The 2015 Call for New Quality Schools
For New Schools Opening in Fall 2016 and Thereafter

Denver Board of Education
December 18, 2014
• About the Call for New Quality Schools
• Identified Needs in the 2015 Call for New Quality Schools
About the Call for New Quality Schools
What is the Call for New Quality Schools?

• A **public document** that transparently articulates forecasted needs for new schools or additional capacity in the district.

• A **process** that invites proposals to meet these needs, facilitates quality reviews of these proposals, engages community and supports Board decision-making.
Why a Call for New Quality Schools?

Denver Plan 2020: Great Schools in Every Neighborhood

One way we get there:

“Expand high-quality school choices in all communities through differentiated supports for existing schools, new school strategies, turnaround efforts and strong accountability systems.”

-- Denver Plan 2020, describing the priority strategy of flexibility
What is the policy and statutory context of the Call?

**Board Policy AF: Charter Quality Authorizing**

This policy establishes principles and standards for DPS’s authorizing work, including “creating Equitable Opportunity, Equitable Responsibility and Access, and Equitable Accountability” among all DPS schools. In this spirit, the Call is open to district-run and charter applicants.

**Colorado Charter Schools Act**

State law requires districts to accept applications for new charter schools annually and identifies specific content requirements and process elements for the review of charter school applications.

**State and National Best Practices**

DPS embraces best practices established by the Colorado State Board of Education and the National Association of Charter School Authorizers. Quality standards include the issuance of a document clearly identifying district needs and priorities.
What is the Timeline for the 2015 Call?

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<thead>
<tr>
<th>Month</th>
<th>Applicant Engagement with Community</th>
<th>Context</th>
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<tr>
<td>October</td>
<td>• Strategic Regional Analysis released</td>
<td>DPS will host regional meetings April 15-29 to secure feedback from community members about proposed new schools. These meetings do not serve as a proxy for the community engagement and demand that applicants must demonstrate as part of their applications. Applicants should note that DPS offers workshops August-February to support development of quality applications. Visit <a href="http://osri.dpsk12.org/school-development/">http://osri.dpsk12.org/school-development/</a> for more information.</td>
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<td>December</td>
<td>• Great Schools Community Conversations begin • Call for New Quality Schools released • Application Guides &amp; Rubrics released</td>
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<td>February 20</td>
<td>• Letters of Intent due</td>
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<td>March 20</td>
<td>• Proposals due</td>
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<td>April 8-22</td>
<td>• First review by Application Review Team</td>
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<td>April 15-29</td>
<td>• Applicant presentations at Great Schools Community Conversations</td>
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<td>April 27-May 1</td>
<td>• Applicant Interviews</td>
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<td>May 4-15</td>
<td>• Second review by Application Review Team</td>
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<td>June 1 (tentative)</td>
<td>• Applicant Presentations to DPS Board of Education</td>
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<td>June 4 (tentative)</td>
<td>• Staff Recommendation to DPS Board of Education</td>
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<td>June 11 (tentative)</td>
<td>• Public Comment to DPS Board of Education</td>
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<td>June 18 (tentative)</td>
<td>• DPS Board of Education vote</td>
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Great Schools Community Conversations

Between December 3rd and December 11th, DPS hosted community forums in each region to:

1. Share performance and enrollment data
2. Explain how DPS makes decisions about new schools and interventions and supports for existing schools
3. Gather feedback on what makes a school great
4. Promote continued engagement in the process

Community feedback about qualities of great schools is available online: http://face.dpsk12.org/community/greatschools-community-conversations/
Identified Needs: The 2015 Call for New Quality Schools
How are needs identified for the Call?

- Prior decisions by the Denver Board of Education or the Board of Directors of a charter school
- Trends identified in the Strategic Regional Analysis, released in October, and ongoing enrollment data
- Analyses of neighborhood trends, using the School Performance Framework, Tiered Support Framework and Strategic Regional Analysis
- Performance Gaps
- Program Phase Outs
- Enrollment Growth & School Capacity

Needs Elevated for Inclusion in the Call
DPS forecasts the need for additional capacity at the elementary and middle school levels in Stapleton.

Continued growth in areas east of Quebec Blvd and/or north of I-70 inform the forecast for additional high-quality seats for students.

Additional elementary seats should:
• Serve students in the Stapleton Elementary Enrollment Zone;
• Offer at least grades K-1 in Fall 2016 and grow to a full K-5 in 2017, with approximately 450 seats at full build.

Additional middle school seats should:
• Serve students in the Greater Park Hill-Stapleton Middle School Enrollment Zone.
• Provide additional 6th grade seats in Fall 2016, adding 7th in 2017 and 8th in 2018, with approximately 350 additional seats at full build.
DPS forecasts the need for at least one, and possibly two, replacement elementary schools in the northwest section of the Near Northeast.

School #1

With the planned phase-out of Pioneer Charter School and in order to align with the surrounding secondary schools on a 6th through 12th grade continuum, DPS is seeking a stand-alone, high quality K-5 elementary school that will:

- Serve students at the existing school and thus articulate clear, research-based program elements to operate as a turnaround school
- Offer a strong program for English Language Learners, given its high proportion of ELLs, as compared to other area elementary schools
- Provide approximately 400 seats at the full K-5 continuum in Fall 2016 (ECE may be necessary – further analysis is required)

On December 9th 2014, the Board of Directors of Pioneer Charter School, an ECE-8, voted to surrender their charter contract at the end of the 2015-2016 school year.
DPS forecasts the need for at least one, and possibly two, replacement elementary schools in the northwest section of the Near Northeast.

School #2

Performance trends in this cluster of charter and district-run schools serving K-5 students are mixed. Depending on the future performance of these schools, DPS may identify the need for a replacement program to open in 2016. The potential school program shall:

- Serve students reflecting the demographics of students in this cluster of schools
- Provide a research-based turnaround approach that either opens whole school (i.e., serves grades K-5 in year one) or that phases in over a maximum of two years (e.g., serves K-2 in the first year and K-5 in the second year) with approximately 450 seats at full build
- Offer a strong program and curriculum to serve English Language Learners
- Continue service of any existing center programs

2014 SPF Rankings: Elementary School
DPS forecasts the need for new middle school seats in the northwest portion of the Near Northeast.

With the phase out of the middle school at Pioneer Charter School, combined with the reality that Bruce Randolph, the area’s boundary 6th – 12th grade school, is at full capacity, DPS projects the need for additional middle school seats in the northwest portion of the Near Northeast.

**Additional middle school seats should:**

- Serve students reflecting the demographics of students in this neighborhood
- Offer approximately 350 seats – DPS is open to either full offerings in 2016, or a slower growth model
- Participate in a boundary or shared zone in the future, and provide a design that considers service as a dedicated feeder for Manual High School
DPS forecasts the need for a possible replacement elementary school in the northern section of the Southwest.

Performance trends in this cluster of elementary schools are mixed. Depending on continued monitoring and the future performance of these schools, DPS may identify the need for a replacement program to open in 2016. The potential school should be designed to:

- Serve students reflecting the demographic of students in this cluster of schools
- Provide a research-based turnaround approach that either serves grades K-5 in year one, or that phases in over a maximum of two years (e.g., serves K-2 in the first year and K-5 in the second year) with approximately 450 seats at full build
- Offer Transitional Native Language Instruction
- Continue service of any existing center programs
Appendices
### Appendix A: Student Demographics in Identified Areas

| Enrollment Zone | 
|-----------------|---|
| **Stapleton Elementary Enrollment Zone** | • 9% of students qualify for free/reduced lunch  
• 4% of students are English Language Learners, 46% of whom are Spanish speakers  
• 25% of students are students of color |
| **Greater Park Hill-Stapleton Middle School Enrollment Zone** | • 36% of students qualify for free/reduced lunch  
• 11% of students are English Language Learners, 74% of whom are Spanish speakers  
• 51% of students are students of color |
| **Replacement Program for Pioneer Charter School** | • 95% of students qualify for free/reduced lunch  
• 77% of students are English Language Learners, 99% of whom are Spanish speakers  
• 98% of students are students of color |

School designers should anticipate that 11% of students will possess disabilities, the district average.
Student Demographics in Identified Areas

Possible Replacement Provider for Cluster of Elementary Schools in the Northwest Portion of NNE
- 95% of students qualify for free/reduced lunch
- 43% of students are English Language Learners, 99% of whom are Spanish speakers
- 95% of students are students of color

New Middle School Seats for Students in the Northwest Portion of NNE
- 88% of students qualify for free/reduced lunch
- 47% of students are English Language Learners, 97% of whom are Spanish speakers
- 91% of students are students of color

Possible Replacement Provider for Cluster of Elementary Schools in the Northern Portion of SW
- 97% of students qualify for free/reduced lunch
- 65% of students are English Language Learners, 93% of whom are Spanish speakers
- 97% of students are students of color

School designers should anticipate that 11% of students will possess disabilities, the district average.