

SCHOOL PERFORMANCE FRAMEWORK SYSTEM

“SPF”

OUSD | SPRING, 2015

Draft Version 1.0



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

v10.0

GOALS



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

- Develop Working Knowledge of *DRAFT* SPF Version 1.0 Metrics
- Introduce Soft Roll-Out of School Performance Framework



TEAM

SPF Project Team:

- Deputy Chief, Continuous School Improvement
- Exec. Director, Research Assessment & Data (RAD)
- Director Analytics
- Analytic Specialists, Special Projects
- Deputy Network Superintendent
- Director, Continuous School Improvement
- Communications; Publications Manager



RELEVANT ENGAGEMENTS TO DATE & TO OCCUR



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TO DATE

- Site-Based Balanced Scorecard Activities: 2013-14 / 2014-15
- LCAP Balanced Scorecard Engagements: Spring 2014
- Charter “Collective Measurable Pupil Outcomes” Working Group: Spring 2014
- OUSD Cabinet: Winter/Spring 2015
- Principal Advisory Committee Introduction: Spring 2015
- Data Governance Executive Board Feedback Session: Spring 2015

TO OCCUR

- Principal Institute Training: Fall 2015
- Site-Based SPF Orientations / Feedback Sessions: Fall 2015
- Charter Leader Orientations / Feedback Sessions: Fall 2015
- Regional Engagements: Winter 2015





SCHOOL PERFORMANCE

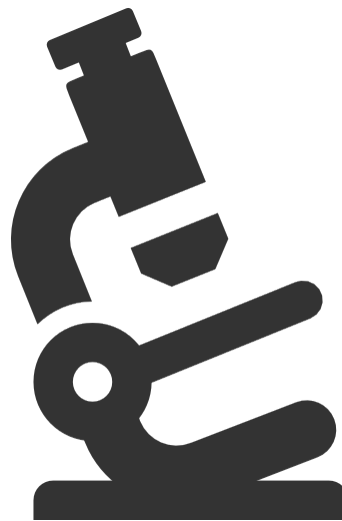
VISION



What we want for ALL students:

Our Graduate Profile

College, Career, Community Ready



PURPOSE OF SCHOOL PERFORMANCE FRAMEWORK



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Differentiated Supports



Equitable Outcomes

**HOW CAN WE BEST PROVIDE DIFFERENTIATED
SUPPORTS TO ACHIEVE EQUITABLE OUTCOMES
FOR ALL STUDENTS?**

DEFINING QUALITY PERFORMANCE



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BEFORE: School Quality was
measured with ONE INDICATOR
– State Test Scores



NOW: Quality is measured with
multiple indicators of the whole
child and whole community school



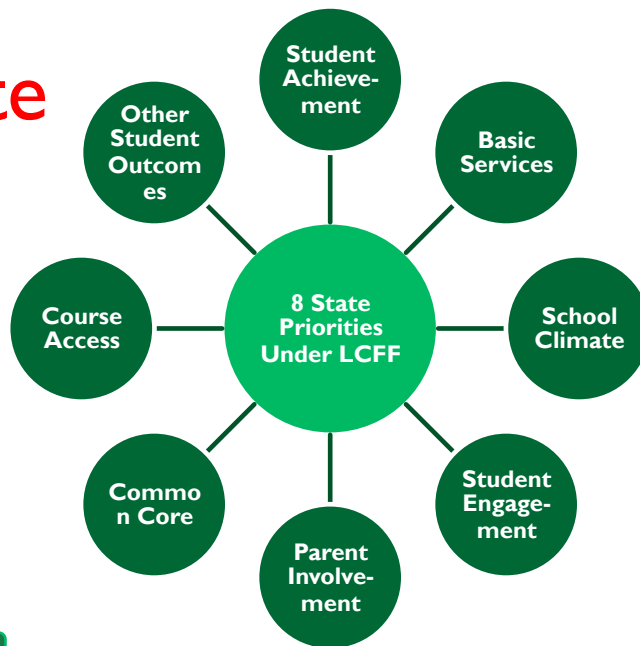
MULTIPLE SYSTEMS DEFINE QUALITY PERFORMANCE



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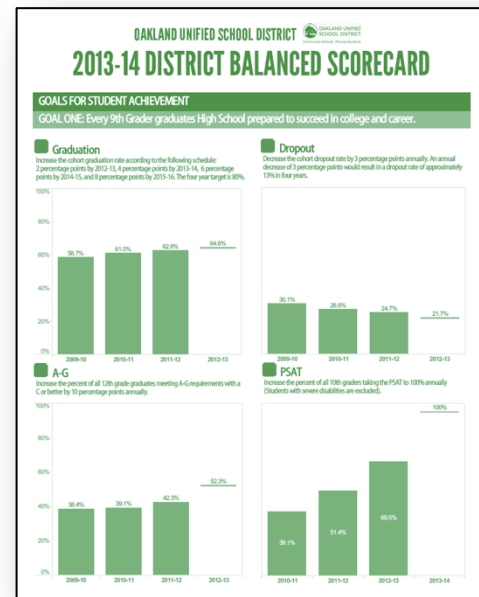
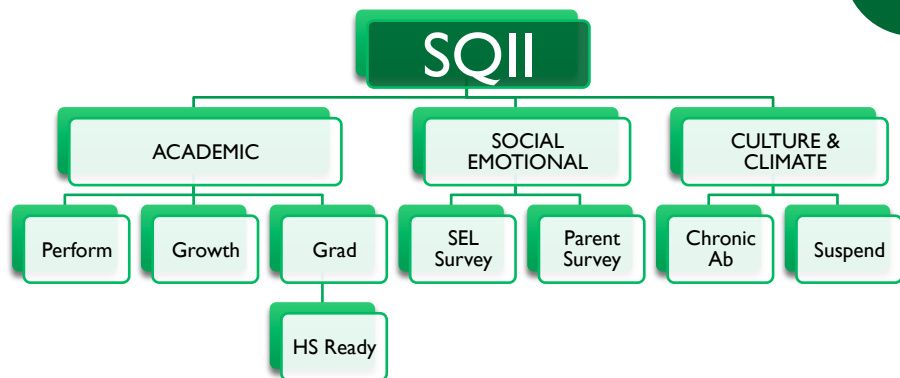
* Several systems of accountability inform the School Performance Framework

State



Local

Federal



STUDYING HOW THE SYSTEMS INTERACT



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MEASURING QUALITY

LCAP ONLY:

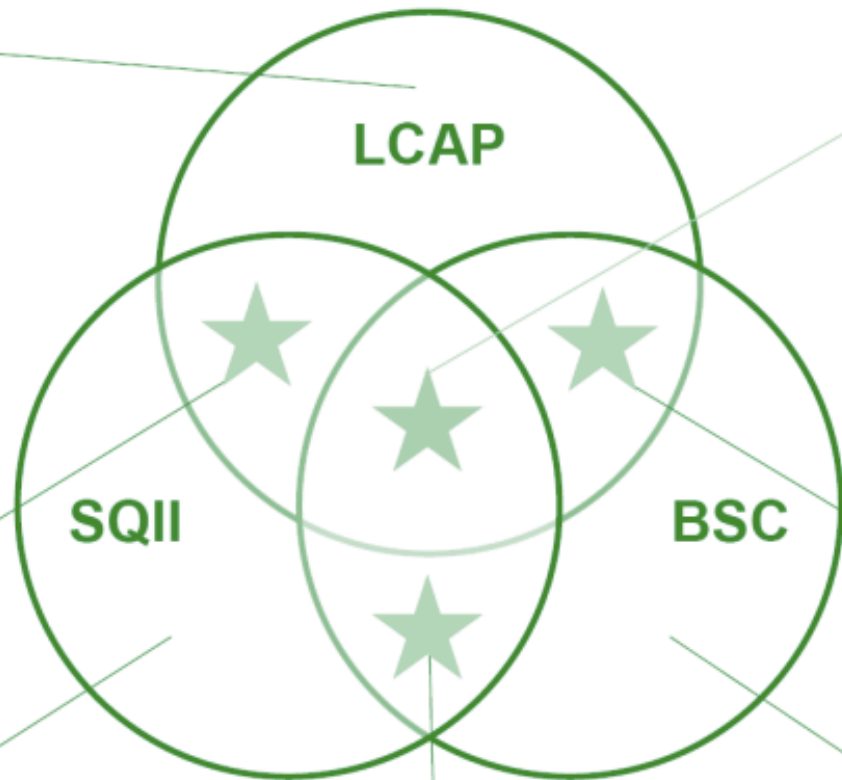
- EAP Performance

LCAP/SQII:

- Expulsion Rate

SQII ONLY:

- SPED Identification



SQII / BSC:
N/A

GOLDEN METRICS: (LCAP/SQII/BSC)

- Chronic Absence

LCAP / BSC:

- Dropout Rate

BSC ONLY:

- SRI Participation

Differentiated
Supports

Equitable
Outcomes

Maturing the
**Balanced
Scorecard** to
drive
**Differentiated
Supports**

STUDENT CENTERED PERFORMANCE VALUES



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60%

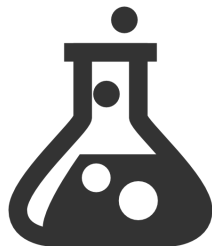
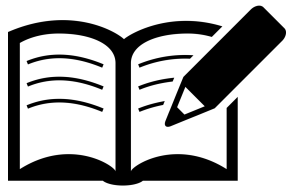
PERFORMANCE

40%

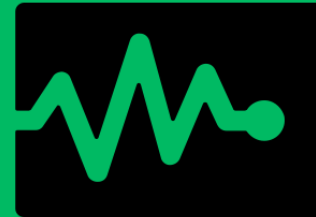
Differentiated
Supports
Equitable
Outcomes

ACADEMIC

SOCIAL EMOTIONAL &
CULTURE & CLIMATE



VITAL SIGNS & PRIORITY DATA SETS



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Priority Data Sets

Teacher Turn-over

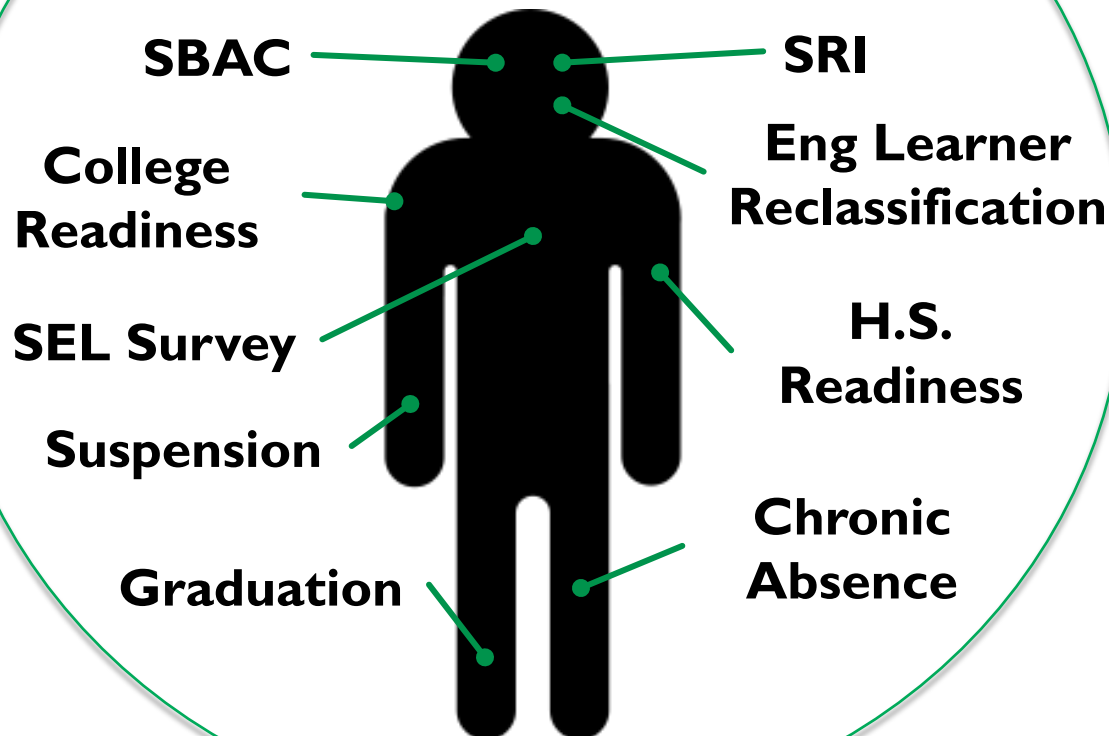
Leadership Turn-over

Enrollment Trends

Parent Involvement

Environmental Factors

School Performance Framework Vital Signs



Priority Data Sets

Formative Assessments

Early Literacy

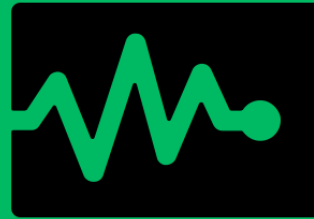
AP Courses

CAHSEE

Concurrent enrollment

Other...

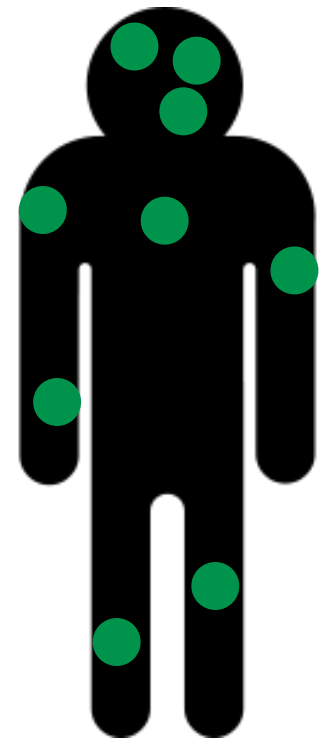
VITAL SIGNS & PRIORITY DATA SETS



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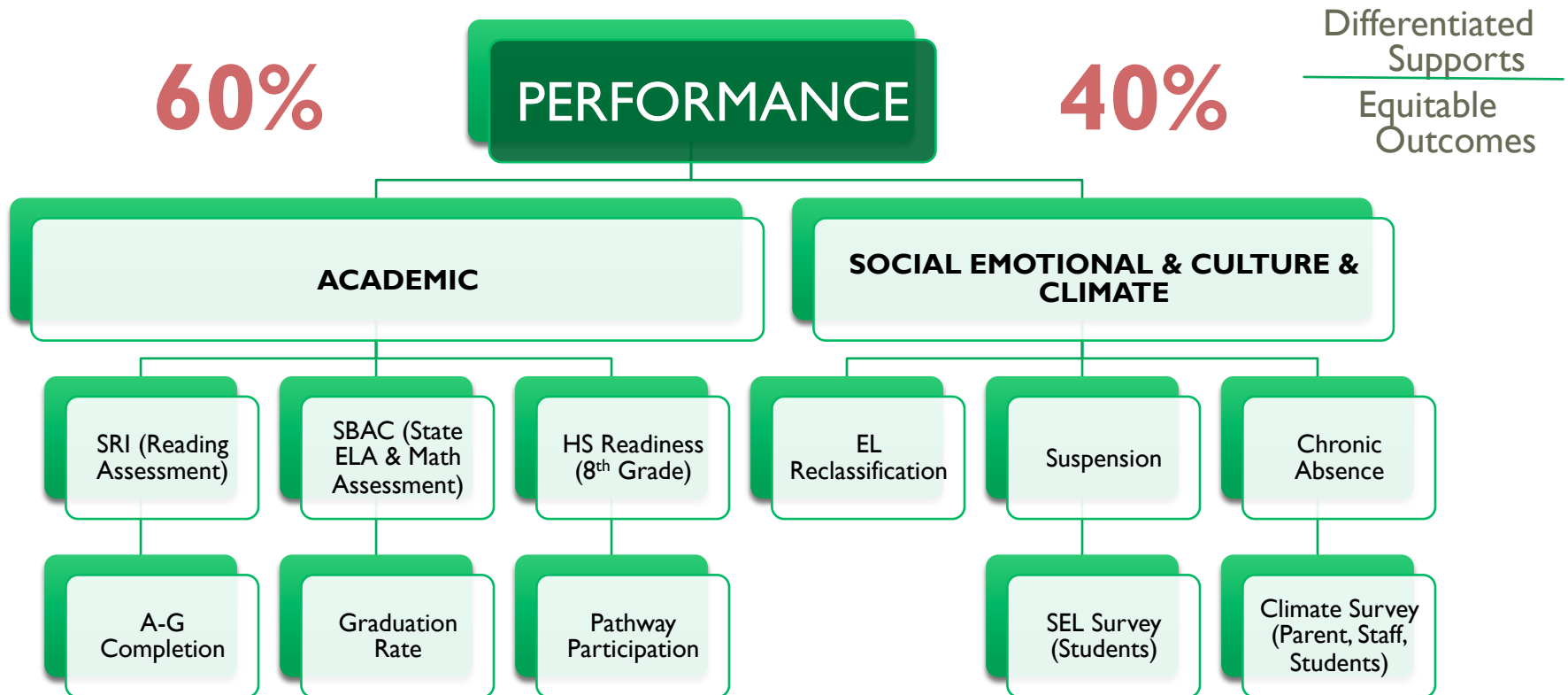
The School Performance Framework will isolate a set of vital sign indicators to show **status** (how are we doing today) and **growth** (how are we doing relative to last year)

The District will continue to report on and track a broader set of related school performance indicators and school-based conditions to drive continuous improvement.





VITAL SIGN INDICATORS



SCHOOL PERFORMANCE FRAMEWORK SYSTEM **DIFFERENTIATED SUPPORTS**

OUSD | SPRING, 2015



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PURPOSE OF SCHOOL PERFORMANCE FRAMEWORK



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Differentiated Supports



Equitable Outcomes

HOW DOES THE SYSTEM RESPOND TO
PERFORMANCE?

TIERED SUPPORT & INTERVENTIONS FOR SCHOOLS



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Differentiated
Supports

Equitable
Outcomes



**Tier III: Few
Schools**

**Tier II: Some
Schools**

Tier I: All Schools

TIERS OF PERFORMANCE TO DRIVE DIFFERENTIATED SUPPORTS



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Exemplary practices



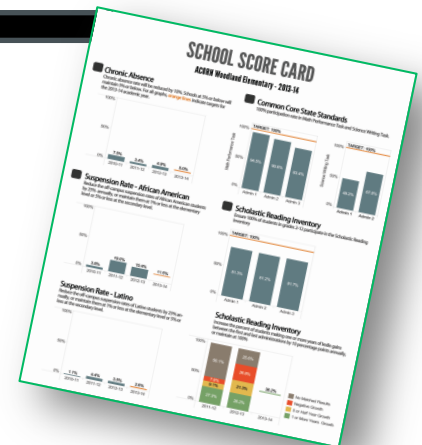
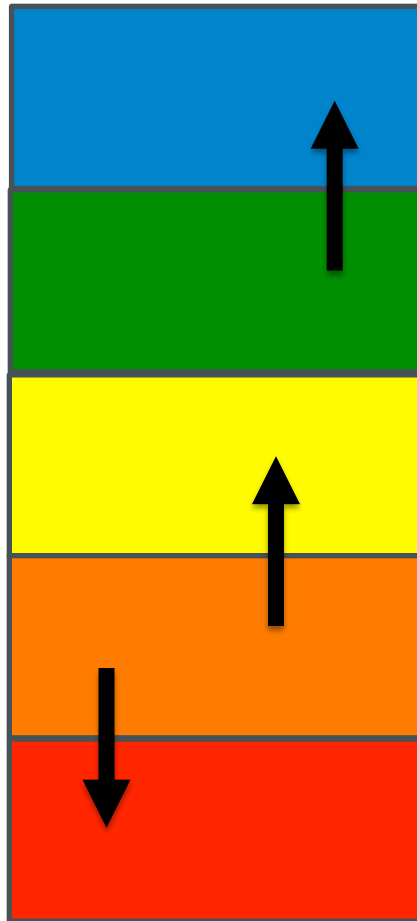
Differentiated
Supports

Equitable
Outcomes

Meeting standard



Requires intensive support



IDENTIFYING STRENGTHS & GROWTH AREAS

	A	D	E	F	G	N	O	P	Q	R	S	U
	Academic				Culture/Climate & Social Emotional							
	SRI		HS Readiness		Chronic Absence		Suspension		EL/LTEL Reclassification			
	Status	Growth	Status	Growth	Status	Growth	Status	Growth	Status	Growth		
Grade Sp	All	All	All	All	All	All	All	All	All	All	SPF Translated	
6-8	2	3	1		1	1	3	1			1.46	
6-8	1	2	1	3	1	1	2	5	3	2	2.19	
6-8	2	3	1	1	3	5	3	5	1	1	2.31	
6-8	2	3	1	1	1	5	1	1	4	5	2.36	
6-8	2	3	1	1	2	1	4	5	4	3	2.55	
6-8	2	3	1	3	1	1	4	5			2.57	
6-8	2	3	1	1	1	1	2	5	5	5	2.62	
6-8	2	2	2	1	2	5	3	5	3	5	2.72	
6-8	3	3	1	1	3	1	4	5	4	5	2.78	
6-8	2	3	4	1	3	4	3	5	1	4	2.90	
6-8	3	3	2	1	2	5	3	5	3	5	2.99	
6-8	3	3	2	1	2	5	4	5			3.01	
6-8	3	3	1	1	3	5	5	5	3	5	3.04	
6-8	3	3	5		4	1	5	5	3	5	3.37	
6-8	4	4	5	5	4	1	4	5	1	4	3.48	
6-8	4	4	2	1	4	1	3	4	5	5	3.58	
6-8	1	3	5		4	5	5	5	5	5	3.72	
6-8	3	4	1	1	2	5	4	5	4	5	3.75	
6-8	4	4	5	5	5	5	4	5	2	5	4.41	
6-8	5	5	5	5	5	5	5				5.70	

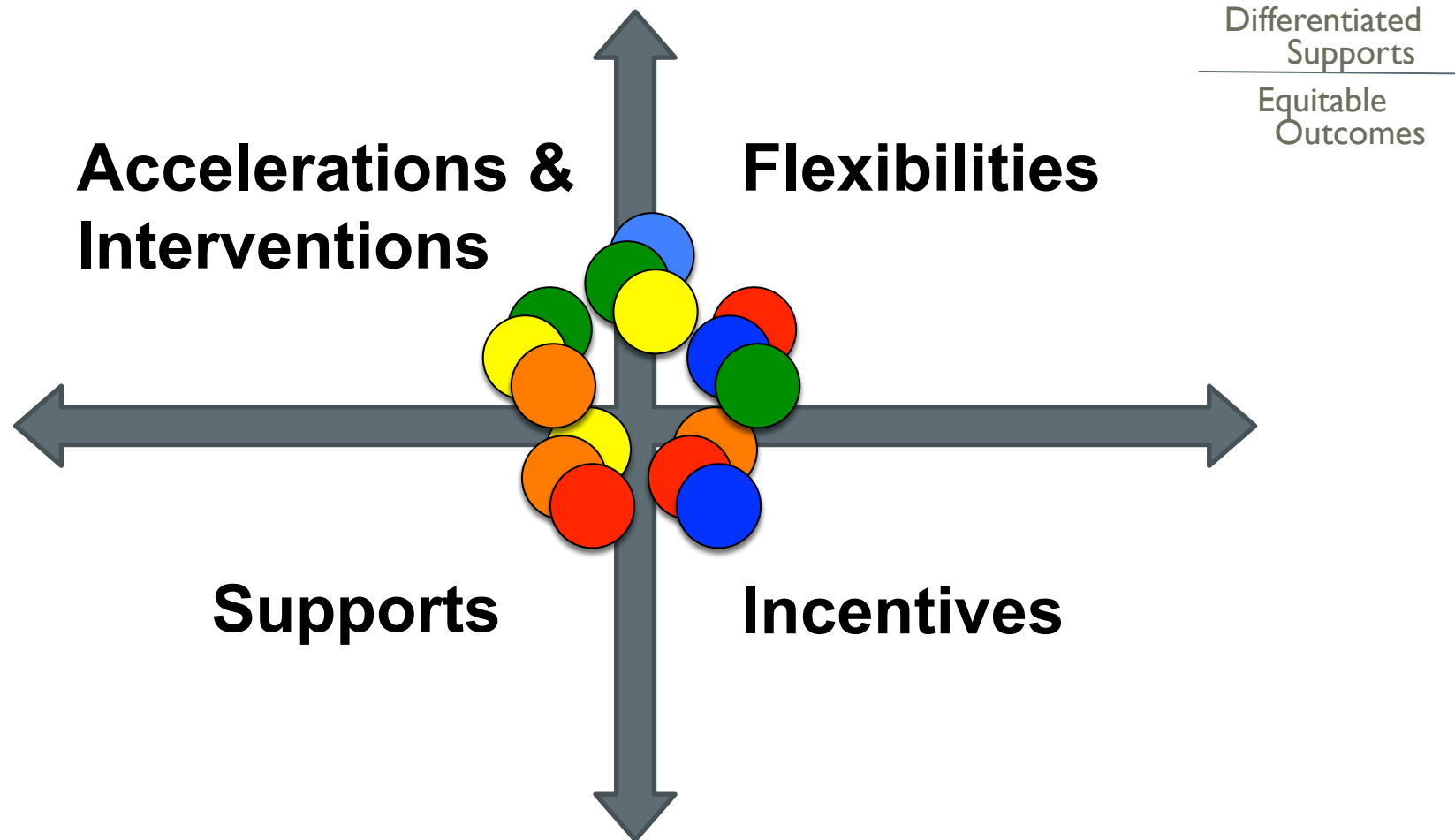
**Quickly
identify
Strengths**

**Quickly
Identify
Growth
Areas**

A MIX OF RESPONSES TO ADDRESS THE NEEDS OF EACH TIER



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EXAMPLES OF RESPONSES TO THE TIERS?

POSSIBLE DISTRICT INCENTIVES for **GREEN**

- Recognition for closing achievement gaps
- Funding to conduct summer PD w/ other schools on a particular strength

POSSIBLE DISTRICT FLEXIBILITY for **BLUE**

- Opting into Site-based PD vs of District-sponsored PD
- Flexible spending options for typically mandated positions

POSSIBLE DISTRICT SUPPORT for **ORANGE**

- Provide targeted Coaching for Language development for high EL populations
- Exemplary Practices school visitations funded to explore replicating models and programs

POSSIBLE DISTRICT ACCELERATIONS for **RED**

- Investment in intensive math tutoring to get students up to grade level
- Multi-year family & community liaison to increase parent involvement

EXAMPLES OF RESPONSES TO THE TIERS?

HIGH Likelihood of Positive Impact / SIMPLE to Implement
BLUE/GREEN
HIGH Likelihood of Positive Impact / COMPLEX to Implement

FLEXIBILITIES Flexibility to request autonomy in calendar, schedule, staffing, budget, curriculum	ACCELERATION/ INTERVENTIONS Targeted student interventions to address achievement gap	FLEXIBILITIES Pilot new human capital, curriculum, schedule, calendar, program, or assessment models	SUPPORTS Leadership development opportunity and site-based support	SUPPORTS Additional funding for above initiatives	SUPPORTS Specific PD based on site needs to accelerate student performance and get to blue status				SUPPORTS Succession planning in key roles ex. HR support in identifying strong candidates, vetting, and prioritizing	SUPPORTS Supports for student leadership	INCENTIVES Incentive to build community partnership
			ACCELERATION/ INTERVENTIONS Exemptions from selected reforms	INCENTIVES Financial incentive for school leaders, teachers, and/or all staff to recognize dedication and performance	INCENTIVES Seed innovative programs at these schools (i.e., NGLD, Robotics program)						INCENTIVES Teachers and Leaders work in to Superintendent
	FLEXIBILITIES Flexibility to set PD scope & sequence (after vetting)	ACCELERATION/ INTERVENTIONS Special Intervention for high performing students to reach their potential	FLEXIBILITIES More flexibility about budget, hiring, retention strategies	FLEXIBILITIES Flexible scheduling for acceleration/enrichment	INCENTIVES Incentive for leaders to assume leadership roles at struggling schools			ACCELERATION/ INTERVENTIONS Accountability to show performance of most struggling sub-groups	INCENTIVES Work as a "Lab School" for principal pipeline development, teacher training and staff training	INCENTIVES Recognition as a Blue School via Superintendent visit, school celebration, Board recognition	INCENTIVES Recognition as a Green school with school-wide celebration (if on way up)
			SUPPORTS Facilities supports, including specific classrooms for learning models	FLEXIBILITIES Increased curricular autonomy							
				ACCELERATION/ INTERVENTIONS Expectations to lead pilots selected innovations or initiatives	INCENTIVES Career Pathways with development and/or placement of Master/Mentor teacher						

EXAMPLES OF RESPONSES TO THE TIERS?

HIGH Likelihood of Positive Impact / SIMPLE to Implement								RED/ORANGE/YELLOW	HIGH Likelihood of Positive Impact / COMPLEX to Implement							
ACCELERATION/ INTERVENTIONS Analysis and discussion each year about whether to close, phase out, restart	ACCELERATION/ INTERVENTIONS Active guidance from Chief of Schools and team in setting annual SIP goals	ACCELERATION/ INTERVENTIONS Engagement and agreement from key stakeholders on turnaround plan	FLEXIBILITIES Extending day & year (depending on resources)	ACCELERATION/ INTERVENTIONS Extended instructional day	FLEXIBILITIES Extended day and/or Saturday school required (depending on resources)	INCENTIVES Annual bonuses and recognition for staff members if on way up	SUPPORTS Content matter coaching for teachers	ACCELERATION/ INTERVENTIONS Full-time literacy & math coaches	FLEXIBILITIES Flexibility in how students demonstrate learning	ACCELERATION/ INTERVENTIONS Leadership hiring includes no first-year leaders	SUPPORTS Facilities & space beautification prioritized	SUPPORTS Jumped to the top of all Ops lists	SUPPORTS Data Training	INCENTIVES Student incentives for high achievement in attendance, behavior, performance	SUPPORTS Priority for Yellow schools' needs for Ops	
FLEXIBILITIES Flexibility on staffing	SUPPORTS Strategic staffing assistance	FLEXIBILITIES Enable priority transfers out	INCENTIVES Additional pay, materials, PD, coaching for effective teachers and school leaders who make multi-year commitment to teach in these schools	FLEXIBILITIES Protection against bumping and forced placement	INCENTIVES Additional pay, materials, PD, coaching for effective teachers and school leaders who make multi-year commitment to teach in these schools	FLEXIBILITIES Ability to choose staff, as well as avoiding direct placement & bumping	SUPPORTS Assistance with family relations	ACCELERATION/ INTERVENTIONS Strong school-site governance practices supported	SUPPORTS Help with enrollment, including branding and marketing and engagement	FLEXIBILITIES Community and students involved in hiring practices	ACCELERATION/ INTERVENTIONS Active guidance from Chief of Schools and team in setting annual SIP goals	INCENTIVES Prioritize hiring of diverse & effective teachers and administrators				
FLEXIBILITIES Expect families to choose schools, informed with school performance information	SUPPORTS Prioritize hiring of diverse & effective administrators & teachers	FLEXIBILITIES Additional funds for before school, after school, summer school	FLEXIBILITIES Extending day & year (depending on resources)	INCENTIVES Stipend for high-performing staff to move to Yellow schools in cohort structure	SUPPORTS Increased staffing in support roles (ELL, counseling, SEL, climate/culture)	ACCELERATION/ INTERVENTIONS Diagnostic to inform strategy (needs more clarification)	INCENTIVES More preschool, after school, summer school resources	INCENTIVES Student engagement incentives, specifically for trips, internships, college course	SUPPORTS Leadership support for hiring & managing staff	INCENTIVES Incentives for parents to become more engaged in the school (i.e., morning coffee)						
	SUPPORTS Staffing support to keep talent at school	SUPPORTS Before school, after school, summer school enrichment	FLEXIBILITIES Protection against bumping and forced placements	ACCELERATION/ INTERVENTIONS Leadership hiring no first-year leaders	ACCELERATION/ INTERVENTIONS Mentorship for students in & out of school	ACCELERATION/ INTERVENTIONS Follow district-approved curriculum, assessments, and PD	SUPPORTS Visiting, learning from, and having access to successful programs	ACCELERATION/ INTERVENTIONS Depending on validation of and trust in assessments. Conduct shorter cycles of assessment to have better information	ACCELERATION/ INTERVENTIONS Depending on trajectory, serious annual review of progress and whether to close							
						INCENTIVES Student engagement incentives, specifically for trips, internships, college courses	ACCELERATION/ INTERVENTIONS Mentorship for students in & out of school	ACCELERATION/ INTERVENTIONS Diagnostic to inform strategy	SUPPORTS Prioritized at top of all Ops priorities lists	SUPPORTS School leader cohort	SUPPORTS Visiting, learning from, and having access to high performing programs					

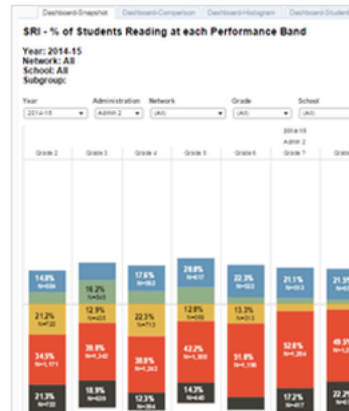
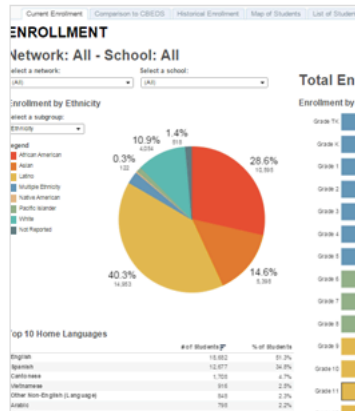
PROGRESS MONITORING

WELCOME TO OUSD'S NEW LEADERSHIP DATA PORTAL

DEPARTMENT OF RESEARCH, ASSESSMENT & DATA

We are pleased to announce that work is underway to bring interactive dashboards to school and district leaders in the 2015-16 school year. What is an interactive dashboard? Interactive dashboards allow you to explore data and answer questions on your own through filtering, sorting, drilling down and more. Click on any of the images or links below to get started!

If you have any thoughts, questions, or trouble logging on, email our team at data@ousd.k12.ca.us.



- New **Leadership Data Portal** transforms data from **School Performance Framework** into interactive tool w/ one-click to Student Level Data in order to immediately respond to gaps in progress.

PROGRESS MONITORING

Mail ▾

COMPOSE

Inbox (256)
Starred
Important
Sent Mail
Drafts (4)
archive.pst
Inbox
Sent Items
DAVID.MONTES.PST...
DAVID.MONTES.PST...
DAVID.MONTES.PST...
DAVID.MONTES.PST...
DAVID.MONTES.PST...

Sign into chat
Search people...
David Chambliss
Jacqueline Minor
Jean Wing
Kathlene Jones
Mark Triplett
Mia Settles

CHRONIC ABSENCE

Week of 3/20/15 shows **only stable or declines** in Chronic Absence Performance Bands, but no improvements

Comparing SAMPLE **Improvement** from Week of **October 17, 2014** (1st **Weekly Engagement Report**) to Week following **TWO** schools in each network showed the greatest improvement. (More than one listed if performance

Also, each network shows the **largest increase** in Chronic Absence Rate for that network during the **same period**

NOTE: Selecting different comparison points would show different rates of improvement. Sample comparison between **Engagement Report** to now.

Chabot Elementary	-2.8%	
Joaquin Miller Elementary	-1.9%	
Montclair Elementary	-1.9%	
Kaiser Elementary	-1.9%	
NETWORK 1 LARGEST INCREASE	6.6%	
Bridges Academy	-2.0%	
International Community School	-2.0%	
NETWORK 2 LARGEST INCREASE	4.9%	
Hillcrest School (K-8)	-2.2%	
Horace Mann Elementary	-0.8%	
NETWORK 3 LARGEST INCREASE	10.1%	
Roosevelt Middle School	-3.8%	
Urban Promise Academy	-0.3%	
M.S. NETWORK LARGEST INCREASE	7.0%	
Oakland High School	-1.9%	
McClymonds High School	-1.6%	
H.S. NETWORK LARGEST INCREASE	7.0%	

Green/Blue Schools for Chronic Absence Rate as of 3/20/15
NETWORK 1: 10 Schools
NETWORK 2: 9 Schools
NETWORK 3: 4 Schools
MS NETWORK: 4 Schools
HS NETWORK: 4 Schools

- **Using School Improvement and Data Assessment Partners** to engage more deeply with higher need schools.
- **Pushing data out** to schools vs. waiting for leaders to go look for it.



USING ADDITIONAL INFORMATION WITHIN & ACROSS SCHOOLS

Within...

Conduct
**School
Quality
Reviews**
(SQR) to
inform
decisions

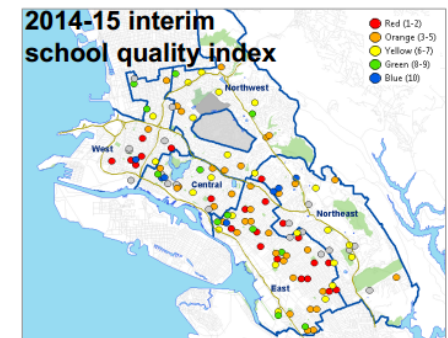


Across...

Engage
**Strategic
Regional
Analysis**
(SRA) to
inform
decisions

Differentiated
Supports

Equitable
Outcomes





SOFT ROLL-OUT: DETERMINE VALUES, REFINING SPF DEVELOPMENT, AND COMMUNICATION

June 2015 Create Version 1.0

Use the Balanced Scorecard
as base for version 1.0
Align to State and Federal
Accountability

Sept 2015 Socialize SPF Concept

Provide tools for principals,
staff, SSC's, parents to
understand concept &
implications

Build Central Capacity to
differentiate support

Provide performance on
indicators w/o weights or
Tiering

Continue iterating version
1.0

Jan 2016 Dry-Run Tiering 1.0 - Discussion ONLY

Provide Dry-Run Tier for
budgeting & planning
Further socialize concept

Aug 2016 Tiering 2.0 Begin Implementation

Run Tiering
Initiate Flexibilities,
Accelerations, Incentives,
Interventions, & Supports



SOFT ROLL-OUT: DETERMINE VALUES, REFINING SPF DEVELOPMENT, AND COMMUNICATION

June 2015 Create Version 1.0

- Use the Balanced Scorecard as base for version 1.0
- Align to Federal and State accountability



SOFT ROLL-OUT: DETERMINE VALUES, REFINING SPF DEVELOPMENT, AND COMMUNICATION

Sept 2015 Socialize SPF Concept

- Provide tools for principals, staff, SSC's, parents to understand concept & implications
- Build Central Capacity to differentiate support
- Provide schools their performance on the indicators w/o weights or Tiering
- Continue refining version 1.0



SOFT ROLL-OUT: DETERMINE VALUES, REFINING SPF DEVELOPMENT, AND COMMUNICATION

Jan 2016 Dry-Run Tiering 1.0 - Discussion ONLY

- Provide Dry-Run Tier for budgeting & planning
- Further socialize the concept of SPF



SOFT ROLL-OUT: DETERMINE VALUES, REFINING SPF DEVELOPMENT, AND COMMUNICATION

Aug 2016 Tiering 2.0 Begin Implementation

- Run Tiering
- Initiate 1st Round Flexibilities, Accelerations, Incentives, Interventions, & Supports

APPENDIX I: SCHOOL PERFORMANCE FRAMEWORK SYSTEM COMMUNICATIONS PLANNING

OUSD | SPRING, 2015



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students



TABLE OF CONTENTS

I. View of collateral for various audiences

- Parent
- Principal
- Central Office
- Board views of summary information

II. Chart of communications tools for various audiences

III. Annual timing of communications rollout



I. PARENT / PUBLIC VIEW OF A SCHOOL'S TIERING TO INFORM IMPROVEMENTS

- In this annual report mailed to families, schools are tiered and the categories are explained
- SPF Website is introduced
- This format is translated into multiple languages and mailed to all families soon after final tiering being distributed; documents also uploaded to SPF site.

The **SPF (School Performance Framework)** is a comprehensive system to help schools focus on strengths and areas for targeted improvement. A wide range of measures are used to calculate ratings of how well each school supports student growth and achievement, and how well it serves students and families.

Every DPS school that is included in the SPF is evaluated in the following categories:

- * ACADEMIC GROWTH**
This category focuses on how much students are learning from year to year. Academic Growth is a meaningful measure because it applies equally to students at all academic levels—regardless of whether a student starts the year at or below grade level or above grade level. The Academic Growth rating only speaks to how students at their child's school are growing each year, as compared to students across the state who start the year at a similar level. Academic Growth is the category that receives the most weight in calculating each school's overall SPF rating.
- * ACADEMIC PROFICIENCY**
This category of measures is a snapshot of how well students performed on state assessments during the previous school year. A school's rating is based primarily on the percentage of its students who scored at grade level or above grade level on state tests.
- * COLLEGE & CAREER READINESS***
This category measures how well a high school is preparing its students for post-secondary success. College & Career Readiness includes graduation rates, performance on assessments (ACT, Advanced Placement (AP), International Baccalaureate (IB), etc.) and enrollment in higher-level course work (AP, IB, etc.).
- * IMPROVEMENT IN COLLEGE & CAREER READINESS OVER TIME***
This category measures how well a high school is improving its preparation of its students for post-secondary success. This category rates each school on its successful improvement of graduation rates and performance on state and national assessments. It also measures changes in enrollment in AP and IB program/coursework and college courses, as well as changes to students' postsecondary plans.
- * STUDENT ENGAGEMENT**
This category measures how effectively a school engages and creates a connection with its students. Attendance rates, results from student satisfaction surveys, and availability of enrichment and special education offerings are factors that are used to determine a school's Student Engagement rating.
- * ENROLLMENT RATES**
Enrollment is a measure of how likely students are to stay at their school from year to year. This category is included in the SPF rating, as an evaluation of how effectively a school is meeting the needs of its students and families. Dropout rates are also used in calculating this rating for high schools.
- * PARENT SATISFACTION**
This category is based on responses to the DPS parent satisfaction survey at your child's school. It also takes into account the response rate on the survey for your school.

* High School Only

Schools are awarded points in each of the above categories. Student academic growth is given the most weight in calculating a school's rating. Based on the percentage of overall points earned, schools receive one of five possible SPF ratings. Schools that combine grade levels elementary and middle schools in a K-6 format, middle and high schools in a 6-12 format receive just one rating.

DISTINGUISHED 80-100%
MEETS EXPECTATIONS 60-79%
NEEDS IMPROVEMENT 40-59%
NEEDS SIGNIFICANT IMPROVEMENT 20-39%
ACCREDITED ON PRIORITY WATCH 10-19%
SPF 10, 20%

YOUR SCHOOL'S 2013 SPF RATING
CASTRO ELEMENTARY SCHOOL

ACCREDITED ON PRIORITY WATCH: (38%)

WHAT DOES THE SPF RATING MEAN FOR MY CHILD'S SCHOOL?

ACCREDITED ON PRIORITY WATCH
Schools rated Accredited on Priority Watch are performing significantly below expectations and are expected to drastically improve student achievement. Accredited on Priority Watch schools receive intensive instructional supports, such as enhanced, targeted training for staff, consultation on curriculum and assessment using data to increase student achievement. These schools are subject to interventions that may include changes to academic programs or school staff or implementation of school turnaround strategies.

2012 SPF RATING: ACCREDITED ON WATCH
2011 SPF RATING: MEETS EXPECTATIONS

YOUR SCHOOL'S PERFORMANCE

EVALUATION CRITERIA	Academic Growth	Academic Proficiency	College & Career Readiness	Improvement in College & Career Readiness Over Time	Student Engagement	Enrollment Rates	Parent Satisfaction
Academic Growth			X				
Academic Proficiency				X			
College & Career Readiness							X
Improvement in College & Career Readiness Over Time							X
Student Engagement			X				
Enrollment Rates			X				
Parent Satisfaction		X					
High School Only							

Visit the SPF website at <http://spf.dpsk12.org> or contact your child's school to learn more about its SPF ratings and plans for improvement. You can also email spf@dpsk12.org for more information. SPF ratings are also included in the SchoolChoice Enrollment Guide—a book that DPS publishes every fall to assist families with enrollment and school-choice decisions.




I. SPF WEBSITE WITH TIERING AND RESOURCES

- SPF website has resource information for all public audiences
- Rubrics, data descriptions, and school-by-school ratings are all available for current and prior year

School Performance Framework





What is the School Performance Framework?



The SPF (School Performance Framework) is a comprehensive system to help schools focus on strengths and areas for targeted improvement. A wide range of measures are used to calculate ratings of how well each school supports student growth and achievement, and how well it serves students and families.

What Does the Rating Mean?

Based on the percentage of overall points earned, schools receive one of five possible ratings. [Click on a rating to view the definition](#)

-  Distinguished (80-100%)
-  Meets Expectations (51-79%)
-  Accredited on Watch (40-50%)
-  Accredited on Priority Watch (34-39%)

Quick Links

- [District Summary](#)
- [Resource Documents](#)

School Specific Results

- [Elementary and K-8 Schools](#)
- [Middle Schools](#)
- [High Schools](#)
- [Alternative Schools](#)
- [Parent Communications](#)



I. PRINCIPAL'S VIEW OF A SCHOOL'S TIERING

- Principals receive tiering information at the measure level to assess performance
- Within another report, principals can drill down to see student-level information on several measures
- This level of information also may become available by school on SPF website

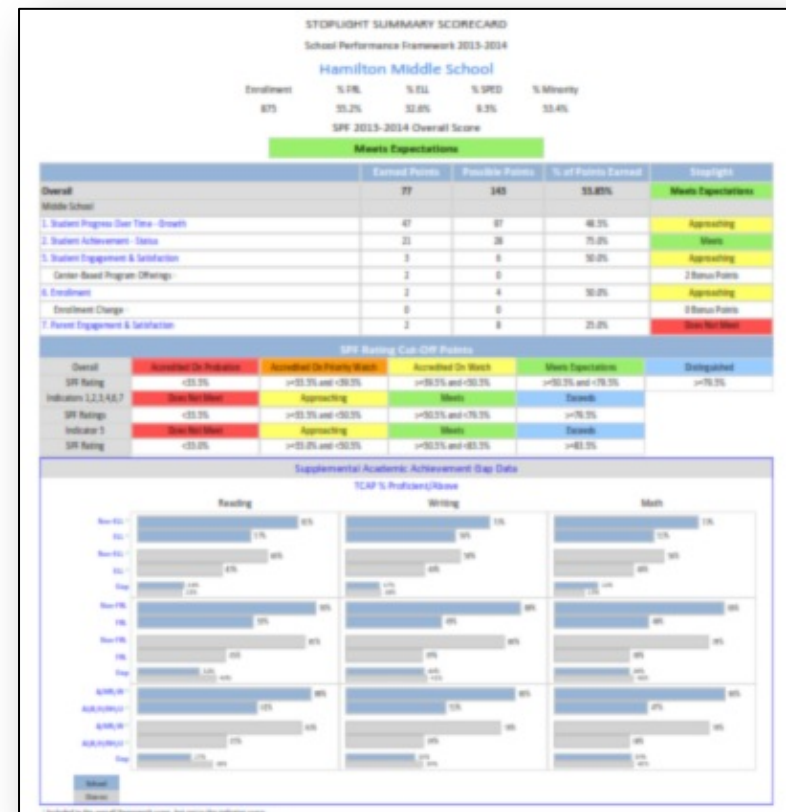
STOPLIGHT DETAIL SCORECARD			
School Performance Framework 2013-2014			
Hamilton Middle School			
Middle School Level			
Region: Middle Schools			
Student Progress Over Time - Growth		Earned Points	Possible Points
% of Points Earned - 48.5%		47	97
			Stoplight:
1.1a TCAP Median Growth Percentile - Reading	4	6	Meets
1.1b TCAP Median Growth Percentile - Math	4	6	Meets
1.1c TCAP Median Growth Percentile - Writing	4	6	Meets
1.2a TCAP Median Growth Percentile compared to Similar Schools - Reading	4	6	Meets
1.2b TCAP Median Growth Percentile compared to Similar Schools - Math	2	6	Approaching
1.2c TCAP Median Growth Percentile compared to Similar Schools - Writing	4	6	Meets
1.3a TCAP Catch-Up Growth-Reading	4	4	Meets
1.3b TCAP Catch-Up Growth-Math	2	4	Approaching
1.3c TCAP Catch-Up Growth-Writing	2	4	Approaching
1.4a TCAP Keep-Up Growth-Reading	4	4	Meets
1.4b TCAP Keep-Up Growth-Math	2	4	Approaching
1.4c TCAP Keep-Up Growth-Writing	2	4	Approaching
1.5a TCAP Continuously Enrolled Growth - Reading	0	4	Does not meet
1.5b TCAP Continuously Enrolled Growth - Math	0	4	Does not meet
1.5c TCAP Continuously Enrolled Growth - Writing	0	4	Does not meet
1.6 COALT Growth			
1.7a Disaggregated Group TCAP Growth - ELL	1	3	Approaching
1.7b Disaggregated Group TCAP Growth - FRL	1	3	Approaching
1.7c Disaggregated Group TCAP Growth - Minority	1	3	Approaching
1.8a Disaggregated Group TCAP Growth Comparison - ELL	1	2	Approaching
1.8b Disaggregated Group TCAP Growth Comparison - FRL	1	2	Approaching
1.8c Disaggregated Group TCAP Growth Comparison - Minority	0	2	Does not meet
1.9 Students with Disabilities TCAP Growth Comparison	2	4	Approaching
1.10 ACCESS Median Growth Percentile	2	6	Approaching
Student Achievement - Status		Earned Points	Possible Points
% of Points Earned - 75.0%		21	28
			Stoplight:
2.1a TCAP % Proficient/Above - Reading	2	2	Meets
2.1b TCAP % Proficient/Above - Math	2	2	Meets
2.1c TCAP % Proficient/Above - Writing	2	2	Meets
2.2a TCAP % Proficient/Above compared to Similar Schools - Reading	2	3	Meets

I. PRINCIPAL'S VIEW ON SCHOOL SUBGROUP PERFORMANCE



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SCHOOL DISTRICT
Community Schools, Thriving Students

- In this report, principals and school leadership teams can compare school performance by subgroups
- Subgroups include race / ethnicity, special education, Free & Reduced Lunch status, and English Language learner status
- This level of information may also become available by school on SPF website



I. CENTRAL OFFICE'S VIEW OF SCHOOL TIERING

- In this report, school district leaders can compare across schools at a glance; often used as reference in meetings
- Relevant data include student population, FRL %, ELL %, SwD %, and category ratings on the SPF
- A chart comparing the rating information over time is also helpful to observe trends

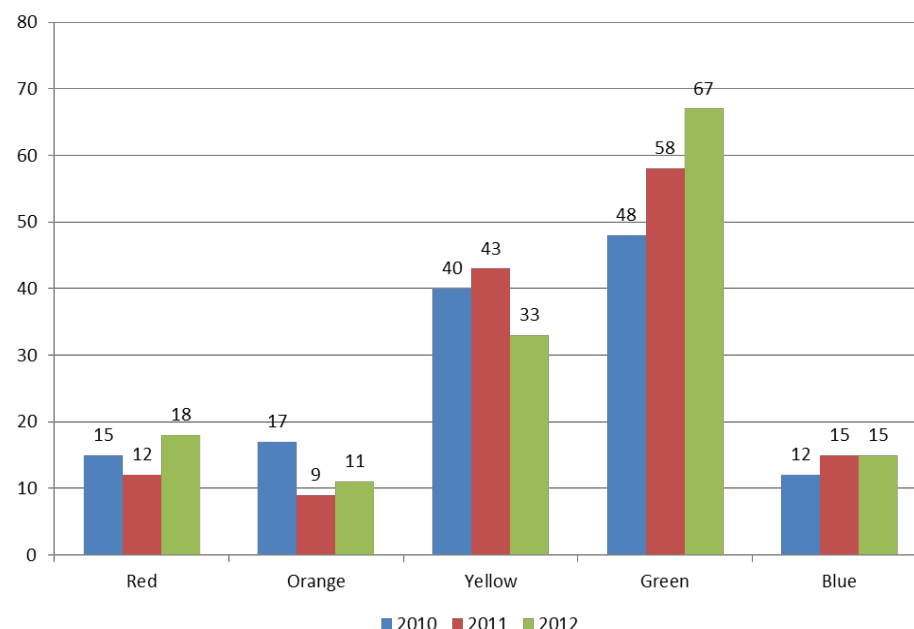
DEPARTMENT OF ACCOUNTABILITY, RESEARCH & EVALUATION
School Performance Framework 2012-2013
SPF Rating and Indicator Summary Report

Level	Region	School Number	School Name	Enrollment	FRL	% Minority	ELL	SwD	Points Earned	Points Possible	% Points Earned	SPF Rating	Growth % Pa	Growth Spotlights	Score % Pa	Score Spotlights	Pass
M	CH	296	Denver School of Science and Technology - Polaris West	156	79.4%	91.6%	39.0%	8.6%	120	120	100%	Distinguished	100%	Exceeds	100%	Exceeds	
E	S	222	Polaris at Brent	224	6.0%	9.9%	0.3%	0.4%	111	117	95%	Distinguished	99%	Exceeds	100%	Exceeds	
M	IS	292	McClure International School	179	21.8%	24.0%	6.1%	6.7%	100	107	93%	Distinguished	91%	Exceeds	100%	Exceeds	
M	CH	292	STRIVE Prep - Montebello	107	82.5%	93.5%	44.8%	10.3%	109	119	92%	Distinguished	97%	Exceeds	92%	Exceeds	
M	CH	292	STRIVE Prep - Green Valley Ranch	129	82.9%	94.0%	41.9%	10.1%	112	122	91%	Distinguished	99%	Exceeds	99%	Exceeds	
E	S	276	Sack Elementary School	261	9.7%	13.9%	7.2%	3.3%	108	121	90%	Distinguished	99%	Exceeds	100%	Exceeds	
K-6	S	279	Stevens Elementary School	221	7.7%	9.9%	3.3%	3.2%	212	260	82%	Distinguished	99%	Exceeds	99%	Exceeds	
H	CH	492	Denver School of Science and Technology - Green Valley Ranch Urban School	299	71.9%	79.1%	22.0%	5.7%	122	129	95%	Distinguished	99%	Exceeds	91%	Exceeds	
M	CH	429	KIPP Sunshine Peak Academy	272	97.1%	99.4%	73.2%	9.2%	126	149	84%	Distinguished	97%	Exceeds	92%	Exceeds	
E	S	222	Lincoln Elementary School	227	28.4%	31.7%	7.6%	9.2%	124	142	88%	Distinguished	99%	Exceeds	91%	Exceeds	
E	S	294	McLean Elementary School	292	97.1%	70.6%	47.1%	7.6%	124	129	96%	Distinguished	91%	Exceeds	74%	Meets	
E	S	294	University Park Elementary School	420	22.5%	22.1%	12.2%	10.0%	129	129	100%	Distinguished	79%	Meets	94%	Exceeds	
E	DS	292	Green Valley Ranch	709	79.5%	92.5%	39.9%	10.9%	129	129	100%	Distinguished	90%	Exceeds	71%	Meets	
H	CH	491	Denver School of Science and Technology - Denver East School	208	45.9%	61.9%	6.2%	3.0%	199	229	87%	Distinguished	99%	Exceeds	97%	Exceeds	
M	CH	499	Denver School of Science and Technology - Oak Middle School	292	79.9%	79.4%	27.7%	9.2%	109	121	90%	Distinguished	94%	Exceeds	92%	Exceeds	
M	CH	499	Denver School of Science and Technology - Benjamin Franklin School	429	46.9%	51.0%	12.2%	6.0%	122	149	82%	Distinguished	77%	Meets	97%	Exceeds	
E	S	212	Bradley International School	222	49.7%	29.1%	19.1%	19.2%	120	129	93%	Distinguished	91%	Exceeds	99%	Exceeds	
E	S	222	Cory Elementary School	277	10.1%	13.9%	2.9%	4.2%	109	122	90%	Distinguished	90%	Exceeds	90%	Exceeds	
H	HS	421	Sack High School	2,292	29.2%	49.0%	4.2%	7.7%	204	221	92%	Distinguished	29%	Meets	94%	Exceeds	
M	CH	429	STRIVE Prep - Federal	222	92.1%	99.9%	59.7%	7.9%	119	149	81%	Distinguished	77%	Meets	92%	Exceeds	
HS-12	HS	422	Denver School of the Arts	1,090	14.7%	22.9%	1.1%	3.2%	291	297	79%	Meets Expectations	29%	Meets	100%	Exceeds	
K-6	CH	229	Highline Academy	209	27.7%	41.9%	14.4%	4.2%	217	279	78%	Meets Expectations	79%	Meets	90%	Exceeds	
E	S	214	Brumfield Elementary School	222	7.9%	14.9%	2.9%	7.2%	92	120	76%	Meets Expectations	71%	Meets	93%	Exceeds	
M	CH	442	STRIVE Prep - Sunnyvale	211	82.0%	94.5%	42.0%	11.9%	112	149	75%	Meets Expectations	77%	Meets	92%	Exceeds	
E	1	291	Newton Elementary School	242	94.2%	92.9%	69.1%	7.0%	119	124	77%	Meets Expectations	92%	Exceeds	99%	Meets	
E	4	222	Westerly Creek Elementary	999	17.0%	24.0%	6.9%	7.9%	114	149	77%	Meets Expectations	71%	Meets	99%	Exceeds	
M	CH	429	STRIVE Prep - Westwood	222	91.9%	92.5%	49.9%	12.4%	112	149	75%	Meets Expectations	72%	Meets	92%	Exceeds	
E	S	217	Carlson Elementary School	422	12.5%	19.9%	6.2%	9.9%	109	142	76%	Meets Expectations	69%	Meets	91%	Exceeds	
E	S	209	Jabury Elementary School	222	40.9%	29.9%	19.9%	14.2%	119	124	72%	Meets Expectations	72%	Meets	93%	Exceeds	
E	2	229	Denison Montessori School	499	69.9%	70.4%	27.1%	14.1%	119	129	72%	Meets Expectations	92%	Exceeds	93%	Meets	
E	2	249	Good Elementary School	979	91.3%	97.2%	49.9%	9.4%	119	129	76%	Meets Expectations	72%	Meets	99%	Exceeds	
M	CH	442	Denver School of Science and Technology - Green Valley Ranch Middle School	449	70.9%	79.2%	22.2%	4.9%	110	149	74%	Meets Expectations	71%	Meets	92%	Exceeds	
H	PS	602	CDC Middle College of Denver	422	69.9%	91.2%	9.9%	3.1%	179	227	79%	Meets Expectations	91%	Meets	97%	Exceeds	
E	2	240	Force Elementary School	270	94.0%	92.5%	29.2%	11.9%	112	124	70%	Meets Expectations	99%	Exceeds	99%	Approaching	
E	S	299	Southmoor Elementary School	472	21.9%	20.7%	19.2%	9.4%	109	149	73%	Meets Expectations	92%	Meets	100%	Exceeds	
H	CH	499	KIPP Denver Collegiate High School	941	92.5%	94.7%	24.0%	7.9%	149	202	74%	Meets Expectations	94%	Exceeds	79%	Meets	
E	S	294	McKinley-Thacher Elementary School	192	29.9%	42.9%	22.2%	17.9%	107	149	72%	Meets Expectations	72%	Meets	94%	Meets	
E	CH	422	KIPP Montebello College Prep	177	99.9%	94.4%	37.9%	14.1%	94	122	71%	Meets Expectations	91%	Exceeds	42%	Approaching	



I. BOARD OF EDUCATION VIEW ON SCHOOL PERFORMANCE TRENDS

- In this format, Board of Education members can understand year-over-year performance trends
- Specific recognition may be given to schools who performance at high levels in specific indicators or with specific student groups
- Movement between performance levels is also called out



All Schools	201X	201Y	201Z
% Green or Blue Indicators	45%	53%	57%
Total Number of Schools	132	137	144

II. INITIAL SPF SOFT ROLLOUT - COMMUNICATIONS STRATEGIES - *DRAFT*

Month	Message	Medium	Audience
Fall 2015	Introduce Concept of SQII and SPF Ratings, including Timing & Tiering	Training	District Leaders, Principals / Charter School Leaders
Fall 2015	Introduce concept of SPF ratings, including Timing & Tiering	One-Pager	Community Orgs
October 2015	Intensive Training to Understand & Explain Concepts, Release SPF Results with no Tiering	Train-the-Trainer, Website, Movie, One-Pager	Principals / Charter School Leaders, Academic & School Supervisory Staff
October 2015	Editorial Board Meeting to introduce concept & applications	Meeting, One-Pager	Press, Community Organizations
January 2016	Introduce Tiering concepts	Presentation, Budget guidance	Principals / Charter School Leaders
Throughout Year	Connections to Other Data Releases	Newsletter Blurbs in Email	Principals / Charter School Leaders
May 2016	One-Pager to Explain SPF	Document in Email	All OUSD Staff
September 2016	Release SPF with Tiering (aligned with annual process in next slide)	Announcement, Reports	All Internal & External Stakeholders

III. ANNUAL SPF ROLLOUT - COMMUNICATIONS STRATEGIES - *DRAFT*



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Month	Message	Medium	Audience
February	Recommended changes to this year's and next year's SPF from analytics team	Presentation	District Leadership
August	Refresher Training Available	Training	New Principals
Early September	Initial SPF Release – used to proof data & adjust measures as needed	Presentation & Report	District Leadership
Mid- September	Internal SPF Release – used to proof data as needed	Email & Report	Principals
Late September	Editorial Board Meeting – used to share trend information & strategies	Report & Meeting	Press
Late September	External SPF Release	Presentation & Report	Board of Education, Public
October	School-Specific Reports Mailed	Mailer & Online	Parents

APPENDIX II:

DRAFT VERSION 1.0

SCHOOL PERFORMANCE FRAMEWORK

OUSD | 2015

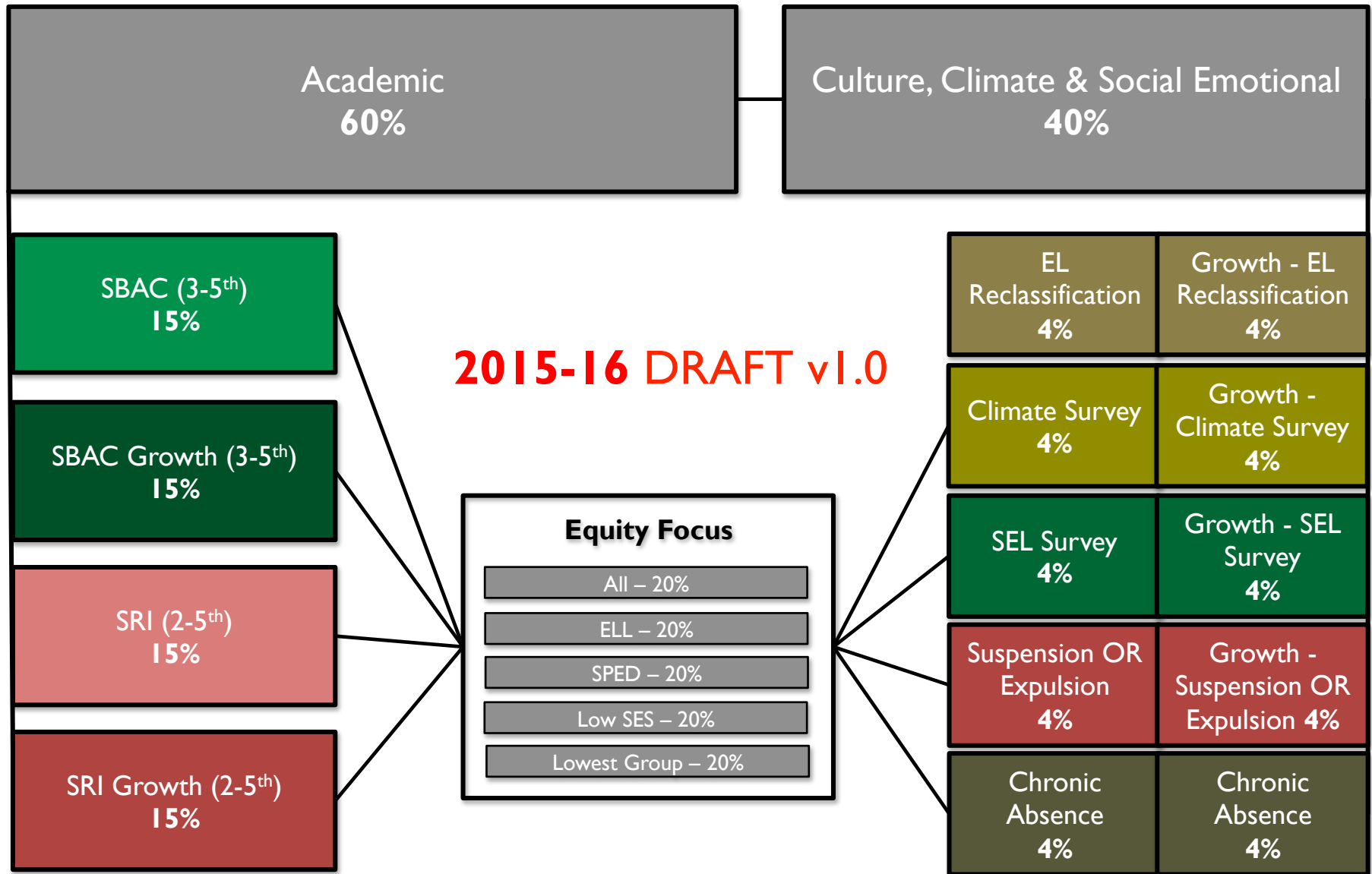


**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

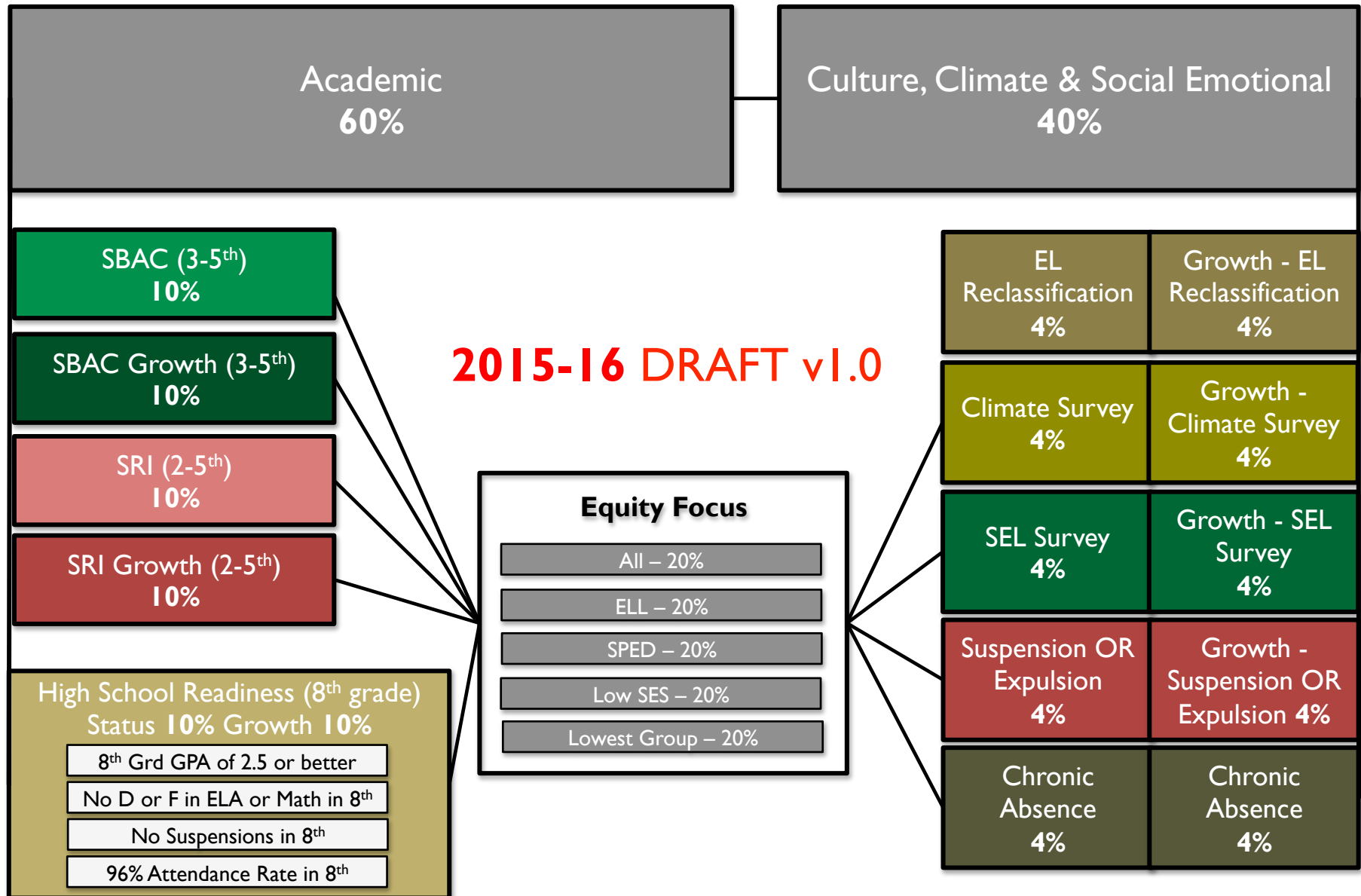
School Performance Framework DRAFT 1.0: **Elementary Schools**

* Alternative Education & Charter Schools on 2nd phase SPF development plan



School Performance Framework DRAFT 1.0: Middle Schools

* Alternative Education & Charter Schools on 2nd phase SPF development plan



School Performance Framework DRAFT 1.0: **High Schools**

* Alternative Education & Charter Schools on 2nd phase SPF development plan

