



Denver Public Schools EL6 - Education Program Monitoring Report

August 2023

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

I hereby present my monitoring report on your Executive Limitation policy EL-6, "Education Program" 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

Policy Statement:

The Superintendent will adapt and develop the educational program of the district as necessary to make reasonable progress toward meeting content standards, fulfilling the Board's Ends policies and meeting the general academic educational needs of each student in the district.

Accordingly, the Superintendent will not fail to:

- 1. Develop a plan to implement content standards that meet or exceed the model state content standards, ensure that educational programs of the district actively address the needs of exceptional students, students with disabilities, consciously avoid gender, race, language, or cultural bias, and conform with all timelines established by law;**
- 2. Take steps to involve educators, parents/guardians, families, students, business persons, members of the community, and the district accountability committee in the review of content standards, curriculum, and programs of instruction as necessary to ensure the standards are culturally- and linguistically-responsive and rigorous;**
- 3. Revise the district-adopted curriculum to align the curriculum with the district's adopted content, inclusion and equity standards and focus on equity to assure students make progress as defined by DPS and as required by state and federal law;**
- 4. Develop assessments that will adequately measure each student's progress toward achievement of the content standards, inclusion, social-emotional well-being and health and safety;**
- 5. Include both courses to meet the general academic needs of each student and opportunities for individual students to develop specific talents and interest in more specialized fields through career pathways;**
- 6. Address the needs of students of various racial, cultural and academic backgrounds, and eliminate barriers while providing supports to achieving equitable outcomes for success;**

7. **Include all legally required courses and district required courses in cultural competency, financial literacy, and comprehensive health education; and**
8. **Seek waivers of state laws and regulations that impede the district's progress toward achieving its Board's Ends.**

Adopted: [October 21, 2021]

LEGAL REFS.: Colo. Const. Art. IX, Sec. 15 (school board directors have control of instruction in district)

Colo. Const. Art. IX, Sect. 15 (Board has control of instruction within the district)

C.R.S. 22-7-1013 (adoption of academic standards; alignment of curriculum)

C.R.S. 22-20-101 et seq. (Exceptional Children's Educational Act)

C.R.S. 22-20-201 et seq. (education of gifted children)

C.R.S. 22-32-109 (Board duty to determine educational program and prescribe textbooks)

C.R.S. 22-32-110 (Board power to exclude immoral or pernicious materials and books)

Monitoring Frequency: Annually

Definitions:

- **Exceptional Students** - learners with individual needs due to a disability, and or who are culturally and or linguistically diverse and or have other special need as defined by IDEA and or Section 504.
- **Administration Policies** - Policies established by the Superintendent to conduct the day to day operations of the district in alignment with local, state and federal laws.
- **Regulations**- Guidance established by the Superintendent for more specific implementation of Administration Policies.
- **Culturally and linguistically Responsive Curriculum** - instructional materials and coursework that are representative and inclusive of the diverse backgrounds, ethnicities, and languages of students.
- **Social Well-Being** - Connects to definitions in provided in Ends 1.3-Student-and-Staff-Well-Being, which includes:
 - **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.
 - **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.
- **Inclusion** - 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.

EL.6 Reasonable Interpretation

As the superintendent of the largest school district in the great state of Colorado, I understand more acutely than most that DPS first and foremost, serves all students and all families. Being one of the largest urban school districts in the nation, poses unique challenges. We have students and families who come from high-income backgrounds with generational wealth attending the same schools as students and families from poverty and who

have been historically marginalized and excluded. As such, our approach to providing an education program must be broad, inclusive and take unconventional approaches to meeting the needs of all students. Therefore,

1. I will develop a plan to implement content standards in a timely manner that meet or exceed the state requirements while ensuring that our educational programs are addressing exceptional students, students with disabilities. I will also continue to support and implement plans which address and mitigate bias with regard to race, language or culture.
2. For DPS, parent/guardian and community involvement has been an important part of its history. With regard to ensuring that the standards are culturally and linguistically responsive and rigorous, we will involve parents/guardians, families, students, business persons, members of the community and the district accountability committee in the review of content standard, curriculum and programs of instruction.
3. All district-adopted curricula will use alignment to inclusion and equity standards with a focus on equity as a requirement for adoption. In the case where existing standards and curricula are out of compliance with the values of equity and inclusion for DPS, we will revise as necessary to be in compliance.
4. My team will develop assessments that will adequately measure each student’s progress toward achieving content standards, inclusion, social-emotional well-being and health and safety.
5. Our curriculum and courses will meet both the general academic needs of each student and provide opportunities for individual expression of talents and interests in more specialized fields through the use of career pathways and/or electives.
6. I will address the needs of students of various racial, cultural and academic backgrounds through the use of the Superintendent’s Student Advisory Council in support of eliminating barriers while providing supports to achieving equitable outcomes for success.
7. I will Include all legally required courses and district required courses in cultural competency, financial literacy, and comprehensive health education; and
8. I will seek waivers of state laws and regulations that impede the district’s progress toward achieving its Board’s Ends.

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
- Is the interpretation reasonable?
- Is the data sufficient to support compliance?

Outcome

Compliance with Executive Limitation 6 will be achieved for 22/23 when the following measures are in the affirmative and has evidence of such:

Measure	Family of Schools/District Run Schools	Timing	Justification
1.a.Plan to implement content standards to meet or exceed state requirements. 1.b. Support plans to mitigate bias with respect to race, language, or culture	District Managed Schools (not charters)	August	Demonstration of compliance with EL

2.a. Community involvement in addressing culturally and linguistically responsive standards and curriculum. (parents/guardians, students, families, DAC)	District Managed Schools (not charters)	August	Demonstration of compliance with EL
3.a. Newly adopted district curricula uses a lens of equity and inclusion.	District Managed Schools (not charters)	August	Demonstration of compliance with EL
4.a. Assessing student's progress toward achieving content standards, inclusion, social-emotional well-being and health and safety through surveys.	District Managed Schools (not charters)	August	Demonstration of compliance with EL
5.a. Curriculum and courses allow for student individual expression of talents through career pathways and/or electives.	District Managed Schools (not charters)	August	Demonstration of compliance with EL
6.a. Addressing the needs of students of various racial, cultural and academic backgrounds by eliminating barriers and providing supports.	District Managed Schools (not charters)	August	Demonstration of compliance with EL
7.a. Inclusion of all legally required courses and district required courses in cultural competency, financial literacy, and comprehensive health education.	Family of Schools (all schools)	August	Demonstration of compliance with EL
8.a. Seek waivers of state laws and regulations that impede the district's progress toward achieving its Board's Ends.	Family of Schools (all schools)	August	Demonstration of compliance with EL

Aggregation Methodology

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

Evidence of Outcomes Achieved

Goal: Demonstrate Compliance with this Executive Limitation

August Measures

Measure	Family of Schools/District Run Schools	Compliant? YES/NO
1.a. Plan to implement content standards to meet or exceed state requirements. 1.b. Support plans to mitigate bias with respect to race, language, or culture	District Managed Schools (not charters)	Yes
2.a. Community involvement in addressing culturally and linguistically responsive standards and curriculum. (parents/guardians, students, families, DAC)	District Managed Schools (not charters)	Yes
3.a. Newly adopted district curricula uses a lens of equity and inclusion.	District Managed Schools (not charters)	Yes

4.a. Assessing student's progress toward achieving content standards, inclusion, social-emotional well-being and health and safety through surveys.	District Managed Schools (not charters)	Yes
5.a. Curriculum and courses allow for student individual expression of talents through career pathways and/or electives.	District Managed Schools (not charters)	Yes
6.a. Addressing the needs of students of various racial, cultural and academic backgrounds by eliminating barriers and providing supports.	District Managed Schools (not charters)	Yes
7.a. Inclusion of all legally required courses and district required courses in cultural competency, financial literacy, and comprehensive health education.	Family of Schools (all schools)	Yes
8.a. Seek waivers of state laws and regulations that impede the district's progress toward achieving its Board's Ends.	Family of Schools (all schools)	Yes

Summary

The district is compliant with all aspects of EL-6 within this monitoring report.

1. Implement content standards: In the past year, each team has engaged in an audit process, in connection to Know Justice Know Peace (KJKP) resolution, to support mitigating bias across instructional materials. Curricular audits are currently scheduled to take place through Spring of 2024 and will address the needs of our marginalized students.

2. Community Involvement: Humanities has participated in community events and student feedback loops on curriculum. The MLE DAC occurs once per month to gather input from MLE families. Exceptional Student Services Instruction/School Support has an advisory board to get feedback from parents and we solicited feedback from students and families around program design. The Culturally Responsive Education team led facilitation of content specific student feedback loops. We are revising the process to implement in the 2023-24 school year.

3. Newly adopted curricula: Culturally Responsive Education team co-developed culturally sustaining audit tools with each content area curriculum team; audit tools are used to inform requests for proposals (RFPs) and analysis of proposals. For example, the Humanities team imbeds the indicators from the [Humanities Audit Tool](#) into all curriculum adoption processes, including RFPs. In support of curricula implementation, content teams, Humanities in this example, collaborates with Exceptional Student Services to deliver ongoing professional development on inclusive practices, including via ongoing School Support where our special education instructional specialists provided individual coaching to educators and leaders.

4. Assessing progress: Throughout the school year, the district engages in data reviews around student academic data. Data for monitoring comes from READ Act assessments (3x/year) and interims/end of course assessments and competency demonstration assessments. Annually, district leaders review summative state tests (CMAS, COSAT) to assess progress and establish district direction moving forward. In all data reviews, the district looks at disaggregated student data to assess specific progress for our student groups. Data tools that are available for monitoring also provide data on student groups.

In our annual Your Voice/Tu Voz survey, students are asked questions categorized into the constructs of Health and Sense of Safety, Feeling Welcome and a Sense of Belonging, Agency and Engagement, and Cultural and Linguistic Pride as part of the Student Experience Index. Survey results are reported out to the DLT team, as well as made available via the Principal Portal reporting tool for different levels of the organization to consume, including

District Leadership Team, Collaborative Directors, Principals, and other district staff. Baseline data and targets for the Student Experience Index have been created and are reported out to District Leadership annually.

As a part of the Strategic Roadmap, district work is underway to articulate a Unified Measurement Strategy that will ensure the district meaningfully collects data and effectively uses said data for decisions that will improve student outcomes in a systematic manner. As a part of this, the district has developed and started implementing a revised assessment strategy.

5. Individual expression of talents: ICAP completions have significantly increased across all schools grades 6th-12th which supports a student in initial exploration of talents and interests and then supports student exploration of learning opportunities both in school and out of school. DPS is in compliance with this EL through its myriad of general academic courses (more than 2150 unique courses in the traditional ES, MS, and [HS course catalogs](#)) and 115 career pathways options (inclusive of career and technical education courses, internships, and apprenticeship). Career Pathway access increased for students as evident in CTE course enrollment and work based learning expansion. Additionally, elective courses offered through rigorous coursework options offer students the opportunity for expanded learning in high interest areas.

6. Eliminating barriers and additional supports: Resources, across all content teams, include supports for students of various racial, ethnic, and academic backgrounds.

Special education is monitored by CDE 17 special education indicators including oversight of disproportionate representation in special education. Effective differentiation for students with disabilities is supported by ESS Instruction/School Support that provides ongoing coaching and professional development.

Dedicated ELD and Bilingual ELA-S classes offered in alignment with best practices for Multilingual Learners and Consent Decree requirements. MLE Instructional Specialists work with schools to ensure MLL students have access to high quality bilingual programming, native language instruction, integrated content language development, and dedicated English language development.

7. Legally and District Required Courses: DPS course sequences align to the [Colorado Higher Education Admissions Recommendations \(HEAR\)](#) and include the legally required Civics credit course. In order to graduate students must complete 24 units of coursework that align to the HEAR. Cultural competency, financial literacy, and comprehensive health education: Humanities has developed courses and curriculum for financial literacy and cultural competency; STEAM has created all curriculum and resources necessary for comprehensive health

8. Waivers: The district seeks waivers as necessary to support our educational program so that we are enabled to achieve the Board's Ends policies.

Additional Resources

None

Explanatory notes for preparing a monitoring report

Non-compliance:

N/A