School Performance Compact
District Accountability Committee
November 17, 2015
Meeting Objectives

Share the rationale for a School Performance Compact and gather feedback.
Background

Context
Our Vision: Every Child Succeeds

Great Schools in Every Neighborhood

A Foundation for Success in School
Support for the Whole Child

GOALS

Leadership
Teaching
Flexibility

STRATEGIES

Invest Early Culture

Every child has talent and potential.
Our diversity is a community treasure.
We can and will eliminate the opportunity gap.

CORE BELIEFS

We must dramatically accelerate our progress.
Every family deserves choice and access.
Our kids need all of us.

Students First
Integrity
Equity

CORE VALUES

Collaboration
Accountability
Fun
Great Schools in Every Neighborhood

Citywide, to meet our Denver Plan 2020 goal of Great Schools in Every Neighborhood, we need to improve schools so that more than 30,000 students who currently attend schools not meeting SPF expectations will attend SPF green or blue schools by 2020.

<table>
<thead>
<tr>
<th>Region</th>
<th>2013-14 # of Students in Blue/Green Seats</th>
<th>2013-2014 # of Students in Red, Orange and Yellow Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Red</td>
</tr>
<tr>
<td>FNE</td>
<td>7,868</td>
<td>2,392</td>
</tr>
<tr>
<td>NNE</td>
<td>11,350</td>
<td>2,051</td>
</tr>
<tr>
<td>NW</td>
<td>5,355</td>
<td>4,048</td>
</tr>
<tr>
<td>SE</td>
<td>17,283</td>
<td>0</td>
</tr>
<tr>
<td>SW</td>
<td>9,729</td>
<td>1,724</td>
</tr>
<tr>
<td>Total</td>
<td>51,585</td>
<td>10,215</td>
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How Do We Achieve Great Schools in Every Neighborhood?

Denver Plan 2020: Great Schools in Every Neighborhood

“Expand high-quality school choices in all communities through differentiated supports for existing schools, new school strategies, turnaround efforts and strong accountability systems.”

-- Denver Plan 2020, describing the priority strategy of flexibility
Tiered Support Framework
Purpose of the Tiered Support Framework

The TSF was created to:

– Improve student outcomes
– Support the Denver Plan 2020 goal of having great schools in every neighborhood
– Prioritize and focus support for our highest need schools

By establishing a consistent, transparent and data-driven way to:

– Identify schools that need additional supports and resources and place them in clear tiers based on need
– Provide differentiated supports to schools in different tiers
– Monitor progress of schools receiving additional supports
Tiered Support Beliefs

We believe that:

– There is a baseline of supports (investment of people, time and/or money) that all schools need to be successful

– Schools at lower performance levels need additional supports to meet their extraordinary needs, including building staff capacity to use student achievement data to inform instructional, curriculum and programmatic decisions for continuous improvement

– All supports must be designed in response to the unique needs and Unified Improvement Plan of the school and support flexibility decisions made by each school
Overview of the School Performance Compact
What is the Purpose of a School Performance Compact?

To ensure all students have access to high quality schools that allow them to succeed and graduate college and career ready by establishing a transparent and consistent policy to identify and designate for restart or closure the most persistently low performing schools.
Goals of the School Performance Compact

1. Safeguard student and public interests.

2. Facilitate the District’s ability to reach its goal outlined in the Denver Plan 2020 of ensuring at least 80% of students have access to “Great Schools in Every Neighborhood”.

3. Ensure quality oversight that maintains high educational standards for all schools the District directly runs or authorizes through its chartering process.

4. Encourage prompt, appropriate, and consistent responses to persistently low performing schools so that all students have access to highly effective schools.
What is a fair and transparent approach to designate schools for restart or closure?

1. **Persistent** low performance as identified through the **School Performance Framework (SPF)**.

2. Lack of demonstrated student academic **growth** in the **most recent year**.

3. Lack of significant improvements made in **research-based leading indicators** of student academic performance.
What Criteria Should be Used to Designate a School as Persistently Low Performing?

A school is identified as persistently low performing and designated for restart or closure if it meets the criteria below.*

<table>
<thead>
<tr>
<th>Gate</th>
<th>Current Proposed Criteria to Move through Gate</th>
</tr>
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<tbody>
<tr>
<td>Gate 1: Track Record of Persistent Low Performance</td>
<td>3 Most Recent Years Red/Orange on SPF OR 2 Most Recent Years Red on SPF, with at least three years of data.</td>
</tr>
<tr>
<td>Gate 2: Most Recent Year Growth</td>
<td>In the <strong>first year</strong> a school moves through Gate 1, A school shall move through Gate 2 if it <strong>fails to “meet expectations” or “exceed expectations” on one-year growth indicators</strong> as measured by the SPF. If a school is identified through Gate 1 for <strong>two consecutive years</strong>, the School <em>moves directly to Gate 3</em> in the second year.</td>
</tr>
<tr>
<td>Gate 3: School Quality Review</td>
<td>A school is designated if it fails to meet expectations on the majority of indicators in a School Quality Review.</td>
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* The Superintendent and Board may reserve the discretion to take significant action, including school closure, replacement or restart decisions, based on other considerations.
Policy Implementation
Implementation of a School Performance Compact

Once a school meets the criteria and is designated, the District seeks to ensure that:

- There is an adequate number of high-quality programs and applicants to ensure all schools designated through this policy are replaced by a high-quality school;

- Existing and new district-managed and charter applicants are supported to develop and put forward high-quality school designs and models;

- A new or current leader of a designated school has the opportunity to compete through the Call for New Quality Schools;

- The new school model is selected based on the Call for New Quality Schools Process as well as the criteria set forth in the Facility Allocation Policy.
What Should be the Annual Timeline for Policy Implementation?

<table>
<thead>
<tr>
<th>Phase 1: Designation</th>
<th>Phase 2: Call for New Quality Schools</th>
<th>Phase 3: Selection of Replacement Operators</th>
<th>Phase 4: Year Zero and Transition</th>
<th>Phase 5: Implementation</th>
</tr>
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<tbody>
<tr>
<td>- Schools are designated through the School Performance Compact</td>
<td>- Release Call for New Quality Schools naming specific schools and specific requirements for restart providers</td>
<td>- Utilize both Call for New Quality Schools Rubric and Facility Allocation Policy criteria for placement</td>
<td>- Provide Year Zero supports for restart providers</td>
<td>- Provide Year 1 supports for restart providers</td>
</tr>
<tr>
<td>- Provide design supports to applicants</td>
<td></td>
<td>- Provide ongoing supports for legacy school to ensure smooth transition for students, staff, and families</td>
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<td></td>
</tr>
<tr>
<td>November</td>
<td>December release; March deadline</td>
<td>June</td>
<td>~ 12 months between selection in June and August opening</td>
<td>August of Year 1 opening and ongoing</td>
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Community Engagement Opportunities Ahead of Policy Adoption

Objective: Create broad stakeholder awareness of School Performance Compact (SPC) policy and ensure opportunities for stakeholder feedback prior to policy adoption.

- 11/5/15 – Email update distributed to school and district leadership after Board discussion
- 11/6/15 – “Our DPS Weekly” overviewed the Compact was sent to XXX community members.
- 11/13/15 – The Compact was reviewed with Charter Roundtable SPC.
- 11/16/15 – First public reading of the Compact
- 11/17-12/09/15 – Outreach to key community groups, including members of Superintendent Parent Forum; toolkits provided to school leaders.
- 12/10/15 – Board Special Public Comment on the Compact
- 12/17/15 – Board adoption of SPC policy