



DENVER
PUBLIC
SCHOOLS

Accountability, Research
and Evaluation

2018 SPF CHANGES

2/12/2018

Board of Education Work Session

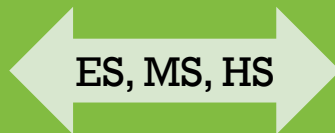
The SPF Origin Story

3 Frameworks to Serve All Schools

2008



Traditional SPF
4th – 12th Grade



2008



Alternative SPF
AECs and Online



2013



Early Ed SPF
ECEs and Grades
K-3



The Purpose of the SPF

The SPF Drives School Improvement

SPF drives school improvement by:

- Establishing performance targets for our schools in critical performance areas that are consistent across schools, regardless of governance type or school model
- Serving as a management and accountability tool that identifies areas of strength and areas that need additional focus in order to drive school improvement strategies
- Promoting greater focus on the performance and success of traditionally underserved students through the use of the Academic Gaps rating, in order to close opportunity gaps
- Helping the district prioritize resources and supports in schools where students are experiencing less success, including the need for turnaround to accelerate student achievement
- Transparently communicating schools' strengths and areas for improvement to school communities

Static vs. Dynamic

There is tension between the desire to have a static tool that is the same from year to year and the need to make updates and changes to reflect developing expectations, need for improvements and new requirements.

From its inception, SPF has been, is, and will be a dynamic performance management tool.

DPS reviews and makes revisions to the SPF on a regular basis in order to:

- Reflect our performance goals and aspirations
- Align with CDE requirements (e.g., assessment transitions and new graduation requirements)
- Respond to suggestions and concerns from stakeholders
- Improve approaches to measuring school performance

Annual SPF Cycle

Feedback and Decision Cycle



What Is Principal Review?

Principal Review: A two-week period when principals and their teams review preliminary SPF data prior to public release.

Schools analyze preliminary SPF results to:

- Engage with results, using an inquiry process
- Identify strengths and challenges
- Plan for communication to families

ARE reviews and responds to principal inquiries to:

- Clarify SPF data questions
- Validate data and results
- Identify recommended measure or policy changes for future SPFs

This year's focus group topics included:

- How to score measures with a single year of data
- Concerns with Academic Gaps
- How to include students for PSR measures
- Weight of the Engagement Indicator
- Cut Points and Weight of Early Literacy
- CMAS Catch-Up and Keep-Up
- Center-Based Program Points

Gathering SPF Feedback

We've conducted **18 focus groups** via webinar and in-person sessions with school and district leaders, community advocates, and parents.

Groups were as follows:

- Alternative Education Campus Leaders (**2**),
- Community Advocates (**2**)
- Division Leaders (**1** PSR; **1** EED)
- Charter Leaders (**3**)*
- Early Ed Principals (**2**),
- Elementary School Principals (**2**)*
- Teachers (**1**)
- Secondary Principals (**2**)
- Parents (**1**)
- Curriculum and Instruction (**1**)
- DCTA (**1**)

*One group was a combination of district and charter Elementary School Principals/Leaders

Selection of Participants for Focus Groups

5 to 25 = Range of participants engaged within each focus group

Methods used for selecting participants varied by group.

- **Alternative & Early Ed Leaders** – All principals were invited.
- **Secondary/Elementary Principals** – Assistant Superintendents identified leaders based on participation in the 2017 Principal Review process.
- **Charter Leaders** – Portfolio Management identified leaders.
- **Community Advocates** – Chief of Staff identified approximately 20 groups to participate.
- **Parents** – Approx. 50 parents from FACE events expressed interest in attending and were invited.
- **DCTA** – A focus group was scheduled with DCTA staff and teachers.
- **Teachers** - All teacher leaders and Teacher Leadership Collaborative staff were invited.
- **Curriculum & Instruction** – All department leadership was invited.

Invitees for all sessions were encouraged to forward the invitation to others they felt would benefit from the focus groups.

Gathering SPF Feedback from Focus Groups

Focus group process: Structured discussions centered on pre-determined topics relevant to the group

- Participants could add additional topics to the agenda

Norms were established

Multiple roles to support the discussions (facilitator, content expert, note-taker)

Detailed notes were converted into summaries by group, ed-level and topic

Plan to communicate back to focus groups



Listening to Our Stakeholders

Since the 2017 SPF was published, the majority of the feedback we received from our stakeholders focused on:

- Impact of One Year of Data Measures on the SPF
- Implementation of the Academic Gaps Indicator*
- Concerns with the Early Literacy Measures

*When the district released the 2017 SPF ratings, we announced that we would seek public input on the implementation of the Academic Gaps indicator.

One Year of Data and the SPF

Description of the Issue

- If measures are new or do not have enough students in one of the years, one year of data is used on the SPF.
- New SPF requirements for the disaggregated group measures (i.e., $N > 16$) led to an **atypical** number of schools with one year of data measures.
- The perception of some schools is that being scored on only old data is a misrepresentation of their performance.

1.15b CMAS Keep-Up - Math

Does Not Meet

Did the percentage of students who remained proficient on CMAS Math last year meet or exceed 70%?

PRIOR YEAR SCORE

Kept-Up	Eligible	% Kept Up
6	19	31.6%

PRIOR YEAR RATING

Range	Rating
$\geq 85\%$	Exceeds
$\geq 70\%$ and $< 85\%$	Meets
$\geq 55\%$ and $< 70\%$	Approaching
$< 55\%$	Does Not Meet

CURRENT YEAR SCORE

Eligible

MEASURE POINTS

CURRENT YEAR

	D	A	M	E
D	0	0.5	1	1.5
A	0.5	1	1.5	2
M	1	1.5	2	2.5
E	1.5	2	2.5	3

PRIOR YEAR

	D	A	M	E
D	0	0.5	1	1.5
A	0.5	1	1.5	2
M	1	1.5	2	2.5
E	1.5	2	2.5	3

Points Range	Rating
≥ 3	Exceeds
≥ 2 and ≤ 2.5	Meets
≥ 1 and ≤ 1.5	Approaching
≤ 0.5	Does Not Meet

One Year of Data and the SPF

Solution

- Remove measures that do not have current year data

Why Do We Remove Measures with Only Prior Data?

- All measure ratings will reflect the school's most recent progress.
- Schools can better assess progress of current efforts and identify and plan for current needs.
- This maintains a more complete picture of school performance by including one year measures where current year of data is present.
- Weight of measure does not change regardless of whether measure uses one or two years of data

Academic Gaps on the SPF

Academic Gaps Threshold: Schools must be blue or green on the academic gaps rating in order to be blue or green overall

History of Indicator

- 2016: Indicator first debuted as hold harmless on the SPF; called Equity Indicator
- 2017: Implemented threshold

Academic Gaps on 2017 SPF

- DPS did not apply the threshold to 3 schools with high FRL and SOC populations
- Collected focus group feedback to identify best strategy for applying threshold in 2018

School	2016 Overall % Pts Earned	2017 Overall % Pts Earned	2017 AG % Pts Earned	2017 Growth % Pts Earned	Enrollment	Student Demographics		
						ELL	FRL	SOC
Cowell	35.56%	52.37%	46.02%	55.62%	421	65%	94%	96%
STRIVE Westwood	56.92%	51.14%	41.46%	49.19%	352	90%	93%	98%
Bryant Webster	49.55%	52.67%	48.57%	57.68%	418	74%	85%	96%

Academic Gaps on the SPF

Solution

- Apply the Academic Gaps rule to all schools without exemption.

Why No Exemptions?

- District goal: Close opportunity gaps for **all** students
- No natural demographic break point for exemptions
- Continue to discuss whether there are approaches to address concerns here of very high poverty schools



Concerns with Early Literacy Measures on the SPF

Description of the Issue

- Schools showed very strong performance on Early Literacy measures in 2017.
- Additional Early Literacy disaggregated group measures were added, increasing the weight of Early Literacy on the SPF from 10% to 34%.
- Performance on Early Literacy measures did not generally mirror CMAS results for growth or status.
- Strong performance on Early Literacy measures led to the perception that the 2017 SPF misrepresented the overall performance of schools.

Early Literacy Changes

- Continue to use vendor cuts
- Increase the % of students expected to be at grade level
 - Encourage greater number of students to meet performance thresholds
 - Glide path to 2019 Aimlines
- Temporarily reduce the weight of Early Literacy on the SPF
- Adjusts impact of Early Literacy measures on a school's overall SPF rating during vendor cut to aimline transition
 - Acknowledges differences in what is measured between Early Literacy and CMAS assessments
- Report aimline performance in preparation for 2019 implementation



Why Wait to 2019 to Implement Aimlines?

- Aimline methodology is not finalized
- Greater sample size needed to apply aimlines to IDEL platform
- Another year of data needed to establish developmentally-appropriate aimlines for K and 1 grades
- School change management required
- Instructional resources to support student progress to aimlines are not finalized

LIST OF ADDITIONAL MEASURE CHANGES

- At the High School Level, Consolidate CMAS, PSAT, and SAT Growth Measures
- Update Measures Impacted by the Availability of New PSAT9 Data
- Modify the College Remediation Measures' Remediation-Free Requirements
- Consolidate College Remediation Measures
- Apply a New Student Exemption to the PSR Enrollment and the On-Track To Graduation Measures
- Revisit Measure Distributions to Set Cuts, as necessary
- Pilot an Online Version of the Parent Survey
- Include Out of District Scores in CMAS Catch-up/Keep-up
- No Changes to the Engagement Indicator Weight
- No Changes to the Set of CMAS Growth Measures: CMAS Catch-Up, Keep-Up, and MGP measures
- No Changes to the Center-Based Program Bonus Measure
- Add a Deceased Student Exclusion
- Add CLEP to the AP, IB test and CE Course Passing Measures
- Report (Hold Harmless) New On-Track to Graduation Data
- Incorporate Secondary Enrollments (Courses Taken at Other High Schools) into PSR Enrollment and Passing Measures
- Remove the "Course to Test Crosswalk" from the "AP, IB Test and CE Course Passing" Measures
- Add PSR Course Opportunities to the PSR Enrollment Measures for 'Significantly Impacted' SPED Students

SPF Timeline

Communication of 2018 SPF Changes

- 2/9: Share decisions with Instructional Superintendents
- 2/12: Share decisions with school leaders via webinar and *Principal Weekly*
- 2/12: Share decisions at Board of Education Work Session
- 2/13: Share decisions with teachers via *Teacher Weekly*
- Week of 2/19: Communicate details of decisions to school leaders via webinars

Next Steps

- February-April: Collaborate with CDE on a process for Alternative Framework (rigor, approvals, etc.)
- March-April: Focus groups with school leaders about principal review process

FOCUS GROUP PARTICIPANTS

Community Groups

- CLLARO
- Colorado League of Charter Schools
- Colorado Succeeds
- DAC
- DFER
- Together Colorado