SCHOOL PERFORMANCE COMPACT

District Accountability Committee
January 24, 2017
POLICY AND PROCESS OVERVIEW
GOAL #1 Great Schools in Every Neighborhood

SCHOOL PERFORMANCE COMPACT
PURPOSE

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.
GUIDING PRINCIPLES

The School Performance Compact is built on the following principles:

• **Accountability Across Governance Type**
  - All our students deserve high-quality schools that allow them to succeed and graduate college and career ready.

• **Transparency**
  - The District should provide a clear and transparent process for designating persistently low-performing schools for restart or closure. The process for designation should be objectively and consistently applied across all schools.

• **Equity**
  - Equity of responsibility, accountability and opportunity must be preserved across all schools.

• **Engage Communities and Families**
  - School communities will be educated and informed about the process for designating schools for restart or closure. School communities will share in the responsibility for reviewing applicants and recommending matches to the Superintendent and Board.
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DESIGNATION CRITERIA

Criterion A
- The lowest-performing 5% of schools, based on most recent three* School Performance Framework ratings; Does not include Early Ed or Alternative Ed SPFs

Criterion B
- 50% or fewer growth points earned in the most recent year, based on the School Performance Framework

Criterion C
- School scores below a 25 and/or receives a score of “1” on the School Quality Review

Designation
DPS staff will recommend schools that meet all three criteria for restart or closure. Denver Board of Education will make final designation decisions.

*If a school has 3 full SPFs, the average of the 3 results is used. If a school only has 2 full SPFs, the average of the 2 results is used. If a school only has 1 full SPF, it is exempt from designation. When modeling this methodology using prior years SPFs, all schools in the lowest 5% were consistently rated as Red or Orange.
SQR PROCESS OVERVIEW

• Two-day site visit
• Conducted by SchoolWorks, external vendor used in prior years
• Visits utilized DPS-customized SchoolWorks rubric used in 2015-16
  o Schools rated on each of 10 key questions from a 1 (“Does Not Meet”) to a 4 (“Exceeds”)
• Each of the 4 visits had 2 DPS representatives, including 1 ELA staff member
  o All DPS members were trained by SchoolWorks and were required to pass norming activity prior to participation
  o Participants were screened for any potential conflicts of interest
• Schools and team members had opportunity to review narrative findings and provide factual corrections prior to finalization
DETERMINING RESTART OR CLOSURE

If a school meets all three criteria, they will be recommended for restart or closure. In determining between these options, the following are considered:

**Primary Factors**

- Enrollment Trends in the Neighborhood
- Availability of Higher-Quality Seats in the Area
- Financial Viability of Neighborhood Schools

**Additional Factors**

- Geographic Considerations
- Residual Impact on Surrounding Schools
- Impact on Additional Support Services

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## SPC OUTCOMES FALL OF 2016

<table>
<thead>
<tr>
<th>School</th>
<th>2 or 3 SPFs</th>
<th>2013 SPF</th>
<th>2014 SPF</th>
<th>2016 SPF</th>
<th>CRITERION A: Avg % Overall Points Earned</th>
<th>CRITERION B: 1 Yr Growth Pct Pnts Earned</th>
<th>CRITERION C: Scored 25 or higher on SQR</th>
<th>CRITERION C: No 1’s on SQR</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Early College</td>
<td>3</td>
<td>26.45%</td>
<td>19.39%</td>
<td>26.06%</td>
<td>23.97%</td>
<td>No</td>
<td>Yes (25)</td>
<td>Yes</td>
</tr>
<tr>
<td>Gilpin Montessori Public School</td>
<td>3</td>
<td>28.24%</td>
<td>35.07%</td>
<td>19.01%</td>
<td>27.44%</td>
<td>No</td>
<td>No (24)</td>
<td>No (1)</td>
</tr>
<tr>
<td>Wyatt Academy</td>
<td>3</td>
<td>20.07%</td>
<td>25.71%</td>
<td>41.74%</td>
<td>29.17%</td>
<td>Yes</td>
<td>65%</td>
<td></td>
</tr>
<tr>
<td>Greenlee Elementary School</td>
<td>3</td>
<td>24.68%</td>
<td>27.52%</td>
<td>37.98%</td>
<td>30.06%</td>
<td>No</td>
<td>No (22)</td>
<td>No (2)</td>
</tr>
<tr>
<td>Amesse Elementary School</td>
<td>3</td>
<td>25.97%</td>
<td>32.21%</td>
<td>35.20%</td>
<td>31.13%</td>
<td>No</td>
<td>No (24)</td>
<td>No (2)</td>
</tr>
<tr>
<td>Lake International School</td>
<td>3</td>
<td>28.38%</td>
<td>25.87%</td>
<td>43.55%</td>
<td>32.60%</td>
<td>Yes</td>
<td>56.79%</td>
<td></td>
</tr>
</tbody>
</table>

The six schools listed above were the lowest-performing 5% of schools, based on most recent three School Performance Framework ratings (criterion A).
At the conclusion of the 2016 designation process, District staff will collect feedback to inform process refinements for 2017-18.

**January**
- Focus groups with key stakeholders, including school leaders, central office staff and community members
- 2017 and 2018 SPF Revisions

**February**
- Proposed revisions to Criteria A and B
- Release RFP for SQR Vendor (If needed)

**March**
- SQR Process Revisions
- Draft Implementation Guidelines

**April**
- Final Implementation Guidelines

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**DAC FEEDBACK**

- Based on your understanding, what do you believe was the level of alignment between our implementation and the original policy?

- What is one thing you believe went really well in this fall’s implementation?

- What is one thing you believe we should do differently?

- What is one thing we can do to engage the DAC in this process moving forward?

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APPENDIX A: PROCESS
CRITERION A METHODOLOGY

**Purpose:** Identify schools that have been the most persistently low performing

**Proposed Indicators:** Schools that are in the bottom 5% based on an average of overall SPF score from the most recent three years.*

- When modeling this methodology using prior years SPFs, all schools in the lowest 5% were consistently rated as Red or Orange.

**Rationale:**

- Ensures we are identifying the MOST persistently low performing schools
- Rank-order methodology accounts for shifts in assessments and SPF methodology
- Ensures DPS has sufficient supply of high-quality new school applicants

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**CRITERION B METHODOLOGY**

**Purpose:** Identify schools that are not showing strong academic growth in the most recent year

**Proposed Indicators:** Schools that receive 50% or fewer of growth points in the most recent year
  - Considers all growth metrics of SPF in most recent year

**Rationale:**
  - Identifies schools showing strong growth that are not yet improving on the overall SPF due to two-year matrix
  - Acknowledges that it can be difficult for schools to meet status expectations immediately based on students’ incoming performance
CRITERION C METHODOLOGY

- Panel convened to set benchmark
  - Panel was composed of
    - experts from multiple advocacy groups
    - school leaders (district-run and charter)
    - an English Language Acquisition specialist
    - a special education specialist
  - Grounded in the purpose of the School Performance Compact (SPC) and the School Quality Review (SQR) Criteria
  - Developed initial recommendations for the level of performance for schools meeting the School Quality Review (SQR)
  - Developed consensus recommendation for the level of performance for schools meeting the School Quality Review (SQR)

- A school’s total score on the SQR is the sum of the ratings on each of the key questions. This means that the score scale ranges from 10 to 40.
- The panel’s consensus recommendation was a total score of 25 on the SQR score scale with an additional requirement that a school meeting this expectation would earn at least a “2” rating on all ten key questions.
<table>
<thead>
<tr>
<th>Domain 1: Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Classroom interactions and organization ensure a classroom climate conducive to learning.</td>
</tr>
<tr>
<td>2. Classroom instruction is intentional, engaging, and challenging for all students.</td>
</tr>
<tr>
<td>3. Teachers regularly assess students' progress toward mastery of key skills and concepts, and use assessment data to make adjustments to instruction and to provide feedback to students during the lesson.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 2: Students' Opportunities to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. The school identifies and supports special education students, English language learners, and students who are struggling or at risk.</td>
</tr>
<tr>
<td>5. The school has a safe, supportive learning environment that reflects high expectations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 3: Educators' Opportunities to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. The school designs professional development and collaborative systems to sustain a focus on instructional improvement.</td>
</tr>
<tr>
<td>7. The school's culture indicates high levels of collective responsibility, trust, and efficacy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 4: Leadership and Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.</td>
</tr>
<tr>
<td>9. School leaders effectively orchestrate the school's operations.</td>
</tr>
<tr>
<td>10. Communities, parents and families are actively engaged in their students' progress and school improvement.</td>
</tr>
</tbody>
</table>
APPENDIX B: ADDITIONAL DATA
## CRITERIA A AND B ADDITIONAL RESULTS

The below table outlines all schools that met Criterion A of the policy and their performance on Criterion B.

<table>
<thead>
<tr>
<th>School</th>
<th>2 or 3 SPF</th>
<th>2013 SPF</th>
<th>2014 SPF</th>
<th>2016 SPF</th>
<th>CRITERION A: Average % Overall Points Earned</th>
<th>CRITERION B: Met High Growth</th>
<th>1 Yr Growth Pct Pnts Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Early College</td>
<td>3</td>
<td>26.45%</td>
<td>19.39%</td>
<td>26.06%</td>
<td>23.97%</td>
<td>No</td>
<td>19.47%</td>
</tr>
<tr>
<td>Gilpin Montessori Public School</td>
<td>3</td>
<td>28.24%</td>
<td>35.07%</td>
<td>19.01%</td>
<td>27.44%</td>
<td>No</td>
<td>21.62%</td>
</tr>
<tr>
<td>Wyatt Academy</td>
<td>3</td>
<td>20.07%</td>
<td>25.71%</td>
<td>41.74%</td>
<td>29.17%</td>
<td>Yes</td>
<td>65%</td>
</tr>
<tr>
<td>Greenlee Elementary School</td>
<td>3</td>
<td>24.68%</td>
<td>27.52%</td>
<td>37.98%</td>
<td>30.06%</td>
<td>No</td>
<td>48.81%</td>
</tr>
<tr>
<td>Amesse Elementary School</td>
<td>3</td>
<td>25.97%</td>
<td>32.21%</td>
<td>35.20%</td>
<td>31.13%</td>
<td>No</td>
<td>40.00%</td>
</tr>
<tr>
<td>Lake International School</td>
<td>3</td>
<td>28.38%</td>
<td>25.87%</td>
<td>43.55%</td>
<td>32.60%</td>
<td>Yes</td>
<td>56.79%</td>
</tr>
</tbody>
</table>

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## SQR Result Detail

<table>
<thead>
<tr>
<th>Domain</th>
<th>Key Question</th>
<th>Gilpin</th>
<th>Greenlee</th>
<th>West Early College</th>
<th>Amesse</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction</strong></td>
<td><em>Classroom interactions and organization ensure a classroom climate conducive to learning.</em></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><em>Classroom instruction is intentional, engaging, and challenging for all students.</em></td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><em>Teachers regularly assess students’ progress toward mastery of key skills and concepts, and use assessment data to make adjustments to instruction and to provide feedback to students during the lesson.</em></td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Students' Opportunity to Learn</strong></td>
<td><em>The school identifies and supports special education students, English language learners, and students who are struggling or at risk.</em></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>The school has a safe, supportive learning environment that reflects high expectations.</em></td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Educators' Opportunity to Learn</strong></td>
<td><em>The school designs professional development and collaborative systems to sustain a focus on instructional improvement.</em></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>The school’s culture indicates high levels of collective responsibility, trust, and efficacy.</em></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Leadership and Community</strong></td>
<td><em>School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.</em></td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>School leaders effectively orchestrate the school’s operations.</em></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>Communities, parents, and families are actively engaged in their student(s)’ progress and school improvement.</em></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>24</td>
<td>22</td>
<td>25</td>
<td>24</td>
</tr>
<tr>
<td><strong>Number of &quot;1&quot; scores</strong></td>
<td></td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>
West Early College

Recommendation: Do not designate for restart or closure.

Criteria A
- Meets: The school earned an average of 23.97% of points on the 3 most recent SPFs, placing it in the bottom 5% of schools.

Criteria B
- Meets: The school earned 19.47% of growth points in the most recent year, below the 50% threshold.

Criteria C
- Does not meet: The school earned 25/40 total points on the SQR, above the total threshold. In addition, the school earned zero “1” scores.

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**GREENLEE ELEMENTARY SCHOOL**

**RECOMMENDATION:** Designate for restart.

**Criteria A**
- The school earned an average of 30.06% of points on the 3 most recent SPFs, placing it in the bottom 5% of schools.

**Criteria B**
- The school earned 48.8% of growth points in the most recent year, below the 50% threshold.

**Criteria C**
- The school earned 22/40 total points on the SQR, below the total threshold. In addition, the school earned 2 “1” scores.

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JOHN AMESSE ELEMENTARY SCHOOL

RECOMMENDATION: Designate for restart.

Criteria A
• The school earned an average of 30.6% of points on the 3 most recent SPFs, placing it in the bottom 5% of schools.

Criteria B
• The school earned 40.0% of growth points in the most recent year, below the 50% threshold.

Criteria C
• The school earned 24/40 total points on the SQR, below the total threshold. In addition, the school earned 2 “1” scores.

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GILPIN MONTESSORI SCHOOL

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RECOMMENDATION: Close at the end of the 2016-2017 school year.

Criteria A: The school earned an average of 27.44% of points on the 3 most recent SPFs, placing it in the bottom 5% of schools.

Criteria B: The school earned 21.62% of growth points in the most recent year, below the 50% threshold.

Criteria C: The school earned 24/40 total points on the SQR, below the total threshold. In addition, the school earned one “1” score.