

## **Monitoring Report: Board Ends**

*Report Date: January 2025*

**Policy Global End Statement:** *“All students will develop the knowledge, skills, mindsets, and dispositions needed to achieve their highest individual potential in a safe, accessible, thriving, and welcoming learning environment. These results shall be produced at a cost that demonstrates good stewardship of resources.*”

### *Ends-1 Academic Excellence and Life Skills*

*1. Students have the knowledge and skills appropriate to their age and learning ability, to qualify for higher levels of learning, employment of their choice, or independent living.*

*1.1. Students graduate with cognitive skills, digital skills, and civic responsibility, to each student’s individual potential.*

*1.2. Students graduate with workforce readiness skills.*

*1.3. Students graduate with independent learning skills*

### *Ends-2 Mindsets and Dispositions*

*1. Students acquire the necessary self-leadership skills and interpersonal skills that enable them to become responsible and engaged members of society.*

*1.1. Students develop their individual strengths, to support their social, emotional, and physical well-being.*

*1.2. Students graduate as responsible and engaged members of society, contributing positively within their individual ability and interests.”*

## Ends-1: Academic Excellence and Life Skills

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### 1. Compliance will be demonstrated when:

The district shows that students graduate with the necessary knowledge and skills to qualify for higher education, employment, or independent living through indicators such as the graduation rate, postsecondary workforce readiness data, and student participation in career and technical education programs.

### Rationale:

Graduating students who are prepared for postsecondary education or entering the workforce is a direct measure of academic excellence and life skills. The district must provide opportunities for students to gain the academic knowledge, technical skills, and workforce readiness to succeed in their chosen path. This is demonstrated by analyzing graduation rates and postsecondary readiness data, such as SAT scores, career and technical education (CTE) participation, and pathway participation data, all of which contribute to a student's ability to pursue their goals.

### Evidence:

- DCSD meets or exceeds state expectations for Postsecondary and Workforce Readiness indicators on the District Performance Framework (DPF) for [2024](#) showing the percentage of students prepared for higher education or employment. [Postsecondary & Workforce Dashboard](#)
- Graduation Rate (DPF)

Student Group	Count	Rate	Rating
All Students	4967	7yr	Meets
Free/Reduced-Price Lunch Eligible	768	7yr	Approaching
Minority Students	1313	7yr	Meets
Multilingual Learners	228	6yr	Approaching
Students with Disabilities	523	7yr	Meets

- 4-year Graduation Rate

Student Group	2020	2021	2022	2023
All Students	91.2%	90.7%	88.5%	90.8%

○ Matriculation data

Student Group	Count	Rate	Rating
All Students	4942	67.5%	Meets
2 Year	**	10.4%	
4 Year	**	55.0%	
CTE	**	3.8%	
Military	**	0.8%	
Postsecondary Program	**	1.5%	

● SAT scores data as an indicator of College and Career Readiness.

SAT Reading & Writing

Student Group	Count	Rate	Rating
All Students	4153	537.9	Meets
Free/Reduced-Price Lunch Eligible	622	472.0	Approaching
Minority Students	1220	519.0	Meets
Multilingual Learners	135	400.4	Does Not Meet
Students with Disabilities	311	439.6	Does Not Meet

SAT Math

Student Group	Count	Rate	Rating
All Students	4169	519.6	Meets
Free/Reduced-Price Lunch Eligible	632	452.8	Approaching
Minority Students	1231	505.3	Meets
Multilingual Learners	150	404.2	Does Not Meet
Students with Disabilities	312	423.6	Approaching

- Pathway programs, participation data and concurrent enrollment records that demonstrate readiness for higher education or career advancement.

DCSD Pathways and Student Participation

	<b>2024-25 SY</b>	<b>2023-2024 SY</b>	<b>2022-23 SY</b>
Career & Tech Education Programs (CTE)	76	70	52
Concurrent Enrollment Classes (CE)	214	179	150
Tuition Dollars Saved	\$9.3M	\$6.0M	\$4.3M
ASCENT/TREP Participants	156	56	6

**1.1. Compliance will be demonstrated when:**

Students graduate with the cognitive, digital, and civic skills required to excel in higher education or the workforce, supported by SAT scores, career readiness programs, and participation in concurrent enrollment or advanced placement courses.

**Rationale:**

This outcome ensures students develop both academic and practical skills for success in their future endeavors. By evaluating students' performance in standardized tests such as the SAT, as well as their involvement in rigorous academic programs like concurrent enrollment and advanced placement courses, we can demonstrate that they are well-prepared for postsecondary education and the workforce.

**Evidence:**

- SAT scores showing proficiency in academic skills required for higher education.

SAT Reading & Writing

Student Group	Count	Rate	Rating
All Students	4153	537.9	Meets
Free/Reduced-Price Lunch Eligible	622	472.0	Approaching
Minority Students	1220	519.0	Meets
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Students with Disabilities	312	423.6	Approaching

- Data on concurrent enrollment participation and advanced placement course enrollment as evidence of cognitive and academic preparedness.

**Advanced Placement (AP) course access - Proportionality snapshot of students accessing AP courses as compared to the overall student population.**

	Enrollment (9-12)**			1+ AP	District AP %
	<b>16,636</b>			<b>5,638</b>	<b>33.89%</b>
Fed Race Code	Sub Population	Student Count	District %	AP Count	AP %
1	American Indian or Alaska Native**	50	0.30%	12	0.21%
2	Asian**	948	5.70%	625	11.09%
3	Black or African American**	285	1.71%	59	1.05%
4	Hispanic or Latino**	2618	15.74%	676	11.99%
5	White**	11748	70.62%	3931	69.72%
6	Native Hawaiian or Other Pacific Islander**	23	0.14%	4	0.07%
7	Multiracial**	964	5.79%	331	5.87%

	Sub Population	Student Count	District %	AP Count	AP %
	Free / Reduced Lunch**	1899	11.42%	345	6.12%
	Gifted & Talented**	2561	15.39%	1660	29.44%
	ML**	493	2.96%	89	1.58%
	FELL	698	4.20%	302	5.36%
	SPED (IEP)**	1809	11.70%	77	1.37%
	504**	1295	7.78%	316	5.60%
	Male**	8552	51.41%	2567	45.53%
	Female**	8084	48.59%	3071	54.47%

\*\* Data based on enrollment not the 2024 October Count Submission

**Concurrent Enrollment (CE) course access - Proportionality snapshot of students accessing CE courses as compared to the overall student population.**

	Enrollment (9-12)**			1+ CE	District CE %
	<b>16,636</b>			<b>3,994</b>	<b>24.01%</b>
Fed Race Code	Sub Population	Student Count	District %	CE Count	CE %
1	American Indian or Alaska Native**	50	0.30%	9	0.23%
2	Asian**	948	5.70%	239	5.98%
3	Black or African American**	285	1.71%	46	1.15%
4	Hispanic or Latino**	2618	15.74%	517	12.94%
5	White**	11748	70.62%	2953	73.94%
6	Native Hawaiian or Other Pacific Islander**	23	0.14%	9	0.23%
7	Multiracial**	964	5.79%	221	5.53%

	Sub Population	Student Count	District %	CE Count	CE %
	Free / Reduced Lunch**	1899	11.42%	255	6.38%
	Gifted & Talented**	2561	15.39%	731	18.30%
	ML**	493	2.96%	52	1.30%
	FELL	698	4.20%	158	3.96%
	SPED (IEP)**	1809	11.70%	178	4.46%
	504**	1295	7.78%	316	7.91%
	Male**	8552	51.41%	1962	49.12%
	Female**	8084	48.59%	2032	50.88%

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- Career & Technical Education program participation data that demonstrates the development of workforce-specific skills.

**Career & Technical Education (CTE) course access - Proportionality snapshot of students accessing CTE courses as compared to the overall student population.**

	Enrollment (9-12)**			1+ CTE	District CTE %
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	16,636			6,319	37.98%
Fed Race Code	Sub Population	Student Count	District %	CTE Count	CTE %
1	American Indian or Alaska Native**	50	0.30%	21	0.33%
2	Asian**	948	5.70%	286	4.53%
3	Black or African American**	285	1.71%	110	1.74%
4	Hispanic or Latino**	2618	15.74%	1000	15.83%
5	White**	11748	70.62%	4532	71.72%
6	Native Hawaiian or Other Pacific Islander**	23	0.14%	7	0.11%
7	Multiracial**	964	5.79%	363	5.74%

	Sub Population	Student Count	District %	CTE Count	CTE %
	Free / Reduced Lunch**	1899	11.42%	756	11.96%
	Gifted & Talented**	2561	15.39%	945	14.95%
	ML**	493	2.96%	181	2.86%
	FELL	698	4.20%	243	3.85%
	SPED (IEP)**	1809	11.70%	703	11.13%
	504**	1295	7.78%	533	8.43%
	Male**	8552	51.41%	2567	40.62%
	Female**	8084	48.59%	3071	48.60%

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## 1.2. Compliance will be demonstrated when:

The district ensures that students graduate with workforce readiness skills, as evidenced by career and technical education participation data, student surveys about career preparation, and metrics on students' readiness to enter the workforce.

### Rationale:

Workforce readiness involves more than academic knowledge; it includes the development of critical skills such as communication, problem-solving, and teamwork, often measured through career and technical education programs and pathway participation. Additionally, student surveys on career planning and postsecondary preparation further demonstrate how well the district prepares students for workforce engagement.

### Evidence:

- Career and Technical Education participation data showing how students gain practical skills for employment.

### Career & Technical Education (CTE) course access - Proportionality snapshot of students accessing CTE courses as compared to the overall student population.

	Enrollment (9-12)**			1+ CTE	District CTE %
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	Female**	8084	48.59%	2852	45.13%

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- Student survey data on career planning, including the percentage of students who talk to counselors about their future plans.
  - [Healthy Kids Colorado Survey](#) data

Health Measure	Total %	Total % (2021)	Change
Percentage of students who think the things they are learning in school are going to be important or very important for later in life	54.3%	49.1%	5.2%
Percentage of 12th grade students who talked to a school counselor about their future plans after high school in the past 12 months.	85.9%	N/A	

- Post-graduation metrics indicating workforce participation or further education. Matriculation data as measured by the [2024](#) DCSD District Performance Framework.

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2 Year	**	10.4%	
4 Year	**	55.0%	
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**1.3. Compliance will be demonstrated when:**

Students develop independent learning skills, as evidenced by student surveys indicating self-reported confidence in their ability to learn independently, along with high rates of participation in advanced courses such as concurrent enrollment and advanced placement.

**Rationale:**

Independent learning skills are critical for students' success in both higher education and in the workforce. These skills include time management, problem-solving, and self-directed learning. By analyzing the participation rates in concurrent enrollment and advanced placement courses, as well as student survey data on their confidence in learning, we can measure the development of these independent learning skills.

**Evidence:**

- Data from student surveys indicating students' ability to manage their learning and their confidence in their academic skills.
  - [Healthy Kids Colorado Survey](#) data

Health Measure	Total %	Total % (2021)	Change
Percentage of students who think the things they are learning in school are going to be important or very important for later in life	54.3%	49.1%	5.2%
Percentage of 12th grade students who talked to a school counselor about their future plans after high school in the past 12 months.	85.9%	N/A	

- Participation records in concurrent enrollment and advanced placement courses, which support self-directed and rigorous learning.

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## Ends-2: Mindsets and Dispositions

### 1. Compliance will be demonstrated when:

The district shows that students develop self-leadership and interpersonal skills, evidenced by survey data on students' perceptions of belonging, and their engagement levels in their school community.

#### Rationale:

Self-leadership and interpersonal skills are essential for responsible citizenship and engagement in society. These skills are cultivated through a positive school climate, which includes a sense of belonging and opportunities for communication. The district must ensure that students feel connected to their school and community, as measured through student survey data on belonging, teacher recognition, and peer interaction.

#### Evidence:

- Survey data showing the percentage of students who agree or strongly agree that they belong at their school.
  - [Healthy Kids Colorado Survey](#) data

Health Measure	Total %	Total % (2021)	Change
Percentage of students who agree or strongly agree that they belong at their school	69.1%	64.4%	4.7%

- Data on students' engagement in school activities, including community service.

Graduating Seniors - All DCSD Schools (2023-2024)		
Total Community Service Hours	% of Graduates	Avg Hours of Community Service
206,333.8	99.80%	46.7

- High School Activities and Athletics Participation

Year	HS Athletic Participation	%	HS Activities Participation	%	Activities & Athletics Combined	%	School Enrollment
2019-20	9264	51.00%	11724	64.54%	20,988	115.53%	18,166
2020-21	7797	42.91%	6304	34.69%	14,101	77.60%	18,171
2021-22	8613	47.94%	8805	49.00%	17,418	96.94%	17,968
2022-23	8741	50.11%	9135	52.37%	17,876	102.49%	17,442
2023-24	9085	53.18%	8595	50.31%	17,680	103.49%	17,084

**1.1. Compliance will be demonstrated when:**

Students develop their individual strengths to support their social, emotional, and physical well-being, as demonstrated by student surveys on well-being, community service hours, and participation in wellness programs.

**Rationale:**

Supporting students in developing their strengths and addressing their well-being is crucial for long-term success. This outcome emphasizes the need for a holistic approach, ensuring that students have opportunities to engage in activities that promote their emotional, physical, and social health. The district can show compliance through data on community service hours, survey responses on mental and physical health, and student participation in wellness programs.

**Evidence:**

- Data from student surveys on social-emotional well-being, including students’ ability to talk to trusted adults about their concerns.
  - [Healthy Kids Colorado Survey](#) data

Health Measure	Total %	Total % (2021)	Change
Percentage of students who usually or definitely think their teacher notices when they do a good job and lets them know about it	61.8%	50.7%	11.1%
Percentage of students who would tell another trusted adult (who is not their parents or guardians) if they were concerned about their own or someone else's well-being or mental health	52.8%	N/A	

- Community service hours, which reflect students’ engagement in helping others and their own development as responsible citizens. (Per Board Policy [IKE](#), students are required to document a minimum of twenty hours community service while enrolled as a high school in order to graduate.)

Documented Community Service for Graduation

Graduating Seniors - All DCSD Schools (2023-2024)		
Total Community Service Hours	% of Graduates	Avg Hours of Community Service
206,333.8	99.80%	46.7

- College and Career Readiness Demonstration college and career readiness via one of the approved methods. Students must provide documentation of meeting or exceeding the required level of readiness in both Mathematics and English.. (Board Policy [IKF](#))

2023-2024 DCSD Graduates - Number of students demonstrating competency

<u>Menu of College and Career-Ready Demonstrations</u>	<b>English</b>	<b>Math</b>
Accuplacer	16	80
ACT	354	335
ACT WorkKeys	312	312
Advanced Placement Exams	1289	864
ASVAB	241	241
Concurrent Enrollment Courses	1011	1085
District Capstone	1774	1774
International Baccalaureate Exams	46	2
Industry Certificate	281	281
SAT	3201	2734



**1.2. Compliance will be demonstrated when:**

Students graduate as responsible and engaged members of society, contributing positively within their individual ability and interests, as shown by community service hours, student survey data on civic responsibility, and scholarship data.

**Rationale:**

Students must graduate not only with academic skills but also with the mindset of being engaged and responsible members of society. This includes contributing positively to their communities through volunteer work, participating in civic activities, and expressing their interest in making a difference. Evidence of student engagement, such as community service hours and survey responses on their sense of civic responsibility, demonstrates this outcome.

**Evidence:**

- Community service hours and student participation in extracurricular activities that promote civic engagement.

Documented Community Service - Infinite Campus

<b>Graduating Seniors - All DCSD Schools (2023-2024)</b>		
Total Community Service Hours	% of Graduates	Avg Hours of Community Service
206,333.8	99.80%	46.7

[Healthy Kids Colorado Survey](#) data

Health Measure	Total %	Total % (2021)	Change
Percentage of students who participated in sports (team or individual) during the past 12 months	53.9%	N/A	
Percentage of students who participated in sports, band, drama, clubs, or student government at school during the past 12 months	73.5%	N/A	
Percentage of students who participated in another activity besides sports, band, drama, clubs, student government, or paid employment during the past 12 months	23.2%	N/A	
Percentage of students who participate in extracurricular activities at school	N/A	64.6%	

### High School Activities and Athletics Participation

Year	HS Athletic Participation	%	HS Activities Participation	%	Activities & Athletics Combined	%	School Enrollment
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2023-24	9085	53.18%	8595	50.31%	17,680	103.49%	17,084

- Survey data showing students' agreement with statements about their responsibility to contribute to society.

[Healthy Kids Colorado Survey](#) data

Health Measure	Total %	Total % (2021)	Change
Percentage of students who participated in organized community service as a non-paid volunteer during the past 30 days	43.3%	45.7%	-2.4%

- Scholarship data indicating students' recognition for academic and community contributions.
  - [2024 DCSD students](#) earned over \$131 million in scholarships including 21 National Merit Semifinalists.

*Compliance: I report compliance with this policy*