

Reimagining the SPF

Exploring differences
between CDE and DPS
frameworks to find a
better path



Objectives for our conversation

Understand some of the differences between the current DPS and CDE School Performance Frameworks to identify:

- what **tradeoffs** between the two frameworks the committee can explore and mitigate
- what **additional measures** might address challenges in either DPS or CDE framework
- **additional considerations** for a successful “SPF”

Why A+ Cares About This

- **Transparent information** for families
- **Setting high expectations** for our school system
- **Focusing resources** on the students who most need it
- **Informing educators** about areas for continuous improvement
- **Surfacing best practices** to better serve students across the district

Level Setting on The Differences Between DPS and CDE

Different Measures

CDE and DPS publish SPFs. What's the difference?

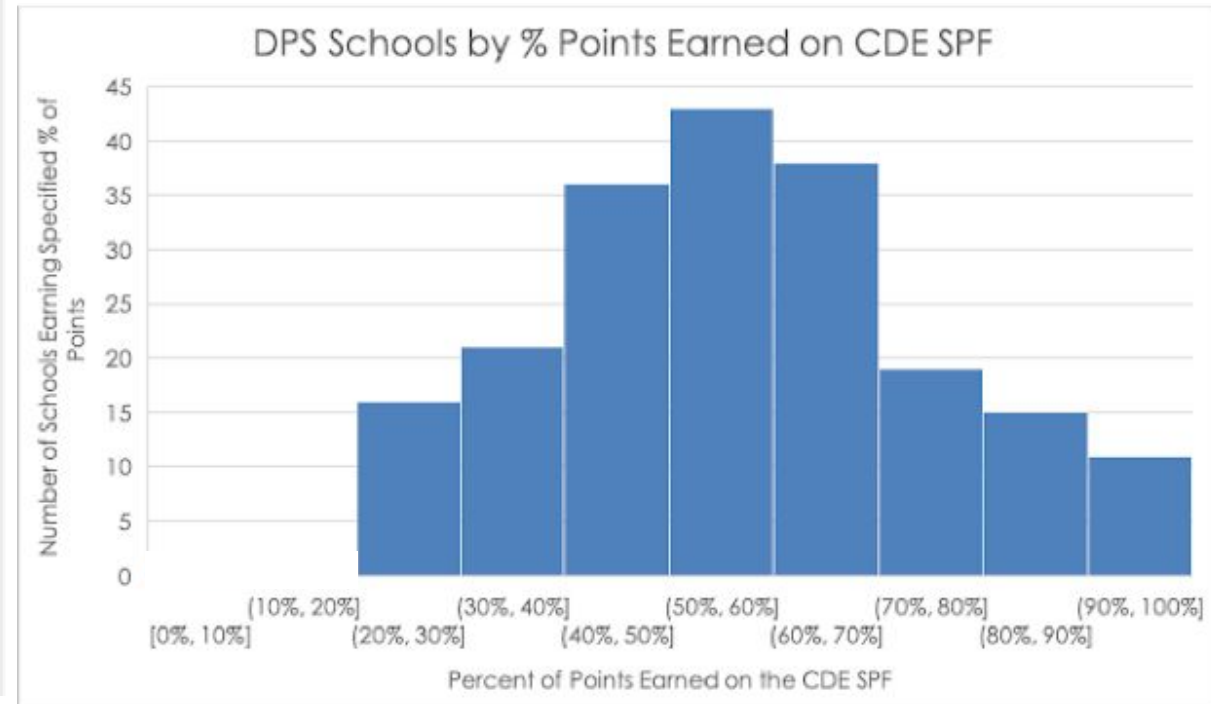
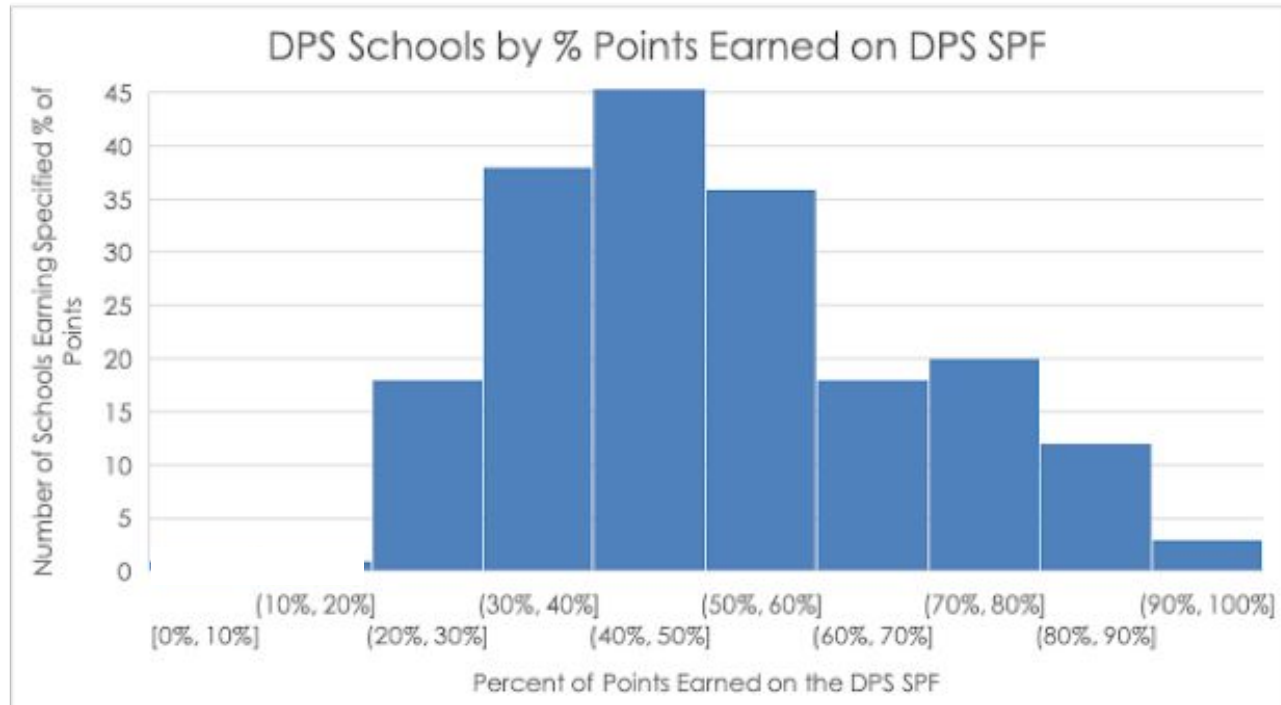
	CDE	DPS
Number of measures included	Elementary and Middle Schools: ~25 High Schools: ~50	Elementary Schools: 52 Middle Schools: 35 High Schools: 47
Timeframe of measures	One year, unless more needed to include data, per reporting rules	Multi-year
Use of disaggregated data	Status, Growth, and some PWR (Postsecondary Workforce Readiness) indicators include all students results and points for results disaggregated for FRPL eligible, SWD, ELLs, Students of Color, and Students previously identified for a READ Plan (ES ELA only)	Status, Growth, and PWR indicators include all students results and results disaggregated by FRPL eligible, SWD, ELLs, Students of Color, and students significantly below grade level (ELA only) Disaggregated measures summarized in an "academic gaps indicator"
Weight of indicators	EM: 60% Growth; 40% Achievement Status HS: 40% Growth; 30% Achievement Status; 30% PWR	EM: ~70% Growth; ~25% Achievement; ~5% Parent and Student Engagement HS: ~50% Growth; ~20% Achievement; ~25% PWR; ~5% Parent and Student Engagement
How disagreements between school and rater are handled	Public request to reconsider process	Internal body of evidence and data dispute process
Percent of Denver schools with a high quality rating (2018)—all rated schools including AECs	62% (based on preliminary ratings)	42%

CDE uses fewer measures; across a narrower time frame than DPS

Growth is weighted more heavily than status on the CDE Framework, though to a lesser extent than the DPS framework

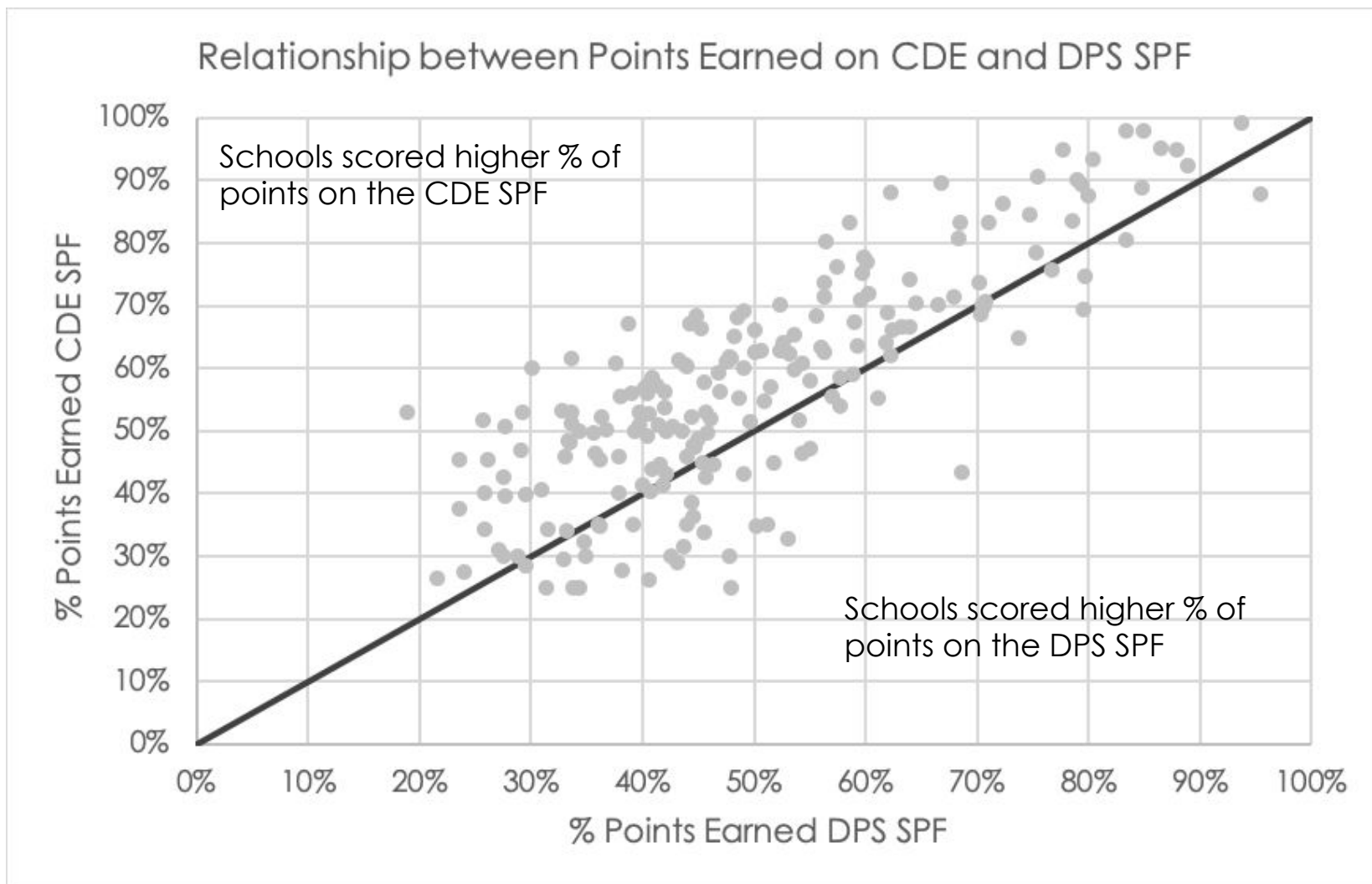
Schools tend to score better on the CDE framework (this is true of CO schools)

Different distributions



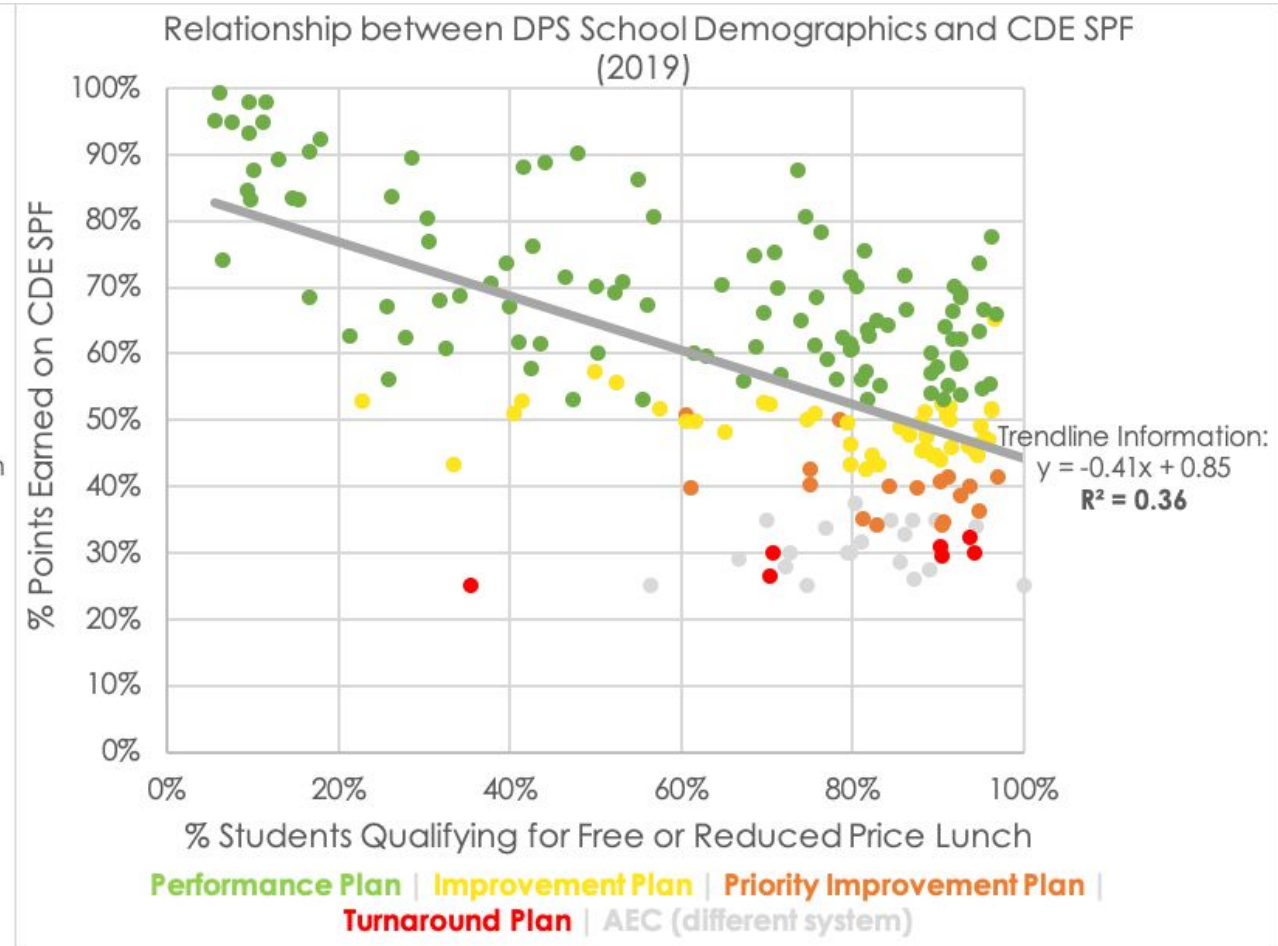
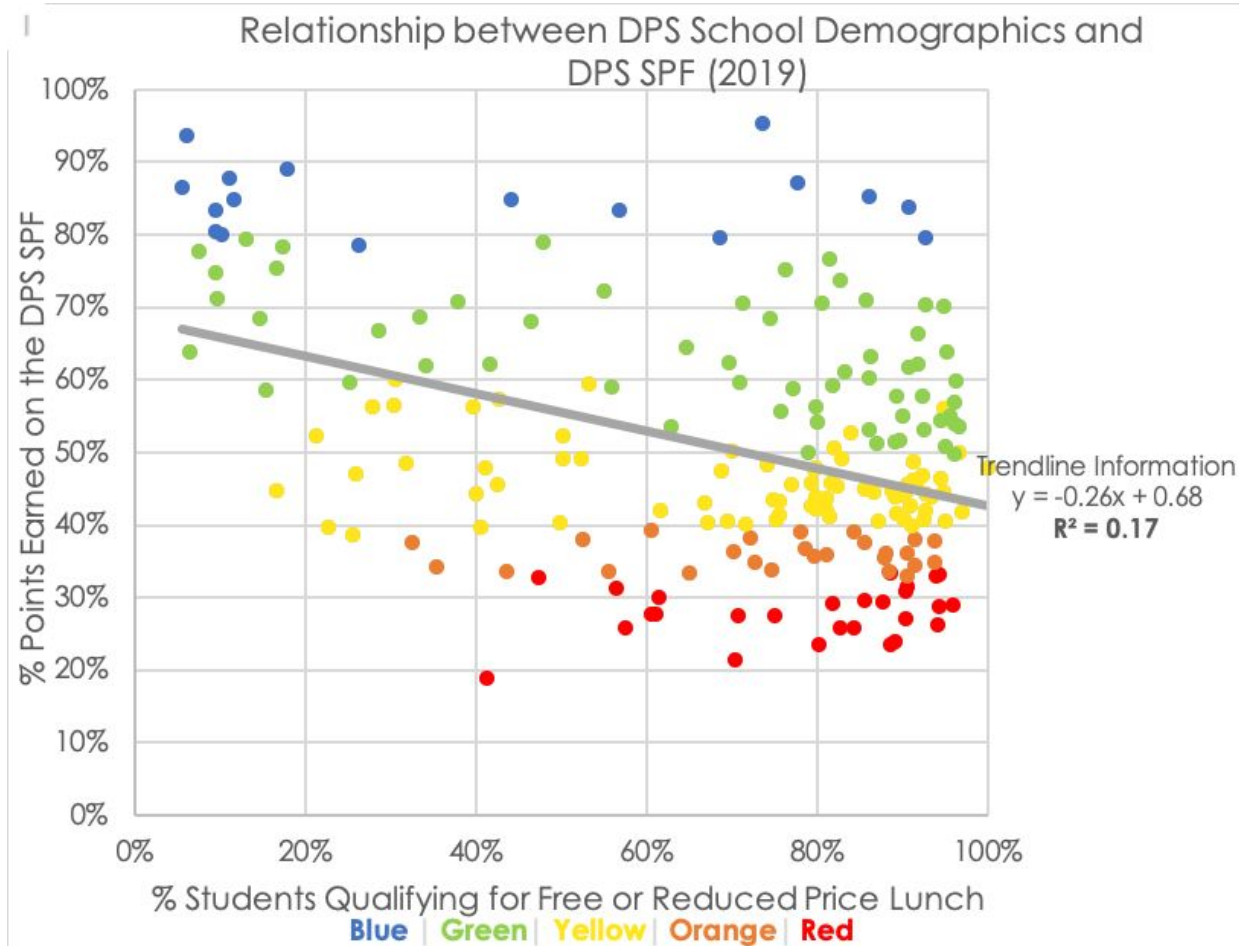
Schools tend to earn more points on the CDE SPF than on the DPS SPF...

Which are not always predictable



... though that is not true for all DPS schools. The relationship between points earned on each framework is not 1 for 1 ($r^2=.66$)

Are ratings predictable based on school demographics?



Big Questions Raised

- What is the right level of rigor around school-wide academic outcomes? Has the state set the right “bar”?
- Does the committee recommend differentiating more, or less between different tiers of academic outcomes?
- Does the committee want to address the stronger correlation between school demographics and SPF outcomes?
- Is there a “tipping point” in the number of measures included?
- How does this committee recommend communicating changes to educators and to communities?

Measure-specific questions raised

- Are there opportunities to add additional measures of growth, given state's "on-track growth" measure will not be included until 2021 and will likely not differentiate between catch-up and keep-up growth (i.e. students not yet meeting expectations v. students who are on grade level)?
- Are there local academic measures that should be included? (i.e. the state doesn't have access to advanced course enrollment & success etc., but DPS does)

A+ Takeaways

- **Transparency, transparency, transparency.** Regardless of what is ultimately included in a summative rating system, there is not enough public information about programming, academic outcomes, student experience. A rating system must be clear to the public, and should not be the only place where families can access information about schools.
- **Processes for Engagement.** Making changes to the state SPF involves engaging with different stakeholder groups. We think it critical that DPS also establish community engagement processes to ensure that local community values inform the state conversation.
- **Is more better?** There are tradeoffs as more measures are added into a summative rating because it can dilute the information, and make it more complex. That said, we also believe that our community can handle nuance and information.
- **Setting high expectations.** The State Board just voted to raise the bar for “Performance” schools, which will be implemented in 2021, despite strong push back against these expectations. Denver has consistently set higher expectations for students, and can continue to do so.