



2022

Denver Justice High School

END OF YEAR SUPPLEMENTAL ACCOUNTABILITY REPORT

ACCOUNTABILITY DURING COVID

The Measuring Opportunity Pilot Project (MOPP) was created and funded to incorporate innovation in accountability for Colorado AECs. As part of MOPP, a Supplemental Accountability Report was created to allow schools to collect and report data that is not traditionally included in their accountability reporting, but they believe is impactful in serving their students' needs. However, COVID-19 created disruptions in all aspects of our lives, including in education functionality and accountability. Two years ago, the Colorado State Legislature issued an accountability pause for two years due to the pandemic. Last year, the MOPP Project Team wanted to provide our participating schools the option to share any data they were able to collect in 2020-21, and that data went into MOPP 'Progress Reports'.

With accountability and AEC SPFs resuming this year, MOPP is going back to the originally intended MOPP Supplemental Accountability Report (SAR). This report includes data and/or calculations of data not included in AEC SPFs, but that the school believes is essential in telling the story of their school's mission, student population(s), and specific programming.

As a part of MOPP, Denver Justice High School has identified measures that are specifically aligned and prioritized to match their mission, and consequently the programming and services most import to Denver Justice High School students' lives. Recommendations coming through MOPP's measure alignment process include optional measures that schools are not utilizing or reporting effectively, unique measures to show the performance of specific student populations, and/or participation in the Student-Centered Growth System, a Qualitative Review Cycle, and the AEC SEL Survey.

This Supplemental Accountability Report includes narratives and supporting data for the additional metrics to demonstrate how customized accountability plans strengthen Colorado AECs.

AEC SEL SURVEY

During the MOPP measure alignment process, the Project Team found that every school received a recommendation for and expressed interest in adding a social-emotional optional measure. With schools not finding surveys that fit the needs of their school and students, the MOPP Project Team convened a taskforce of MOPP schools and other AEC leaders to review several social-emotional and school climate surveys and create a survey for use by AECs across the state. The group considered items for clarity/relevance, content, overall survey length, and whether items could be used to track student growth. Ultimately, the selected survey includes content from a few previously developed surveys, which means the surveys have already been validated. The survey includes items regarding social-emotional development (using CASEL's identified 5 pillars of SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) and school climate.

A group of schools (both MOPP and non-MOPP) completed a full year of administrations in 2021-22. In this year's pilot administration, schools had a few options. There were fall, winter, and spring windows of survey administration, and schools could either do all or two of the windows. Student IDs were required for growth, but schools could select either a state/local ID or create a token. Schools could elect to include the school climate questions in the spring administration only, and schools could also add questions to the beginning or end of the survey (however, those questions are not included in any analysis).

For the Supplemental Accountability Report, schools could submit data in one of two ways. For those schools with students having two matched occasions, the school could submit positive growth in the SEL scales. For growth, showing positive growth would mean that a student scored a higher total for the scale in the second administration of the survey. If a school did not have students with matched occasions, the school could submit percent positives for the scales or overall survey. For percent positive, the school calculated the percentage of students that responded 'easy' or 'very easy' in each item, and then calculated the scale score using the items' averages. This could be done through an Excel Calculator developed by the project team to help support the schools in data reporting.

2021-22 Colorado AEC SEL Survey Responses	
Percent of Positive Response per Subscale	
Self-Awareness: Self-Concept	75.30%
Self-Awareness: Emotion Knowledge	73.90%
Social Awareness	80.60%
Self-Management: Emotion Regulation	61.90%
Self-Management: Goal Management	62.60%
Self-Management: School Work	57.10%
Relationship Skills	74.90%
Responsible Decision Making	82.60%
Average Percent Positives for Total Survey (% 'Easy' or 'Very easy')	71.20%



Including schools with a low n, there were 13 schools with a spring administration, eight (62%) schools scored at or above the 50th %ile - this would qualify as a MEETS rating on the AEC SPF.



STUDENT CENTERED GROWTH SYSTEM (SCGS)

Participating in the Student-Centered Growth System was recommended to AECs that want to understand the challenges their students arrive with, document individual student progress while enrolled in the school (often for short periods of time) and communicate these data effectively. The SCGS measures incoming and ongoing individual student progress over three domains: academic standing, academic engagement and participation, and social-emotional well-being and need. The measures selected for each domain are aligned with the school's programming and support services.

Using the SCGS index, a school can identify a student's level of engagement in each of the domains.

STUDENT ENGAGEMENT PHASE	GENERAL DESCRIPTION
Engaged	Little support is needed, student can focus on schoolwork for large chunks of time, and student is close to or at grade level
Emerging	Substantial supports needed, student's focus in an educational setting or on assignments is minimal, and the student is behind grade level
Disengaged	High needs but never attends, will not respond to calls/visits, no caregiver can be reached

SCGS is designed to support schools in (1) using data to identify students' needs, (2) monitoring students' progress over time on more than just academic gains, and (3) providing the opportunity for the school to differentiate goals for student growth and achievement based on each student's highest priority needs. For the 2021-22 school year, Denver Justice High School collected data where possible. To help facilitate this process, the MOPP Project Team developed the SCGS Calculator, an Excel document with formulas to help with capacity and analysis at the school level. Denver Justice High School selected metrics for the 2022-23 school year can be found below.

Student-Centered Growth System	
Qualifiers	Emerging, Developing, Engaged
Academic Standing	NWEA MAP Reading NWEA MAP Math NWEA MAP Language Usage Credit accumulation
Academic Engagement and Participation	Attendance rate Student discipline (behavior) incidents SEL scale - Self-Management: School Work
Social-Emotional Well-Being and Need	Number of student challenges/barriers to success SEL scale - Self-Management: Emotion Regulation SEL scale - Self-Awareness: Self-Concept SEL scale - Relationship Skill SEL scale - Responsible Decision Making