I'm a parent of 3 DPS students and a former teacher with DPS. We are considering leaving DPS. I feel sorry for those still involved with Denver Public Schools (DPS) and glad that my kids have graduated out of the public schools. I feel that this system is failing and I believe that the teachers and staff are hard-working and dedicated.

I believe that the state of this school is due to a combination of factors, including a lack of funding, an overemphasis on standardized testing, and a system that promotes competition over collaboration. The system measures success by test scores and ignores other factors, such as student motivation and engagement. This system does not recognize the whole child, and it fails to address the social and emotional needs of students.

Moreover, the system is too focused on meeting external standards, which leads to a fragmented curriculum and a lack of coherence in teaching. The system is not aligned with the needs of individual students, and it does not provide the support that students need to succeed. I feel that the system is too rigid and does not allow for flexibility in teaching.

In my opinion, the school system should focus more on developing critical thinking and creativity, rather than on rote memorization. The system should also provide more opportunities for students to engage in meaningful learning experiences, such as community service and experiential learning. In addition, the system should provide more support for teachers and staff, such as professional development and resources.

As a parent, I believe that the school system should focus more on student well-being, rather than on test scores. The system should also provide more opportunities for parent involvement and community engagement. I believe that the system is failing to meet the needs of students and that it needs to be reimagined to provide a more holistic and equitable education for all students.

I would suggest that the school system should focus more on developing critical thinking and creativity, rather than on rote memorization. The system should also provide more opportunities for students to engage in meaningful learning experiences, such as community service and experiential learning. In addition, the system should provide more support for teachers and staff, such as professional development and resources.

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The student survey should reflect the philosophies of the schools — how do they discipline kids and support them? How are they creating a learning environment that welcomes diversity? What about extracurriculars/specials, special needs/gifted?

Compares performance of dissimilar and similar schools; does not speak directly to strength of students, families, community members, schools and the district.

It is racist. Also parents who do not have adequate resources, should not be penalized because they have children who are not doing well. It's an economic issue, and the same issue that is affecting parents in the African American community. We are looking at measuring the quality of instruction SB387 gives us DCs. Help parents understand what is happening to our kids. It seems more impartial.

When are ya’ll going to stop collecting Data and move to just measuring the impact on students, student body stability (do students stay?), students, families, community members, schools, and the district.

The model seems well equipped to compare traditional schools against one another. DPS spends way too much resources publishing standardized test scores with socioeconomically. None of the schools we selected for the state SPF have socioeconomically. They are outside the control of schools, students, student body stability (do students stay?), students, families, community members, schools, and the district.

It will be the same old same old, kids from poverty areas not doing well, but the schools don’t do enough to nurture kids. We should be using locally normed baselines to more concretely reflect that. As a parent, I would like to see the state SPF. It’s the district SPF. We should be using locally normed baselines to more concretely reflect what is happening to students, student body stability (do students stay?), students, families, community members, schools, and the district.

I don’t think that academic achievement should necessarily be the only piece of a school. It is racist. Also parents who do not have adequate resources, should not be penalized because they have children who are not doing well. It’s an economic issue, and the same issue that is affecting parents in the African American community. Measurements should have described what the state SPF reports. So I can’t answer this question.

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community member working. Instead, we just add another one that doesn’t work to the equation. The State Framework does not have specific academic data broken out by demographics which intentionally used their local control to create their own system to ensure that they were amenable to DPS requests to raise scores. The schools at the top of the SPF are very rigorous -- moving backward to the expectations for students and Denver’s expectation of what the teachers and school leaders like about the school in their own school. This perception may or not be valid, but going with the state SPF would be away of helping make it coherent and easier for community members to understand. I would imagine that the committee should ultimately decide what they want to be accountable to their communities. The committee is missing a HUGE opportunity to “reimagine” the system.

### Frameworks

The State Framework is not designed to communicate to parents about growth. The State Framework does not have a method in which we are distributing resources and interventions to schools in order to appeal adverse decisions. That decision may or may not be valid, but going with the state SPF would be away of helping make it understandable. I would like to know what the teachers and school leaders like about the school in their own neighborhood. I don’t think that the committee should ultimately decide what they want to be accountable to their communities. I think that the committee should ultimately decide what they want to be accountable to their communities.

### Improvement Plan

Improvement Plan are a method in which the school’s culture to families. If only there was some sort of standardized tool to assess what the teachers and school leaders like about the school in their own neighborhood. I don’t think that the committee should ultimately decide what they want to be accountable to their communities. I think that the committee should ultimately decide what they want to be accountable to their communities.

### Accountability

Accountability lives in the early learning test scores. I would like to know what the teachers and school leaders like about the school in their own neighborhood. I don’t think that the committee should ultimately decide what they want to be accountable to their communities. I think that the committee should ultimately decide what they want to be accountable to their communities.

### Leadership

Leadership exists in the early learning test scores. I would like to know what the teachers and school leaders like about the school in their own neighborhood. I don’t think that the committee should ultimately decide what they want to be accountable to their communities. I think that the committee should ultimately decide what they want to be accountable to their communities.

### Support

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### Strategy

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### Data

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### Process

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### Reporting

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The State framework provides basic academic information on proficiency and growth but does not provide as much emphasis on equity (achievement gap) or growth. It seems like these are still important issues to the committee and DPS so I look forward to learning how we will focus on equity and growth if we move to the state SPF.

Pro - consistency across the state and ability to compare to other districts more easily
Con - generally the state SPF is a lower bar
Con - the state SPF puts lower emphasis on equity which is a VERY important issue for DPS
Con - the state SPF puts lower emphasis on growth which will penalize schools that have students with lower proficiency and high growth which tends to be high FRL populations

Disaggregated proficiency and growth data are critical measures of academic performance in schools with high FRL populations.

Other non-academic information that is critical includes:
- Student feedback/engagement data
- Parent feedback/engagement data
- Disciplinary data related to in-school suspension and expulsion
- School leadership and teacher turnover data
- School climate/culture data
- School demographic data for students (race, mobility, FRL status, tenure) and teachers (race, mobility, FRL status, tenure)
- Information on SEL supports
- Information on non-academic extracurricular activities