



Denver Public Schools E-2 Teaching and Learning Monitoring Report

August 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 Navarro*, Superintendent

Date 8/31/2023

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

TP.2 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	Family of Schools or District Managed Schools	3rd-8th Baseline	3rd-5th Grade		6th-8th Grade		Report Timing	Justification
			Target	Baseline	Target	Baseline		
1.2.1a %Proficient Math: CMAS Grade 3-8 overall	Family of Schools (all schools)	29%	33%	31%	28%	26%	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.
1.2.1b Black		15%	19%	16%	16%	13%		
1.2.1c Latinx		14%	19%	16%	15%	12%		
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	Family of Schools (all schools)	38%	40%	38%	41%	39%	August	
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	Family of Schools or District Managed Schools	Target	Baseline	Report Timing	Justification
1.2.1f % Meeting Benchmark Math: COSAT Grades 9-11 overall	Family of Schools (all schools)	33%	31%	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.
1.2.1g 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	Family of Schools (all schools)	53%	50%	August	
1.2.1q Black		44%	41%		
1.2.1r Latinx		39%	36%		
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	Family of Schools or District Managed Schools	Target	Baseline	Report Timing	Justification
1.2.1w %Grade Level Literacy: READ Grades K-3 overall	Family of Schools (all schools)	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	Family of Schools (all schools)	18%	21%	August	
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	Family of Schools or District Managed Schools	Target	Baseline	Report Timing	Justification
1.2.1u Implement a plan for consistent implementation of a district assessment system that facilitates progress monitoring and teaching and learning	District Managed Schools (not charters)	N/A	N/A	September	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	District Managed Schools (not charters)	N/A	N/A	September	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	Family of Schools (all schools)	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)	District Managed Schools (not charters)	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]	District Managed Schools (not charters)	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	District Managed Schools (not charters)	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 and timely service for students with disabilities and for school and district compliance measures	Family of Schools (all schools)	Establish baselines in 2023	N/A	February	Based on several issues pertaining to SPED, DPS recently created the Office of SPED Compliance to monitor and 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	Family of Schools (all schools)	Students below grade level average 65th percentile growth or higher	N/A	September	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.

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Evidence of Outcomes Achieved

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

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.
2. Reduce the number of students reading below grade level in K-3 as measured by READ ACT data by 2%.

August Measures

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

Goal 1a. READ ACT

Measure	Family of Schools or District Managed	Target	Baseline (2021-22)	Result
1.2.1w %Grade Level Literacy: READ Grades K-3 overall	Family of Schools (all schools)	61%	59%	58%
1.2.1x Black		50%	47%	48%
1.2.1y Latinx		51%	48%	47%
1.2.1z In-Program MLLs		51%	48%	46%
1.2.1aa Students with IEPs		33%	30%	27%
1.2.3 Reduce %SBGL: READ Grades K-3 overall	Family of Schools (all schools)	18%	21%	24%
1.2.3a Black		27%	30%	32%
1.2.3b Latinx		28%	31%	32%
1.2.3c In-program MLLs		30%	33%	33%
1.2.3d Students with IEPs		50%	53%	54%

Goal 1a. Colorado Measures of Academic Success

Measure	Family of Schools or District Managed	3rd-8th Baseline	3rd-5th Grade		6th-8th Grade		3rd-5th	6th-8th
			Target	Baseline (2021-22)	Target	Baseline (2021-22)	Result	Result
1.2.1a %Proficient Math: CMAS Grade 3-8 overall	Family of Schools (all schools)	29%	33%	31%	28%	26%	33%	28%
1.2.1b Black		15%	19%	16%	16%	13%	18%	16%
1.2.1c Latinx		14%	19%	16%	15%	12%	17%	13%
1.2.1d In-program MLLs (3-4th grade)		13%	16%	13%			14%	
1.2.1d Redesignated MLLs					22%	19%		30%
1.2.1e Students with IEPs		5%	10%	7%	6%	3%	10%	5%

Measure	Family of Schools or District Managed	3rd-8th Baseline	3rd-5th Grade		6th-8th Grade		3rd-5th	6th-8th
			Target	Baseline (2021-22)	Target	Baseline (2021-22)	Result	Result
1.2.1k %Proficient Literacy: CMAS Grade 3-8 overall	Family of Schools (all schools)	38%	40%	38%	41%	39%	38%	40%
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1.2.1m Latinx		23%	26%	23%	27%	24%	23%	25%
1.2.1n In-Program MLLs (3-4th grade)		13%	22%	19%			19%	
1.2.1n Redesignated MLLs					39%	42%		51%
1.2.1o Students with IEPs		7%	8%	11%	5%	8%	10%	8%

Goal 1a. Colorado P/SAT

Measure	Family of Schools or District Managed	Target	Baseline (2021-22)	Result
1.2.1f % Meeting Benchmark Math: COSAT Grades 9-11 overall	Family of Schools (all schools)	33%	31%	33%
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1.2.1i Redesignated MLLs		15%	12%	17%
1.2.1i Exited MLLs		36%	33%	37%
1.2.1j Students with IEPs		7%	5%	6%
1.2.1p % Meeting Benchmark: COSAT EBRW Grade 9-11 overall	Family of Schools (all schools)	53%	50%	50%
1.2.1q Black		44%	41%	39%
1.2.1r Latinx		39%	36%	36%
1.2.1s Redesignated MLLs		34%	31%	37%
1.2.1s Exited MLLs		67%	64%	65%
1.2.1t Students with IEPs		14%	11%	16%

Summary

Early Literacy READ Act:

- **The district did not meet targets for increasing Grade level and Above scores or reducing Significantly Below Grade Level Scores on READ Act assessments this year.**
- In some cases scores of grade level and above decreased from baseline and scores of significantly below grade level increased from baseline.
- DPS teachers underwent rigorous training in the Science of Reading in the 20-21 school year to support foundational skills instruction. The district adopted a new curriculum for the 22-23 school year and experienced an expected implementation dip that occurs when implementing a new approach and resources. We believe that the resources and approach we are implementing are best practice for teaching

young learners to read. Our ongoing investment in teacher training, research-backed universal and supplemental resources, and supportive accountability will support student growth in the long term.

CMAS Mathematics:

- **The district met CMAS mathematics targets overall, for 6th-8th Black students, Redesignated MLLs in 6th-8th grades, and Students with IEPs in 3rd-5th grades.**
- Scores for all other groups increased, but did not reach the target, or remained the same as the baseline.
- We continue to focus on use of data in core math instruction and leveraging professional learning to ensure teachers are using best practice in teaching math.

CMAS Literacy:

- **The district met targets for CMAS Literacy for 6th-8th grade redesignated MLLs and 6th-8th Students with IEPs.**
- The district did not meet the targets for CMAS literacy for other groups.
- This year, the district saw an **increase in proficiency** for 3rd-8th grade Black students, 6th-8th grade Latinx students, and 3rd-5th grade Students with IEPs. **No student group had a decline in proficiency.**
- Last year's 3rd-8th grade students experienced the most significant gaps in foundational skills instruction due to the pandemic and receiving virtual foundational skills instruction. Therefore, we must continue to expand intentional professional development around differentiated instructional practices that can be embedded during tier 1 instruction (universal instruction for all students) to support students, specifically students with disabilities and multilingual learners.

CO P/SAT Mathematics:

- **The district met the targets for CO P/SAT mathematics overall, for redesignated and exited MLLs.**
- There was **improvement in proficiency for all student groups**, but targets were not met.
- It remains important to recognize the impact that the pandemic had on teaching and learning, and we continue to have work to do to ensure appropriate preparation for the PSAT/SAT.
- We developed and implemented systems that ensured a significant number of students participated in the Fall PSAT/SAT - as we know the number of times that a student participates will likely increase performance. Each school was required to develop a plan to support students with success on the Spring COSAT and allowed to apply for funding to supplement any necessary resources. As we continue to support increasing the quality of instruction across high school language arts, we believe that this will yield tremendous growth.

CO P/SAT Evidence-Based Reading and Writing (EBRW):

- **The district met the targets for CO P/SAT EBRW for redesignated and exited MLLs and Students with IEPs.**
- Proficiency for students overall and Latinx students remained the same as the baseline and **Black students scores improved** though the target was not met.
- District teams have been partnering to align professional learning to improve tier 1 instruction (instruction provided to all students), to specifically support students with disabilities and multilingual learners. We also introduced supplemental resources to educators to support differentiation for students with disabilities.

Additional Resources

None

Explanatory notes for preparing a monitoring report

Non-compliance:

The district did not meet most of our READ Act, CMAS and COSAT targets, specifically for student groups. Many of the results showed improvement, due to our efforts, but this work has not resulted in meeting the targets, yet. More specific plans to support educators are below.

Overall, the district will continue to provide guidance and support to promote culturally and linguistically sustaining instructional practices. District teams are collaborating to improve data-driven instruction as a practice, leading to increased educator responsiveness to the strengths and areas of growth of our historically marginalized students.

In the 23-24 school year, the district will support school leaders and thus educators to better use disaggregated data to develop action plans for their schools and students, especially our historically marginalized students. Our new data review structures, such as the DPS MINE and Principal Quarterly meeting structure will be critical levers for this. Via strong collaboration and continuing to improve our implementation of effective practices outlined below, we believe we will see accelerated growth for our students in the coming academic years.

Specific plans:

READ Act:

- **Overall supports to accelerate the trajectory of student groups:** The district will continue to support leaders with implementation of Science of Reading, in addition, seek to standardize opportunities for intervention, as necessary.
 - For the 23-24 school year, the Humanities team carved out time during the literacy block to allow for supplemental responsive instruction, based on educator and leader feedback.
 - We updated the assessment guidance to include more guidance on diagnostic assessments.
 - We updated DDI guidance to more adequately monitor and address gaps, especially for our historically marginalized students.
- **Supports for Multilingual Learners:** We will also strengthen the partnership across MLE and Humanities to provide high-quality instructional materials to each school, support evidence-based instructional practices, and determine a path forward for intervention.
- **Supports for Students with IEPs:** For 23-24, we are redefining our approach in collaboration with Exceptional Student Services to ensure quality instruction occurs for students with IEPs..
 - Through collaboration between educators, we will ensure effective differentiation for grade level content is accessible for students with an IEP.

CMAS Math:

- **Overall supports to accelerate the trajectory of student groups:** We will continue to provide support for data-driven instruction and culturally sustaining instruction in mathematics. We continue to push educator mindsets and equitable education in mathematics and focus on our disparity data and overall achievement of each and every one of our students. This includes intentionally fine tuning for schools what good math instruction looks like and implementation of high quality PL that is starting to translate into shifts in teacher practice.
- **Multilingual Learner Supports:** We will continue to focus on language and content support for our MLLs and practices that promote biliteracy. While we do provide quality PL for teachers, we need to build leaders' capacity to support the success of MLLs.
- **Supports for Students with IEPs:** For 23-24, we are redefining our approach in collaboration with Exceptional Student Services to ensure quality instruction occurs for students with IEPs..
 - Through collaboration between educators, we will ensure effective differentiation for grade level

content is accessible for students with an IEP.

CMAS Literacy:

- **Overall supports to accelerate the trajectory of student groups:** The district has adopted a new curriculum for 3rd grade that is aligned to Science of Reading and has daily foundational skills lessons.
 - To support addressing persistent gaps in foundational skills, we are providing professional learning and resources for 3rd-5th grade teachers on diagnostic assessments and instructional strategies.
 - In addition, for 4th-12th grade teachers, we are providing professional learning on supporting striving readers during Tier 1 (universal) instruction to access complex texts.
 - Humanities is collaborating with the assessment team to prioritize leveraging data-driven instruction as a practice to increase educator responsiveness to the strengths and areas of growth of our historically marginalized students.
 - Educators will use disaggregated data to develop action plans for individual students, specifically those from historically marginalized students. The district will partner across departments (Culturally Sustaining Curriculum and Instruction, Multilingual Education, Culturally Responsive Education, etc.) to develop resources that support proficiency in multiple languages.
- **Supports for Students with IEPs:** For 23-24, we are redefining our approach in collaboration with Exceptional Student Services to ensure quality instruction occurs for students with IEPs..
 - Through collaboration between educators, we will ensure effective differentiation for grade level content is accessible for students with an IEP.

COSAT Math:

- **Overall supports to accelerate the trajectory of student groups:** In the 23-24 school year, we will provide tighter timelines and resources that will increase the likeliness of readiness for the PSAT/SAT mathematics.
- **Supports for Multilingual Learners:** Several opportunities that leverage language scaffolds will be offered to students to increase mastery of skills necessary to perform at the met threshold. Additionally, MLE is investigating student-level data to design more specific support for MLLs.
- **Supports for Students with IEPs:** For 23-24, we are redefining our approach in collaboration with Exceptional Student Services to ensure quality instruction occurs for students with IEPs..
 - Through collaboration between educators, we will ensure effective differentiation for grade level content is accessible for students with an IEP.

CO P/SAT Evidence-based Reading and Writing:

- **Overall supports to accelerate the trajectory of student groups:** In the 23-24 school year, the district will be working with College Board, Khan Academy, and additional external partners to offer professional development and practice opportunities for students across all DPS schools for 9th-11th graders. This will be a combination of in person and synchronous virtual, research based opportunities for students to develop their skills.
 - Further, Humanities redeveloped guidance on strong Tier 1 instruction (that is provided to all students) and are providing aligned professional learning for teachers and leaders. We are also improving our guidance around practice opportunities, so students have more meaningful feedback.
 - We are providing professional learning for teachers to support instruction for striving readers that are reading below grade level to help them access complex texts.
 - We are introducing "Introduction to Ethnic Studies" in 9th grade, which is an evidenced based strategy for improving outcomes for students of color.
- **Supports for Multilingual learners:** We are embedding translanguaging strategies into our 6-12 curriculum. Also teachers continue to receive guidance for language scaffolds to increase mastery of skills necessary to perform at the met threshold.

- **Supports for Students with IEPs:** For 23-24, we are redefining our approach in collaboration with Exceptional Student Services to ensure quality instruction occurs for students with IEPs.
 - Through collaboration between educators, we will ensure effective differentiation for grade level content is accessible for students with an IEP.