



22-23 Ends 1.5 Post Graduation & Global Citizenship - Reasonable Interpretation

2/21/23

Policy Statement:

Graduates will be diverse independent, life-long learners, ready to meet the world academically and socially with the necessary skills to be able to adapt to changing demands and environments. All students will have the financial stewardship and ability to make well-informed decisions, post-graduation.

Definitions

- **Critical thinking** - Critical thinking is the 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.
- **Financial stewardship** - Financial stewardship includes spending resources wisely. Resources include time, money, people, and property. • Financial consequences are evaluated before existing activities are changed or eliminated and new activities begin.
- **Independent learners** - An independent learner is one who can take responsibility for their own learning.
- **Life-long learners** - A simple definition of lifelong learning is that it is “development after formal education: the continuing development of knowledge and skills that people experience after formal education and throughout their lives” (Encarta, 2008)
- **NCAN** - National College Attainment Network
- **Problem solving** - Problem solving is the act of defining a problem; determining the cause of the problem; identifying, prioritizing and selecting alternatives for a solution; and implementing a solution.
- **Seal of Biliteracy** - A seal of biliteracy is a credential given by a Colorado school or district recognizing students who have studied and attained proficiency in two or more languages by high school graduation. A seal of biliteracy encourages students to pursue biliteracy skills that are attractive to future employers and college admissions office.
- **MLL** - Multilingual Learners are students who are developing proficiency in multiple languages. This includes students learning English as an additional language in school.
- **IEP** - The Individualized Educational Plan (IEP) is a plan or program developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives specialized instruction and related services.
- **SWD** - Students with Disabilities: these students are students with an IEP or 504 Plan

TP5 Reasonable Interpretation

Ultimately, our job is to create great global leaders with the necessary skills to adapt and to address the ever changing environments caused by global and local crises. In order to do so, DPS must have an unwavering commitment to preparing staff and graduating students with Future Workforce Skills for a global economy. DPS will ensure all students participate in rigorous and culturally responsive pathways, guaranteeing college and career access and success. This includes preparing

students as multilingual communicators and learners through the Seal of Biliteracy certification. The workforce of the future is changing. Information is a commodity which everyone has access to as a result of advances in technology and social media platforms. Employers will no longer be impressed with what students know but rather what they can do with what they know. To that end, I commit to monitoring outcomes tied to:

1. Graduation rates
2. Secondary students on track to graduate
3. Support for students not graduating on time
4. Students demonstrating graduation competencies and workforce readiness
5. Seal of Biliteracy matriculation rates
6. Global Competence

It is imperative that we equip our students to thrive in a rapidly evolving global and economic landscape. To achieve this, we must ensure our students' DPS education cultivates their *global competence*, which, as defined by national thought-leader [World Savvy](#), incorporates the skills, values, and behaviors that prepare them to succeed in a richly diverse, interconnected world. As an initial step in transforming our schools to develop global competence, we have inaugurated the "Denver Public Schools Leading for Global Competence Cohort," a diverse consortium of school and teacher leaders from across the family of schools and the community.

Standard - RI Must-haves

- The standard of measurement for one or more parts of the policy
- The level of achievement on the standard for one or more parts of the policy
- The rationale for the standard of measurement for one or more parts of the policy
- The rationale for the level of achievement on the standard for one or more parts of the policy

Outcomes

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. We increase 4-year, 5-year, 6-year and 7-year grad rate from 2021-22 baselines by 2-3% in all sub-categories.. Graduation rate data is calculated by the CDE. This is reasonable as research demonstrates how essential a high school diploma or completion certificate is for students' next steps post high school.
2. a. Increase in On Track to Graduate for rising 12th graders of 20% in credits and 15% in competency from beginning of year to end of school year.
b. Monitor beginning of year OTG for class of 2024 in August 2023. This is justified as the Colorado state requirements for graduation are that students demonstrate competency in order to graduate.
3. Increasing the number of students graduating with the Seal of Biliteracy from 845 to 1000 students..
4. All district-run high schools offer financial literacy courses. This is justified as we are building to 100% of schools by the 22/23 school year.
5. Graduating students will demonstrate readiness for the future by:
 - a. Completing their Individual Academic and Career Plans (ICAP). ICAP is the most appropriate measure of post secondary planning because it provides summative information on how the students and schools worked to promote Post Secondary success. Therefore, shifting away from only the Senior Exit Survey makes sense.
 - b. Establish a baseline of the percent of students completing the CAFSA/FAFSA applications in order to demonstrate their potential access for college readiness. This is a reasonable target because it aligns with the current [national trend based on data from NCAN](#).
6. We establish a cohort of schools working to implement aligned instruction with an evidence-based framework for

Global Competence, such as World Savvy Framework, International Baccalaureate, etc.

Measure	FOS/DR	Target	Baseline	Timing	Justification
TP1.5.1a Increase Graduation Rates overall 1.5.1b Black 4-year 1.5.1c Latinx 4-year 1.5.1d In-program MLLs 4-year 1.5.1e Students with IEPs 4-year 1.2.1f 5-year 1.2.1g 6-year 1.2.1h 7-year	FOS	1.5.1a) 76% 1.5.1b) 75% 1.5.1c) 73% 1.5.1d) 56% 1.5.1e) 58% 1.5.1f) 82% 1.5.1g) 84% 1.5.1h) 81%	1a: 74.0% 1b: 71.7% 1c: 69.5% 1d: 52.7% 1e: 55.1% 1f: 80.3% 1g: 82% 1h: 79.4%	Feb	This takes into account those students who serve in the military or enter the workforce.
TP1.5.2a Increase for OTG over the year for 12th graders during the school year (credits/competency) (AYG 2024) overall 1.5.2b Black 1.5.2c Latinx 1.5.2d MLL 1.5.2e SwD 1.5.2f Monitor OTG for new 12th graders in 2023-24 school year	DR	(Credits / Competency) 1.5.2a) 85% / 84% 1.5.2b) 80% / 71% 1.5.2c) 78% / 74% 1.5.2d) 58% / 29 % 1.5.2e) 64 % / 32%	(Credits / Competency) 1.5.2a) 65% / 54% 1.5.2b) 60% / 41% 1.5.2c) 58% / 44% 1.5.2d) 38% / 14% 1.5.2e) 44% / 17%	Aug	This allows us to monitor and assess student progress towards graduation requirements at the beginning of their senior year with time for intervention and additional support.
TP1.5.3 # of students graduating with Seal of Biliteracy (potential submeasure- % in languages other than Spanish)	DR	1000 students confirmed	845 students confirmed (from 45 schools, in 29 languages)	Oct	Demonstrates potential access for college readiness and the Seal of Biliteracy.
TP1.5.4 Access to financial literacy courses for high school students	DR	100%	91% (21/23 schools)	Aug	Reflects our ability to keep students on Track to graduate either through scheduling or successful course completion.
TP1.5.5a Plan for post-graduation as indicated by ICAP Completion for graduating seniors by end of senior year overall 1.5.5b Black 1.5.5c Latinx	DR	Establishing baseline in 2023	Establishing baseline in 2023	June	ICAP is the most appropriate measure of post secondary planning that provides summative information on how the students and individual schools worked to promote Post Secondary success.

1.5.5d In program MLLs 1.5.5e Students with IEPs and 504s					Therefore shifting away from simply the Senior Exit Survey makes sense.
TP1.5.5f FAFSA/CASFA completion overall 1.5.5g Black 1.5.5h Latinx 1.5.5 i In program MLLs 1.5.5j Students with IEPs and 504s	DR	Establishing baseline in 2023	N/A	June	This is data that the district has not historically looked at, so it is reasonable to establish a clear baseline for this data. Further, we are also working with the state to track and report on CAFSA completion.
TP1.5.6 Global Competency Launch of a network of early-adopting, innovative school and teacher leaders, central office leaders, and community members, exploring the progressive frontier of leading for global competence and developing their capacity to lead transformation of DPS schooling experience in this vision. This leadership cohort will serve as a foundation to system-wide transformation in subsequent years.	FOS	Establish Cohort	N/A	Oct	While we are establishing a baseline in this year, as we move forward, It is essential that we collectively pinpoint quantitative and qualitative measures of our students' global competence, as these dispositions shape the equity of our students' access to an ever-globalizing workforce and cultural landscape. At this early stage in our transformation to a globally competent model of education in DPS,, our first phase is to measure educator mastery of global competence, including professional mastery of an evidence-based framework for globally competent teaching and learning. The second phase will define student outcomes aligned with global competence.

Aggregation Methodology

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