

Recommendations for Denver Public Schools

Reimagine SPF Committee | May 2020

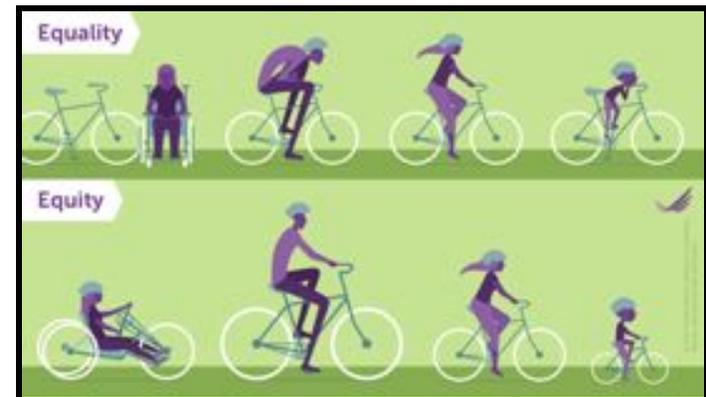
Introduction

Over the course of 10 months, the members of the Reimagine SPF Committee, also called the Quality Schools Task Force, have worked together to evaluate the current Denver Public Schools performance framework in terms of what is working, where improvements are required, and how the District can better capture how we support and hold accountable the schools we rely on to prepare our children for success in life.

We set out to achieve four primary objectives:

1. Simplify the framework to streamline the categories and scope of data collected
2. Make the information more accessible to the priority audiences for the Denver SPF
3. Ensure we apply an equity lens to the framework
4. Align the metrics to the purpose of the Denver SPF

At first glance, these objectives all appeared congruent and achievable with modifications to the existing SPF. But the more one takes seriously the claim of equity, the more challenging this becomes. As highlighted in this popular graphic, equity implies a commitment to seeing the unique needs of individuals and demands we find a way to help each one to thrive in their unique way. This could mean an adjustment of time, focused attention on specific needs, and the allocation of resources to make this a reality. At the same time, we take seriously the desire to have a tool that can apply across contexts, that can provide assurance that we do not sacrifice excellence in the name of equity, and that we have a common framework that builds solidarity among schools and across the district. How can the same accountability tool promote both equity and equality at the same time?



The answer has less to do with the tool itself than with changing how accountability is understood, and the mental model we have about the relationships between community, school, and district. This change is not unique to education. We are in a time of evolutionary change where systems are moving away from top down models of “accountability as control” to more collaborative models of “accountability as mutual responsibility.” For example, some businesses are moving beyond a single bottom line of profit and are also being held accountable to social impact and environmental sustainability by their customers; the health sector speaks of the “triple aim” of outcomes, costs, and patient experience. How do we shift a school performance framework from valuing a single bottom line, as in the case with the SPF driven primarily by academic results, to a triple bottom line where the development of the whole child and culture/climate are seen as equally important to a child’s future success? And with this, how do we begin to see the schools and district as sharing mutual accountability for the results?

Executive Summary

We have concluded that the best path forward is threefold. First, the district should redefine its relationship with the schools and the community to shift from being a top down management system, where decisions must be made based solely on criteria that can be consistently measured across schools no matter the context, to one of mutual accountability in order to reach high standards for all schools. In the same way we regard student performance as part a reflection of teacher and school performance, we should regard school performance as a reflection of district and community support. If schools understand that accountability is truly shared in this system, the more likely we are to have everyone rowing in the same direction, therefore helping schools be more responsive to the needs and contexts of the families they serve.

Second, the district should advance the cause of equity by creating a continuous improvement learning system that guides school level growth and allows each school to maintain some level of autonomy over how it demonstrates growth over time. To ensure that the unique needs of learners are taken into account, we must pursue the development of data collection structures that capture Denver Public Schools’ progress on whole child and essential skills, additional academic performance measures, and indicators of a school’s culture/climate. While this task force is putting forth an initial framework, it is only through its use and stakeholder feedback loops that we build its legitimacy over time.

Finally, the district should advance the cause of equality by adopting the state performance framework to capture and track essential information about how our schools are performing and how they relate to other districts and schools across the state to meet state accountability requirements. The committee understands that the state SPF is limited and does not capture the complexities of school quality, but when coupled with the first two points above, we believe the state SPF can be a helpful source of external information in assessing the overall level of school performance, and allows DPS to align with the state accountability framework and federal ESSA requirements. The committee chose to use the state framework as the accountability tool for a variety of reasons. One reason is that having one accountability tool offers a level of clarity and simplicity for families and schools along with a single rating system across the state. Being the only District with a separate accountability tool often sends conflicting messages between the two ratings. While the committee chose to use the state framework as the tool to trigger accountability, we do want to hold to high expectations for our schools against a more robust set of criteria thus positioning the District to serve as a collaborator and partner in school improvement efforts. A local accountability process is therefore important as it can monitor the health of the district, support school improvement efforts, and can drive our shared vision for equity.

We also understand that it is imperative to align the district SPF with the updated Denver Plan. Aligning this reimagined SPF to the Denver Plan will ensure our plan for holding our schools accountable is aligned to our district's vision. It is our intent to ensure the implementation of this framework is a part of the implementation of the Denver Plan.

Task Force Report

The process to identify the Reimagine SPF committee was established in June, 2019. At that time, an application was developed and circulated to the community. A selection panel, which included a teacher, student board of education representatives, an official from the City of Denver's Office of Children's Affairs, DPS district and charter representatives, and central office representatives, met to review the applications. The panel aimed to select a diverse committee, using criteria such as regional representation, racial and ethnic diversity, grade levels, and various types of school governance to assist with selection.

The 30 member committee composition is as follows:

- 8 teachers - one from each region and two at-large representatives
- 8 school leaders - one from each region and two at-large representatives

- 8 parents/family members- one from each region and at-large representatives
- 2 district/central office administrators
- 4 community members/advocacy group members

The committee met in-person once a month from August 2019 until March 2020. In April, due to the Covid-19 pandemic, the committee met virtually three times. Throughout their time together, the committee used several communication tools to attempt to come to consensus, including small group work during meetings and outside of meetings. When consensus was not possible, the committee voted on important decision points using the technology Slido. In addition, members of the DPS team provided the committee access to important resources, including experts on school performance frameworks and readings on topics such as equity in education. Notes from each meeting were also made available to the public for feedback which was then relayed to committee members prior to subsequent meetings.

Members of the Task Force agreed that the purpose of a future SPF should be to understand “how a school is doing, what it needs, and what it offers.” There was also broad consensus among the Committee that all information related to this purpose should be housed in one central location and include both quantitative and qualitative data about school performance.

Committee members came into this process with a variety of perspectives. While some committee members came into the process thinking that reimagining would have been more expansive in creativity and had hoped the process would be starting from scratch, there were others on the committee that felt that the recommended changes went too far from the accountability structures the district has created, and still others who deeply believe that the recommendations laid out in this proposal fall short of truly “reimagining the SPF” – the charge the group was originally constructed to achieve. There were also tensions around the purpose of an SPF and how it is used by both the district and viewed by the community. We also recognized that there are required State and Federal accountability considerations and these influenced our process and our decisions.

It is also important to note that with the committee’s diverse views, there was not a 100% approval for all decisions, and the committee utilized a majority vote. The decisions this committee made were difficult, and in some cases their views spread across a spectrum of opinions on the given topics. At an early decision point, for example, some of the committee members did not want to adopt the State SPF as the accountability tool for the district. In the spectrum of opinions for this decision, some committee members believe the academic expectations set forth in the State SPF and the ways in which the State SPF illuminates issues of equity fall short, while others felt that the expectations of the former DPS SPF were too rigid and unequitable, and other committee members landed anywhere in between on this spectrum. This is one example of the many discussions and debates this committee has

engaged in during this process. The work was challenging and charged with emotion, but rooted in a drive for equitable changes for the district, and ultimately the committee is moving forward together with the recommendations outlined in this document.

While some members of the Committee posited that a single tool could not act as the comprehensive source of information because different audiences care about different dimensions of school performance, the group agreed to work toward capturing several key categories of information that are of most universal interest: academics, whole child indicators, and school climate and culture.

Lastly, and perhaps most fundamentally, the committee believes there is a significant difference between “School Accountability” (and the use of the “School Performance Compact” or other local accountability policies) and sharing data/information that is critical for understanding the realities of a school and our collective district. The sharing of quantitative and qualitative data tied to “Whole Child” and “Culture and Climate” positions schools and the district to engage in continuous improvement efforts with high levels of transparency. This is not the same as using state SPF data that can trigger specific actions/interventions that are described by the state and local accountability policies. It will be critical to drive further clarity on this differentiation between “accountability” and “information sharing” as the reimagined SPF is converted from a series of beliefs, values, and ideas into a functional tool.

Audiences

The Committee concluded the Denver SPF should prioritize capturing information for the following audiences:

- Families—students, parents, and caregivers
- School administration, principals, teachers
- Community
- School District
- CO Department of Education

There was some discussion on whether “students” should be treated as its own priority audience. However, the Committee concluded it should consider students as part of families.

Categories of Information aligned to our Values

The SPF Committee agreed by consensus that the Denver SPF should capture information in the major categories below:

Additional Academic Measures

The CDE framework provides information about student growth and achievement mostly aligned to state assessments. In addition to this framework, there are academic measures that are important to the DPS community and aligned to our vision for equity that are listed in the appendix.

- We value transparency of academic data.
- We believe disaggregated data is important in order to understand how all students in a school are performing.
- We value both growth and status scores and also understand that those scores play a different role across schools and must be analyzed in context.
- We believe the quality of an SPF based largely on student standardized assessments depends on the quality of the assessments. Stakeholders should continue to advocate for the reduction and elimination of bias in assessments and hold each other accountable to high quality, valid, reliable assessments.
- We value how students learn as well as results of a high stakes assessment.
- We believe a body of evidence across a variety of metrics is a more accurate way of understanding academic performance.

Whole Child

For students to be successful, and for schools, school communities and the District to have an accurate picture of how students are doing, Whole Child indicators are an integral part of that understanding. The daily lived experience of children and teens is as important as their academic progress in school. Looking at how schools and the District support the Whole Child with real, transformational, intentional action is a missing component to the current SPF, and is a change that has the potential to move DPS closer to an equitable school system. Ideally, this category should measure both school efforts to support the Whole Child, and the District's practices with regards to equity -- giving students/schools what they need.

- We believe that having this category is a statement toward our goal of equity.
- We believe that indicators of access, student experience, and Whole Child practices support equity for all students.
- Weighting the school experience of students, teachers, and parents as heavily as academic measures gives voice to people in the school.

- We believe that when we do not make assumptions about schools and students in the absence of context and actual lived experiences, the system supports equity.
- Most importantly, we believe having two-way accountability ensures equitable resources and access for all.

Climate and Culture

We know that the way a student, family or community member experiences a school has an impact on engagement, ownership and learning. For this section, we are defining the terms culture and climate in the following way.

Culture refers to a system of shared assumptions, values and beliefs that govern how people behave within a school. This includes norms of behavior and thinking, routines, traditions, unwritten rules and unconscious biases.

Climate refers to how the stakeholders within the school experience the culture on a day to day basis (the feeling or mood of the organization). Assessment of the current climate provides insight into the underlying culture and can help to inform short and long term interventions that can drive sustained positive change in culture.

In assessing these areas, we believe it is important to connect *what* is happening in the school to *how* it is happening and, most importantly, to the ways in which the school's culture and climate directly or indirectly impact student growth and learning. In other words, a student may have above average academic scores on standardized tests, but they may have significant trauma over the experience of learning if the climate and culture of where they did the learning at school was challenging for one reason or another. For example, students might not see themselves represented in the curriculum and in teacher demographics or the student might have experienced unaddressed bullying or harsh discipline practices which could have lasting emotional consequences.

We recognize an equitable education also requires examining factors outside of a school's control such as a student's home life or access to educational resources. Through this revised framework, we hope to address the school's influence on climate and culture. It also requires assessing assets and gaps that students experience outside of school and utilizing equitable (not equal) distribution of resources to ensure all students have access to what they need as well as opportunities provided that might not otherwise be available to our students. The work of equity and inclusion requires beginning with the whole child, and their home environment, in addition paying attention to local, state, national and international factors.

We believe a student's social emotional health is paramount to academic priorities as these priorities can't be achieved if the student's basic needs are not being met. In order to learn, students have to be socially and emotionally prepared to do so. We also believe Climate and Culture bridges the Whole Child and Academic categories because without the learning conditions necessary for students to effectively access content, academic priorities come second and we cannot value the Whole Child.

In addition, we believe it is important to measure whether a student, family, and community feel engaged in a school. Many families express their frustration at not being able to access resources and support for the betterment of their child's education. Many parents feel excluded from authentic engagement and untapped as resources. We would hope that this category highlights and measures these often marginalized stakeholder voices.

Beyond just meeting graduation requirements, we believe that part of the responsibility of Denver Public Schools is to help students find out where they fit in our ever-changing world along with their obligation to society. We believe another part of culture and climate is how schools are connecting students with the world. We acknowledge that the public school system and its history are integral parts of our democracy, therefore teaching civic and global awareness impacts the climate and culture of a community. Not considering the children's environment and how it affects their present and future on a very real and measured basis, would be the antithesis of leading with equity.

- We believe equity is about meeting the needs of and fostering the inclusion of all students.
- We currently believe there is unequal and inequitable access to opportunities offered to students depending on their zip code.
- We value experience, quality, and creativity in the education workforce and we find drastic differences in access to such between our schools.
- We believe students should be able to see teachers that look like them in their schools.
- While we believe the "what" of education (academic measures, etc.) is important, it has been overemphasized for many years. As a result, we believe the "how" of education is overdue for attention and focus.
- We believe the previous SPF omitted school climate and culture. Does the school environment foster a love of learning? Do the students have strong relationships with their teachers? We want to know if the school has a relationship with its community. Do the school and community feel they belong to each other?

Committee Recommendations:

1. **Adopt the state performance framework to capture and track essential information about how our schools are performing and how they relate to other districts and schools across the state to meet state accountability requirements.**

- a. **Federal and State Accountability:** This tool acts as an initial scan to determine, at a high level, the general condition of a school, the results of which might suggest additional assessments and interventions. The committee recommends that DPS use the Colorado State SPF for accountability purposes to meet federal ESSA and state requirements. It is not designed to report on school quality but acts as a useful assessment of the generalized performance measures of school performance that conveys comparable data across schools. The state also has a threshold for when they consider other more significant interventions, which might include gathering more data on potential school closure.
- b. **Local Accountability:** It is important that we have systems in place to support schools, keep them off the state accountability clock, and hold schools accountable to high expectations. The state framework will be used to trigger the local accountability processes.

Recommendations #2 and #3 are intended to drive transparent information sharing that paints a more robust picture of each school's performance and for the school district to work with schools in support of continuous improvement. These recommendations are not intended to add parameters or expectations related to triggering state and local accountability requirements.

2. **Create a School Dashboard to inform all stakeholders on school performance and growth.**

An important step in this process is to empower all schools to present themselves in the most comprehensive and accurate way possible. To date, schools have been narrowed to a single “color” as the primary way of communicating their value to stakeholders. The committee understands the state requirement for a summative rating, and the recommendation to use the state framework meets that requirement. It is our intention that this dashboard includes a broader set of information and does not include a summative rating or score, but rather shares important information about schools. The task force recommends equipping schools with a more comprehensive picture to convey what their goals are, what supports they offer students and families, and how they are performing against expectations. This will provide parents and the broader community with a more

accurate picture of each school, and because of the broader set of indicators which speak to a wider array of what is valued in an education, lead to a better fit between students and schools. (See Appendix I for more details on metrics)

3. Leverage a collaborative continuous learning and improvement cycle to assess the ongoing performance of schools across our three value domains: Academics, Whole Child, and Culture/Climate.

A continuous improvement learning cycle is meant to fully explore the deeper data story through a robust body of evidence, diagnose key strengths and weaknesses across a variety of outcomes, flag potential problems for early action, and support school-level improvement strategies. The continuous improvement process provides data on stated growth goals and current performance levels, and implementation plans drive the continuous learning cycle. A critical component of this element is that it gives schools some leeway in selecting the specific measures of growth that best match their student population and school aims, while still expecting all schools to demonstrate appropriate levels of growth over time. In addition, lessons learned in this cycle will inform the data that is reported on a school's dashboard (see Appendix I). While the dashboard does provide a more robust body of measures than the former SPF, we also recognize that there could be additional metrics that the district could utilize to truly drive school improvement such as interim assessments, an accounting of the resources and support provided by the district or available at the school and metrics that are simply too nuanced to measure empirically. We hope that the District will utilize the research conducted by the committee to help inform their processes to improve schools.

The committee would like to issue one note of caution. It is a very difficult balancing act between having full transparency of data and providing an opportunity for the context of that data to be understood and acknowledged. For example, a school might have a high student turnover rate due to having a large homeless population. But, without that context, the school might be viewed as a "bad school" due to its low student retention numbers. We hope the district will consider including school context along with these types of measures in order for the community to get a clearer picture of each school's true strengths and weaknesses.

CONCLUSION

Overall, it is clear that no single tool is going to resolve the spectrum of opinions and perspectives held across such a wide range of diverse stakeholders. What has, however, become evident along the way, is that all stakeholders deserve access to critical information. Whether a member of the school board, a parent, a teacher, a principal or a local community member who wants to know more, it is important that the community has access to key information that illuminates a wide range of information about our schools. As a result, the multiple buckets of both quantitative and qualitative information that may be shared as a result of this

proposal's recommendations are an area of agreement that the committee stands by. This kind of transparency is ultimately in the best interest of the children and families being served by our schools.

Based on the Committee's work, we are submitting the recommendations laid out in this document to the Superintendent of Denver Public Schools with the understanding she will present our thinking to the Board for further evaluation and decisions on next steps for the Denver SPF.

Appendix I: Recommended Criteria for the School Dashboard

The CDE (Colorado Department of Education) framework provides information about student growth and achievement mostly aligned to state assessments. In addition to this framework, there are additional measures that are important to the DPS community and aligned to our vision for equity.

The charts below outline each element of the proposed school dashboard, the measurements recommended by the Committee, and their purpose. Descriptions for the chart headers are as follows:

- **Measurement Topline:** A measurement recommended by the committee to help determine how a school is doing, what it needs and what it offers
- **Rationale, Definition and Purpose:** The reason that measurement is being recommended by the committee and its intended purpose.
- **Suggested Ways to Measure:** Suggested ideas on how to measure the topline measurement, for the implementation committee to consider.

Additional Academic Measures:

Measurement Topline	Rationale, Definition and Purpose	Suggested Ways to Measure
Academic Orientation	It is important that our students have access to grade level work, and it is important that our students are engaged in this work. Aligned to research such as TNTP's " The Opportunity Gap ," and the MCIEA framework , it is important to add a process for measuring academic challenge and engagement.	<p>Rating reports similar to those outlined in EdReports to evaluate standards-based curriculum and instruction and opportunities for grade-level work.</p> <p>Possibly, a brief narrative about a schools curriculum or academic values</p> <p>Walkthrough or observational data</p> <p>Family, staff and student survey data as appropriate, similar to the approach outlined in this article.</p>
K-2 Measures	Monitoring students' progress in literacy and math in early elementary would be beneficial to allocate support for schools to guarantee schools are on the right path of development. These students are not accounted for in the state SPF, so the committee recommends adding some measures.	<p>READ Act assessments (Reading assessments for grades K-2)</p> <p>Math assessment - A-Net or another normed Math assessment.</p>

<p>Colorado Spanish Language Arts (CSLA) Growth</p>	<p>Third and fourth grade students can take the CSLA test to align to their language of instruction. The state framework includes CSLA status/achievement, but does not include growth for CSLA. This committee recommends adding CSLA growth as a data point. This would allow for a way for emerging bilingual students to show their literacy proficiency in either of the languages they know and a way of encouraging schools' to align to the Language Allocation Guidelines for TNLI and Dual Language programs.</p>	<p>DPS CSLA Growth score that is already in place in the current SPF:</p> <ul style="list-style-type: none"> • 3rd grade CSLA to 4th grade CSLA • 3rd grade CSLA to 4th grade CMAS • 4th grade CSLA to 5th grade CMAS
<p>High School access to and success in AP, IB and CE. (CDE has announced the addition of a similar measure to the state framework)</p>	<p>Research shows that being in these classes has long term benefits that lead to better academic outcomes. It is important to report the percent of students who have access to these courses and the extent to which schools are preparing students in passing these courses and rigorous assessments.</p>	<p>Percent of students who have taken at least one of these courses.</p> <p>Disaggregated information on what groups of students have had access to at least one of these courses.</p> <p>Percent of students who have passed one of these courses.</p> <p>Disaggregated information on what groups of students have passed or received credit for at least one of these courses.</p>
<p>Attainment of Biliteracy</p>	<p>A biliterate student is a student who will enter life with a significant asset that we believe should be supported and applauded. By adding this measure we hope to raise the visibility of the Seal of Biliteracy and promote its attainment by students.</p>	<p>Number of students and/or percentage of students at a high school who have received the Seal of Biliteracy on their diploma.</p>

Readiness Benchmark	As a school district, we need to ensure students are meeting readiness benchmarks so they are prepared to meet each next phase that they are in, grade-to-grade, and aligned to graduation requirements and skills.	Assessments that are backwards planned and aligned to graduation requirements and skills with an eye toward adequate student growth. ICAP completion
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Whole Child

Measurement	Rationale, Definition and Purpose	Suggested Ways to Measure
Attendance	Attendance is crucial for students to learn, but it is also an indication of whether or not a student’s Whole Child needs are being met. The committee’s recommended means of measurement would encompass more data points than the current SPF which only reports the student attendance percentage overall. These new measures would allow for the more nuanced story of student attendance to be articulated as well as a light to be shown on differences in attendance among subgroups of students. We must guard against this indicator being used inappropriately or divisively.	<p>Student attendance data:</p> <ul style="list-style-type: none"> ● How many students, in general, improved their average daily attendance that were below the 95% threshold? ● How many students started the year chronically absent and how many improved their average daily attendance? ● How many students maintained their 95% or higher attendance patterns? ● Disaggregated by subgroups - this will let us know how well ALL students are attending ● Mobility rate of the region. This is aligned to the guidelines from the DJEC RootEd report.

<p>Student Engagement and Wellbeing</p>	<p>It is important to hear from students to best understand the extent to which schools are meeting their needs. We want to ensure that ALL students are being served well in our schools and not just academically but also socially and emotionally.</p>	<ul style="list-style-type: none"> ● Ratio of mental health staff to student ● Discipline/suspension data: measured equitably ● An inventory of student access to performing arts, electives & extracurriculars ● Surveys: <ul style="list-style-type: none"> ○ Need to audit or learn from the experts on which questions really point to this bucket in an authentic way. Could be a subset of a larger survey. <ul style="list-style-type: none"> ▪ Belonging ▪ Teacher-student relationships ▪ Agency in student decision making ▪ Physical Safety ▪ Social/Emotional Safety ▪ Diversity ○ We caution the district against having too many surveys for too many different purposes. We encourage the district to implement a single survey. As part of a continuous learning process, schools may choose to re-administer certain questions to track growth against stated goals. ○ Disaggregated by subgroups - Who actually filled out the survey? Who is represented? How many students completed the survey? Is this number representative of the school community?
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Climate and Culture

NOTE: Our committee has discerned that there are many aspects of a school for which parents and community lack information that do not fit within the scope of an SPF dashboard. We hope the district will consider revising its enrollment guide and other public facing documents to include more detailed school profiles. These profiles could include information such as a school’s model and philosophy, disciplinary approach, enrollment data, its offerings in the arts, sports, clubs, and activities, etc. We encourage the District to share these profiles with parents in a way that is readily accessible and easily understood.

Measurement	Rationale, Definition and Purpose	Suggested Ways to Measure
School Narrative	We do not want to pretend that we can have measures for every indicator to represent the successes and challenges of a school. This narrative, penned by the school, allows each school to tell its own story utilizing a basic template provided by the district. The story needs to be written collaboratively with the parents, community, students, and staff, with the district providing guidance and support as needed. We believe this narrative also offers schools an opportunity to provide context for their school data.	N/A

<p>School Culture</p>	<p>The goal of examining school culture is to provide a school level view of how the essential components of an inclusive and equitable school culture are working together. While all schools are unique, there are shared outcomes that can be observed, and data can help inform school goals and provide information to track and address district level needs. The expectation is to move beyond examining the inner workings of the classroom into the ways in which the entire school is structured and how deeply its aspirational culture has influenced the student body.</p>	<p>Utilizing multiple data sources including perception surveys, school level data, self-assessments and observations, to ascertain the school's health. Suggested areas might include:</p> <ul style="list-style-type: none"> ● Shared values - evidence ● Equity indicators ● Culture of learning - valuing learning ● Safety and belonging (physical & emotional) ● Student ownership ● Positive student-teacher relationships ● Culture of high expectations, challenge and engagement ● Decision making processes
<p>District Support Regarding School Access</p>	<p>Families will frequently cite a "lack of access" as one of the barriers to overcome in their quest for an excellent education for their children. They mention transportation, health and nutritional access as areas of challenge. And, schools are held accountable to state academic data measures without consideration of how a child accesses the actual school and school day. For families to take advantage of school choice, they need to understand the transportation options available to them. This category attempts to shed light on the resources from the district each school is able to utilize to increase access for students and families.</p>	<p>Utilizing district data sources, along with surveys, measure or report on the following:</p> <ul style="list-style-type: none"> ● Start & end times (in general, as well as within situations of co-location) ● Access to health services (does the school have a clinic) ● Access to nutrition (are meals what students want/like, are there options, are meal options equal across the district) ● Access to public transportation (what is available and accessible) ● DPS Transportation options: <ul style="list-style-type: none"> ○ Are there transportation options for students with higher individual needs - usually center based programs ○ Are students able to access a district bus to support their child's ability to attend school on a regular basis ● Transportation quality:

		<ul style="list-style-type: none"> o Are busses reliable and consistently on-time getting students to school (including those who support our diverse learners) o Are families well-versed in the transportation options available at each school
School Staff	<p>Families will often state the desire for a clearer picture in regards to staff stability and experience along with data regarding the effectiveness and style of school leadership. A school's staff are its lifeblood and having a window into their well-being is critical. Although we realize that sometimes these measures cannot tell the full story of a school, families cite these measures as some of the key data points that they desire to have in order to equip them to make better informed decisions for their families.</p>	<p>Using school/district reported staff data, along with family and student surveys and an internal DPS staff survey (used across traditional and charter schools), measure the following:</p> <ul style="list-style-type: none"> ● Qualifications/experience ● Professional development ● Principal leadership (effectiveness and style) ● Teacher attendance ● Student/teacher ratios ● Class size ● Staff diversity ● Support staffing levels (nurse, social worker, psychologist, etc.) ● Staff satisfaction
Retention	<p>Healthy schools that serve students' needs have a healthy environment. Patterns of student, staff, teacher, and school leader retention can be one indicator of a healthy school environment along with a possible means to shed light on pockets of inequity within the district. The committee also recognizes that staff retention can be more challenging in a Title 1 school and would hope that the District takes this into consideration when mapping out how to measure this component.</p> <p>School Choice has a profound impact on a school's ability to retain students. Parents use School Choice to remove their children from perceived low performing schools based on a color-coded system, rather than as an opportunity to enroll their</p>	<p>Using school reported/district reported data, for each of these measures, the goal would be to see these measured quantified with recent data along with measurements over a more significant length of time. This data should also be disaggregated.</p> <ul style="list-style-type: none"> ● Student retention percentage - 2, 3, and 4 year rates - but with an emphasis on school context. ● Impact of school choice on student retention (new metrics to be created) ● Staff retention percentage (with an eye toward the number of non-renewed vs. number leaving voluntarily and an emphasis on school context) ● Tenure of school leader and the leader turnover rate in the past five years

	<p>children in a school that might actually be an excellent choice for their child. Sometimes, parents do not receive their first or second choice when selecting schools. If they choose a school first or second and did not receive these selections, that school is impacted by School Choice.</p> <p>Transportation disparities for low income parents who cannot drive their children to school daily, also limits School Choice and often results in the parents removing their children (Choice Out) from the school or just excluding the school as a choice. The school loses funding for the children and then makes tough choices about services and personnel. A school could spiral into despair not based on its performance but on external forces. We believe data should be collected and analyzed to determine the effects of School Choice on student retention.</p>	<p>In order to provide a more robust data set and much clearer picture of school quality, the committee recommends:</p> <ul style="list-style-type: none"> • Exit interviews for staff, students, and families to understand the reason why individuals are leaving a school community (to be added as a mandatory aspect of the DPS student transfer process documentation)
<p>Family & Community Engagement</p>	<p>Family and community engagement is foundational to the achievement of our vision for equity. It is critical to authentically engage our families and community in the work of continuous improvement. In measuring family and community engagement, it is important to consider multiple measures beyond the single, one-time survey.</p>	<p>As with all other measures where it is feasible, these data measures need to be disaggregated.</p> <ul style="list-style-type: none"> • Family-School-Community Partnerships: “Community to School” (number and quality of partnerships) • Family relationships & communication (family satisfaction survey and focus groups) • Number of parent leadership and engagement opportunities and actual participation percentages (CSC and other parent leadership opportunity measures along with a measurement of the breadth of parent engagement) • Number of touchpoints the school has to strategically engage with the community: “School to Community” (number and quality of engagement efforts with the surrounding community)

