POLICY AND PROCESS OVERVIEW
SCHOOL PERFORMANCE COMPACT
PURPOSE

To ensure all students have access to high quality schools that allow them to succeed and graduate college and career ready by establishing a transparent and consistent policy to identify and designate for restart or closure the most persistently low performing schools.
GUIDING PRINCIPLES

The School Performance Compact is built on the following principles:

• **Accountability Across Governance Type**
  - All our students deserve *high-quality schools* that allow them to succeed and graduate college and career ready.

• **Transparency**
  - The District should provide a *clear and transparent* process for designating *persistently low-performing* schools for restart or closure. The process for designation should be *objectively* and *consistently* applied across all schools.

• **Equity**
  - *Equity of responsibility, accountability and opportunity* must be preserved across all schools.

• **Engage Communities and Families**
  - School communities will be *educated* and *informed* about the process for designating schools for restart or closure. School communities will *share in the responsibility* for reviewing applicants and recommending matches to the Superintendent and Board.

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**DESIGNATION CRITERIA**

**Criterion A**
- The lowest-performing 5% of schools, based on most recent three* School Performance Framework ratings; Does not include Early Ed or Alternative Ed SPFs

**Criterion B**
- 50% or fewer growth points earned in the most recent year, based on the School Performance Framework

**Criterion C**
- School scores below a 25 and/or receives a score of “1” on the School Quality Review

**Designation**
DPS staff will recommend schools that meet all three criteria for restart or closure. Denver Board of Education will make final designation decisions.

*If a school has 3 full SPFs, the average of the 3 results is used. If a school only has 2 full SPFs, the average of the 2 results is used. If a school only has 1 full SPF, it is exempt from designation.

When modeling this methodology using prior years SPFs, all schools in the lowest 5% were consistently rated as Red or Orange.
SQR PROCESS OVERVIEW

- Two-day site visit
- Conducted by SchoolWorks, external vendor used in prior years
- Visits utilized DPS-customized SchoolWorks rubric used in 2015-16
  - Schools rated on each of 10 key questions from a 1 (“Does Not Meet”) to a 4 (“Exceeds”)
- Each of the 4 visits had 2 DPS representatives, including 1 ELA staff member
  - All DPS members were trained by SchoolWorks and were required to pass norming activity prior to participation
  - Participants were screened for any potential conflicts of interest
- Schools and team members had opportunity to review narrative findings and provide factual corrections prior to finalization
DETERMINING RESTART OR CLOSURE

If a school meets all three criteria, they will be recommended for restart or closure. In determining between these options, the following are considered:

Primary Factors

- Enrollment Trends in the Neighborhood
- Availability of Higher-Quality Seats in the Area
- Financial Viability of Neighborhood Schools

Additional Factors

- Geographic Considerations
- Residual Impact on Surrounding Schools
- Impact on Additional Support Services

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All impacted school communities have had multiple opportunities to learn about the policy and process as well as the staff recommendation:

**Spring 2016-Early September 2016**
- School Performance Conversations at select schools, including an overview of the School Performance Compact

**Late September-Early October 2016**
- Staff meetings and parent letters at all SQR schools
- CSC/parent meetings at potentially SPC impacted schools

**Late October-Early November 2016**
- School Performance Conversations including performance relative to Criteria A and B
- Share information about School Quality Review process

**December 2016**
- Community meeting to share SQR findings and whether designation has resulted
- Board of Education votes on school restart or closure under the School Performance Compact
RECOMMENDATIONS
## Overview

<table>
<thead>
<tr>
<th>School</th>
<th>Region</th>
<th>Staff Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Early College</td>
<td>NW</td>
<td>Do not designate for restart or closure.</td>
</tr>
<tr>
<td>Greenlee</td>
<td>NW</td>
<td>Restart</td>
</tr>
<tr>
<td>John Amesse</td>
<td>FNE</td>
<td>Restart</td>
</tr>
<tr>
<td>Gilpin</td>
<td>NNE</td>
<td>Closure</td>
</tr>
</tbody>
</table>
West Early College

Recommendation: Do not designate for restart or closure.

Criteria A
- MEETS: The school earned an average of 23.97% of points on the 3 most recent SPFs, placing it in the bottom 5% of schools.

Criteria B
- MEETS: The school earned 19.47% of growth points in the most recent year, below the 50% threshold.

Criteria C
- DOES NOT MEET: The school earned 25/40 total points on the SQR, above the total threshold. In addition, the school earned zero “1” scores.

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RECOMMENDATION: Designate for restart.

- **Criteria A**
  - The school earned an average of 30.06% of points on the 3 most recent SPFs, placing it in the bottom 5% of schools.

- **Criteria B**
  - The school earned 48.8% of growth points in the most recent year, below the 50% threshold.

- **Criteria C**
  - The school earned 22/40 total points on the SQR, below the total threshold. In addition, the school earned 2 “1” scores.
## GREENLEE RESTART RATIONALE

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Alignment to Restart?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Trends</td>
<td>High</td>
<td>Enrollment is steady in the Greenlee boundary over the last 4 years and is not forecasted to change substantively over the next 5 years.</td>
</tr>
<tr>
<td>Performance</td>
<td>High</td>
<td>DCIS Fairmont is the nearest school to the south and is SPF orange. Dora is 2.0 miles to the east and is SPF green.</td>
</tr>
<tr>
<td>Financial Viability</td>
<td>Moderate</td>
<td>Greenlee’s enrollment has dropped, but at 350 E-5 students, has a relatively healthy 2-round school. If performance improved, it would be a very healthy 2-round school.</td>
</tr>
<tr>
<td>Geography</td>
<td>High</td>
<td>Greenlee’s boundary families are among the most isolated in the city, with the river / highway / rail lines all to the west. To the east is Speer Blvd.</td>
</tr>
<tr>
<td>Residual Impact</td>
<td>Medium / High</td>
<td>Due to the magnitude of the hard to serve population at Greenlee, disbursing students across multiple other schools that are not located nearby would be severely impactful to the students as well as the surrounding schools.</td>
</tr>
</tbody>
</table>
RECOMMENDATION: Designate for restart.

Criteria A
- The school earned an average of 30.6% of points on the 3 most recent SPFs, placing it in the bottom 5% of schools.

Criteria B
- The school earned 40.0% of growth points in the most recent year, below the 50% threshold.

Criteria C
- The school earned 24/40 total points on the SQR, below the total threshold. In addition, the school earned 2 “1” scores.
## JOHN AMESSE RESTART RATIONALE

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Alignment to Replace?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Trends</td>
<td>High</td>
<td>Capacity is still heavily utilized in the area, and, while western Montbello reside enrollment is forecasted to remain flat over the next 5 years, there is still high growth near Pena Blvd, so having all capacity occupied is key.</td>
</tr>
<tr>
<td>Performance</td>
<td>High</td>
<td>Many of the surrounding schools are also low performing, so a new program would give families a potentially better option.</td>
</tr>
<tr>
<td>Financial Viability</td>
<td>High</td>
<td>Even with low performance in recent years, Amesse remains viable at roughly 60-75 students per grade, as do most nearby schools.</td>
</tr>
<tr>
<td>Geography</td>
<td>Low</td>
<td>Plenty of access to other schools in the area, which is connected by Success Express.</td>
</tr>
<tr>
<td>Residual Impact</td>
<td>High</td>
<td>With 364 currently attending K-4 students, a hard closure would have strong negative impacts on surrounding schools. There is limited available capacity to reassign students and with mixed performance nearby, a large set of new off-track students would be highly disruptive.</td>
</tr>
</tbody>
</table>

**GOAL #1** Great Schools in Every Neighborhood
GOAL #1 Great Schools in Every Neighborhood

GILPIN MONTESSORI SCHOOL

RECOMMENDATION: Close at the end of the 2016-2017 school year.

Criteria A
- The school earned an average of 27.44% of points on the 3 most recent SPFs, placing it in the bottom 5% of schools.

Criteria B
- The school earned 21.62% of growth points in the most recent year, below the 50% threshold.

Criteria C
- The school earned 24/40 total points on the SQR, below the total threshold. In addition, the school earned one “1” score.
Summary:
Giplin’s current enrollment is 202 students, too small to sustain a new school, with a significant oversupply of seats in the region.

School Options for Families:
Provide seat guarantees for Gilpin families at Cole, Downtown Denver Expeditionary School, University Prep – Arapahoe Street and Whittier, with Success Express transportation. Priority also will be offered at other area schools and at Montessori programs across the District.
## GILPIN: CLOSURE RECOMMENDATION RATIONALE

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Alignment to Replace?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Trends</td>
<td>Low</td>
<td>Large amount of excess capacity in the area, along with shrinking enrollment in the area. Area enrollment is down 33% since 2000 with risk of further declines.</td>
</tr>
<tr>
<td>Performance</td>
<td>Medium</td>
<td>Access to high-performing schools in the area is mixed. DPS is recommending Gilpin family access to University Prep (one “blue” school, and another unrated), Whittier (“green”), Downtown Denver Expeditionary School (“yellow”) and Cole (“yellow.”)</td>
</tr>
<tr>
<td>Financial Viability</td>
<td>Low</td>
<td>Gilpin currently has 154 students. A replacement provider would struggle with enrollment.</td>
</tr>
<tr>
<td>Geography</td>
<td>Low</td>
<td>Plenty of access to other schools in the area, which is connected by Success Express</td>
</tr>
<tr>
<td>Residual Impacts</td>
<td>Low</td>
<td>If Gilpin were replaced, other neighborhood schools would continue to struggle with enrollment</td>
</tr>
<tr>
<td>Support Services</td>
<td>Low</td>
<td>Gilpin family access to other area schools will require adjustments to Success Express routes.</td>
</tr>
</tbody>
</table>
1. Mid-January Choice Expo at the school
   1. Choice team will do a brief presentation on the guarantee for families guaranteed and how their choices will be prioritized.
   2. Transportation team will be present to answer Q&A on Success Express
   3. The schools offering seats will be present to share with families about their programs.
   4. Choice team would be present for Q&A and to collect forms

2. A choice team member will be on campus for regularly scheduled hours in January to answer questions and collect forms

3. The Choice team will call all existing families to get a choice form.

4. DPS will support school tours for Gilpin families.

Through this approach, the Choice team has captured 100% of families in other hard-closure situations, i.e. Sims, Trevista MS.
COMMUNITY ENGAGEMENT

• The week of 12/19 the District will host meetings at each school to share the board decision and discuss next steps.

• Students in these schools/boundaries will be given preference within their region should they choose to attend a new school for 2017-18.

• Communities will have the opportunity to provide input into the selection of a restart provider through the Call for New Quality Schools.
At the conclusion of the 2016 designation process, District staff will collect feedback to inform process refinements for 2017-18.

**January**
- Focus groups with key stakeholders, including school leaders, central office staff and community members
- 2017 and 2018 SPF Revisions

**February**
- Proposed revisions to Criteria A and B
- Release RFP for SQR Vendor (If needed)

**March**
- SQR Process Revisions
- Draft Implementation Guidelines

**April**
- Final Implementation Guidelines

**GOAL #1** Great Schools in Every Neighborhood
APPENDIX A: PROCESS
Purpose: Identify schools that have been the most persistently low performing

Proposed Indicators: Schools that are in the bottom 5% based on an average of overall SPF score from the most recent three years.*

- When modeling this methodology using prior years SPFs, all schools in the lowest 5% were consistently rated as Red or Orange.

Rationale:
- Ensures we are identifying the MOST persistently low performing schools
- Rank-order methodology accounts for shifts in assessments and SPF methodology
- Ensures DPS has sufficient supply of high-quality new school applicants
CRITERION B METHODOLOGY

Purpose: Identify schools that are not showing strong academic growth in the most recent year

Proposed Indicators: Schools that receive 50% or fewer of growth points in the most recent year
- Considers all growth metrics of SPF in most recent year

Rationale:
- Identifies schools showing strong growth that are not yet improving on the overall SPF due to two-year matrix
- Acknowledges that it can be difficult for schools to meet status expectations immediately based on students’ incoming performance
CRITERION C METHODOLOGY

• Panel convened to set benchmark
  • Panel was composed of
    – experts from multiple advocacy groups
    – school leaders (district-run and charter)
    – an English Language Acquisition specialist
    – a special education specialist
  • Grounded in the purpose of the School Performance Compact (SPC) and the School Quality Review (SQR) Criteria
  • Developed initial recommendations for the level of performance for schools meeting the School Quality Review (SQR)
  • Developed consensus recommendation for the level of performance for schools meeting the School Quality Review (SQR)

• A school’s total score on the SQR is the sum of the ratings on each of the key questions. This means that the score scale ranges from 10 to 40.

• The panel’s consensus recommendation was a total score of 25 on the SQR score scale with an additional requirement that a school meeting this expectation would earn at least a “2” rating on all ten key questions.

GOAL #1 Great Schools in Every Neighborhood
## Domain 1: Instruction

1. Classroom interactions and organization ensure a classroom climate conducive to learning.

2. Classroom instruction is intentional, engaging, and challenging for all students.

3. Teachers regularly assess students’ progress toward mastery of key skills and concepts, and use assessment data to make adjustments to instruction and to provide feedback to students during the lesson.

## Domain 2: Students’ Opportunities to Learn

4. The school identifies and supports special education students, English language learners, and students who are struggling or at risk.

5. The school has a safe, supportive learning environment that reflects high expectations.

## Domain 3: Educators’ Opportunities to Learn

6. The school designs professional development and collaborative systems to sustain a focus on instructional improvement.

7. The school’s culture indicates high levels of collective responsibility, trust, and efficacy.

## Domain 4: Leadership and Community

8. School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.

9. School leaders effectively orchestrate the school’s operations.

10. Communities, parents and families are actively engaged in their students’ progress and school improvement.
APPENDIX B: ADDITIONAL DATA
CRITERIA A AND B ADDITIONAL RESULTS

The below table outlines all schools that met Criterion A of the policy and their performance on Criterion B.

<table>
<thead>
<tr>
<th>School</th>
<th>2 or 3 SPFs</th>
<th>2013 SPF</th>
<th>2014 SPF</th>
<th>2016 SPF</th>
<th>CRITERION A: Average % Overall Points Earned</th>
<th>CRITERION B: Met High Growth</th>
<th>1 Yr Growth Pct Pnts Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Early College</td>
<td>3</td>
<td>26.45%</td>
<td>19.39%</td>
<td>26.06%</td>
<td>23.97%</td>
<td>No</td>
<td>19.47%</td>
</tr>
<tr>
<td>Gilpin Montessori Public School</td>
<td>3</td>
<td>28.24%</td>
<td>35.07%</td>
<td>19.01%</td>
<td>27.44%</td>
<td>No</td>
<td>21.62%</td>
</tr>
<tr>
<td>Wyatt Academy</td>
<td>3</td>
<td>20.07%</td>
<td>25.71%</td>
<td>41.74%</td>
<td>29.17%</td>
<td>Yes</td>
<td>65%</td>
</tr>
<tr>
<td>Greenlee Elementary School</td>
<td>3</td>
<td>24.68%</td>
<td>27.52%</td>
<td>37.98%</td>
<td>30.06%</td>
<td>No</td>
<td>48.81%</td>
</tr>
<tr>
<td>Amesse Elementary School</td>
<td>3</td>
<td>25.97%</td>
<td>32.21%</td>
<td>35.20%</td>
<td>31.13%</td>
<td>No</td>
<td>40.00%</td>
</tr>
<tr>
<td>Lake International School</td>
<td>3</td>
<td>28.38%</td>
<td>25.87%</td>
<td>43.55%</td>
<td>32.60%</td>
<td>Yes</td>
<td>56.79%</td>
</tr>
</tbody>
</table>

GOAL #1 Great Schools in Every Neighborhood
## SQR Result Detail

<table>
<thead>
<tr>
<th>Domain</th>
<th>Key Question</th>
<th>Gilpin</th>
<th>Greenlee</th>
<th>West Early College</th>
<th>Amesse</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction</strong></td>
<td><em>Classroom interactions and organization ensure a classroom climate conducive to learning.</em>&lt;br&gt;<em>Classroom instruction is intentional, engaging, and challenging for all students.</em>&lt;br&gt;<em>Teachers regularly assess students’ progress toward mastery of key skills and concepts, and use assessment data to make adjustments to instruction and to provide feedback to students during the lesson.</em></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Students' Opportunity to Learn</strong></td>
<td><em>The school identifies and supports special education students, English language learners, and students who are struggling or at risk.</em>&lt;br&gt;<em>The school has a safe, supportive learning environment that reflects high expectations.</em></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Educators' Opportunity to Learn</strong></td>
<td><em>The school designs professional development and collaborative systems to sustain a focus on instructional improvement.</em>&lt;br&gt;<em>The school’s culture indicates high levels of collective responsibility, trust, and efficacy.</em></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Leadership and Community</strong></td>
<td><em>School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.</em>&lt;br&gt;<em>School leaders effectively orchestrate the school’s operations.</em>&lt;br&gt;<em>Communities, parents, and families are actively engaged in their student(s)’ progress and school improvement.</em></td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>24</td>
<td>22</td>
<td>25</td>
<td>24</td>
</tr>
<tr>
<td><strong>Number of &quot;1&quot; scores</strong></td>
<td></td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>
GILPIN: SURROUNDING SCHOOL SEATS

Area elementary schools have more than enough capacity to serve Gilpin’s families in fall 2017.

<table>
<thead>
<tr>
<th>2016 Gilpin Enrollment</th>
<th>U Prep Arap</th>
<th>U Prep Steele</th>
<th>DDES</th>
<th>Wyatt</th>
<th>Cole</th>
<th>Whittier</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 3/4</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>10+</td>
<td>10+</td>
<td>20+</td>
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<tr>
<td>K</td>
<td>64</td>
<td>38</td>
<td>52</td>
<td>75</td>
<td>40</td>
<td>10+</td>
<td>279</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>17</td>
<td>2</td>
<td>20</td>
<td>6</td>
<td>10+</td>
<td>65</td>
</tr>
<tr>
<td>2</td>
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<td>13</td>
<td>20</td>
<td>4</td>
<td>10+</td>
<td>66</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>5</td>
<td>13</td>
<td>20</td>
<td>4</td>
<td>10+</td>
<td>62</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>5</td>
<td>13</td>
<td>20</td>
<td>0</td>
<td>10+</td>
<td>58</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>5</td>
<td>13</td>
<td>20</td>
<td>5</td>
<td>10+</td>
<td>63</td>
</tr>
</tbody>
</table>

GOAL #1 Great Schools in Every Neighborhood
Area middle schools have more than enough capacity to serve Gilpin’s families in fall 2017.

<table>
<thead>
<tr>
<th>2016 Gilpin Enrollment</th>
<th>Bruce Randolph MS</th>
<th>DSST Cole MS</th>
<th>McAuliffe at Manual</th>
<th>Whittier</th>
<th>Wyatt</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>20</td>
<td>20</td>
<td>~500</td>
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<tr>
<td>7</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>15</td>
<td>15</td>
<td>~100</td>
</tr>
</tbody>
</table>