



# Denver Public Schools E-3 Student and Staff Well-Being Monitoring Report

June 2023

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

I hereby present my monitoring report on your Ends policy E-3, "Student & Staff Well-Being" 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 Navarro*, Superintendent

Date 6/30/2023

## Policy Statement

**Student and staff social-emotional and mental health is of critical importance to DPS, especially as a result of the past 18 months. Students and staff will be well-rounded, mentally and physically healthy individuals with the capacity to professionally advocate for themselves and others in need of support. Students will be confident in their identity and in their place in this world as leaders and change agents.**

## Definitions

- **Social and Emotional Learning (SEL)** - We define social and emotional learning (SEL) as an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.
- **SEAL** - Social, Emotional, and Academic Learning is the integration of social and emotional development with academic learning in K-12 education.
- **TSEAL** - Transformative social emotional academic learning - SEAL as a lever for equity supporting the development of Identity belonging, curiosity, collaborative problem solving
- **Mental Health** - Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices.1 Mental health is important at every stage of life, from childhood and adolescence through adulthood.
- **Well-rounded** - A fully and broadly developed background in all disciplines of education.
- **Mentally Healthy** - Mental health is the state of being free from mental illness or injury.
- **Physically Healthy** - Physical health is **the state of being free from illness or injury**. It can cover a wide range of areas including healthy diet, healthy weight, dental health, personal hygiene and sleep. Physical health is vital for overall well-being.

- **Advocate for themselves** - Being able to: tell others about their thoughts and feelings, ask for what they need and want and speak up for their rights.
- **Identity** - Identity development is the complex process by which people come to develop a sense and understanding of themselves within the context of cultural demands and social norms.
- **Change Agent** - A group or individual whose purpose is to bring about a change in existing practices of an organization that have become entrenched routines.
- **BASC-3 BESS** - [Behavioral and Emotional Screening System](#) - The BASC-3 Behavioral and Emotional Screening System (BASC-3 BESS) offers a reliable, quick, and systematic way to determine behavioral and emotional strengths and weaknesses of children and adolescents in preschool through high school.
- **Nurturing Environment** - Creating nurturing environments for our children means meeting their physical survival needs of food, clothing, shelter and protection. Creating environments in which children can thrive means consciously creating warm, loving, sensory rich environments where their physical, emotional and spiritual needs are recognized, honored, and met by their family and their community.
- **Healthy and safe climate** - Welcoming, supportive, and culturally and linguistically reflective environments that foster healing, learning and growth.

### TP3 Reasonable Interpretation

Research has shown that students learn best in a safe and nurturing environment. The effects of a global pandemic on student learning and its impact on student mental health and social growth will be studied for the foreseeable future. In addition, Teachers and Special Service Providers are disproportionately impacted by this pandemic because of their commitment to this noble profession. As such, establishing a healthy and safe climate for our students and staff members is imperative. I commit to doing so by establishing an identified SEL curriculum for all students and prioritizing trauma-informed teachers and leaders, and a restorative culture that gives students voice and agency to practice their SEL skills. We will establish and promote nurturing environments at school, home and in the community as a form of wraparound supports. In addition, I will periodically engage DPS staff and community to assess the social-emotional and mental health strain that our students and staff members experience so that we can quickly address and mitigate these issues.

#### 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

### Outcome

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 22/23 when:

1. 75% of schools name an explicit SEL curriculum. This makes sense as a measure and target since DPS has had a culture of “schools as the unit of change”. Because of this, schools will have to make a shift to a better balance of autonomy and centralized responsibilities. Until this balance is achieved, we believe that a target of 75% is reasonable and aggressive.
2. We maintain or increase the % of BESS student and teacher screeners that shift from Elevated in fall to Normal in spring. We will also increase BESS screening participation in schools. This assessment will be

administered by the schools three times a year.

3. The average well-being of staff members (overall) will be at a 6.6 or higher on a scale from 0-10 and will increase from fall to spring.
4. Each community hub has a menu of services designed with students to support their well being, and students report that the services are meeting their needs
5. We see an improvement on student SEL measures to be defined. Participation rates must improve across all schools to get a better sense of where students are with respect to their social emotional learning.
6. We continue our schools and teams' focus on attendance through an initiative to communicate the importance of and drive increased attendance. [National trends](#) indicate that general attendance is worse across schools as a result of the pandemic and chronic absenteeism is also on the rise. We intend to increase district managed schools' attendance by 2% from a 2021-22 baseline of ES: 89%, MS: 87%, K-8: 88% & HS: 83.0%.

Measure	FOS/DR	Target	Baseline	Timing	Justification
1.3.1a Number of schools with identified SEL curriculum	DR	75%	33%	Aug	A first step in addressing SEL through curriculum is to distribute the curriculum and train staff in the adoption so that the work is sustainable. This was named in the SSP.
1.3.2a) Maintain or increase % of BESS student and teacher screeners that shift from Elevated in fall to Normal in spring 1.3.2a) Overall 1.3.2b) Black 1.3.2c) Latinx 1.3.2d) Students with Disabilities 1.3.2e) In-program MLL students	FOS	Same or higher	1.3.2a) 45% 1.3.2b) 42.9% 1.3.2c) 46.2% 1.3.2d) 50% 1.3.2e) 46.1%	June	The BESS is a leading instrument for identifying mental health challenges and has been used to establish the baseline of our teachers and students. Thus, using the same instrument to measure improvement over time makes sense.
1.3.2f) % of schools that screen all students with BESS in spring 2023	FOS	85%	68% (Fall 2022)	June	The BESS is a leading instrument for identifying mental health challenges and has been used to establish the baseline of our teachers and students. In order to effectively support students, we must assess their needs with a common tool.
TP1.3.3a Your Voice/Tu Voz average on a scale of 0 to 10 overall 1.3.3b BIPOC staff 1.3.3c self-identified	DR	1.3.3a) 6.6 1.3.3b) 7.1 1.3.3c) 6.6 1.3.3d) 6.4 1.3.3e) 6.8	Jan 2022: 1.3.3a) 6.2 1.3.3b) 5.4 1.3.3c) 6.0 1.3.3d) 5.8	June	We saw increases of .675 points in well being from fall to spring last year across most groups from last winter to spring after the first year back to in person learning.

LGBTQ+ staff 1.3.3d teachers 1.3.3e school leaders			1.3.3e) 5.3		We think it is reasonable to expect increased wellbeing, but not as high much change this year.
1.3.4 Student and family voice has been incorporated into the design of the menu of services at each hub location	FOS	Relevant student survey results & relevant focus group notes	No baseline	Sept	Students and families know best what will support their well being.
1.3.5a Maintain or increase % positive on SEL Index for all groups 1.3.5b Black 1.3.5c Latinx 1.3.5d MLL 1.3.5e Students with Disabilities (504 Plans & IEPs)	DR	1.3.5a: 84% 1.3.5b: 83% 1.3.5c: 82% 1.3.5d: 83% 1.3.5e: 81%	from May 2022 district run schools 1.3.5a: 84% 1.3.5b: 83% 1.3.5c: 82% 1.3.5d: 83% 1.3.5e: 81%	June	The rollout and adoption of new curricula across the district accounts for the % participation as a definer of baseline
1.3.5f Students who received services report that they met their needs	FOS	Establish a system for centrally monitoring students who receive social emotional support from school based service providers.	No baseline	May 2023	This is reasonable because this allows us to establish the necessary systems to effectively evaluate our implementation of student support programming.
1.3.6 Improve student attendance by grade level 1.3.6a) Elementary 1.3.6b) Middle 1.3.6c) K-8 1.3.6d) High	DR	1.3.6a) 91% 1.3.6b) 89% 1.3.6c) 90% 1.3.6d) 85%	2021-22 Baseline 1.3.6a) 89% 1.3.6b) 87% 1.3.6c) 88% 1.3.6d) 83%	June	Attendance is a critical measure for ensuring our students are experiencing a safe and welcoming school environment.

### Aggregation Methodology

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

### Evidence of Outcomes Achieved

#### Goal:

1. The average well-being of staff members (overall) will be at a 6.6 or higher on a scale from 0-10 and will increase from fall to spring.
2. We see an improvement on student SEL measures to be defined. Participation rates must improve across

all schools to get a better sense of where students are with respect to their social emotional learning.

3. We continue our schools and teams' focus on attendance through an initiative to communicate the importance of and drive increased attendance. [National trends](#) indicate that general attendance is worse across schools as a result of the pandemic and chronic absenteeism is also on the rise. We intend to increase district managed schools' attendance by 2% from a 2021-22 baseline of ES: 89%, MS: 87%, K-8: 88% & HS: 83.0%.

## 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
1.3.2a-e) BESS Screening	1.3.2a) Maintain or increase % of BESS student and teacher screeners that shift from Elevated in fall to Normal in spring	same or higher	45.0%	41.2%
	1.3.2b) Black Students		42.9%	38.6%
	1.3.2c) Latinx/Hispanic Students		46.2%	41.7%
	1.3.2d) Students with Disabilities		50.0%	40.8%
	1.3.2e) In-program MLL students		46.1%	42.9%
1.3.2f) BESS Participation	1.3.2f) % of schools that screen all students with BESS in spring 2023	85%	68% (Fall 2022)	59%
1.3.3) Your Voice/Tu Voz average on a scale of 0 to 10	1.3.3a) All Staff	6.6	6.2 (Jan 2022)	<b>6.6</b>
	1.3.3b) BIPOC Staff	7.1	5.4	6.9
	1.3.3c) Self-identified LGBTQ+ Staff	6.6	6	6.2
	1.3.3d) Teachers	6.4	5.8	6.3
	1.3.3e) School Leaders	6.8	5.3	<b>6.9</b>
1.3.5a Maintain or increase % positive on SEL Index for all groups	1.3.5a) Overall	1.3.5a: 84%	1.3.5a: 84%	<b>85%</b>
	1.3.5b Black	1.3.5b: 83%	1.3.5b: 83%	82%
	1.3.5c Latinx	1.3.5c: 82%	1.3.5c: 82%	<b>85%</b>
	1.3.5d In-program MLLs	1.3.5d: 83%	1.3.5d: 83%	<b>84%</b>
	1.3.5e Students with Disabilities (504 Plans & IEPs)	1.3.5e: 81%	1.3.5e: 81%	<b>83%</b>
1.3.6 Improve student attendance by grade level	1.3.6a) Elementary	1.3.6a) 91%	1.3.6a) 89%	89%
	1.3.6b) Middle	1.3.6b) 89%	1.3.6b) 87%	88%
	1.3.6c) K-8	1.3.6c) 90%	1.3.6c) 88%	89%
	1.3.6d) High	1.3.6d) 85%	1.3.6d) 83%	83%

## Summary

### BESS:

**The district did not meet BESS targets, as defined, this year.** In 2022-23, there were student groups with improvements from Fall to Spring on the BESS student self-report including 3rd graders, 8th graders, and students with disabilities, and on the BESS teacher report including 11th graders, Black students, and SwD. Updated BESS criteria for success and implementation shifts for 2023-24 will support increased screening completion rates and consistency of analysis/response to screening results across all district-managed schools.

The district did not meet BESS targets, as defined, this year. In spring 2023, 69 schools screened 90% or more students. All students are not eligible for student self-report screening (age restrictions and parent opt-out) and some schools screened using only the student-self-report, which likely contributes to the lower than expected screening rate for all students. Updates to the BESS criteria for success in 2023-24 will support increased screening of all students through use of multiple forms (student self-report, teacher, and parent/caregiver forms). SY 2022-23 successes in school wide screening completion include: 199 schools screened using at least one form type during at least one screening window (Fall, Winter, or Spring) and 80 schools screened using at least one form type during all three screening windows.

### Staff Wellbeing:

**The district met the target** for reported wellbeing for all staff (6.6/10), an increase from the baseline of .4. We also met the target for reported wellbeing for school leaders. However, we did not meet the targets for any other groups (Teachers, self-reported LGBTQ+ staff, and BIPOC staff), though we saw increases in wellbeing for all groups from the baseline. There is continued work to ensure that all of our staff feels safe and welcome in their workplaces, even when there are adverse conditions taking place in society that might be impacting employees' sense of wellbeing.

### SEL Index:

**The district met the target for all student groups with the exception of the Black student group which fell by 1%.** This year, the district saw an increase in the SEL Index for overall student groups, Latinx, In-Program multilingual students, and students with disabilities. This exceeded our targets for those student groups. We did not meet the target for Black students due to a 1% decrease for the SEL Index that reports on overall student wellbeing. This indicates that we have continued work to do to support the wellbeing of our Black students.

### Attendance:

**The district did not meet attendance targets for grade levels this year. However, all measures increased or were maintained.** There was an increase in attendance for district managed Middle and K-8 schools by 1% each from 2021-22, but Elementary and High schools stayed the same as last year.

## Additional Resources

None

## Explanatory notes for preparing a monitoring report

### Non-compliance:

The district did not meet our BESS targets as defined for this year. For the next school year, the district has updated BESS criteria for success and implementation shifts for 2023-24 will support increased screening completion rates and consistency of analysis/response to screening results across all district-managed schools. We anticipate

meeting our screening rates for next year by the end of the school year.

We are likely to shift away from measures tracking how students are shifting from elevated to normal because those measures are not as aligned with our goal of supporting students to self-manage and regulate in a way that allows them to participate in school effectively. Therefore, as we move forward we will consider how to best measure the effectiveness of our mental health and universal social emotional support in service of student learning.

