AGENDA

RECONNECT on norms and with a warm welcome. (15 minutes)

FOLLOW UP on key thematic questions you raised in our last meeting. (75 minutes)

ESTABLISH a shared understanding of federal and state requirements for school report cards (SPFs). (30 minutes)

PRIORITIZE focus area for next meeting and the questions/needs this group has in order to begin deliberations on that topic. (15 minutes)

UPDATE this group on matters related to the 2019 SPF. (15 minutes)

SHARE other process updates and check on attendance norms. (15 minutes)
Revisiting Our First Group Norm

Change processes like this one often feel ...

- Messy
- Disorganized
- Less Productive
- Emotionally Charged

We must stay in it, together!
A Second Group Norm
And a Warm Welcome

Don't be afraid to ask questions. Don't be afraid to ask for help when you need it. I do that every day. Asking for help isn't a sign of weakness, it's a sign of strength. It shows you have the courage to admit when you don't know something, and to learn something new.

— Barack Obama —

Embrace a posture of inquiry!
What’s a recent experience you have had with asking questions and learning something new?
Tonight’s Overall Focus

- Understanding DPS and State SPFs & Federal Mandates
- Whole Child & School Culture
- Growth and Grade-Level Achievement
- New Graduation Requirements
- Early Literacy
- Academic Gaps and Broader Equity Measures
AGENDA

**RECONNECT** on norms and with a warm welcome. (15 minutes)

**FOLLOW UP** on key thematic questions you raised in our last meeting. (75 minutes)
- Can we identify a guiding definition of “equity” for our work?
- Can we gain more clarity about the purpose of the SPF and, related, take another run at the draft charge for this group’s work?

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Key Question #1: What does “Equity” mean?

“No single and cohering definition of equity is used consistently across the collection of [DPS] equity documents reviewed ... Among the most important and first steps in achieving the difficult, demanding and important work of educational equity, is the development of a definition of educational equity.”

-- Antwan Jefferson, Ph.D., “Aligning Denver Public Schools’ Equity Efforts” report to DPS Board of Education, Spring 2019
Key Question #1
What does “Equity” mean?

“Equity in education is raising the achievement of all students while: narrowing the gaps between the highest and lowest-performing students; and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.”

-- from *Courageous Conversations*, by Glenn Singleton and Curtis Linton, and recommended by the DPS Equity division as the unifying definition for all DPS equity efforts going forward.
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Key Question #2
What is the purpose of the SPF?

Federal Regulations
State Regulations
Local Control: DPS!
Key Question #2
What is the purpose of the SPF?

“States and districts are required to publish report cards that show how the State, district, and schools are doing with regard to student achievement and success.”
-- U.S. Department of Education

In this way, a purpose of the SPF is to communicate the outcomes schools are creating around student achievement and success.
“Focuses the attention of educators, parents, students, and other members of the community on maximizing every student's progress toward postsecondary and workforce readiness and post-graduation success. ... [and] on maximizing students' academic growth and achievement over time and reveals where, and among which groups of students, the strongest academic growth is occurring and where it is not. Assists the state in closing the achievement gaps that plague the public education system by spotlighting the gaps in students' academic growth rates.”

-- Colorado Education Accountability Act of 2009

In this way, a **purpose of the SPF is to focus attention on equitable student progress toward success in college and career.**
Key Question #2
What is the purpose of the SPF?

“The School Performance Framework will drive student achievement on an ongoing basis ... In Denver Public Schools, we will all work together in a concerted effort to improve the overall performance of every school. To this end, the principal, faculty and CSC [Collaborative School Committee/School Accountability Committee] at every school, in collaboration with district leadership, will develop a school improvement plan and use data from the school performance framework when setting improvement goals and objectives.”

In this way, a purpose of the SPF is to drive school improvement.
Key Question #2
What is the purpose of the SPF?

The purposes of the SPF are thus to:

- Communicate the outcomes schools are creating around student achievement and success;
- Focus attention on equitable student progress toward success in college and career; and
- Drive school improvement.

At its core, an SPF is a performance management tool. It should provide feedback, accountability, and documentation for performance outcomes.
Reimagine the DPS SPF in a manner that creates a performance management tool to support school improvement, guiding the work of schools, central teams, and charter/innovation zone operators to advance equitable student success and achievement.
More specifically, this group’s recommendations should:

- Identify what we believe DPS should measure on its SPF, and not measure, in terms of student success in our schools;
- Provide guidance on how elements might be best measured; and
- Indicate how we believe different aspects of student success in our schools should be weighted.

While considering:

- Statutory requirements and DPS values/expectations
- Equity lens
- Supporting schools and other DPS teams in focusing on and acting on the most important things;
- Understanding and balancing how measures will incentivize specific behaviors in schools and in other DPS teams, both positively and negatively, and identifying risk mitigation strategies, where necessary;
- Reflecting on learnings from the State SPF, our historical SPF, and other frameworks used nationally -- no reinventing the wheel where it’s not necessary;
- Being honest about the places where we don’t yet have appropriate measures, or do not have access to data, or cannot ensure data accuracy, across all schools.
BREAK 5 MINS
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Situatedness of our SPF

Federal Regulations

State Regulations

Local Control: DPS!
Federal Requirements: ESSA Accountability

- Proficiency on standardized assessments
  - Growth in proficiency in grades below high school or another academic indicator
  - High school graduation rates
  - Progress of English language learners toward proficiency
Federal Requirements: ESSA Accountability

All accountability system indicators of ESSA must be measured annually for all students and for each subgroup:

- Students of color
- Students experiencing poverty
- Children with disabilities
- English Language Learners
Federal Requirements: ESSA Accountability

Importantly, ESSA also:

- **Affords flexibility to identify non-academic indicators of student success;** and

- **Requires** disclosure of:
  - Education spending on a per-pupil basis for every school;
  - Information about teacher qualifications; and
  - School climate information, such as use of suspension.
State Obligations & Requirements

The State is responsible for:

1. Compliance with ESSA. It has an approved ESSA plan, which includes deviations from some ESSA elements; and

2. Meeting requirements of State statute and regulations.
State Obligations & Requirements

The State functionally runs two accountability systems:

1. One for **ESSA purposes** through its federal programs team, and

2. Another for its SPF, which is tied more directly to state requirements and is run by its accountability team.

*Note:* More easily understood per-pupil spending for DPS’s district and innovation schools can be found [here](#).
Why This Matters to Us

- Like CDE, DPS has an obligation to meet the expectations of State statute.

- Although CDE is accountable for meeting ESSA requirements, not DPS, we benefit from understanding the larger national context in which our SPF is situated.
GOAL #1 | Great Schools in Every Neighborhood
Legal Requirements

Table Talk

Use the “Legal Requirements” document available in the table folders. This info was pulled from this CDE document.

Silently and Independently review the ESSA requirements and coordinating Colorado State Laws.

At your tables, discuss and take notes:

- What stands out to you?
- What seems particularly important to our work?
- What questions do you have?
Situatedness of our SPF

Federal Regulations

State Regulations

Local Control: DPS!
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As we begin the deliberative portion of our group’s work, we will welcome external facilitators.

270 Strategies

Marlon Marshall

Lynda Tran
Group Norm on Attendance

We understand that this is a volunteer committee. We also know you have lives and may not be able to make every meeting. And, this work scaffolds from one meeting to the next.

- Does this group want to set attendance expectations for its members?

Note: Our selection panel did identify potential alternates, should we need to replace people.
Next Meeting

October 9, 2019
4:30-7:30pm
Southwest: Bear Valley International School at the Henry Campus

November 6, 2019
4:30-7:30pm
TBD

December 11, 2019
4:30-7:30
Far Northeast: Evie Dennis Campus