



# Denver Public Schools E-5 Post Graduation and Global Citizenship Monitoring Report

August 2022

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

I hereby present my monitoring report on your Ends policy E-5, "Post Graduation and Global Citizenship" 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 , Superintendent

Date 8/31/2022

## 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)
- **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** - Multi-lingual 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

## Reasonable Interpretation - TP.5

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

## 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 Roadmap, 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 21/22 when:

1. We re-establish 4-year, 5-year, 6-year and 7-year grad rate baselines as a result of the pandemic. Graduation rate data is calculated by the CDE. This is reasonable as the effects of the pandemic on graduation rates and dropout rates of high school seniors has yet to be reflected in the national data trends. *[Reported in June]*
2. Set a baseline for On Track to Graduate for rising 12th graders. This is justified as the Colorado state requirements for graduation are that students demonstrate competency in order to graduate.
3. Reestablishing the baseline for students graduating with the Seal of Biliteracy after the disruption resulting from the pandemic.
4. All district-run high schools offering financial literacy courses. This is justified as we are building to 100% of schools by the 22/23 school year.

**Compliance with this End Statement for the 22/23 SY and beyond will require additional measures including:**

5. Graduating students will demonstrate readiness for the future by:
  - a. % of seniors will have post-graduation plans as determined by the Senior Exit Survey.

b. % 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 given by: [National FAFSA Completion Rates: High School Seniors & Grads](#)

Measure	Family of Schools or District Run	Target	Baseline	Timing	Justification
TP1.5.1a Establish benchmarks for grad rates in a pandemic 1.2.1b Black 4-year 1.2.1c Latinx 4-year 1.2.1d MLL 4-year 1.2.1e SwD 4-year 1.2.1f 5-year 1.2.1g 6-year 1.2.1h 7-year	Family of Schools	N/A	Establishing baseline in 2022	February	Re-establishing benchmarks given the disruption caused by the pandemic is a great starting point for grades 4-7. This will allow us to make projections.
TP1.5.2a Set baseline for OTG for new 12th-graders (AYG 2023) overall 1.5.2b Black 1.5.2c Latinx 1.5.2d MLL 1.5.2e SwD	District Run	N/A	Establishing baseline in 2022	August	This takes into account those students who serve in the military or enter the workforce.
TP1.5.7 # of students graduating with Seal of Biliteracy (potential sub measure- % in languages other than Spanish)	District Run	N/A	Re-establishing baseline in 2022	June	Demonstrates potential access for college readiness and the Seal of Biliteracy. The pandemic interrupted in-person learning.
TP1.5.8 Access to financial literacy courses for high school students	District Run		N/A	August	Reflects our ability to keep students on Track to graduate either through scheduling or successful course completion.
TP1.5.3a Plans for post-graduation as indicated in the Senior Exit Survey overall 1.5.3b Black 1.5.3c Latinx 1.5.3d MLL 1.5.3e SwD	District Run		1.5.3a 88% 1.5.3b 91% 1.5.3c 87% 1.5.3d 87% 1.5.3e 87%	June	This measure is reasonable in that it addresses how our graduates choose to pursue their post-graduation pathways and provides an opportunity for additional support as needed.

TP1.5.3f CAFSA/FAFSA completion overall 1.5.3g Black 1.5.3h Latinx 1.5.2i MLL 1.5.3j SwD	District Run		Sam Haviland working on	June	Data delay - turns out we've never looked at these data historically
--	--------------	--	-------------------------	------	--

## Aggregation Methodology

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

## Evidence of Outcomes Achieved

**Goal:** Compliance with this End Statement will be achieved for 21/22 when:

1. Set a baseline for On Track to Graduate for rising 12th graders. This is justified as the Colorado state requirements for graduation are that students demonstrate competency in order to graduate.
2. Reestablishing the baseline for students graduating with the Seal of Biliteracy after the disruption resulting from the pandemic.
3. All district-run high schools offering financial literacy courses. This is justified as we are building to 100% of schools by the 22/23 school year.

## August Measures

Measure	Group	Target	Baseline	Data	
				Credits	Competency
TP1.5.2 Set baseline for On Track to Graduate (OTG) for new 12th-graders (AYG 2023)	1.5.2a) All Students	N/A	Re-establish baseline in 2022	65%	54%
	1.5.2b) Black Students			60%	41%
	1.5.2c) Latinx Students			58%	44%
	1.5.2d) In-program MLLs			38%	14%
	1.5.2e) Students with Disabilities			44%	17%
TP1.5.7 # of students graduating with Seal of Biliteracy	All Students	N/A	Re-establish baseline in 2022	845 students (confirmed) (from 45 schools, in 29 languages) (798 students pending)	
	(potential sub measure- % in languages other than Spanish)			<i>*This is not available until after all assessment scores are available*</i>	
TP1.5.8 Access to financial literacy courses for high school students	District Run	100%	N/A	20 of 23 district traditional high schools have at least 1 section of 1 of the courses scheduled for 22-23  3 of 23 do not have any of the courses listed below currently on their schedule for 22-23	

				In addition, 9 out of 13 district-run innovation high schools have at least 1 section of 1 of the courses scheduled for 22-23
--	--	--	--	---

## Summary

My Senior team and I have established new baselines for On track to Graduate for the seniors. Moving forward, as progress monitoring, I will be tracking June OTG rates for students' Anticipated Year of Graduation (AYG) in the next school year. As of June 2022, 65% of students (across the family of schools) who are AYG 2023 are on track in Credits and 54% are on track in Competency. Since the ICAP measure is not captured in the same way universally across all DPS schools, there is not an accurate measure of ICAP completion until a student graduates.

As of August 2022, 845 seniors graduated with the Seal of Biliteracy. This number represented 29 languages and 95 of the students earned the Seal in more than two languages. Almost two thirds of the students earning the Seal of Biliteracy each year are multilingual learners. This is a testament to how strong our language programs are in the District, and we believe we lead the nation in this statistic!

This is the seventh year that DPS has offered the Seal of Biliteracy to our students. In our inaugural year with the class of 2016, we were thrilled to present 195 seniors with the Seal. That number has increased every year since, and we are hoping this is the year we reach the 1,000 mark.

A further 798 additional seniors remain in pending status until September 2022, as we wait for final scores such as AP and IB exam scores and to confirm that students have met all graduation requirements. Once this final confirmation is made, the student's transcript is updated with acknowledgment of receiving this award. We will also be able to calculate the percentage of seniors who earned the Seal and the percentage of students who earned the Seal in languages other than Spanish. We will update the baseline in September 2022 and in future years we will monitor this measure in September rather than August.

Most DPS high schools, 30/36, have financial literacy courses scheduled for students. These 30 schools currently have 9 different financial literacy courses scheduled for students, 6 of which are a part of a two-semester sequence. Six schools do not have any of the currently identified courses on their 22-23 schedule.

There are five schools piloting a Financial Literacy course that aligns to the guidelines in Administration Policy IKF-R1. Once the pilot is completed, the district will require all students to complete a course in financial literacy in order to receive a diploma from DPS (Freshman class of 23-24). While Financial Algebra also will satisfy the graduation requirement, it will need to have some revisions to the course components to meet all of the necessary guidelines outlined in the Board policy.

Overall, all targets were met and an explanation for our 20 out of 23 schools is in order. Access to financial literacy courses for high school students appears to be currently at 86.9% of our district-run schools. The schools which currently do not have a rostered financial literacy course are Compassion Road Academy, Florence Crittenden and the Career Education Center. We are happy to share that Compassion Road Academy, Florence Crittenden and CEC all offer Financial Literacy as an elective course through the Edgenuity curriculum rather than a core requirement. If students do not select the Financial Literacy course as an elective, the course is not reflected as rostered. Therefore, 100% of our high schools offer Financial Literacy courses.

## Additional Resources

None

## Explanatory notes for preparing a monitoring report

### Non-compliance:

N/A