

SCHOOL PERFORMANCE & EQUITY PROFILE

GUIDING DOCUMENTATION

Updated June 7, 2019

The School Performance and Equity Profile is a comprehensive data profile to help schools focus on strengths and areas for targeted improvement. The profile guides schools in setting priorities for improvement with specific groups of students. The report uses color-coded tiers based on the school's levels of performance in three categories—learning, thriving, and belonging. The profile is used by the district to determine specific interventions and support provided to schools. It will also help identify best practices across the district and will foster a more collaborative environment where schools will begin to share among themselves proven approaches and methods to improving student learning. The School Performance and Equity Profile is a big step in aligning work among all areas in the district, which will move us toward our goal of making DMPS the model for urban education in the United States.

Contents:

Guiding Values of the School Performance and Equity Profile	2
Status vs. Improvement	2
Using Profile Indicators as a Starting Point for Deeper Diagnostics	3
Indicator Descriptions	4
Performance Level Cut Points	6



Reports are generated by the Assessment, Data, and Evaluation department and are released annually for each DMPS school in the summer.

Guiding Values of the School Performance and Equity Profile

Equity: Ensuring that all students are successful requires looking specifically at groups of students who have historically been underserved, and responding with appropriate supports and resources. To this end, the SPF captures the performance of high priority student groups: (a) lowest performing racial/ethnic group, (b) English language learners, (c) students with disabilities, and (d) low-income students.

Growth: Focusing solely on the current status of student performance hides the impact the school has as measured by growth or improvement over time, because students enter schools at different places. This is why the profile focuses on the school's growth over time and current status for all indicators.

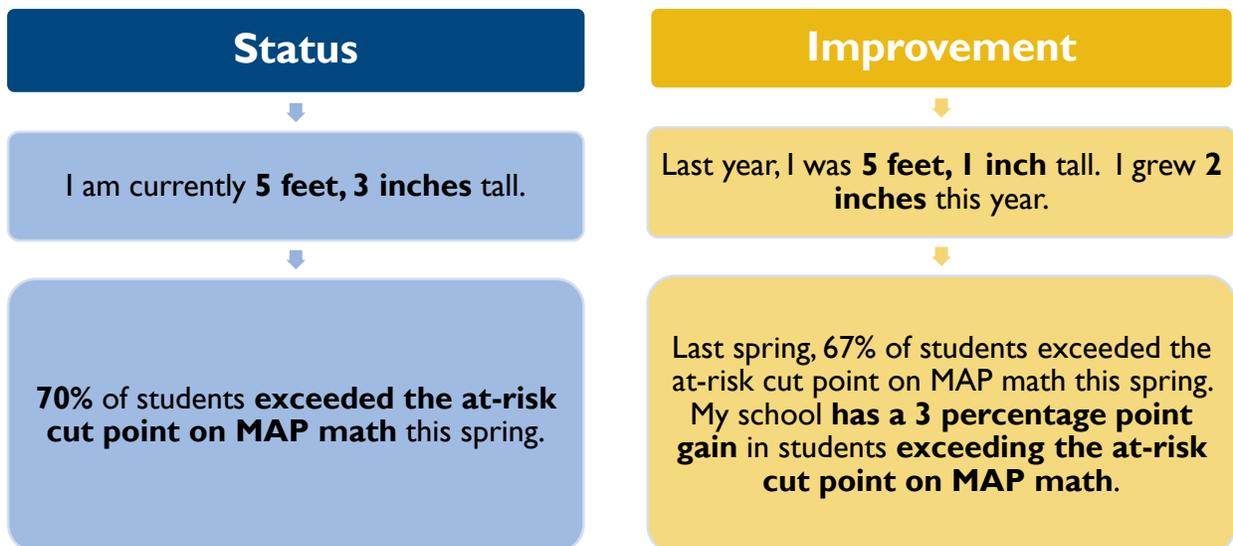
College, Career, & Community Readiness: The indicators of the profile measure for student success in college, career, and community. Beginning as early as kindergarten, specific indicators can be monitored to provide guidance toward increasing students' likelihood of being college, career, and community ready.

Whole Child: DMPS schools educate and support the whole child. The culture and climate of a school provides the conditions for learning, and so the profile uses multiple indicators to measure school performance within areas of both academics and culture/climate. The DMPS whole child domains aligned with the district Equity Plan are:

- **Learning:** Providing students with essential knowledge, skills, and abilities.
- **Thriving:** Ensuring each student reaches their maximum potential through enriching activities.
- **Belonging:** Working in partnership with our students, families, and community to create connections that increase student success.

Status vs. Improvement

Students come into our schools performing at very different levels. The school and how it responds to the needs of each student can mitigate factors that can affect student performance levels from the start. School performance will be substantially measured by a school's impact on student performance over time. Improvement in student outcomes is as important as status within the School Performance and Equity Profile. Growth begins to tell the very important story about the role the school plays in student's educational journey.



In the learning, thriving, and belonging domains, all indicators will be measured according to both status and improvement.

- Status measures a school’s performance at a single point in time.
- Improvement measures a school’s performance changes over time.

Status measurements evaluate whether or not a school’s students meet or exceed a performance target (for example, on NWEA MAP assessments). Knowing a current status—whether students are on or off track to achieve a certain goal (such as college and career readiness) supports both goal-setting and strategy adjustment. The limitation of status measures is that they do not account for students’ prior achievement levels.

Improvement measurements compare how much a school’s students develop at the end of the year, with the performance of a school’s students at the same time during the previous year. Measuring growth begins to tell the story of how much students as a whole are improving year over year.

Using Profile Indicators as a Starting Point for Deeper Diagnostics

The School Performance and Equity Profile is intended for use as a starting point to guide deeper analysis for school improvement.

When you go to the doctor, they always check at least four specific vital signs. Those vital signs (body temperature, heart rate, blood pressure, and respiratory rate) are critical markers of your health and well-being. They comprise a narrow set – so that doctors are consistent in checking them every single time. When vital signs are on-target, this is a good indication of a person’s over-all health. However, if a vital sign is off, the doctor needs to perform additional tests to identify what may be wrong.

With this in mind, the overall goal of the profile’s indicators and its tier system is to initiate a deeper investigation of additional data. The focus of these deeper investigations may be identified by trends that come to light within the broader view of the profile report. In the process of deeper “data dives,” more recent and frequently updated data—leading indicators should be collected to support fuller understanding of factors leading to a school’s successes, challenges, and opportunities for effective improvement.

Indicator Descriptions

Learning		
Measure	Explanation	Levels Utilized
FAST (Reading & Math)	<p>Population: Students are linked with the school that they tested at during the spring session.</p> <p>Status: The percentage of students who met the benchmark during the spring session.</p> <p>Improvement: The change in the percentage of students meeting the benchmark from the previous year</p>	Elementary (reading: K-3, math: K – 1)
MAP Exceeding At-Risk Cut Point (Reading & Math)	<p>Population: Students are linked with the school that they tested at during the spring session.</p> <p>Status: The percentage of students who exceed 30th national percentile during the spring</p> <p>Improvement: The change in the percentage of students exceeding the 30th percentile from the previous year (spring)</p>	Elementary (2-5), Middle (6-8), High (9-10)
Iowa Assessment Average Scale Score (Reading, Math, & Science)	<p>Population: Students are linked with the school that they tested at during the spring session.</p> <p>Status: The average scale score is generated for each student, then averaged across the school and grade level for each content area and then standardized</p> <p>Improvement: The change in the average scale score from the previous year</p>	Elementary (reading: 3-5, math: 3-5, science: 5), Middle (reading: 6- 8, math: 6-8, science: 8), High (reading: 9-11, math: 9-11, science: 10)
Average ACT Composite Score	<p>Population: Students are linked with the school where they finished their 12th grade year.</p> <p>Status: The maximum composite score is generated for each 12th grade student, then averaged across the school</p> <p>Improvement: The change in the average composite score from the previous year</p>	High
Average GPA	<p>Population: Students are linked with the school where they earned course credit.</p> <p>Status: The average GPA for courses completed that school year, each student weighted equally.</p> <p>Improvement: The change in the average GPA for courses completed that school year from the previous year</p>	Middle & High
On-track to Graduate	<p>Population: Students are linked with the school where they are enrolled the last day of the year.</p> <p>Status: Percentage of students who have the correct number and type of credits to be on-track according to their graduation plan in Infinite Campus.</p> <p>Improvement: The change in the percentage of students on-track to graduate from the previous year</p>	High

Thriving		
Measure	Explanation	Levels Utilized
Referrals	<p>Population: All students who have 20 membership days are included with the schools they attended throughout the year. Behavior referrals are linked with the school where the referral occurred and include both the participant and offender.</p> <p>Status: Percentage of students who received zero or one level two or higher referral</p> <p>Improvement: The change in percentage of students who received zero or one level two or higher referral from the previous year</p>	Elementary, Middle, High
Out of School Suspensions	<p>Population: All students are included with the schools they attended throughout the year. Out of school suspension days are linked with the school where the suspension occurred.</p> <p>Status: The number of out of school suspension days per students using average daily membership</p> <p>Improvement: The change in the number of out of school suspension days per student from the previous year</p>	Elementary, Middle, High

Belonging		
Measure	Explanation	Levels Utilized
Chronic Absences	<p>Population: Students who have 20 membership days are included with the schools they attended throughout the year. Chronic absenteeism is linked with the school where the chronic absenteeism occurred.</p> <p>Status: Percentage of students who have less than 90% attendance using daily minutes attendance</p> <p>Improvement: The change in percentage of chronically absent students from the previous year</p>	Elementary, Middle, High
Conditions for Learning Survey	<p>Population: Students are included with the school where they completed the Conditions for Learning Survey.</p> <p>Status: Percentage of students with positive results as measured by the Conditions for Learning Survey</p> <p>Improvement: N/A (first year of administration)</p>	Elementary (grade 5 only), Middle, High
Activity Participation	<p>Population: Students are linked with the school where they are enrolled the last day of the year.</p> <p>Status: Percentage of students rostered to at least one activity throughout the school year</p> <p>Improvement: The change in rostered to at least one activity from the previous year</p>	Middle, High

Note: Average Daily Membership – average daily membership refers to number of students enrolled at a school throughout the year. Average daily membership is calculated by summing the total number of student membership days and dividing by the maximum membership days.

Indicator Cut Points

The school performance and equity profile indicator cut points were derived from three primary sources: normalized DMPS data, practical applications, and measurement recommendations.

Elementary School Cut Points								
Measure	Levels							
	1		2		3		4	
	Low	High	Low	High	Low	High	Low	High
FAST Reading Improvement	-10.0%	-5.5%	-5.4%	-0.1%	0.0%	5.4%	5.5%	10.0%
FAST Reading Status	0%	45.2%	45.3%	55.5%	55.6%	65.7%	65.8%	100%
FAST Math Improvement	-15.0%	-8.0%	-7.9%	-0.1%	0.0%	7.9%	8.0%	15.0%
FAST Math Status	0%	45.1%	45.2%	58.5%	58.6%	71.8%	71.9%	100%
MAP Reading Not At-Risk Improvement	-10.0%	-5.0%	-4.9%	-0.1%	0.0%	4.9%	5.0%	10.0%
MAP Reading Not At-Risk Status	0%	45.5%	45.6%	58.2%	58.3%	70.8%	70.9%	100%
MAP Math Not At-Risk Improvement	-10.0%	-5.0%	-4.9%	-0.1%	0.0%	4.9%	5.0%	10.0%
MAP Math Not At-Risk Status	0%	42.1%	42.2%	54.6%	54.7%	67.1%	67.2%	100%
OSS Improvement	1	0.039	0.038	0.000	-0.001	-0.038	-0.039	-0.100
OSS Status	1	.067	.066	.033	.032	.001	.000	.000
Referral Improvement	-10.0%	-5.01%	-5.00%	-0.01%	0.00%	5.00%	5.01%	10.00%
Referral Status	0%	75.9%	76.0%	84.2%	84.3%	92.6%	92.7%	100%
Chronic Absence Improvement	5.00%	1.50%	1.49%	0.00%	-0.01%	-1.50%	-1.51%	-5.00%
Chronic Absence Status	100%	22.6%	22.5%	16.6%	16.5%	10.6%	10.5%	0%
Conditions for Learning Status	0%	38.7%	38.8%	48.1%	48.2%	57.4%	57.5%	100%

Middle School Cut Points

Measure	Levels							
	1		2		3		4	
	Low	High	Low	High	Low	High	Low	High
MAP Reading Not At-Risk Improvement	-10.0%	-2.5%	-2.4%	-0.1%	0.0%	2.4%	2.5%	10.0%
MAP Reading Not At-Risk Status	0%	53.1%	53.2%	64.9%	65.0%	76.7%	76.8%	100%
MAP Math Not At-Risk Improvement	-10.0%	-3.5%	-3.4%	-0.1%	0.0%	3.4%	3.5%	10.0%
MAP Math Not At-Risk Status	0%	43.7%	43.8%	56.6%	56.7%	69.5%	69.6%	100%
Average GPA Improvement	-0.10	-0.06	-0.05	-0.01	0.0	0.05	0.06	0.10
Average GPA Status	0	2.498	2.499	2.673	2.674	2.848	2.849	4.000
OSS Improvement	1	0.079	0.078	0.000	-0.001	-0.079	-0.080	-0.100
OSS Status	1	.395	.394	.253	.252	.111	.110	0
Referral Improvement	-10.00%	-4.01%	-4.00%	-0.01%	0.00%	4.00%	4.01%	10.00%
Referral Status	0%	67.55%	67.56%	78.09%	78.10%	88.64%	88.65%	100%
Chronic Absence Improvement	5.00%	1.50%	1.49%	0.00%	-0.01%	-1.50%	-1.51%	-5.00%
Chronic Absence Status	100%	35.7%	35.6%	25.9%	25.8%	16.2%	16.1%	0%
Conditions for Learning Status	0%	29.9%	30.0%	35.9%	36.0%	41.9%	42.0%	60.0%
Activity Participation Improvement	0%	-4.01%	-4.00%	-0.1%	0.0%	4.00%	4.01%	100%
Activity Participation Status	0%	50.4%	50.5%	63.0%	63.1%	75.6%	75.7%	100%

High School Cut Points

Measure	Levels							
	1		2		3		4	
	Low	High	Low	High	Low	High	Low	High
MAP Reading Not At-Risk Improvement	-10.0%	-7.0	-6.9%	-0.1%	0.0%	6.9%	7.0%	10.0%
MAP Reading Not At-Risk Status	0%	61.3%	61.4%	69.7%	69.8%	78.2%	78.3	100%
MAP Math Not At-Risk Improvement	-10.0%	-5.0%	-4.9%	-0.1%	0.0%	4.9%	5.0%	10.0%
MAP Math Not At-Risk Status	0%	53.4%	53.5%	61.8%	61.9%	70.1%	70.2%	100%
Average GPA Improvement	-0.10	-0.06	-0.05	-0.01	0.0	0.05	0.06	0.10
Average GPA Status	0	2.296	2.297	2.488	2.489	2.679	2.680	4.000
Composite ACT Score Improvement	-2	-0.25	-0.24	-0.01	0.00	0.25	0.26	2
Composite ACT Score Status	0	15.6	15.7	17.0	17.1	18.3	18.4	36
On-track to Graduate Improvement	-10.0%	-2.1%	-2.0%	-0.1%	0.0%	2.0%	2.1%	10.0%
On-track to Graduate Status	0%	52.4%	52.5%	58.2%	58.3%	64.0%	64.1%	100%
OSS Improvement	1	0.031	0.030	0.000	-0.001	-0.031	-0.032	-0.050
OSS Status	1	0.294	0.293	0.229	0.228	0.165	0.164	0.00
Referral Improvement	-1.00%	-0.51%	-0.50%	-0.10%	0.00%	0.50%	0.51%	1.00%
Referral Status	75%	81.93%	81.94%	86.62%	86.63%	91.31%	91.32%	100%
Chronic Absence Improvement	5.00%	1.50%	1.49%	0.00%	-0.01%	-1.50%	-1.51%	-5.00%
Chronic Absence Status	100%	58.3%	58.2%	52.2%	52.1%	46.3%	46.2%	0%
Conditions for Learning Status	0.00%	42.00%	42.01%	42.49%	42.50%	43.00%	43.01%	50.00%
Activity Participation Improvement	0%	-2.01%	-2.00%	-0.10%	0.00%	2.00%	2.01%	100%
Activity Participation Status	0%	47.7%	47.8%	54.7%	54.8%	61.6%	61.7%	100%