



Denver Public Schools E1 Equity Monitoring Report

May 2023

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

I hereby present my monitoring report on your Ends policy 1, "Equity" 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 *Alex Nanno*, Superintendent

Date 4/28/2023

DPS will be a district that is free of oppressive systems and structures rooted in racism and one which centers students and team members with a focus on racial and educational equity, enabling students to ultimately become conscientious global citizens and collaborative leaders.

Racial and Educational Equity is our collective responsibility. We will achieve equity when we dismantle deeply rooted systems of oppression that have historically resulted in inequitable access and distribution of opportunities and resources for those who represent marginalized identities, including race, ethnicity, gender identity, sexual orientation, language and ability.

Definitions

1. **Racial and Educational Equity** - We will achieve equity when we dismantle deeply rooted systems of oppression that have historically resulted in inequitable access and distribution of opportunities and resources for those who represent marginalized identities, including race, ethnicity, gender identity, sexual orientation, language and ability.
2. **Systems** - refers to the processes and practices associated with the day-to-day operations of the district. It refers to all practices and processes within the organization and the interplay between processes and practices.
3. **Practices** - refers to those processes which are not included in policy but have precedents in how the process was executed in the past within the organization.
4. **Dismantle** - to halt a process or practice and to identify and record its impact on the organization so that it can never be repeated by agents of the organization
5. **Access and Opportunities** - refers to one of the key factors affecting marginalized students. Marginalized students need access to high-level curriculum, instruction, assessment and other educational resources in order to have opportunities to achieve academic success.
6. **Oppression** - intentional, unjust or cruel exercise of authority or power with the purpose of limiting access and opportunities for the oppressed.
7. **Discriminatory** - making or showing an unfair or prejudicial distinction between different categories of people or things, especially on the grounds of race, ethnicity, gender identity, sexual orientation, language and ability..

8. **Inequitable** - students across our system have differing needs. Equally distributing resources to all students does not address many of the gaps which have resulted from centuries of systemic racism. Inequitable practices tend to presume a level playing field as a justification for distributing resources in an equal manner. Equitable practices provide greater resources to those students and families so that they can
9. **Intolerance** - unwillingness to consider, not necessarily accept views, beliefs, or behavior that differ from one's own.
10. **Persistent** - continuing to exist or endure over a prolonged period.
11. **Enduring** - continuing or long-lasting
12. **Deeply rooted systems of oppression** - refers to structural oppression including the laws, policies and practices designed to oppress another group on the basis of race, ethnicity, gender identity, sexual orientation, language and ability.
13. **Discriminatory practices** - practices anchored in discrimination toward marginalized groups
14. **Discriminatory policies** - policies anchored in discrimination toward marginalized groups
15. **Inequitable distribution of resources** - resources that are distributed equally rather than to address those marginalized groups most in need of the resources.
16. **Inequitable distribution of opportunities** - opportunities which are afforded in an equal manner rather than based on need
17. **Free of oppressive systems and structures rooted in racism** - the goal would be to eliminate such systems and structures rooted in racism. In some cases, elimination of a system may require further attention in order to be in compliance with state and federal laws.
18. **CHE** - Congress of Hispanic Educators
19. **ELA-S** - English Language Acquisition through Spanish. A developmental bilingual program that instructs students in Spanish and transitions them to English as they become proficient.
20. **Inclusive Practices** - Inclusive teaching strategies refer to any number of teaching approaches that address the needs of students with a variety of backgrounds, learning modalities, and abilities. These strategies contribute to an overall inclusive learning environment in which all students perceive to be valued and able to succeed.
21. **Racial or Oppressive Language** - Language that stirs emotion with strong ties in oppressive systems and has been used to marginalize under-represented groups in the past. (Eg. "in the field")

Reasonable Interpretation

DPS has made Equity its cornerstone. Because of DPS's rich history of civil rights and student activism including, the West HS 1969 Blow Out, and Colorado's history of embracing one of the most iconic hate groups, choosing Equity as a cornerstone seemed inevitable. Listening to the voices of our constituents is critical in understanding the complex issues and challenges anchored in discrimination. The Congress of Hispanic Educators has worked with district officials on the creation of a Modified Consent Decree which requires compliance in addressing discriminatory practices to students who are Multilingual Learners.

Over the past 24 months, we've experienced the complexities associated with a pandemic and witnessed the effects of intolerance for others from a different race, religion, gender and sexual orientation, positional authority and political affiliation. We also witnessed an increase in anti-immigrant rhetoric and intolerance for people from various cultural backgrounds. In the words of Mahatma Gandhi, "Intolerance is itself a form of violence and an obstacle to the growth of a true democratic spirit." Given the great history of DPS and given my responsibility as the leader of this great organization, I commit to:

1. Discover, dismantle and revise persistent and enduring systems of oppression within our school system;
2. Partner with the City of Denver to dismantle and revise persistent and enduring systems of oppression outside of our school system that impact our student's ability to engage in their educational opportunities

- equitably;
3. Discover, support, and connect assets within our communities with our students and their families, celebrating how diversity of thought, culture, and traits can lead to success in college, career, and life;
 4. Educate our staff about oppression and inclusive practices in education;
 5. Develop the agency of our students to empower themselves to learn and to effectively be part of the changes that are implemented, debate and act for the greater good of our global, multilingual society; (this is about embracing the differences in other cultures and accepting their own culture)
 6. Empower our teachers and special service providers to connect with the communities they serve to better understand and embrace their differences.
 7. Continue to comply with the applicable requirements in the Modified Consent Decree in order to continue to center the needs of MLLs in all DPS initiatives.
 8. Find ways to establish a solid relationship with members of the Legislature to affect change in K-12 education.

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

Our targets for 21/22 have been firmly established and achieved. For the 22/23 school year, our goals and objectives are to continue our work from the 21/22 school year and to continue to drive change within our system that eliminates barriers for marginalized students.

Compliance with this End Statement will be achieved for 22/23 when:

1. At least two systems have been identified for dismantling including the commissioning of the La Raza report to study the experience of Latinx students and staff in DPS and implementing the CDE Special Education Corrective Action Plan.
2. Sustain the opening of all 6 Community Hubs through a plan for permanent locations for the Hub sites. We will maintain a partnership with the City and County of Denver and local non-profit service organizations in order to address and support the social, emotional, physical and academic needs of the community.
3. DPS will establish a community advisory panel that includes representation from at least 10 different organizations that serve historically marginalized communities. This panel will focus on uncovering the assets within our communities and identifying opportunities for the district to support those existing efforts and connect them with our students.
4. Educators of Color and Multilingual Educators will be retained at the same rate as other educators in DPS based on preliminary retention calculations by Human Resources in September 2023. This is a reasonable measure and target as national trends indicate that teachers are leaving the profession at an alarming rate.
5. Continue to comply with the applicable requirements in the Modified Consent Decree.
6. 2-3% increase in sense of belonging for racially and linguistically diverse students as measured by the Your Voice/TuVoz survey in May, administered by Research & Evaluation team. This is a reasonable standard of measurement and goal based on the national report on belonging.
7. 2-3% increase in sense of belonging for racially and linguistically diverse families as measured by the Your Voice/TuVoz survey in May, administered by Research & Evaluation team.
8. Establish a periodic meeting with State Legislators in order to explore ways in which DPS can partner with elected officials to address the challenges faced by school districts in the state of Colorado where

education is severely under-funded.

9. All district run schools will establish Parent Teacher Home Visits targets during the 22-23 school year that are realistic and honor families choice. This is reasonable as schools will continue to focus on building relationships with families.
10. We will establish a baseline of participation in the Equity Experience Year 1 modules. This is reasonable because the Equity Experience Year 1 is now available to all district managed team members currently and is a 9-month journey of independent, self-paced learning to identify and examine the individual/collective mindsets we engage in daily that perpetuate educational inequities and disparities experienced by many of our students, families and team members.

Rationale: This is a reasonable interpretation which is designed to dismantle systemic structures in an ongoing and persistent manner. It has taken centuries of discrimination and oppression to create the current system in which we work and lead. It will take a persistent effort of all staff members to dismantle these systems and structures anchored in racial discrimination.

Measures

Measure	FOS/DR	Target	Baseline	Timing	Justification
1.1.1 # of systems identified for dismantling or revision	FOS	At least 2 systems identified 1. LaRaza Report 2. Affective Needs Centers	2 systems identified	May	This is the main action expressed in the Ends. These reports will identify the issues and experiences of the Latinx community.
1.1.2 Retention in district of BIPOC and MLL Educators at the same rate (or higher) as other Educators 1.1.2a) BIPOC Teachers 1.1.2b) ELA-S Teachers 1.1.2c) BIPOC School Leaders 1.1.2d) BIPOC Overall	DR	Same or higher as baseline 1.1.2a) 87% 1.1.2b) 91% 1.1.2c) 87% 1.1.2d) 84.5%	1.1.2a) 87% 1.1.2b) 91% 1.1.2c) 87% 1.1.2d) 84.5%	Sept	Changing the culture and climate with a workforce that reflects the populations which we serve.
1.1.3 Establish a plan to determine permanent locations for all 6 community hubs	FOS	6	0	Sept	This is a clear measure of successful collaboration with the city to help students equitably engage with their educational opportunities
1.1.4 # of organizations actively participating in community advisory panel	FOS	10	0	Sept	This is a clear measure of the community engagement required to uncover community assets we can connect with students
1.1.5 Continue to comply with the requirements of the	FOS	N/A	N/A	Aug	Compliance to this requirement is required by Consent Decree.

Modified Consent Decree					
1.1.6 Increase in sense of belonging for racially and linguistically diverse students in Your Voice/Tu Voz “how much do you feel like you belong at your school?” 1.1.6a Black, 1.1.6b Latinx, 1.1.6c MLL,	DR	1.1.6a 71% 1.1.6b 71% 1.1.6c 75%	From May 2021, district run schools: 1.1.6a 69% 1.1.6b 69% 1.1.6c 73%	June	An important part of students feeling included is their experience of the culture of learning and expectations from teachers and other students. It is important to provide a runway for schools to accomplish the required learning and professional development to truly impact student belonging. The impacts of the Re-Org, lingering COVID Impact, and the inconsistency related to staffing (subs and people new to schools) requires a ramp up over the next few years.
1.1.6) Increase in participation in Your Voice/Tu Voz survey for racially and linguistically diverse students 1.1.6d Black, 1.1.6e Latinx, 1.1.6f MLL	DR	% for each group 1.1.6d 26% 1.1.6e 30% 1.1.6f 28%	From May 2021, district run schools: 1.1.6d: 13% 1.1.6e: 15% 1.1.6f: 14%	June	We must increase participation to ensure that the surveys are representative of the student experience in alignment with the Strategic Roadmap.
1.1.7) Maintain or Increase in sense of belonging for racially and linguistically diverse families in Your Voice/Tu Voz in how families report “I feel welcomed at my students school” 1.1.7a Black, 1.1.7b Latinx, 1.1.7c MLL,	DR	1.1.7a) 93% 1.1.7b) 95% 1.1.7c) establish baseline in May 2023	From Fall 2021, limited to district-run schools: 1.1.7a: 91.1% 1.1.7b: 93.0% 1.1.7c: establish baseline in 2023	June	This addresses the Family and Community Engagement commitments. It is important to provide a runway for schools to accomplish the required learning and professional development to truly impact student belonging. The impacts of ReOrganization of Central Office, lingering COVID Impact, and the inconsistency related to staffing (subs and people new to schools) requires a ramp up over the next few years.
1.1.7) Increase in participation in Your Voice/Tu Voz survey for racially and linguistically diverse families 1.1.7d Black,	DR	for each group 1.1.7d 17% 1.1.7e 16% 1.1.7f 11%	From May 2021, district run schools: 1.1.6d: 16% 1.1.6e: 15% 1.1.6f: N/A%	June	We must increase participation to ensure that the surveys are representative of the family experience.

1.1.7e Latinx, 1.1.7f MLL					
1.1.8) Establish periodic meeting with state legislators to partner with DPS Leadership in addressing the many challenges of school districts in Colorado	FOS	2 meetings per year	0	Dec & June	As school districts across the state of CO continue to face funding shortages, teacher flight from the profession and reverberating effects of the pandemic, effective change can only occur at the policy level.
1.1.9) Establish individual by school targets for Parent and Staff Home Visits	DR	100% of schools have targets	n/a	Dec	We will work with schools to establish and meet individual school by school goals for home visits that honor parents' choice and right to refusal
1.1.10) Report on and establish a baseline for district wide participation in Equity Experience Year 1 Modules across cohorts	DR	Establish a baseline of district wide % completion of the equity experience year 1	n/a	Jan	Over the last 4 years, the Equity Experience Year 1 modules have been rolled out system wide. The Equity Experience (Year 1) is a 9-month journey of independent, self-paced learning to identify and examine the individual/collective mindsets we engage in daily that perpetuate educational inequities and disparities experienced by many of our students, families and team members. Additionally, completion is now a requirement of teachers per the DCTA contract, so this is now an holistic measure.

Aggregation Methodology

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

Evidence of Outcomes Achieved

Goal: Discover, dismantle and revise persistent and enduring systems of oppression within our school system;

At least two systems have been identified for dismantling including the commissioning of the La Raza report to study the experience of Latinx students and staff in DPS and implementing the CDE Special Education Corrective Action Plan.

May Measures

Measure	Group	Target	Baseline	Data
1.1.1 # of systems identified for dismantling or revision	FOS	At least 2 systems identified 1. LaRaza Report 2. Affective Needs Centers	2 systems identified	Work has commenced on surfacing and eliminating inequities in with Affective Needs programs and the experience of our Latinx and Hispanic students through the La Raza Report

Summary

Additional information on the progress of these equity audits is below

La Raza Report

As superintendent, I have dedicated myself to dismantling systems of racism in DPS. This means listening to all of our stakeholders in DPS and making improvements as needed based on their feedback. Therefore, in the summer of 2022, I sent out a Request for Proposal for the La Raza Report. After a competitive process, an experienced and well respected research team was selected, and they are now busy gathering the information and data for the report.

The La Raza Report will be a counterpart to the Legendary Bailey Report which focused on the African American/Black experience in DPS.

Please note that the names of the schools involved in the study, the stakeholders, and all DPS employee names who participate in the study are confidential as required by DPS protocols for research.

[Overview and time-line of La Raza](#) Research Project

There are three parts to the research for the La Raza Report:

The first part is - Feedback from stakeholders:

- I. **Focus groups** at identified schools, at the central office and in the community, to include students (grade 7 – 12), parents/guardians, staff/teachers, and in addition, school leaders, and central office personnel.

During the focus groups stakeholders are asked:

- What is working for you in DPS specific to academic achievement and,

- What are the barriers you have experienced in DPS?

Additional information will be gathered from:

- **Surveys** - with the goal of gathering additional information, and a
- **Community meeting** - to be scheduled in the summer of 2023.

- II. **Surveys to stakeholders** to capture the voice of stakeholders who did not attend a focus group and wish to have their experiences included in this research.
 - A. Stakeholders will be invited to complete electronic surveys in the spring and summer of 2023.

The second part of the research study is a deep look into the quantitative data specific to Latinx, Chicana/o/Hispanic students – up to 15 years of data which includes: demographics, academic achievement, behavioral data (attendance, office referrals, etc.), and

The third part of the research study – A review of the historical context within the city of Denver and DPS specific to the curriculum and instruction used to teach students in the district.

The results of the La Raza Report will be published in December 2023 and will include recommendations for improvement along with information about what is working well.

Progress of La Raza Report

Action	Update	Status	Next Steps
<p>Part I Planning and Focus Groups (Qualitative Data)</p> <p>I. Listening to the voices of our stakeholders in DPS</p> <p>Significant planning has occurred and is on-going to ensure success of this research and report.</p> <p>This includes weekly on-going meetings with the lead researcher and DPS representatives.</p>	<p>DPS representatives meet frequently with individual school leaders, researchers and point persons at the schools and at the central office to schedule focus groups and to support the researchers as they access data and schedule focus groups for DPS stakeholders.</p> <p>Spanish speaking interpreters are provided for Spanish speaking focus group participants.</p>	<p>Thirty three focus groups have been completed as of 5.23.2023.</p> <p>The majority of schools have had one - two focus groups completed.</p> <p>Four schools have had two focus groups for parents due to numerous parent requests to participate in focus groups.</p>	<p>Five additional focus groups are scheduled to be completed by the end of May 2023.</p> <p>Spring and Summer of 2023, researchers will compile data and will review for trends and identify what is going well in DPS and what needs to be improved.</p>

<p>Schools Identified to participate in focus groups: Identified by Socio-economics, language, demographics, geographic location in DPS, etc. This includes non-charter and charter schools.</p>	<p>15 district-run and charter schools involved in the focus groups.</p>	<p>All school leaders and the Superintendent Cabinet members have indicated strong support for this study.</p>	<p>School leaders from the study will have their unique focus group at the end of May 2023.</p> <p>All school leaders who self-identify as Latinx/Chicana/o/Hispanic will be invited to attend a focus group during June Leadership Week.</p> <p>Central office employees and community members will be invited to participate in focus groups in the summer of 2023.</p>
<p>II. Surveys - stakeholders invited to complete surveys to capture their experiences in DPS to be included in the research study.</p>	<p>Electronic surveys will be sent to all Latinx/Chicana/o/Hispanic stakeholders in DPS with a request to have their experiences and voices included in this study (for people who did not have an opportunity to attend focus groups).</p>	<p>Surveys are completed and the DPS representative is working with DOTs to get surveys out to stakeholders.</p>	<p>In progress.</p>
<p>Part II Quantitative data being compiled and assessed.</p>	<p>DPS representatives have worked with researchers to access DPS student data specific to this study.</p>	<p>Researchers are reviewing data available in DPS and at the Denver Public Library specific to this study.</p>	<p>In progress</p>
<p>Part III Curriculum and Instruction interviews and data being gathered in Spring and Summer of 2023 by researchers</p>	<p>Researchers are scheduling meetings to meet with DPS personnel who have deep knowledge about curriculum and instruction and how culturally responsive curriculum and instruction is for Latinx/Chicana/o/Hispanic students.</p>	<p>In progress</p>	<p>In progress</p>

Affective Needs Corrective Action Plan

<i>Remedy</i>	<i>Activity</i>
<p><i>Attendance and completion of training provided by CDE on the following topics:</i></p> <ul style="list-style-type: none"> ● <i>Conducting comprehensive evaluations and appropriately determining eligibility</i> ● <i>LRE and placement determinations, as well as access to nonacademic and extracurricular opportunities and documenting IEP team discussions within the IEP</i> ● <i>Issuing PWN in plain language and for all placement changes</i> ● <i>Developing, reviewing, and revising IEPs</i> 	<p>Completed - <i>The district ESS team coordinated with the CDE to schedule the date/time of these trainings. The district ESS team monitored attendance of 148 required attendees. The attendance form included names, titles, and signed assurances.</i></p>
<p><i>Update written procedures regarding location determination</i></p>	<p>Completed - <i>The district developed a Standard Operating Procedure for location determination.</i></p>
<p><i>Review evaluation comprehensiveness, including the following information:</i></p> <ul style="list-style-type: none"> ● <i>Student's eligibility prior to the evaluation</i> ● <i>Areas identified for evaluation in the consent for evaluation</i> ● <i>Formal assessments completed</i> ● <i>Formal assessments reviewed</i> ● <i>Student's eligibility after the meeting</i> ● <i>Steps taken to address any errors in comprehensiveness</i> 	<p>Ongoing - <i>The district pulled all 9 evaluations for Black Affective Needs Center students that occurred between the dates of January 1, 2023 and May 31, 2023. The district created a quality review process and a spreadsheet to track the required information.</i></p>
<p><i>Implement approach for internally monitoring IEP compliance and review all schools with an Affective Needs program</i></p>	<p>Ongoing - <i>The district created and implemented an internal approach to monitoring IEP quality. The district reviewed all Affective Needs Center and Facility School IEPs during the 2022-2023 school year. The district has 30 Affective Needs Center programs and 1 Facility School with a total of 211 students. There were a total of 411 number of IEP reviews completed. The district compiled the data and determined steps to address noncompliance identified in the review.</i></p>
<p><i>Plan to individually determine the extent to which students at identified schools during The Complaint Window require compensatory education</i></p>	<p>Completed - <i>The district updated the Standard Operating Procedure for compensatory services. The district utilized the procedure and worked directly with identified schools to ensure the processes were followed. The district provided technical assistance</i></p>

	<i>and guidance.</i>
<i>Schedule of all students' compensatory services</i>	Ongoing - <i>In collaboration with students' parents and case managers, the district created a schedule for any student qualifying for compensatory services. Schedules are updated as needed.</i>
<i>Record of service logs, including the following:</i> <ul style="list-style-type: none"> ● <i>Student name</i> ● <i>Name and title of provider</i> ● <i>Date and duration</i> ● <i>Description of service</i> 	Ongoing - <i>The district developed a system for tracking services. Providers who are providing compensatory services regularly update their service logs with the necessary information. The district provides continuous guidance to providers.</i>
<i>Record of monthly consultation to evaluate students' progress in general education and towards IEP goals</i>	Ongoing - <i>The district developed a system for tracking monthly consultations. The school's assigned special education instructional specialist meets monthly with any providers providing compensatory services. The district provides continuous guidance to providers and their assigned special education instructional specialist.</i>

Additional Steps

- *The district conducted empathy interviews with administrators, affective needs center teachers, affective needs center special service providers, and affective needs center paraprofessionals.*
- *The district planned, created, and implemented two training sessions for affective needs center case managers regarding IEP quality.*
- *AN Advisory Committee - selection of committee and first two meeting sessions held to identify priorities for systematically redesigning the AN programming for students.*

Explanatory notes for preparing a monitoring report

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