



Denver Public Schools E-5 Post Graduation and Global Citizenship Monitoring Report

June 2022

Board policy is indicated in **bold** typeface throughout.

I hereby present my monitoring report on your Ends policy E-5, "Post Graduation and Global Citizenship" according to the schedule set out. I certify that the information contained in this report is true, and represents compliance with all aspects of the policy unless specifically stated otherwise.

Signed , Superintendent

Date 07/01/2022

Policy Statement

Graduates will be diverse independent, life-long learners, ready to meet the world academically and socially with the necessary skills to be able to adapt to changing demands and environments. All students will have the financial stewardship and ability to make well-informed decisions, post-graduation.

Definitions

- **Critical thinking** - Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.
- **Financial stewardship** - Financial stewardship includes spending resources wisely. Resources include time, money, people, and property. • Financial consequences are evaluated before existing activities are changed or eliminated and new activities begin.
- **Independent learners** - An independent learner is one who can take responsibility for their own learning.
- **Life-long learners** - A simple definition of lifelong learning is that it is "development after formal education: the continuing development of knowledge and skills that people experience after formal education and throughout their lives" (Encarta, 2008)
- **Problem solving** - Problem solving is the act of defining a problem; determining the cause of the problem; identifying, prioritizing and selecting alternatives for a solution; and implementing a solution.
- **Seal of Biliteracy** - A seal of biliteracy is a credential given by a Colorado school or district recognizing students who have studied and attained proficiency in two or more languages by high school graduation. A seal of biliteracy encourages students to pursue biliteracy skills that are attractive to future employers and college admissions office.
- **MLL** - Multi-lingual Learners are students who are developing proficiency in multiple languages. This includes students learning English as an additional language in school.
- **IEP** - The Individualized Educational Plan (IEP) is a plan or program developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives specialized instruction and related services.

- **SWD** - Students with Disabilities: these students are students with an IEP

Reasonable Interpretation - TP.5

Ultimately, our job is to create great global leaders with the necessary skills to adapt and to address the ever changing environments caused by global and local crises. In order to do so, DPS must have an unwavering commitment to preparing staff and graduating students with Future Workforce Skills for a global economy. DPS will ensure all students participate in rigorous and culturally responsive pathways, guaranteeing college and career access and success. This includes preparing students as multilingual communicators and learners through the Seal of Biliteracy certification. The workforce of the future is changing. Information is a commodity which everyone has access to as a result of advances in technology and social media platforms. Employers will no longer be impressed with what students know but rather what they can do with what they know. To that end, I commit to monitoring outcomes tied to:

1. Graduation rates
2. Secondary students on track to graduate
3. Support for students not graduating on time
4. Students demonstrating graduation competencies and workforce readiness
5. Seal of Biliteracy matriculation rates

Standard - RI Must-Haves

- The standard of measurement for one or more parts of the policy
- The level of achievement on the standard for one or more parts of the policy
- The rationale for the standard of measurement for one or more parts of the policy
- The rationale for the level of achievement on the standard for one or more parts of the policy

Outcomes

Given the limited amount of time for the Superintendent to establish and implement a Strategic Plan, some of the targets and baselines will be evident in the 21/22 school year but some measures of compliance will not be evident until the 22/23 school year.

Compliance with this End Statement will be achieved for 21/22 when:

1. We re-establish 4-year, 5-year, 6-year and 7-year grad rate baselines as a result of the pandemic. Graduation rate data is calculated by the CDE. This is reasonable as the effects of the pandemic on graduation rates and dropout rates of high school seniors has yet to be reflected in the national data trends.
2. *Set a baseline for On Track to Graduate for rising 12th graders. This is justified as the Colorado state requirements for graduation are that students demonstrate competency in order to graduate. **Reporting in August 2022.***
3. *Reestablishing the baseline for students graduating with the Seal of Biliteracy after the disruption resulting from the pandemic. **Reporting in August 2022.***
4. *All district-run high schools offering financial literacy courses. This is justified as we are building to 100% of schools by the 22/23 school year. **Reporting in September 2022.***

Compliance with this End Statement for the 22/23 SY and beyond will require additional measures including:

5. Graduating students will demonstrate readiness for the future by:
- % of seniors will have post-graduation plans as determined by the Senior Exit Survey.
 - % of students completing the CAFSA/FAFSA applications in order to demonstrate their potential access for college readiness. This is a reasonable target because it aligns with the current national trend given by: [National FAFSA Completion Rates: High School Seniors & Grads](#)

Measure	Family of Schools or District Run	Target	Baseline	Timing	Justification
TP1.5.1a Establish benchmarks for grad rates in a pandemic 1.2.1b Black 4-year 1.2.1c Latinx 4-year 1.2.1d MLL 4-year 1.2.1e SwD 4-year 1.2.1f 5-year 1.2.1g 6-year 1.2.1h 7-year	Family of Schools	N/A	Establishing baseline in 2022	February	Re-establishing benchmarks given the disruption caused by the pandemic is a great starting point for grades 4-7. This will allow us to make projections.
TP1.5.2a Set baseline for OTG for new 12th-graders (AYG 2023) overall 1.5.2b Black 1.5.2c Latinx 1.5.2d MLL 1.5.2e SwD	District Run	N/A	Establishing baseline in 2022	August	This takes into account those students who serve in the military or enter the workforce.
TP1.5.7 # of students graduating with Seal of Biliteracy (potential submeasure- % in languages other than Spanish)	District Run	N/A	Re-establishing baseline in 2022	June	Demonstrates potential access for college readiness and the Seal of Biliteracy. The pandemic interrupted in-person learning.
TP1.5.8 Access to financial literacy courses for high school students	District Run	23 of 23 high schools	21 of 23 high schools	August	Reflects our ability to keep students on Track to graduate either through scheduling or successful course completion.
TP1.5.3a Plans for post-graduation as indicated in the Senior Exit Survey overall 1.5.3b Black 1.5.3c Latinx 1.5.3d MLL 1.5.3e SwD	District Run		1.5.3a 88% 1.5.3b 91% 1.5.3c 87% 1.5.3d 87% 1.5.3e 87%	June	This measure is reasonable in that it addresses how our graduates choose to pursue their post-graduation pathways and provides an opportunity for

					additional support as needed.
TP1.5.3f CAFSA/FAFSA completion overall 1.5.3g Black 1.5.3h Latinx 1.5.2i MLL 1.5.3j SwD	District Run		Sam Haviland working on	June	Data delay - turns out we've never looked at these data historically

Aggregation Methodology

I will be successful if I meet 75% of the measures above.

Evidence of Outcomes Achieved

Goal: Discover and dismantle persistent and enduring systems of oppression within our school system, and rebuild more equitable student, family and team member experiences.

June Measures

Measure	Group	Target	Baseline	Data
TP1.5.7 # of students graduating with Seal of Biliteracy (potential sub measure- % in languages other than Spanish) (weight=1)	District Run	N/A	re-establishing baseline in 2022	<u>Reporting of this measure was moved to August at the request of the SLT member due to the lack of availability of the data on Seal of Biliteracy graduates.</u>
TP1.5.1a Establish benchmarks for grad rates in a pandemic	1.5.1a) All Students	N/A	Establishing baseline in 2022	Class of 2021
	1.2.1b) Black Students (4-year)			74.0%
	1.2.1c) Latinx Students (4-year)			71.7%
	1.2.1d) In-program MLLs (4-year)			69.5%
	1.2.1e) Students with Disabilities (4-year)			52.7%
	1.2.1f) 5-year Grad Rate			55.1%
	1.2.1g) 6-year Grad Rate			80.3%
	1.2.1h) 7-year Grad Rate			79.4%

Summary

While graduation rates for Black and Latinx students surpassed 18-19 levels, we observed a decrease in MLL and SWD student populations. This can be attributed to several factors aligned with staffing shortages as a result of the

pandemic, specifically in SPED. The lack of SPED teachers nationwide has exacerbated gaps in student instruction and overall SPED compliance concerning IEPs and interventions aimed at improving student access to high-quality education with accommodations fully implemented and understood by core teachers and SPED teachers. It also speaks to the increased caseloads for teachers due to the nationwide shortage of SPED professionals.

The district is actively working to recruit, retain, and retrain all SPED teachers in alignment with what our students need moving into a post-pandemic classroom. We are focused on training and accountability systems that ensure IEPs are correctly written and implemented, as well as best practices on the consistent implementation of accommodation to support access to grade-level content.

In addition to SPED, we observed drops in MLE student data that suggest the hybrid model was not the most effective model of instruction for them. We are currently working to implement a teaching and learning cycle that supports Explicit Language Instruction (ELI) for all students, that will target the needs of MLE and support them in accessing the content in their native language, as well as engage in rigorous classroom instruction. As a function of the Know Justice, Know Peace Resolution, it is also essential to audit the curriculum to ensure students have access to Culturally Appropriate and Linguistically Diverse material that is highly engaging. That work is ongoing and will have a high impact on the graduation rates of students moving forward

Overall, our team has established the baseline for all groups identified in the table above. This baseline will allow us to set reasonable targets for graduation rates in the future.

Additional Resources

None.

Explanatory notes for preparing a monitoring report

Non-compliance: If a superintendent is indicating Non-compliance, a date by when compliance can be expected should be included.