



Denver Public Schools Equity Monitoring Report

September 2022

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

I hereby present my monitoring report on your Ends policy E-1, "Equity" 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 09/23/2022

Policy Statement

DPS will be a district that is free of oppressive systems and structures rooted in racism and one which centers students and team members with a focus on racial and educational equity, enabling students to ultimately become conscientious global citizens and collaborative leaders.

Racial and Educational Equity is our collective responsibility. We will achieve equity when we dismantle 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.

Definitions

1. **Racial and Educational Equity** - We will achieve equity when we dismantle 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.
2. **Systems** - refers to the processes and practices associated with the day-to-day operations of the district. It refers to all practices and processes within the organization and the interplay between processes and practices.
3. **Practices** - refers to those processes which are not included in policy but have precedents in how the process was executed in the past within the organization.
4. **Dismantle** - to halt a process or practice and to identify and record its impact on the organization so that it can never be repeated by agents of the organization
5. **Access and Opportunities** - refers to one of the key factors affecting marginalized students. Marginalized students need access to high-level curriculum, instruction, assessment and other educational resources in order to have opportunities to achieve academic success.

6. **Oppression** - intentional, unjust or cruel exercise of authority or power with the purpose of limiting access and opportunities for the oppressed.
7. **Discriminatory** - making or showing an unfair or prejudicial distinction between different categories of people or things, especially on the grounds of race, ethnicity, gender identity, sexual orientation, language and ability..
8. **Inequitable** - students across our system have differing needs. Equally distributing resources to all students does not address many of the gaps which have resulted from centuries of systemic racism. Inequitable practices tend to presume a level playing field as a justification for distributing resources in an equal manner. Equitable practices provide greater resources to those students and families so that they can
9. **Intolerance** - unwillingness to consider, not necessarily accept views, beliefs, or behavior that differ from one's own.
10. **Persistent** -continuing to exist or endure over a prolonged period.
11. **Enduring** - continuing or long-lasting
12. **Deeply rooted systems of oppression** - refers to structural oppression including the laws, policies and practices designed to oppress another group on the basis of race, ethnicity, gender identity, sexual orientation, language and ability.
13. **Discriminatory practices** - practices anchored in discrimination
14. **Discriminatory policies** - policies anchored in discrimination
15. **Inequitable distribution of resources** - resources that are distributed equally rather than to address those marginalized groups most in need of the resources.
16. **Inequitable distribution of opportunities** - opportunities which are afforded in an equal manner rather than based on need
17. **Free of oppressive systems and structures rooted in racism** - the goal would be to eliminate such systems and structures rooted in racism
18. **CHE** - Congress of Hispanic Educators
19. **ELA-S** - English Language Acquisition through Spanish. A developmental bilingual program that instructs students in Spanish and transitions them to English as they become proficient.
20. **Inclusive Practices** -
21. **Racial or Oppressive Language** - Language that stirs emotion with strong ties in oppressive systems and has been used to marginalize under-represented groups in the past. (Eg. "in the field")

Reasonable Interpretation

DPS has made Equity its cornerstone. Because of DPS's rich history of civil rights and student activism including, the West HS 1969 Blow Out, and Colorado's history of embracing one of the most iconic hate groups, choosing Equity as a cornerstone seemed inevitable. Listening to the voices of our constituents is critical in understanding the complex issues and challenges anchored in discrimination. The Congress of Hispanic Educators has worked with district officials on the creation of a Modified Consent Decree which requires compliance in addressing discriminatory practices to students who are Multilingual Learners.

Over the past 24 months, we've experienced the complexities associated with a pandemic and witnessed the effects of intolerance for others from a different race, religion, gender and sexual orientation, positional authority and political affiliation. We also witnessed an increase in anti-immigrant rhetoric and intolerance for people from various cultural backgrounds. In the words of Mahatma Gandhi, "Intolerance is itself a form of violence and an obstacle to the growth of a true democratic spirit." Given the great history of DPS and given my responsibility as the leader of this great organization, I commit to:

1. Discover, dismantle and revise persistent and enduring systems of oppression within our school system;
2. Educate our staff about oppression and inclusive practices in education;
3. Develop the agency of our students to empower themselves to learn and to effectively be part of the changes that are implemented, debate and act for the greater good of our global, multilingual society; (this is about embracing the differences in other cultures and accepting their own culture)
4. Empower our teachers and special service providers to connect with the communities they serve to better understand and embrace their differences.
5. Fully implement all of the Consent Decree requirements and continue to center the needs of MLLs in all DPS initiatives.

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

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

1. At least two systems have been identified for dismantling including the restructuring of Central Office and would have been dismantled by teams within DPS. This is a reasonable standard of measurement and level of achievement since dismantling these systems will involve several different teams within the organization and may require these systems to be replaced immediately should it be tied to state regulations and/or policies. The reorganization of Central Office staff is intended to remove silos between divisions and to provide resources at the school level as we recover from the effects of the pandemic.
2. **Educators of Color and Multilingual Educators will be retained at the same rate as other educators in DPS based on preliminary retention calculations by Human Resources in September 2022. This is a reasonable measure and target as national trends indicate that teachers are leaving the profession at an alarming rate.**

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

3. % increase in sense of belonging for racially and linguistically diverse students as measured by the Your Voice/TuVoz survey in May, administered by Research & Evaluation team. Given the limited amount of time for the Superintendent to have had an influence and This is a reasonable standard of measurement and goal based on the national report on
4. % increase in sense of belonging for racially and linguistically diverse families as measured by the Your Voice/TuVoz survey in May, administered by Research & Evaluation team.

Rationale: This is a reasonable interpretation which is designed to dismantle systemic structures in an ongoing and persistent manner. It has taken centuries of discrimination and oppression to create the current system in which we work and lead. It will take a persistent effort of all staff members to dismantle these systems and structures anchored in racial discrimination.

Measure	Family of Schools or District Managed?	Target	Baseline	Timing	Justification
1.1.1 # of systems identified for dismantling or revision	Family of Schools	2 systems identified <i>(weight=2 each)</i>	How many systems currently? Zero identified	May	This is the main action expressed in the Ends.
1.1.2 (preliminary) Retention in district of BIPOC and MLL Educators at the same rate (or higher) as other Educators 1.1.4a BIPOC Teachers 1.1.4b ELA-S Teachers 1.1.4c BIPOC School Leaders 1.1.4d BIPOC Overall	District Run	Same or higher <i>(weight=0.5 each)</i>	N/A	September	Changing the culture and climate with a workforce that reflects the populations which we serve
1.1.3 % increase in sense of belonging for racially and linguistically diverse students in Your Voice/Tu Voz “how much do you feel like you belong at your school?” 1.1.2a Black, 1.1.2b Latinx, 1.1.2c MLL,	District Run		from May 2021-limit to District Run Schools 1.1.2a 68% 1.1.2b 69% 1.1.2c 73%	June	An important part of students feeling included is their experience of the culture of learning and expectations from teachers and other students. However, this timeframe does not allow for a changing of systems or experience for students or staff. Move to next cycle.
1.1.4 % increase in sense of belonging for racially and linguistically diverse families in Your Voice/Tu Voz in how families report “I feel welcomed at my students school” 1.1.3a Black, 1.1.3b Latinx, 1.1.3c MLL,	District Run		From Fall 2021, limited to district-run schools 1.1.3a 91.1% 1.1.3b 93.0% 1.1.3c establish baseline in 2022	June	This addresses the Family and Community Engagement commitments. However, this timeframe does not allow for a changing of systems or experience. Move to next cycle.

Aggregation Methodology

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

Evidence of Outcomes Achieved

Goal: Discover and dismantle persistent and enduring systems of oppression within our school system, and rebuild more equitable student, family and team member experiences.

Specifically, Educators of Color and Multilingual Educators will be retained at the same rate as other educators in DPS based on preliminary retention calculations by Human Resources in September 2022. This is a reasonable measure and target as national trends indicate that teachers are leaving the profession at an alarming rate.

September Measures

Measure	Group	Target	Baseline	Data
TP1.1.2) Preliminary Retention in district of BIPOC and MLL Educators at the same rate (or higher) as other Educators	1.1.2a BIPOC Teachers	N/A	Re-establish baseline in 2022	87.0%
	1.1.2b ELA-S Teachers			91.0%
	1.1.2c BIPOC School Leaders			87.0%
	1.1.2d BIPOC Overall			84.5%
TP1.1.2) Preliminary Retention in district of Teachers, School Leaders and Educators	All Teachers	N/A	Re-establish baseline in 2022	85.7%
	All School Leaders			87.7%
	All Educators			84.1%

Summary

This data reflects all teachers whose positions are covered under DCTA. For School Leaders, the data reflects all those positions which are covered under DSLA and overall, all part time and full time employees.

Our retention rate data is being provided by our Human Resources department and reflects the national trend of Educators leaving the profession at alarming rates. In September of 2021 a Report prepared by MissionSquare Research Institute formerly the Center for State and Local Government Excellence at ICMA-RC indicated the following top 10 key takeaways for teacher burnout:

1. The vast majority (90%) of K-12 employees are concerned about students in their school falling behind as a result of the pandemic; 65% are extremely or very concerned.
2. While the majority of both K-12 and other government employees say the pandemic has impacted the nature of their jobs, K-12 employees were nearly twice as likely as other government workers to report difficulty in adjusting to these changes (42% and 22%, respectively).
3. As of May 2021, 69% of K-12 employees were working fully in person, a significantly higher percentage than the 50% of other government employees who reported no remote work.

4. Prior to the start of the pandemic, only 18% of K-12 employees were engaged in any remote work. K-12 employees were significantly more likely to perceive themselves to be at high risk of exposure to COVID at work, with 47% of K-12 employees feeling that in-person work is very or extremely risky, as compared with 32% of other government employees.
5. Half of K-12 survey respondents reported that they and their family have been negatively impacted financially by the COVID-19 pandemic, with 10% reporting that they have been negatively impacted significantly. Far fewer other government employees (35%) reported a negative financial impact.
6. K-12 employees were significantly more likely than other government employees to be very or extremely concerned about being able to retire when they want (44% and 36%, respectively).
7. K-12 employees most commonly reported feeling stressed (52%), burnt out/fatigued (52%), and/ or anxious (34%) about COVID-19 while at work, and were significantly more likely than other government employees to report feeling stressed, burnt out/fatigued, and/or afraid.
8. K-12 employees were significantly more likely than other government employees to feel that the pandemic has made the public more aware of the importance of what they do (61% vs. 37%). However, they were also significantly more likely to report that the risks they are taking during the pandemic are not on par with their compensation, and that working during the pandemic has made them consider changing jobs.
9. Three in four K-12 employees (75%) were fully vaccinated as of May 2021, and another 2% were partially vaccinated. Among other government employees, 67% were fully vaccinated, with another 9% partially vaccinated.
10. Asked to describe what one or two realistic actions their employer could take that would be most impactful in making their workplace a better place to work, K-12 employees most often recommended promoting safety by following CDC guidelines and providing/enforcing the use of PPE (22%), the issuing of bonuses or raises (21%), and allowing work from home/ remote work and flexible hours (13%).

A national [survey](#) in November of 2021, conducted by the National Educators Association (NEA) reflected similar trends with the following three key takeaways:

1. As staff shortages deepen across the country and workload increases, more educators are feeling burned out and demoralized.
2. Research shows that school leaders who protect teachers' time, invite their input, and support their mental health and well-being through comprehensive programs see higher levels of satisfaction.
3. Unions have been pushing districts to address shortages, reduce the extreme demand on educators, and hire more health and wellness coordinators.

Many of these reports cite the fact that BIPOC Teachers are also disproportionately impacted by the disease and by the many microaggressions resulting from their colleagues due to added stress. An excerpt from an article in Edutopia titled, "Why Black Teachers Walk Away" captured:

"Today, Black teachers are acutely underrepresented in the workforce. Although 13 percent of the U.S. population is Black, only 7 percent of all public school teachers are. And despite efforts to diversify the teaching workforce, the percentage of Black teachers has dropped by one percentage point in the last 20 years."

No doubt, there is much work to be done to overcome institutional racism and the effects of the pandemic.

However, for BIPOC Educators in DPS, we have seen an overall retention rate of 84.5%. The highest rate of teacher retention is reflected by ELA-S Teachers at 91% and BIPOC teachers having an 87% retention rate. For BIPOC School Leaders within DPS, the retention rate is 87.0%. These rates are counter to those which are observed nationally and exceed the rates of retention for our white employees in the same categories.

As the leader of this great organization, I have directed my HR team to be aggressive in all Collective Bargaining agreements. Our teacher salaries will not only be competitive, they will be consistently at the top of all neighboring districts.

Overall, all targets were met with the exception of BIPOC School Leaders. BIPOC School Leaders had a retention rate of 87% as compared to all School Leaders at 87.7%. Although it is just shy of the mark by less than a percentage point, it surpasses the 75% threshold that was agreed upon in my Reasonable Interpretation on Ends 1.1. Also, many of our BIPOC school leaders have moved to the Central Office to take on new roles therefore we will be doubling our efforts in hiring more BIPOC leaders at the school level.

Additional Resources:

1. MissionSquare Research Institute [Report](#), Published 9/21
2. NEA Teacher Survey Report: [Alarming Number of Educators Leaving the Profession](#), Published 2/1/22
3. NEA - [Getting Serious About Teacher Burnout](#) Published 11/12/21
4. Edutopia Article [Why Black Teachers Walk Away](#) Published 3/21

Explanatory notes for preparing a monitoring report

(if needed) Non-compliance: If a superintendent is indicating Non-compliance, a date by when compliance can be expected should be included.