

TP.5 Post Graduation & Global Citizenship - Final Clean

Final Draft Final Draft Final Draft Final Draft

4/18/22

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.

TP.5 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

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 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.
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 a 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:*
<https://www.ncan.org/page/NationalFAFSACompletionRatesforHighSchoolSeniorsandGraduates>

Measure	FOS/DR	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 <i>(weight=0.5 each)</i>	FOS	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 <i>(weight=0.5 each)</i>	DR	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 submeasure- % in languages other than Spanish) <i>(weight=1)</i>	DR	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 <i>(weight=1)</i>	DR	23 of 23 high schools	21 of 23 high schools	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 1.5.23dMLL 1.5.3e SwD	DR		1.5.3a 88% 1.5.3b 91% 1.5.3c 87% 1.5.3d 87% 1.5.3e 87%	June	
TP1.5.3f CAFSA/FAFSA completion overall 1.5.3g Black 1.5.3h Latinx 1.5.2i MLL 1.5.3j SwD	DR		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.