics

Zone schools have the highest proficiency, followed by district-managed schools. When grouping autonomous schools, they lag slightly behind district-operated schools. As a reminder, it's important to consider differing demographics.

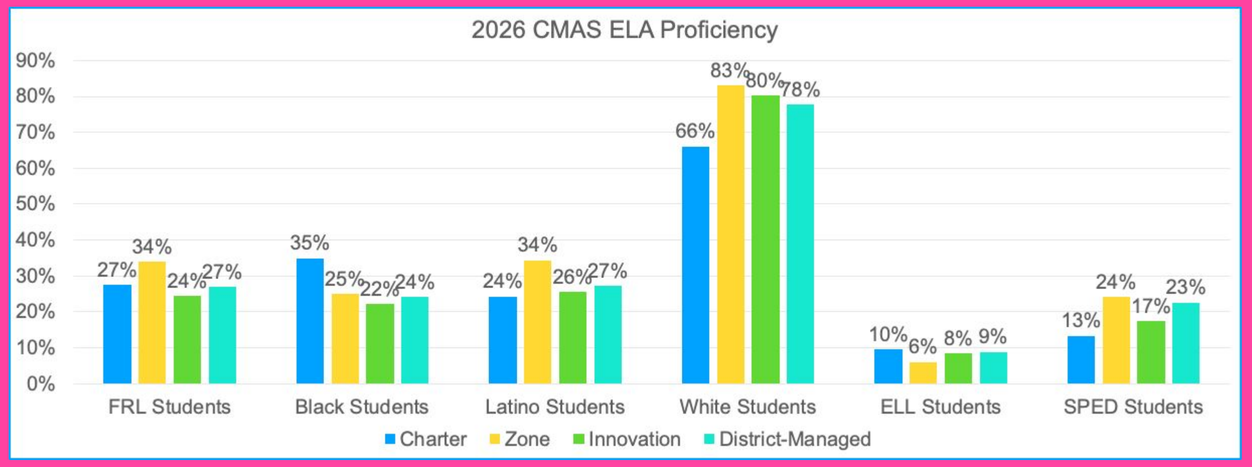


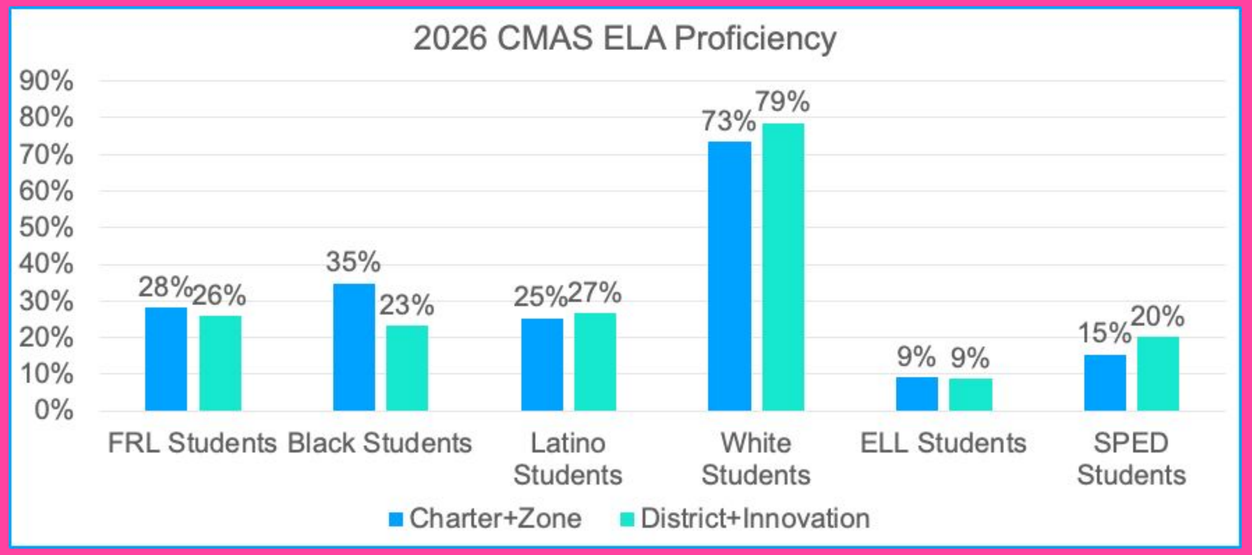


When looking at disaggregated CMAS ELA (3-8) data, performance varies by governance and student group

Public charter schools have the best outcomes for Black students, while charter and zone schools both outperform district-operated schools for FRL students.

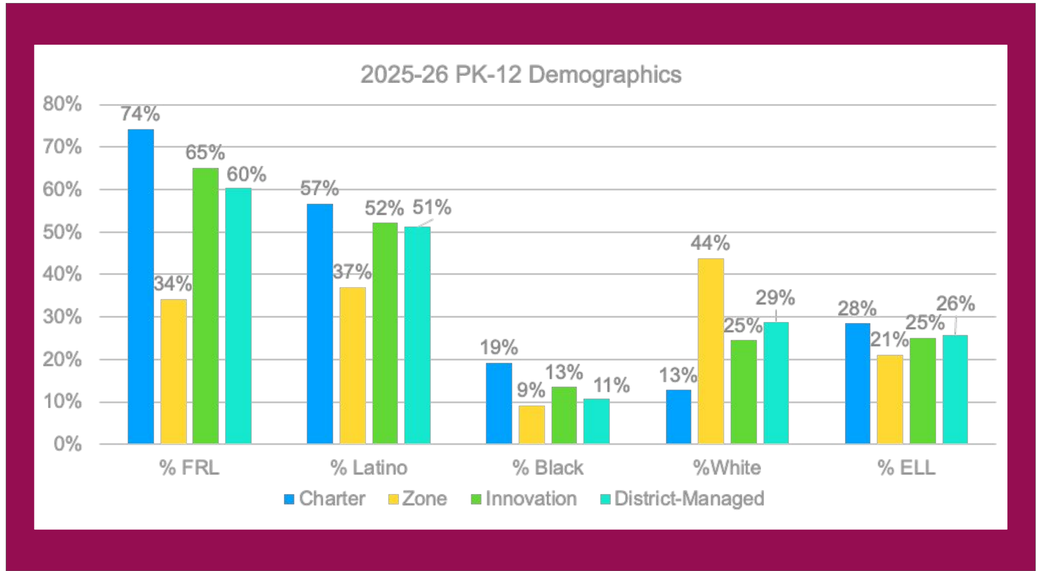
Latino students get the strongest outcomes in zone schools .

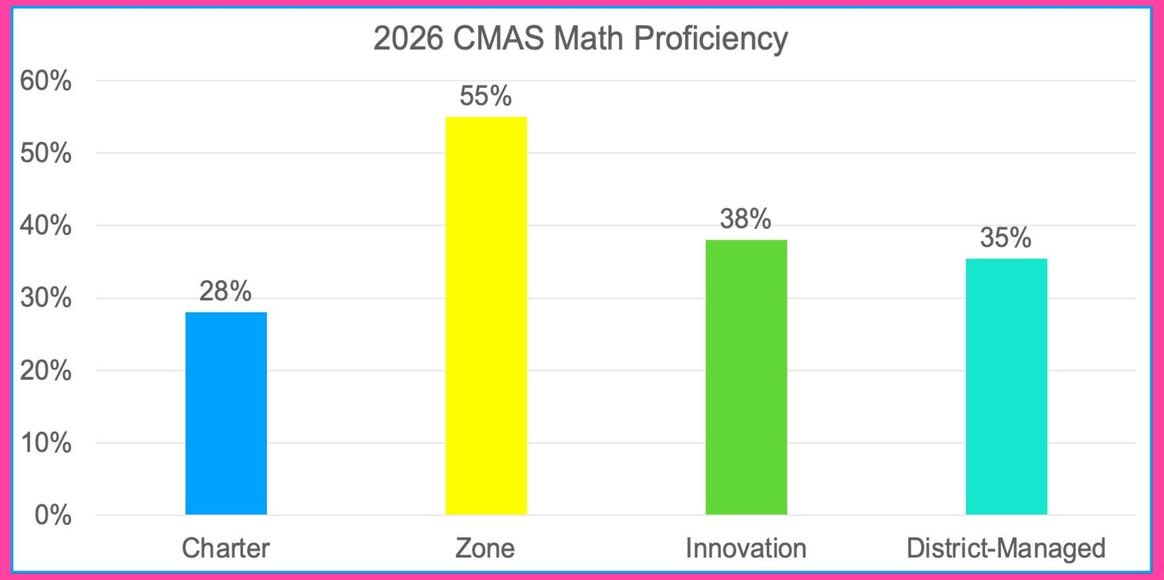


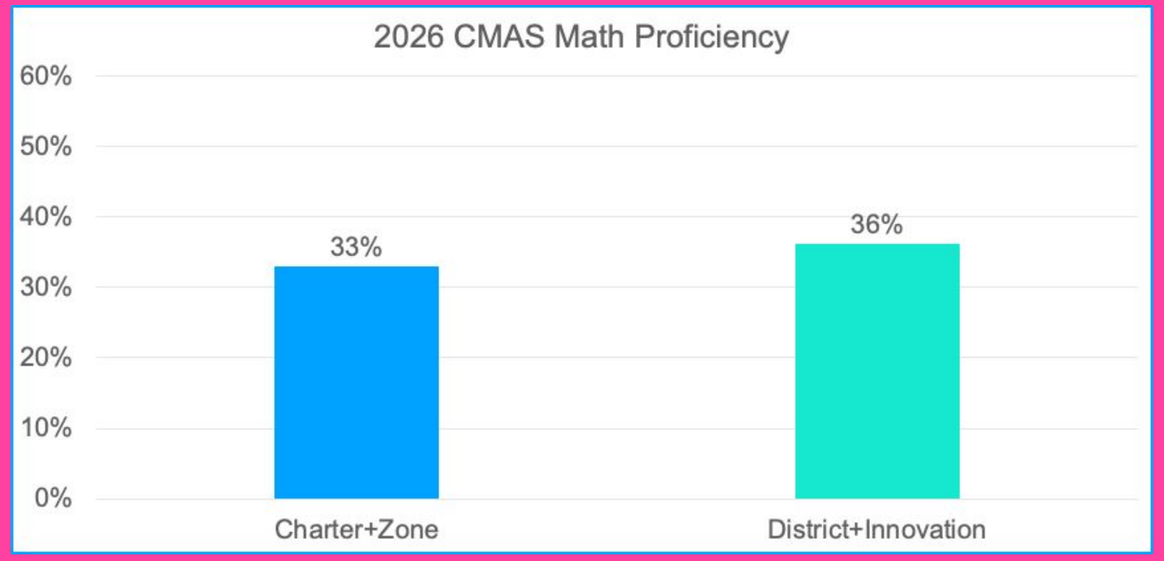


When looking at aggregated CMAS Math (3-8), proficiency again tends to align with demographics

Zone schools have the highest proficiency, followed by innovation. When grouping autonomous schools, they lag slightly behind district operated schools. As a reminder, it's important to consider differing demographics.



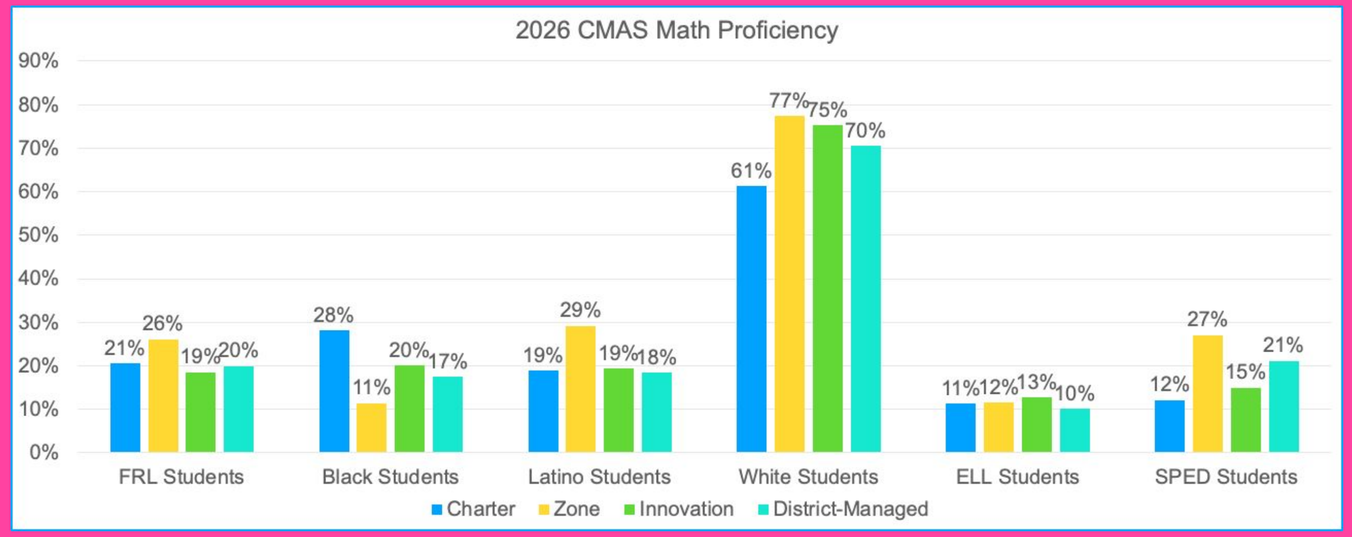


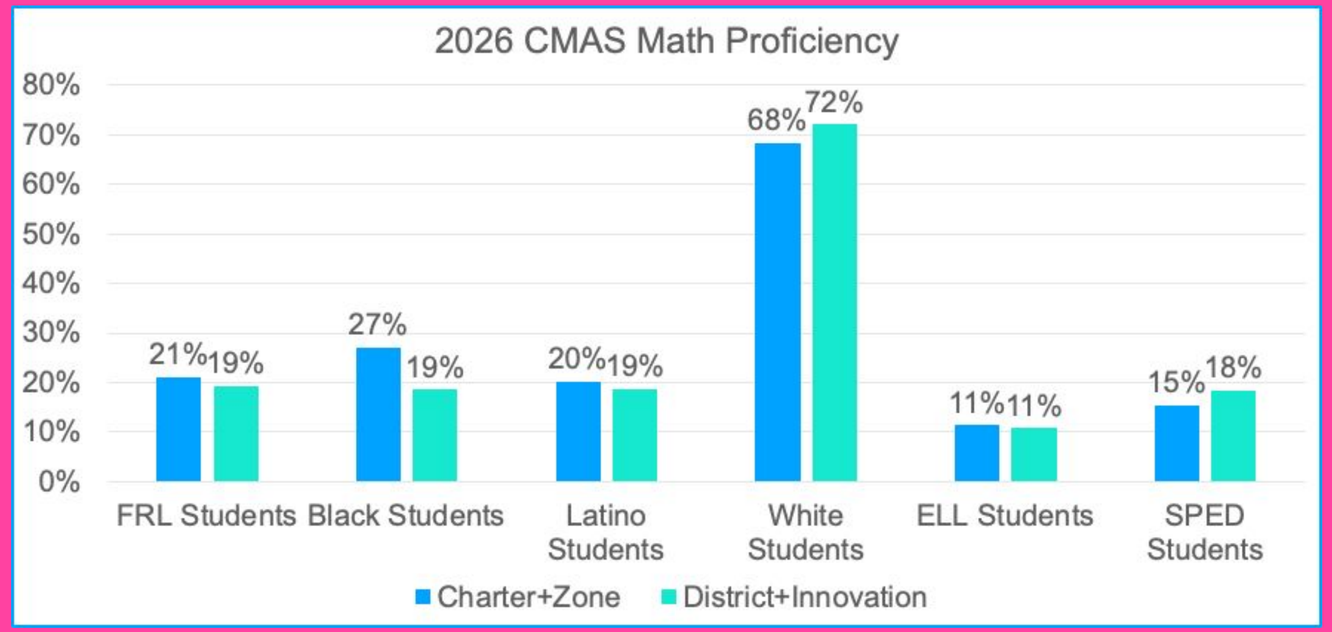


When looking at disaggregated CMAS Math (3-8) data, performance again varies by governance and student group

Public charter schools have the best outcomes for Black students, while charter and zone schools both outperform district-operated schools with FRL students.

Latino students get strongest outcomes in zones.



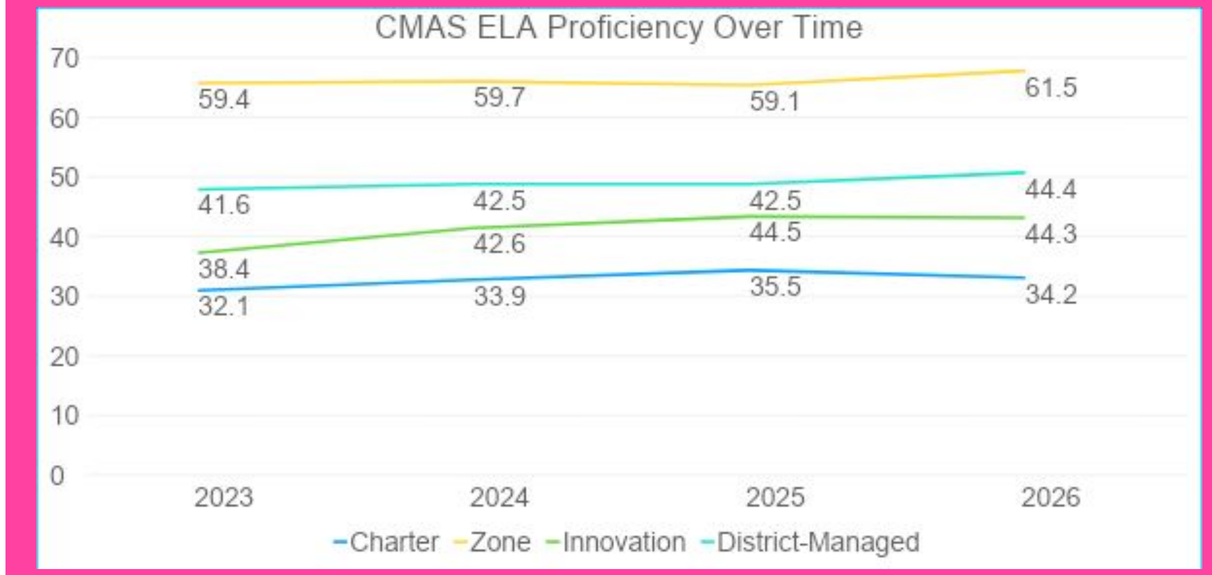


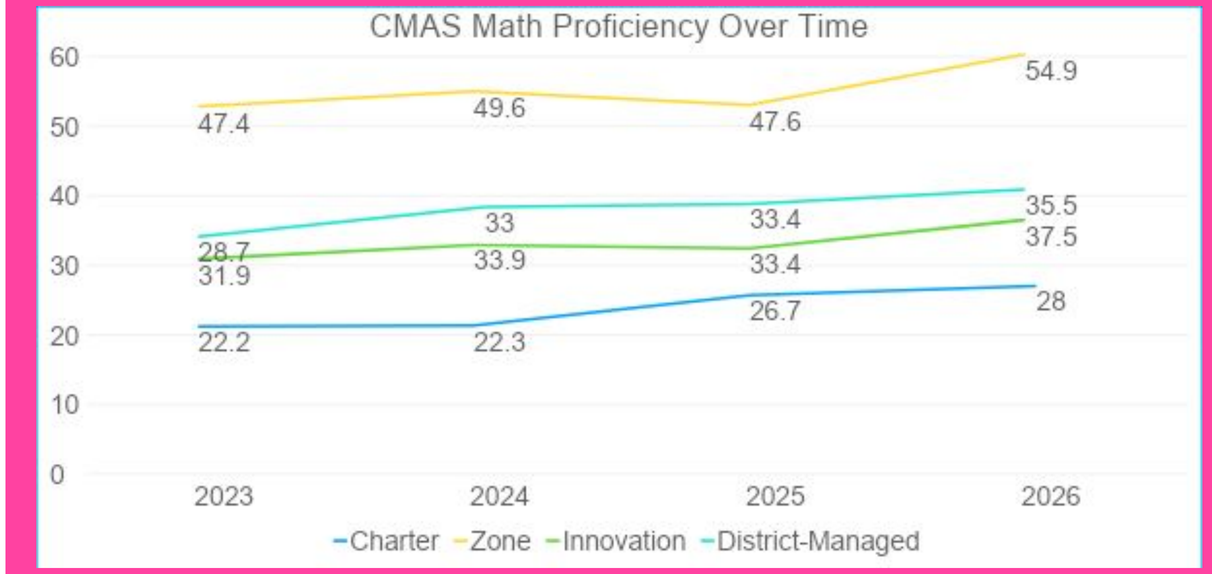
All governance types saw some increases in math proficiency while ELA varied

In math, all governance types saw proficiency increases in 2026.

In literacy, charters marginally declined while innovation school and zone performance increased.

As a reminder, it's important to consider differing demographics.





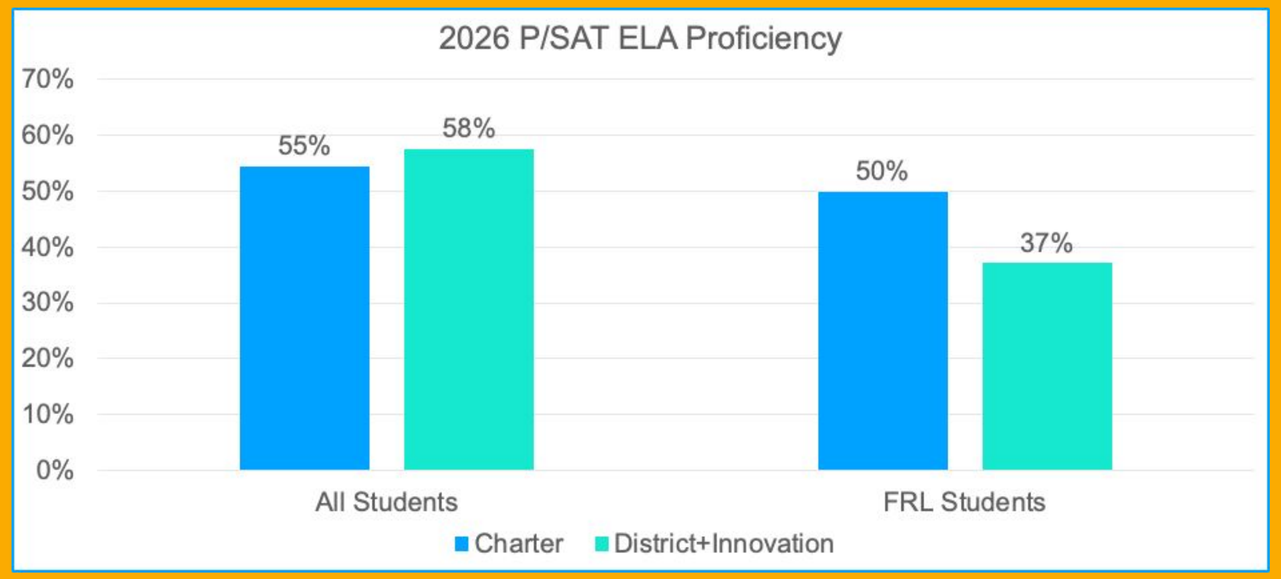
P/SAT (9-11) performance also varies by governance

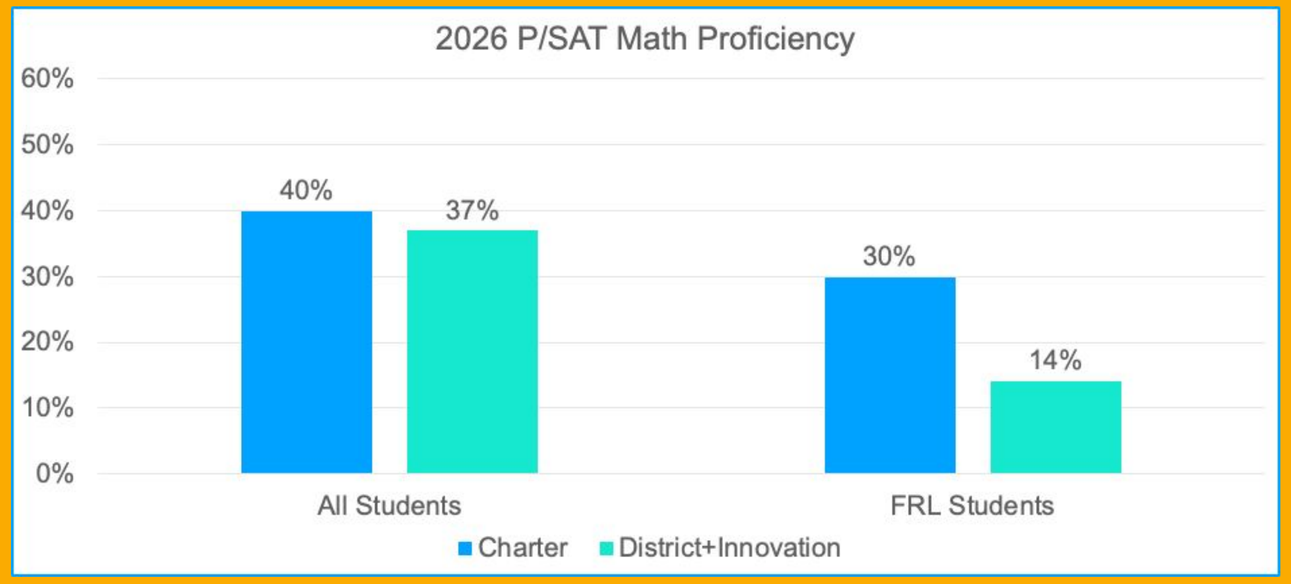
Public charter schools see higher outcomes for low-income students

District-managed schools were higher performing on P/SAT in literacy while charters outperformed in math. However, when looking at the performance of FRL students, charter schools have significantly higher proficiency rates.

Additionally, many of the highest performing high schools are charter schools, especially when controlling for demographics.

NOTE: There are no current innovation zone high schools.



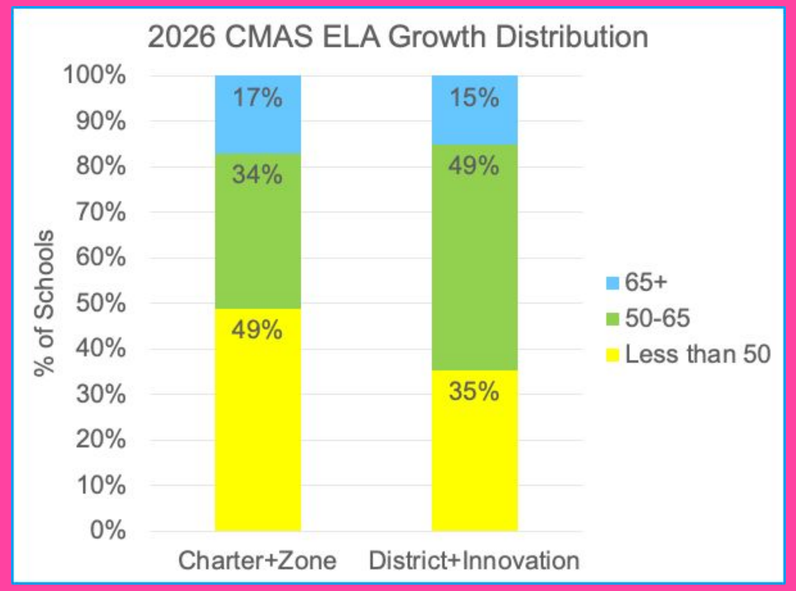


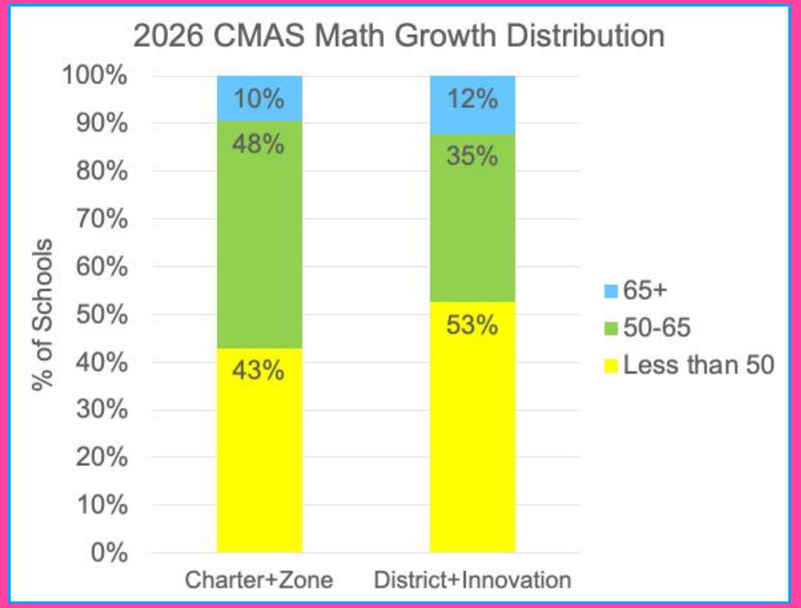
On CMAS (3-8) there are schools with strong growth across governance types

On CMAS (3-8) literacy, district-operated schools had a higher percentage of schools above 50.

On CMAS (3-8) math, autonomous schools had a higher percentage of schools above 50.

REMINDER: An MGP of 50 indicates students are making the same amount of progress as comparable peers across the state. Below 50 indicates students are making less growth than their peers statewide, where 65+ represents accelerated growth.





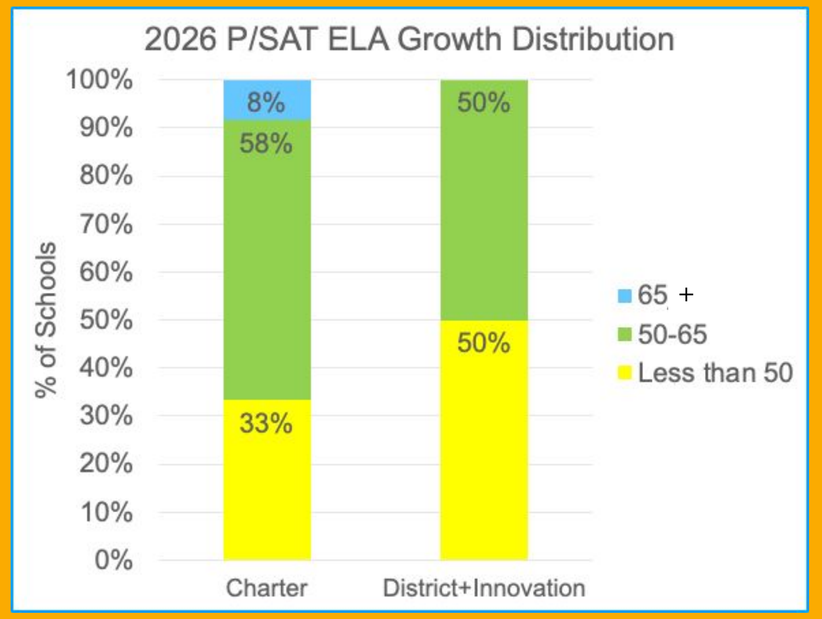
Public charter high schools see strongest growth results

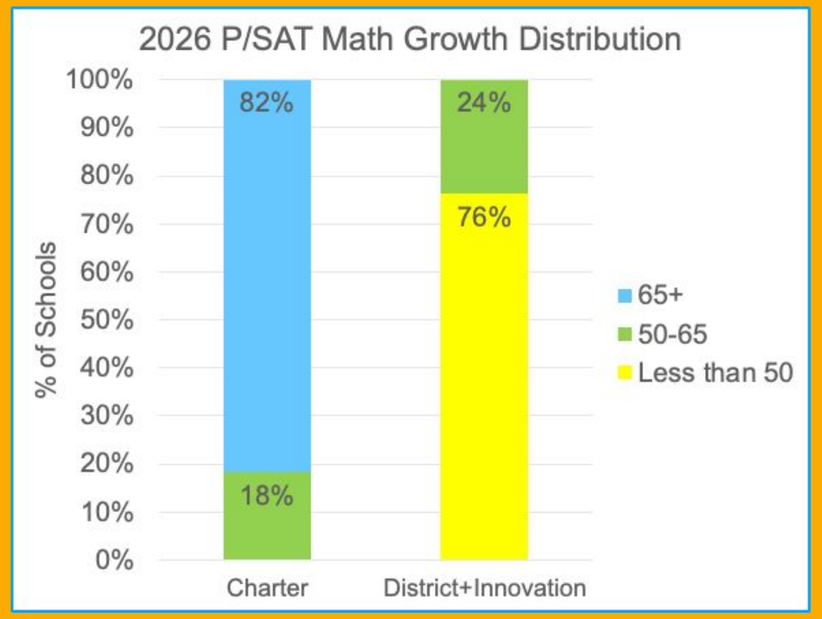
82% of public charter high schools saw accelerated growth in P/SAT math

For high schools, charter schools had a higher percentage of schools with an MGP above 50 in both subjects. In math, all charter high schools met this bar.

REMINDERS:

- For this testing period, there were no innovation zone high schools.
- An MGP of 50 indicates students are making the same amount of progress as comparable peers across the state. Below 50 indicates students are making less growth than their peers statewide, where 65+ represents accelerated growth.





Student background should not determine academic outcomes

Here are top schools across governance types serving large numbers of students from low-income households AND delivering strong results for these students*.

*Looks at schools serving 50%+FRL students and highlights schools with highest FRL student proficiency rates.

CMAS ELA	CMAS Math	P/SAT ELA	P/SAT Math
DSST Cedar MS	RMP Creekside	Robert F. Smith STEAM	DSST Cedar HS
RMP Creekside	DSST Cedar MS	DSST Cedar HS	DSST Cons. Green HS
Highline SE	Archuleta	DSST Cons. Green HS	DSST GVR HS
Sabin World School	Sabin World School	DSST Montview HS	DSST College View HS
Archuleta	Gust	DSST GVR HS	DSST Montview HS

Shaded boxes represent autonomous schools.

5) Preliminary* State Performance Framework Results

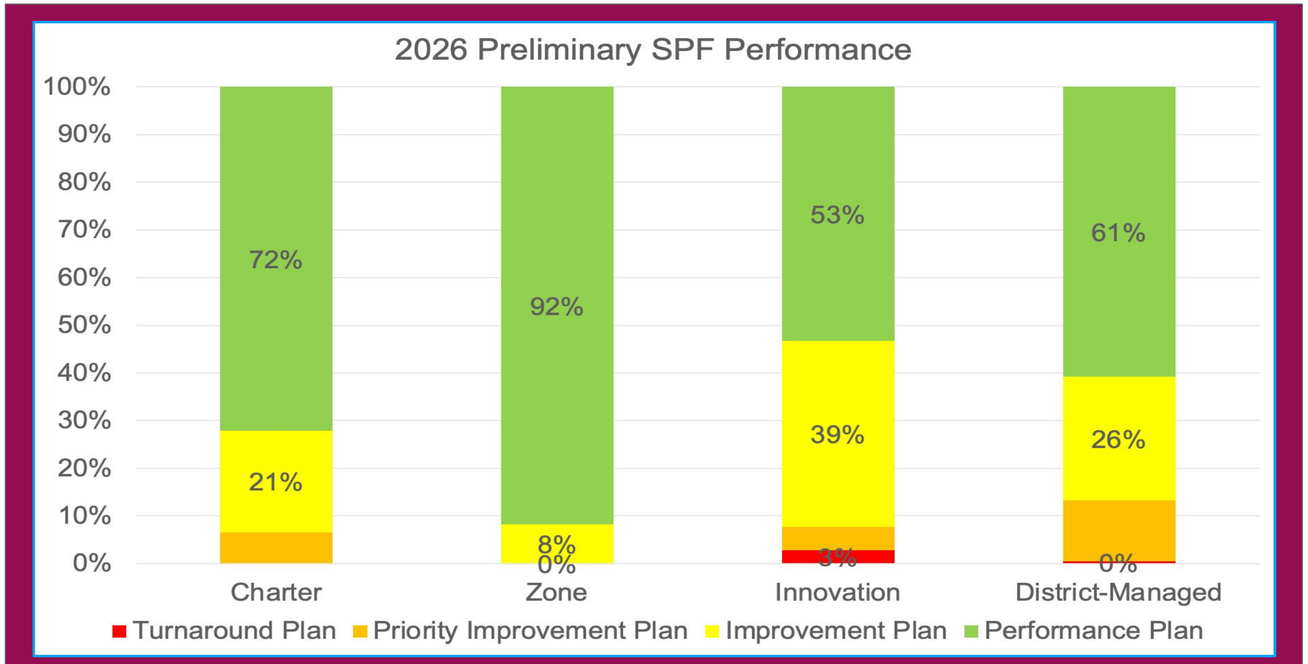
*Preliminary ratings are available in early September and final in December.

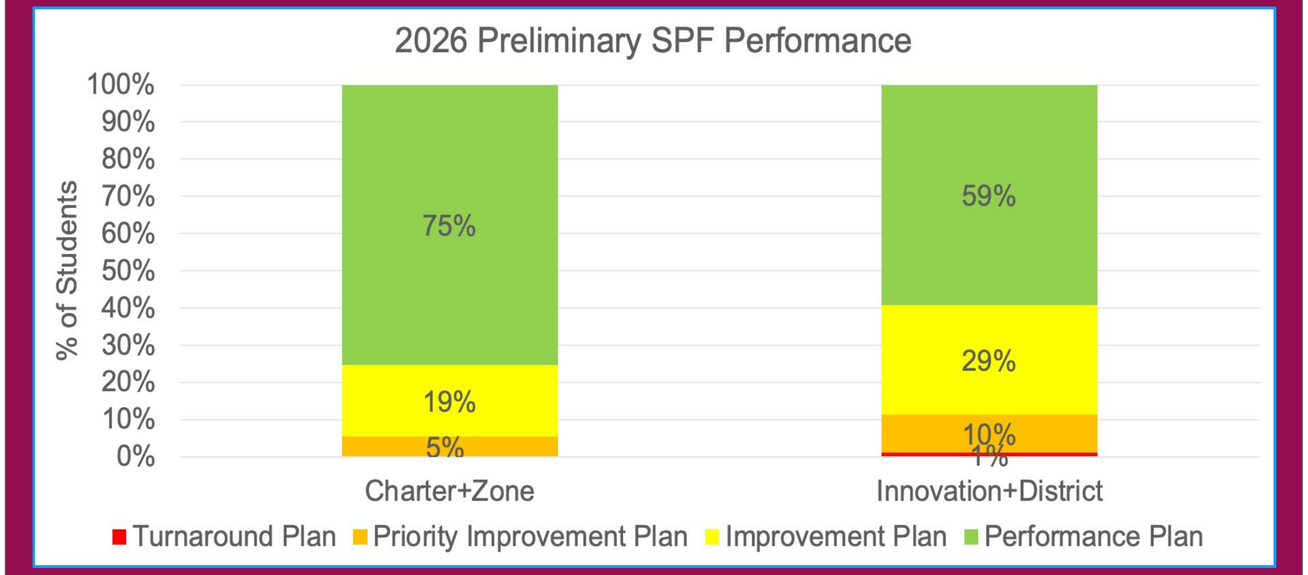
Charter and zone students are more likely to be in performance rated schools (“Green”)

When looking at the % of students enrolled in Performance Rated (“Green”) schools for each school type:

- 92% of students in innovation zone schools are in Green schools;
- 72% of students in public charter schools are in Green schools;
- 61% of students in district-managed (traditional) schools are in Green schools; and
- 53% of students in innovation schools (also district-managed) are in Green schools.

NOTE: These are preliminary results and include Alternative Education Centers (AECs) who are evaluated on a different set of metrics. Some schools may have their data reconsidered as part of the state’s “Request to Reconsider” process, so ratings are subject to change.





6) Strategic Roadmap Results

DPS has shown growth in proficiency rates but has fallen short of its goals.

In the 2022 to 2026 Strategic Roadmap, DPS set the goal to **Improve Grade-Level Achievement** average by 10 percentage points (pp).

They stated that, "*We are accountable for closing gaps between student groups and accelerating the growth of some student groups by more than 10 percentage points.*"

While DPS did not meet this ambitious goal, they did see increases for most student groups over the time frame covered by the five-year roadmap (2022-2026). However, gaps between student groups did not shrink during this time and, in some cases, actually grew.

2022 to 2026 Change in Proficiency					
Student Group	CMAS ELA	CMAS Math	P/SAT ELA	P/SAT Math	Roadmap Target
All Students	+3.1pp	+4.1pp	+4pp	+5.4pp	Did Not Meet
FRL Students	+2pp	+4.6pp	+3.8pp	+4.9pp	Did Not Meet
Black Students	+3pp	+5.3pp	+6.8pp	+5.7pp	Did Not Meet
Latino Students	+1.5pp	+4.6pp	+3.5pp	+5.8pp	Did Not Meet
White Students	+2.5pp	+7.4pp	+2pp	+2.3pp	Did Not Meet
ELL Students	-4.6pp	+0.9pp	+1pp	+3.2pp	Did Not Meet
Special Education Students	+4.8pp	+5.3pp	+6.7pp	+3.4pp**	Did Not Meet

**Comparing 2023 to 2026 given outlier performance in 2022.

DPS has shown growth, but saw equity gaps widen between most student groups

On CMAS (3-8), gaps widened over the course of the Strategic Roadmap in both subjects and by both race/ethnicity and income.

On PSAT/SAT (9-11), gaps across race/ethnicity groups narrowed over this time period but gaps by income widened significantly. *This was during a time of transition for both the P/SAT assessment and how families reported income, so these rises may be in part attributable to this.*

	CMAS ELA Equity Gap Size			
Equity Gaps	**2023**	**2026**	**Change**	**Gap Size**
FRL-Non FRL	41.5pp	46.7pp	+5.2pp	Widened
Black-White	45.8pp	49pp	+3.2pp	Widened
Latino-White	48.4pp	50.5pp	+2.1pp	Widened

	CMAS Math Equity Gap Size			
Equity Gaps	**2023**	**2026**	**Change**	**Gap Size**
FRL-Non FRL	40.2pp	45pp	+4.8pp	Widened
Black-White	47.3pp	49.3pp	+2pp	Widened
Latino-White	49.1pp	50.6pp	+1.5pp	Widened

	P/SAT ELA Equity Gap Size			
Equity Gaps	**2023**	**2026**	**Change**	**Gap Size**
FRL-Non FRL	31.4pp	39pp	+7.6pp	Widened
Black-White	44pp	39pp	-5pp	Narrowed
Latino-White	47pp	46.3pp	-0.7pp	Flat

	P/SAT Math Equity Gap Size			
Equity Gaps	**2023**	**2026**	**Change**	**Gap Size**
FRL-Non FRL	25.6pp	37.8pp	+12.2pp	Widened
Black-White	44pp	42pp	-2pp	Narrowed
Latino-White	47pp	45pp	-2pp	Narrowed