



Denver Public Schools E-2 Teaching and Learning Monitoring Report

June 2023

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

I hereby present my monitoring report on your Ends policy E-2, "Teaching and Learning" 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 6/30/2023

As a result of the effects of the global pandemic on teaching and learning, we envision an accelerating learning experience by providing a culturally and linguistically sustaining education that enables us to re-envision rather than repeat the district's historical inequities to provide an equitable education for ALL of our students. Students will become independent learners who use their skills and knowledge to affect change in our global society.

To this end, we expect:

- 1. All students will demonstrate a well-rounded educational experience to include the arts, literacy, numeracy and critical thinking skills at or above grade level, both as a whole and by sub-groups. Students demonstrating below grade level learning will demonstrate greater than a year's growth each school year.**
- 2. All students will have exposure to curricula that are culturally and linguistically relevant and accurately reflect the contributions and challenges of others based on religion, race, ethnicity, gender identity, sexual orientation, language and ability.**
- 3. All students will have opportunities to demonstrate their agency to affect change as a product of their learning.**
- 4. Students with disabilities will receive the necessary resources and support to eliminate barriers to success.**
- 5. All students will demonstrate grade-level competence on state and district assessments. Scholars demonstrating below grade level competence will demonstrate significant academic growth each school year.**

Definitions

- 1. BIPOC** - Black, Indigenous, People of Color
- 2. Student Agency** - The concept of student agency, as understood in the context of the OECD Learning Compass 2030, is rooted in the principle that students have the ability and the will to positively influence their own lives and the world around them. Student agency is thus defined as the capacity to set a goal, reflect and act responsibly to affect change.
- 3. Accelerating learning** - ensuring students consistently receive grade-level materials, tasks and assignments along with appropriate scaffolds that make the work accessible. More specifically, instead of

sending students backward to fill in all the potential gaps in their learning, leaders and teachers should focus on filling in only the most critical gaps—and not in isolation, but at the moment they're needed

4. **Culturally and linguistically sustaining education** - an education that perpetuates, Family of Schoolsters, cultivates and sustains the cultural and linguistic strengths of the students we serve. Students see themselves reflected in our curriculum and learn about the history of their communities and contributions to our nation and world. Students see their native language(s) as an asset that we build upon and cultivate through our commitment to bilingual education.
5. **Re-envision** - rather than repeating practices that perpetuate historical inequities, re-envisioning is innovation that provides an alternative path forward focused on the decentering of whiteness and Eurocentrism to bring marginalized communities from the margins to the center of everything we do
6. **Historical Inequities** - 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
7. **Equitable Education** - fair and impartial access to resources and opportunity to ensure the elimination of the predictability of success or failure for our students
8. **Independent Learners** - ability to take responsibility for one's own learning utilizing strategies and processes for tackling new tasks
9. **Global Society** - conditions under which society is considered a single, international entity
10. **Well-rounded educational experience** - creates learning for the whole-child, including emphasis on both academic and social emotional opportunities for growth
11. **Critical thinking skills** - 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
12. **Sub-groups** - a distinct subset of a larger group
13. **Culturally and linguistically relevant** - ensuring classroom, school, and district environments and coursework are representative and inclusive of the diverse backgrounds, ethnicities, and languages of students
14. **Student Agency** - giving voice and choice in learning through activities that are meaningful and relevant to learners, driven by their interests, and often self-initiated with appropriate guidance from teachers
15. **Multilingual Learners** - Children and adults who use multiple languages on a regular basis in school and in contexts outside of school
16. **Significantly Below Grade Level (SBGL)** - The READ Act requires the creation and implementation of an individual intervention plan, called a [READ plan](#), for students in K-3 identified as having a significant reading deficiency (SRD). [Colorado's READ Act](#) requires that a READ plan acquired in grades K-3 remains in place until a student has reached grade level reading competency.

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

TP2 Reasonable Interpretation

Learning over the past two years has been disrupted globally. Students have lost significant ground in their learning trajectories in their content areas. Some estimate that BIPOC and MLL students have lost as much as 12 months of learning. This is unprecedented and requires districts to close academic gaps while facing the fallout from the spread of a pandemic and unvaccinated community populations. An additional challenge involves the lack of reliable state assessment data in order to set targets for achievement. Nonetheless, our primary goal is to educate children, support families, and change lives by preparing students for college or careers, all in a safe

environment.

Our goals for 21-22 have been firmly established and achieved. One of our tasks was to clearly define a well-rounded education for students of DPS. Our work culminated in the following definition:

DPS Definition of a Well-rounded Education

A well-rounded education is defined as follows:

All DPS students will experience a well-rounded education when students

- are challenged academically;
- learn to express themselves in a healthy way;
- have access to a safe, social space;
- experience perspectives from a diverse range of cultures and peoples;
- have access to a healthy learning environment;
- know how to access resources to support a healthy learning environment;
- have access to a variety of relevant extracurricular activities;
- have the agency to push back and challenge authority respectfully;
- are engaged in critical thinking and know how to apply this knowledge appropriately;
- have the opportunity to experience a diverse selection of the Arts.
- have a wide range of learning experiences;
- are able to apply an array of knowledge to a variety of situations;
- have the opportunity to develop strong character traits and a growth mindset;
- have opportunities to teach themselves;
- have the ability and space to share their learning and knowledge with their peers;
- experience strong student-teacher relationships;
- feel mentally & emotionally supported;
- have opportunities to solve complex trans-disciplinary problems; and
- have healthy relationships with teachers through their learning experiences.

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 mitigate the effects of the pandemic on learning. We are better prepared as an organization to address interruptions in student learning and staffing. In alignment with the Strategic Roadmap, we are now focusing on the Student Experience to address teaching and learning.

Outcomes:

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

1. a. Set achievable targets in the 2022-23 SY for achievement to have students perform at grade-level and above on the Colorado State Assessments, including CMAS, CSLA, READ Act and COSAT. This is a reasonable target since it re-establishes our ability to set meaningful and measurable goals for student achievement.
- b. Establish a plan for consistency in the district assessment system that facilitates progress monitoring and teaching and learning to indicate whether or not students are on track to meet grade-level targets in math and literacy. This is a reasonable level of achievement as we have lost the ability to anticipate student performance as a result of the effects of COVID-19.
- c. Now that we have an established definition of a well-rounded educational experience for students, we can survey students to determine the extent to which we are meeting their needs with regard to this

definition.

2. Reduce the number of students reading below grade level in K-3 as measured by READ ACT data by 2%.
3. Ensure that all MLLs receive high-quality native-language instruction, Integrated Content Language Development and English Language Development as demonstrated by an ELA program review. This is a reasonable standard of measurement as it is the most thorough manner in which to measure compliance to the Modified Consent Decree.
4. Observe that students in district-managed schools will report experiencing curricula that are culturally and linguistically relevant via Your Voice Survey. This is a reasonable standard of measurement and level of achievement as it focuses on student experiences rather than teacher plans and requires the use of a survey to capture student responses.
5. Observing 50% of students in district-managed schools will report that they have “student agency” via Your Voice Survey. This establishes a Student Agency Index that captures student agency based on five key questions about their learning. The standard of measurement is reasonable because it focuses on what students experience. The target of 50% is set based on the fact that this is a new measure being introduced for the first time.
6. Observe that Students with Disabilities receive the necessary supports, as demonstrated by compliance with CDE standards. As a result of the pandemic, our district faced staffing shortages which prevented our Students w/ Disabilities from receiving full services. This standard of measurement and target are reasonable since it is a requirement of state and federal law and we will need to address our staffing shortages.
7. Observe students below grade level growing at the 65% percentile or higher. The rationale for an alternative to Greater than a year’s growth is as follows: The CMAS and P/SAT assessments are not designed to indicate more than a year’s worth of growth. For Colorado, growth is not expressed in test score point gains or losses, but in student growth percentiles. Using the Colorado Growth Model, students with the same achievement history are compared to each other, helping us understand whether their growth is high, typical, or low. Per the Colorado Department of Education (CDE) there is currently no single "rule of thumb" for deciding what are low, typical, or high growth median growth percentiles, and it is important to recognize that relatively 'high' growth may not be sufficient to move students to proficiency. As defined by Colorado State Board of Education rule, a student growth percentile for a single child that falls within the 35th-65th percentile range reflects Typical Growth, and a student growth percentile for a single child that is above the 65th percentile reflects High Growth.

Colorado Measures of Academic Success

Measure	FOS or DR	3rd-8th Baseline	3rd-5th Grade		6th-8th Grade		Timing	Justification
			Target	Baseline	Target	Baseline		
1.2.1a %Proficient Math: CMAS Grade 3-8 overall	FOS	29%	33%	31%	28%	26%	Aug	Our Strategic Roadmap outlines a 10% increase in grade level achievement overall by grade level. These targets are reasonable because they represent the first year targets to accomplish that goal. Per guidance from our Multilingual
1.2.1b Black		15%	19%	16%	16%	13%		

1.2.1c Latinx		14%	19%	16%	15%	12%	Education team, we should monitor status results for in-program MLLs when assessments are given in students' native language, should focus on growth results for assessments given in English to in-program MLLs, and should monitor all results for exited/redesignated students to ensure they maintain adequate progress.
1.2.1d In-program MLLs		13% (3-4th grade)	16%	13%			
1.2.1d Redesignated MLLs					22%	19%	
1.2.1e Students with IEPs		5%	10%	7%	6%	3%	
1.2.1k %Proficient Literacy: CMAS Grade 3-8 overall	FOS	38%	40%	38%	41%	39%	Aug Our Strategic Roadmap outlines a 10% increase in grade level achievement overall by grade level. These targets are reasonable because they represent the first year targets to accomplish that goal. Per guidance from our Multilingual Education team, we should monitor status results for in-program MLLs when assessments are given in students' native language, should focus on growth results for assessments given in English to in-program MLLs, and should monitor all results for exited/redesignated students to ensure they maintain adequate progress.
1.2.1l Black		26%	26%	23%	31%	28%	
1.2.1m Latinx		23%	26%	23%	27%	24%	
1.2.1n In-Program MLLs Grades 3-4		13%	22%	19%			
1.2.1n Redesignated MLLs					39%	42%	
1.2.1o Students with IEPs		7%	8%	11%	5%	8%	

Colorado P/SAT

Measure	FOS/DR	Target	Baseline	Timing	Justification
1.2.1f % Meeting Benchmark Math: COSAT Grades 9-11 overall	FOS	33%	31%	Aug	Our Strategic Roadmap outlines a 10% increase in grade level achievement overall by grade level. These targets are reasonable because they represent the first year targets to accomplish that goal. Per guidance from our Multilingual Education team, we should monitor status results for in-program MLLs when assessments are given in students' native language, should focus on growth results for assessments given in English to in-program MLLs, and should monitor all results for exited/redesignated students to ensure they maintain adequate progress.
1.2.1g Black		22%	19%		
1.2.1h Latinx		20%	17%		
1.2.1i Redesignated MLLs		15%	12%		
1.2.1i Exited MLLs		36%	33%		
1.2.1j Students with IEPs		7%	5%		
1.2.1p % Meeting Benchmark: COSAT EBRW Grade 9-11 overall	FOS	53%	50%	Aug	Our Strategic Roadmap outlines a 10% increase in grade level achievement overall by grade level. These targets are reasonable because they represent the first year targets
1.2.1q Black		44%	41%		

1.2.1r Latinx		39%	36%		to accomplish that goal. Per guidance from our Multilingual Education team, we should monitor status results for in-program MLLs when assessments are given in students' native language, should focus on growth results for assessments given in English to in-program MLLs, and should monitor all results for exited/redesignated students to ensure they maintain adequate progress.
1.2.1s Redesignated MLLs		34%	31%		
1.2.1s Exited MLLs		67%	64%		
1.2.1t Students with IEPs		14%	11%		

READ ACT

Measure	FOS/D R	Target	Baseline	Timing	Justification
1.2.1w %Grade Level Literacy: READ Grades K-3 overall	FOS	61%	59%	August	Our Strategic Roadmap outlines a 10% increase in grade level achievement overall by grade level. These targets are reasonable because they represent the first year targets to accomplish that goal. Per guidance from our Multilingual Education team, we should monitor status results for in-program MLLs when assessments are given in students' native language, should focus on growth results for assessments given in English to in-program MLLs, and should monitor all results for exited/redesignated students to ensure they maintain adequate progress.
1.2.1x Black		50%	47%		
1.2.1y Latinx		51%	48%		
1.2.1z In-Program MLLs		51%	48%		
1.2.1aa Students with IEPs		33%	30%		
1.2.3 Reduce %SBGL: READ Grades K-3 overall	FOS	18%	21%	August	Our Strategic Roadmap outlines a 10% increase in grade level achievement overall by grade level. These targets are reasonable because they represent the first year targets to accomplish that goal. Per guidance from our Multilingual Education team, we should monitor status results for in-program MLLs when assessments are given in students' native language, should focus on growth results for assessments given in English to in-program MLLs, and should monitor all results for exited/redesignated students to ensure they maintain adequate progress.
1.2.3a Black		27%	30%		
1.2.3b Latinx		28%	31%		
1.2.3c In-program MLLs		30%	33%		
1.2.3d Students with IEPs		50%	53%		

Measure	FOS/ DR	Target	Baseline	Timing	Justification
1.2.1u Implement a plan for consistent implementation of a district assessment system that facilitates progress monitoring and teaching and learning	DR	N/A	N/A	Sept	Establish by the EOY makes sense since we have to get the FOS on board and the work is ongoing.

1.2.1v Establish baseline on items of well-rounded education	DR	N/A	N/A	Sept	Research has shown that student engagement increases significantly when the lessons that they experience include stories reflecting their cultural and racial backgrounds. Now that the definition has been established, we recommend focusing on measuring via the measures outlined in the strategic roadmap.
1.2.3a) Percent of schools tentatively passing MLL program review	FOS	Return to 2019 baseline on Domain 2 (2A: ELD 33% 2B: ICLD 47% 2C: BP 40%)	2A: ELD 33% 2B: ICLD 47% 2C: BP 40% (domain level baseline for 2019) 54% overall 2019 baseline	June	This measure addresses the culture and climate which is experienced by MLLs in the classroom. If students feel pressured to speak one language, it can prohibit an inclusive and diverse culture.
1.2.4a) YourVoice/Tu Voz survey % of MLLs reporting at least sometimes to "Do your teachers like it when you speak more than one language in class?" YourVoice/Tu Voz survey (MLLS only)	DR	90%	88%	June	This is a reasonable measure because we are assessing the degree to which staff equity training and professional development on culturally and linguistically responsive instruction is impacting the student experience by measuring student perception. Equity experience modules will be required for all teachers and DCTA contract staff within the first year for new hires and by June 2024 for existing staff.
1.2.4b) YourVoice/Tu Voz survey Average number of subgroups students say they learn about from [People from different races, Women, People with disabilities, Lesbian, gay, bisexual, transgender, and queer people, People who speak different languages]	DR	2.75	2.15	June	This is a reasonable measure because we are assessing the degree to which staff equity training and professional development on culturally and linguistically responsive instruction is impacting the student experience by measuring student perception. Equity experience modules will be required for all teachers and DCTA contract staff within the first year for new hires and by June 2024 for existing staff.
1.2.5) Establish baseline % of students reporting they have student agency via Your Voice Survey	DR	Establish baseline in 2023	N/A	June	Since this is a new student survey item, we will be establishing a baseline for future target setting.
1.2.6) Establish baselines for key indicators of adequate	FOS	Establish baselines in 2023	N/A	Feb	Based on several issues pertaining to SPED, DPS recently created the Office of SPED Compliance to monitor and

and timely service for students with disabilities and for school and district compliance measures					support schools in meeting all of the legal requirements needed to provide robust SPED programming that fully complies with all of the Federal/State Requirements
1.2.7) Observe students below grade level growing at the 65 percentile or higher on CMAS and COSAT	FOS	Students below grade level average 65th percentile growth or higher	N/A	Sept	The rationale for an alternative to Greater than a year's growth is as follows: The CMAS and P/SAT assessments are not designed to indicate more than a year's worth of growth. As defined by Colorado State Board of Education rule, a student growth percentile for a single child that falls within the 35th-65th percentile range reflects Typical Growth, and a student growth percentile for a single child that is above the 65th percentile reflects High Growth.

Aggregation Methodology

I will be successful if I achieve 75% of the weighted targets.

Evidence of Outcomes Achieved

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

3. Ensure that all MLLs receive high-quality native-language instruction, Integrated Content Language Development and English Language Development as demonstrated by an ELA program review. This is a reasonable standard of measurement as it is the most thorough manner in which to measure compliance to the Modified Consent Decree.
4. Observe that students in district-managed schools will report experiencing curricula that are culturally and linguistically relevant via Your Voice Survey. This is a reasonable standard of measurement and level of achievement as it focuses on student experiences rather than teacher plans and requires the use of a survey to capture student responses.
5. Observing 50% of students in district-managed schools will report that they have "student agency" via Your Voice Survey. This establishes a Student Agency Index that captures student agency based on five key questions about their learning. The standard of measurement is reasonable because it focuses on what students experience. The target of 50% is set based on the fact that this is a new measure being introduced for the first time.

June Measures

Green indicates achieving or exceeding targets, Yellow indicates improvement/increases but missed targets, White indicates missed targets or significant decreases.

Measure	Group	Target	Baseline	Data
1.2.3a) Percent of	FOS	Return to	2A: ELD 33%	Overall: 61%

schools tentatively passing MLL program review		2019 baseline on Domain 2 (2A: ELD 33% 2B: ICLD 47% 2C: BP 40%)	2B: ICLD 47% 2C: BP 40% (domain level baseline for 2019) 54% overall 2019 baseline	2A: ELD 81% 2B: ICLD 87% 2C: BP 89% ***Spring results include implementation aligned to CD requirements; do not yet include effectiveness as determined by student outcomes
1.2.4a) YourVoice/Tu Voz survey % of MLLs reporting at least sometimes to "Do your teachers like it when you speak more than one language in class?" YourVoice/Tu Voz survey (MLLS only)	DR	90%	88%	94%
1.2.4b) YourVoice/Tu Voz survey Average number of subgroups students say they learn about from [People from different races, Women, People with disabilities, Lesbian, gay, bisexual, transgender, and queer people, People who speak different languages]	DR	2.75	2.15	2.17
1.2.5) Establish baseline % of students reporting they have student agency via Your Voice Survey	DR	Establish baseline in 2023	N/A	73%

Summary

- The district exceeded the target for linguistic belonging for our multilingual students this year. This is critical as we know our efforts to ensure that students experience a safe and welcoming environment in order to thrive.
- We did not meet the target to increase the number of groups students report learning about. This was an ambitious target, but aligned with our ongoing curricular revision work to advance the Know Justice, Know Peace resolution, we expected students to experience more representative coursework. We will continue this work moving forward in alignment with our goal to ensure students receive an education that is representative of the diversity of our communities.

- The district successfully established the baseline for the new Student Agency Index. The Student Agency Index is comprised of survey questions that assess student choice, decision-making at school, goal setting, and self efficacy ("I get to choose some things I learn in school."; "I am asked to take part in making important decisions at school."; "I set goals for what I learn."; "I feel comfortable being me at school."; "I know my strengths and weaknesses.")
- The district exceeded expected outcomes for inputs on all parts of the MLE Program Review (ELD instruction, integrated content language development, and language allocation guidelines) Additional details are available below in the supporting documentation.

Additional Resources

Indicator 2A: ELD instruction

2.A, English Language Development, exceeds expected outcomes for inputs.

2.a MLLs receive dedicated ELD instruction and acquire English per expected timeframes. This indicator examines data points on scheduling students into ELD, the time and frequency of ELD, and ELD instruction. The results indicate the following:

- On this indicator, 81% of schools are meeting and 19% of schools require a MLE Service Plan to improve the quality of ELD for the 2023-2024 SY.
- One-third of the 19% of schools rated as "Approaching" were due to challenges meeting required windows of ELD scheduling, most prominently represented in pathways and high schools, where schedule conflicts were observed due to concurrent enrollment and other secondary scheduling circumstances, and the other two-thirds due to incomplete evidence of an ELD teaching & learning cycle.
- Implementation of Dedicated ELD instruction was reflected on all schools' master schedules for a minimum of 45 minutes daily.
- MLE Instructional Specialists worked closely with schools to ensure that students received quality ELD. Some examples of how MLE Instructional Specialists supported schools this year include facilitation of and participation in ELD professional development, ELD lesson planning meetings with MLE school leaders, data team meetings analyzing ELD data, and in-person ELD observation calibration sessions with school leaders.

This indicator also measures student growth in language proficiency as measured by ACCESS Growth and Trajectory which will be reported when MLL student outcomes are available (July/August 2023). ACCESS scores will also be used to determine whether or not schools require an MLE Service Plan for 2023-2024.

Indicator 2B: Integrated content language development (ICLD)

Integrated Content Language Development exceeds expected outcomes for inputs.

2b. English Learners receive grade-level-appropriate content instruction that is designed to enable them to perform at grade level. This indicator ensures that the school has a system to support teachers in the use of best practices to support multilingual learners.

- On this indicator, 87.5% of all schools were "Meeting" expectations. The strong results are attributed to the MLE Department working strategically to address gaps in achievement through a variety of strategies including: MLE Service Plan alignment to school-based Unified Improvement Plans, District-wide initiative of priority school supports provided across all Departments within the District's Office of Schools, and focus of ICLD strategies implemented in all stages of the Teaching & Learning Cycle. Given the data collected by

MLE Instructional Specialists, 12.5% of schools require a MLE Service Plan to improve the quality of content instruction in 2023-2024.

- This indicator also examines student outcomes for multilingual learners through a variety of data sources, such as CMAS and PSAT/SAT, which will be reported when MLL student outcomes are available (July/August 2023). State assessment data for MLLs scores will also be used to determine whether or not schools require an MLE Service Plan for 2023-2024.

Indicator 2C: Implementation of the Language Allocation Guidelines (LAG)

2.C Bilingual Programs exceeds expected outcomes for inputs.

2c. The bilingual model is implemented with fidelity to the Language Allocation Guidelines. This indicator examines data points to ensure that native language instruction is aligned to the Language Allocation Guidelines, that students' language of instruction matches their language of assessment.

- On this indicator, 89% of schools were meeting MLE Program Review expectations. Some examples of support schools received from MLE Instructional Specialists this year include: monitoring of the implementation of the School Language Articulation Plan; observations of bilingual classrooms; feedback on classes taught in Spanish; and lesson planning support for intentional and explicit cross-language connections. 11% of TNLI schools will receive an MLE Service Plan for the 2023-2024 school year to improve consistency and effectiveness of Bilingual program teaching & learning cycles.
- This indicator also evaluates that students are receiving quality Spanish instruction as measured by student outcomes on the CSLA assessment once student outcomes are available (July/August).

More information on the MLE Program Review expectations are [here](#).

Explanatory notes for preparing a monitoring report

Non-compliance:

The district was not compliant with the measure around "students reporting groups they have learned about in school". As we continue to build teachers' and school based staff's fluency in engaging with and teaching about diverse groups through the Equity Experience and other professional learning, we expect to see teachers able to bring learnings about more groups into the classroom. We expect to see this measure shifted during the next Tu Voz/Your Voice survey in 2023-24.