School Performance Compact and Tiered Support Framework
Focus on Achievement Session
November 5, 2015
Meeting Objectives

• Develop a common understanding of the rationale for the Tiered Support Framework and a School Performance Compact.

• Evaluate the benefits and challenges of adopting and implementing a School Performance Compact.
Background
Context
Denver Plan 2020

Our Vision: Every Child Succeeds

Great Schools in Every Neighborhood

- A Foundation for Success in School
- Support for the Whole Child
- Leadership
- Teaching
- Flexibility
- Every child has talent and potential.
- Our diversity is a community treasure.
- We can and will eliminate the opportunity gap.
- Students First
- Integrity
- Equity
- Ready for College & Career
- Close the Opportunity Gap
- Invest Early Culture
- We must dramatically accelerate our progress.
- Every family deserves choice and access.
- Our kids need all of us.
- Collaboration
- Accountability
- Fun

CORE BELIEFS

SHARED CORE VALUES

GOALS

STRATEGIES
Denver Plan: Great Schools in Every Neighborhood

% Students in Blue/Green Schools by Geographical Region

- SE
- NNE
- FNE
- SW
- NW
- FNE Target
- NNE Target
- NW Target
- SE Target
- SW Target

Met goal

- 100% in 2020
- 80% in 2020

- 100% in 2010
- 61% in 2010

- 61% in 2013
- 52% in 2013

- 52% in 2016
- 38% in 2016

- 38% in 2019
- 27% in 2019

- 27% in 2020
- 17% annual increase (about 838 students)

- 17% annual increase (about 838 students)

- 5.6% annual increase (about 943 students)
- 7.1% annual increase (about 1005 students)
Great Schools in Every Neighborhood

Citywide, to meet our Denver Plan 2020 goal of Great Schools in Every Neighborhood, we need to improve schools so that more than 30,000 students who currently attend schools not meeting SPF expectations will attend SPF green or blue schools by 2020.

<table>
<thead>
<tr>
<th>Region</th>
<th>2013-14 # of Students in Blue/Green Seats</th>
<th>2013-2014 # of Students in Red, Orange and Yellow Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Red</td>
</tr>
<tr>
<td>FNE</td>
<td>7,868</td>
<td>2,392</td>
</tr>
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<td>NW</td>
<td>5,355</td>
<td>4,048</td>
</tr>
<tr>
<td>SE</td>
<td>17,283</td>
<td>0</td>
</tr>
<tr>
<td>SW</td>
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<td>1,724</td>
</tr>
<tr>
<td>Total</td>
<td>51,585</td>
<td>10,215</td>
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How Do We Achieve Great Schools in Every Neighborhood?

Denver Plan 2020: Great Schools in Every Neighborhood

“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
Tiered Support Framework
Purpose of the Tiered Support Framework

The TSF was created to:

- Improve student outcomes
- Support the Denver Plan 2020 goal of having great schools in every neighborhood
- Prioritize and focus support for our highest need schools

By establishing a consistent, transparent and data-driven way to:

- Identify schools that need additional supports and resources and place them in clear tiers based on need
- Provide differentiated supports to schools in different tiers
- Monitor progress of schools receiving additional supports
Tiered Support Beliefs

We believe that:

- There is a baseline of supports (investment of people, time and/or money) that all schools need to be successful

- Schools at lower performance levels need additional supports to meet their extraordinary needs, including building staff capacity to use student achievement data to inform instructional, curriculum and programmatic decisions for continuous improvement

- All supports must be designed in response to the unique needs and Unified Improvement Plan of the school and support flexibility decisions made by each school
Overview of the School Performance Compact
Citywide, to meet our Denver Plan 2020 goal of Great Schools in Every Neighborhood, we need to improve schools so that more than 30,000 students who currently attend schools not meeting SPF expectations will attend SPF green or blue schools by 2020.

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Key Essential Questions

1. What is the purpose of a School Performance Compact and what does the District hope it will achieve?

2. What are potential benefits and risks of adopting a policy establishing a School Performance Compact?

3. What is a fair, transparent and equitable way for the District to identify which schools should be designated under this policy?

4. When should the policy establishing the School Performance Compact be implemented, given the significant school interventions currently underway this school year and the potential timing for policy adoption?
What is the Purpose of a School Performance Compact?

• 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 for a School Performance Compact

Schools need strategic supports to continuously improve and grow. DPS provides differentiated and ongoing supports through its Tiered Support Framework and also recognizes that in instances of persistent low performance, on-going supports may not create the change in performance needed to fulfill the ambitious goals of The Denver Plan 2020. 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. We cannot let students in charter, innovation or district-managed schools languish in low-performing seats.

• **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 be empowered to share in the responsibility for reviewing applicants and recommending matches to the Superintendent and Board.
Essential Questions for Discussion

1. What is the purpose of a School Performance Compact and what does the District hope it will achieve?

2. What are potential benefits and risks of adopting a policy establishing a School Performance Compact?
What is a fair and transparent approach to designate schools for restart or closure?

1. **Persistent** low performance as identified through the School Performance Framework (SPF).

2. Lack of demonstrated student academic **growth** in the **most recent year**.

3. Lack of significant improvements made in research-based leading indicators of student academic performance.
What Criteria Should be Used to Designate a School as Persistently Low Performing?

A school is identified as persistently low performing and designated for restart or closure if it meets the criteria below.*

<table>
<thead>
<tr>
<th>Gate</th>
<th>Current Proposed Criteria to Move through Gate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gate 1: Track Record of Persistent Low Performance</td>
<td>3 Most Recent Years Red/Orange on SPF OR 2 Most Recent Years Red on SPF, with at least three years of data.</td>
</tr>
<tr>
<td>Gate 2: Most Recent Year Growth</td>
<td>In the <strong>first year</strong> a school moves through Gate 1, A school shall move through Gate 2 if it <strong>fails to “meet expectations” or “exceed expectations” on one-year growth</strong> indicators as measured by the SPF. If a school is identified through Gate 1 for <strong>two consecutive years</strong>, the School <strong>moves directly to Gate 3</strong> in the second year.</td>
</tr>
<tr>
<td>Gate 3: School Quality Review</td>
<td>A school is designated if it fails to meet expectations on the majority of indicators in a School Quality Review.</td>
</tr>
</tbody>
</table>

* The Superintendent and Board may reserve the discretion to take significant action, including school closure, replacement or restart decisions, based on other considerations.
How does the District define persistent low performance?

- 3 Most Recent Years Red/Orange on SPF OR 2 Most Recent Years Red on SPF, with at least three years of data
  - Aligned with the School Performance Framework
  - Prioritizes our highest needs, most persistently low-performing schools
How Should the District Consider a School’s Demonstrated One Year Growth?

• In the **first year** a school moves through Gate 1, — A school shall move through Gate 2 if it **fails to “meet expectations”** or **“exceed expectations” on one-year growth** indicators as measured by the SPF.

• If a school is identified through Gate 1 for **two consecutive years**, the School **moves directly to Gate 3** in the second year.
How does the District Best Gain a Holistic view of School Quality?

• A School Quality Review (SQR) will help to:
  – Gather a more holistic view of school quality
  – Assess leading versus lagging indicators

• The District will partner with an external organization to conduct the SQR. The SQR will be designed to be **objective** and mitigate against internal bias where possible.

• The SQR is intended to identify schools that have made **significant** improvements in research-based leading indicators that are demonstrated to support gains in academic performance.

• The SQR will provide the school with formative feedback and be used to determine whether a school’s current year improvement is significant enough that it should not be designated.
3. What is a fair, transparent and equitable way for the District to identify which schools should be designated under this policy?
Policy Implementation
Implementation of a School Performance Compact

Once a school meets the criteria and is designated, the District seeks to ensure that:

• There is an adequate number of high-quality programs and applicants to ensure all schools designated through this policy are replaced by a high-quality school;

• Existing and new district-managed and charter applicants are supported to develop and put forward high-quality school designs and models;

• A new or current leader of a designated school has the opportunity to compete through the Call for New Quality Schools;

• The new school model is selected based on the Call for New Quality Schools Process as well as the criteria set forth in the Facility Allocation Policy.
What Should be the Annual Timeline for Policy Implementation?

<table>
<thead>
<tr>
<th>Phase 1: Designation</th>
<th>Phase 2: Call for New Quality Schools</th>
<th>Phase 3: Selection of Replacement Operators</th>
<th>Phase 4: Year Zero and Transition</th>
<th>Phase 5: Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Schools are designated through the School Performance Compact</td>
<td>- Release Call for New Quality Schools naming specific schools and specific requirements for restart providers</td>
<td>- Utilize both Call for New Quality Schools Rubric and Facility Allocation Policy criteria for placement</td>
<td>- Provide Year Zero supports for restart providers</td>
<td>- Provide Year 1 supports for restart providers</td>
</tr>
<tr>
<td>- Provide design supports to applicants</td>
<td></td>
<td>- Provide ongoing supports for legacy school to ensure smooth transition for students, staff, and families</td>
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<td></td>
</tr>
<tr>
<td>November</td>
<td>December release; March deadline</td>
<td>June</td>
<td>~ 12 months between selection in June and August opening</td>
<td>August of Year 1 opening and ongoing</td>
</tr>
</tbody>
</table>
When should a School Performance Compact be implemented?

**Staff Recommendation:**

– Policy implementation begins in fall 2016
  
  • Allows the District to engage and inform schools and communities about the criteria before the policy takes effect;
  
  • Provides time to strengthen processes and systems to ensure high-quality applicants, both district-managed and charter, apply through the Call for New Quality Schools

– Turnaround decisions will be made in 2015-16 based on a body evidence as has been done in previous years
Recommendation for Timing of Policy Adoption

**November 5:** Present at the Focus on Achievement Board Meeting a proposed framework for a School Performance Compact

**November 16:** Public Reading of the policy establishing a School Performance Compact

**November 19:** Regular Public Comment Session

**December 10:** Special Public Comment

**December 17:** Regular Public Comment

**December 17:** Board Meeting – Vote on Policy Adoption
Essential Questions for Discussion

4. When should the policy establishing the School Performance Compact be implemented, given the significant school interventions currently underway this school year and the potential timing for policy adoption?
Appendix A: Tiered Support Framework
How does TSF Work? TSF Methodology

- Identification & Tiering
- Support
- Progress Monitoring
**Identification:** High-need schools identified through an Annual process

- **Step 1: Academic Flags**
  - Red/Orange on SPF
  - Red on Growth
  - Persistence of low performance
  - Significant drop in performance (<10%)

- **Step 2: Non-Academic Flags**
  - Principal Effectiveness Rating
  - Teacher voluntary turnover
  - In boundary choice out rate
  - Enrollment demand
  - Student satisfaction
  - Parent satisfaction
  - Attendance
  - Suspensions

- **Step 3: SQR**
  - Conduct 3rd party School Quality Review

- **Step 4: Other Body of evidence**
  - Results from prior supports
  - Instructional Superintendent review of current improvement efforts
  - Sr. Leadership assessment and recommendation
Tiering: Schools are placed in a support tier based on focus and need

- **Intensive**
  - Intensive support for high need schools engaging in transformation or restart strategies

- **Strategic**
  - Strategic realignment of school improvement plans and strategies

- **Universal**
  - Focus on continuous improvement and moving schools from good to great
Universal Tier: Supports for Continuous Improvement

The Universal Tier outlines foundational supports available to all district-managed schools, including:

- **Educator Excellence**: e.g., LEAP & LEAD frameworks, Teacher Leadership
- **Instructional Excellence**: e.g., Curriculum, Assessment and Professional Development, coaching on data driven instruction
- **Community Engagement**: e.g., Parent Teacher Home Visit program; Parent Leadership
- **Funding**: School Based Budgets aligned to student needs
- **School Improvement Planning**: Focused on continuous improvement
Strategic Tier: Supports for Strategic realignment or targeted interventions

Strategic supports are tailored to need and school-specific improvement plans:

School Improvement Planning
- Third Party School Quality Review and improvement coaching support

Additional School-Based supports
- Increased teacher time, including for planning and PD
- School Leadership Team support: e.g., Assistant Principal, Academic Dean
- Wrap around supports: e.g., City Year
- Instructional Coaching: e.g., Teacher Effectiveness Coaches, ANET

Funding Support
- Support with accessing state and federal grant funding and targeted budget assistance
Intensive Tier: Supports and interventions for school transformation

Intensive Tier Schools have additional school-specific supports that could include:

**School Improvement Planning & Implementation**
- Transformation of program elements; TIG Grants
- Planning Year supports for restart schools
- 5-year support model to sustain gains for transformation & restart strategies

**Increase effectiveness of school leaders and teachers**
- School leadership development in turnaround competencies; possible replacement of school leaders
- School Development Teams to attract effective teachers
- Small ratio of IS support (1:4 schools)

**Additional student support and school-based strategies**
- Interventions, differentiation and personalization – e.g., small group tutoring, double blocks, technology
- Extended learning time and teacher PD/planning time
- Expanded social-emotional supports for students
- Expanded community and parent engagement

**Access to priority support from DPS departments**
How do we track improvement?

- **Intensive**
  - Monitoring & Coaching Visits
  - Monthly progress monitoring of Turnaround indicators and improvement implementation

- **Strategic**
  - Monthly progress monitoring of improvement implementation

- **Universal**
  - SPF and Performance tracking
  - UIP & School Support Trackers
  - Pilot: Parent & Community Progress Reports
Looking Ahead: What are the next areas of focus for TSF?

• More focus on supports for Yellow schools
• Improving leadership and teacher recruitment for schools, including incentives for high-priority schools
• Increasing replication of effective practices in intensive schools
  – Increased focus on family and community engagement
  – Increased data tracking and data driven instruction
Appendix B: School Performance Compact
# What are the Potential Risks and Benefits of Adopting a Policy Establishing a School Performance Compact?

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Potential Risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allows DPS to take consistent action on persistently low-performing schools in order to meet the Denver Plan 2020 goals.</td>
<td>Schools designated may have recently experienced a set of significant interventions to support school improvement and increased student outcomes.</td>
</tr>
<tr>
<td>Establishes objective criteria for designation that are agnostic to governance and leads to fair and equitable decision-making.</td>
<td>Recruiting highly qualified teachers and leaders to schools nearing the designation line due to persistent low performance may present challenges.</td>
</tr>
<tr>
<td>Provides an opportunity to establish a strong pipeline of high-quality school models and providers aligned with needs identified through the CNQS.</td>
<td>In the short term, may create a greater demand for high-quality school designs and replacement providers than available supply.</td>
</tr>
<tr>
<td>Clear criteria for designation creates increases transparency with school communities.</td>
<td></td>
</tr>
<tr>
<td>Creates an opportunity to better align District timelines and processes across school governance types.</td>
<td></td>
</tr>
</tbody>
</table>
To date, several groups have had the opportunity to provide feedback. There are also additional opportunities prior to policy adoption.

<table>
<thead>
<tr>
<th>To Date</th>
<th>Moving Forward</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Board Sub-Committee</td>
<td>• Public Comment Sessions</td>
</tr>
<tr>
<td>• Cross-Functional Internal Working Group</td>
<td>• Feedback Sessions With District-run principals</td>
</tr>
<tr>
<td>• Board Retreat</td>
<td>• Charter Leader Roundtable</td>
</tr>
<tr>
<td>• Instructional Superintendent Focus Groups</td>
<td>• Superintendent’s Education Leadership Roundtables</td>
</tr>
<tr>
<td>• Targeted District-run principal conversations</td>
<td></td>
</tr>
<tr>
<td>• District-Charter Collaborative Council</td>
<td></td>
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</table>
What is the Purpose of Looking at One Year Growth in Addition to Overall SPF?

- Each SPF score takes into account two years worth of school data to improve year-over-year stability (see sample matrix below).
- As a result of providing stability to SPF scores, single year improvements can be harder to see.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>0. Does not meet</td>
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A school scoring “Meets” for the 2013-2014 SY may receive “Approaching” on their SPF based on 2012-2013 Score.