Board Update: March 2016
Tiered Supports – Pre-Reading
Contents

• Brief History of Turnaround and Tiered Support Framework (TSF) at DPS
• TSF Methodology Overview
• Current Tiered Schools
History
Overview of DPS Turnaround efforts and Tiered Support Framework since 2009

Turnaround 1.0 (2009-2011)
- FNE Community Process and Identification of initial Turnaround schools
- Securing of funding (Tiered Intervention Grant/TIG Cohort I)
- Development of small team to support initiative in PSR
- Clustering of schools into a single network under a supervisor
- FNE community process

Intensive Supports 1.0/Turnaround 3.0 (2013-14)
- Use of Tiered Support Framework for early identification of schools for intensive supports
- Development of Unified Improvement Plan Plus process; six-month planning and progress monitoring period supported by consultants leading to grant applications
- School diagnostics by SchoolWorks
- Extending capacity to support turnaround in Elementary Ed and Office of School Reform and Innovation

Turnaround 2.0 (2011-2013)
- Establishment of regional turnaround network structure (Denver Summit Schools Network/DSSN, West Denver Network/WDN)
- Securing of philanthropic funding and additional funding (TIG Cohorts II-IV)
- Partnership formation: Blueprint, City Year, Metro Center
- School diagnostics by Cambridge Education and CDE
- Innovation, extended day/year, tutoring in DSSN
- Initial development of turnaround leader profile
- Tiered Support Framework first used to guide identification for schools for Turnaround intervention
- Development of draft pillars

Tiered Supports (2014-15 – present)
- Development of Tiered Supports team in Chief Schools Office
- Enhanced TSF with non-academic bellwether data and expanded progress monitoring
- Pilot of Year 0 process for newly identified turnaround schools
- Turnaround leadership grant for building pipeline of turnaround leaders
The Tiered Support Framework was created to inform Turnaround/Closure decisions and focus support on our highest needs schools.

- Tiered Support Framework was first created in 2012-13 by a joint team from Elementary Ed, Post-Secondary Readiness, Office of School Reform and Innovation, and Academics, in order to:
  - Inform decisions on which district and charter schools might need intervention or action
  - Prioritize and focus support for our highest needs schools
  - Earlier identify schools in need of intensive, preventative support
- By establishing a consistent, transparent, and data-driven way to:
  - Identify schools that need additional supports and resources
  - Provide differentiated supports to schools in different tier levels
  - Monitor progress of schools receiving additional supports
- With the ultimate goal to improve student outcomes and have great schools in every neighborhood.
Tiered Support Beliefs

– 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 helping students that are below grade level catch up, supporting students with their affective needs, and supporting teachers and leaders in building the instructional capacity of the school.

– All supports must be streamlined and designed in response to the unique needs, flexibility decisions and improvement plan of the school. Supports may also include clearing the path and minimizing distractions to allow schools to maintain focus on their improvement plan.
Tiered Supports Methodology
How does TSF Work? Tiered Supports Methodology

Identification & Tiering
Support
Progress Monitoring
Identification & Tiering
Identification: High need schools identified through an annual process

Is the school meeting academic, non-academic and enrollment expectations?

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

Are the necessary conditions for school success present?

Step 2: Non-Academic Flags
- 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

What action does the body of evidence suggest?
Tiering: Schools are placed in a support tier based on focus & need

- **Intensive**
  - Intensive support for high need schools engaging in transformative or turnaround strategies

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

- **Universal**
  - Focus on continuous improvement and moving schools from good to great
Levels of intervention and support within the Intensive Tier

- **Redesign**: Generally with a new principal (in position 2 years or less), hire new team of teachers (requires a Board vote) and co-create new vision and strategic design for the school with community and staff participation and provide sustained engagement and support for successful execution.

- **Transformation**: Generally with a new principal (in position 2 years or less) and same teaching team, update the vision and/or the strategic design for the school with community and staff, and provide sustained engagement and support for successful execution.

- **Revitalization**: Reassess the school’s vision, goals and/or structures to update, recreate or improve elements of the design, with community and staff participation and commitment to changing systems and support for successful execution.

- **Accelerated improvement**: Re-evaluate and refine current improvement plan and strategies to address findings from the School Quality Review, with additional supports for rapid execution.
# Levels of Intervention and Support in the Intensive Tier: Summary of Characteristics

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Teaching staff changes?</th>
<th>New principal?</th>
<th>Change in school design</th>
<th>Change in improvement strategies</th>
<th>Board vote</th>
<th>Year 0/Planning Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Redesign</td>
<td>Yes, subject to Board Vote</td>
<td>Typically within last 2 years</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Recommended</td>
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<tr>
<td>Transformation</td>
<td></td>
<td>Typically within last 2 years</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Recommended</td>
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<tr>
<td>Revitalization</td>
<td></td>
<td>Some Elements</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Accelerated improvement</td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td></td>
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</tr>
</tbody>
</table>

NOTE: The school may opt to pursue innovation status as a strategy in combination with any level of support above.
Supports
Providing supports to tiered schools

• Tiered schools receive differentiated supports based on need.

• Supports can come in the form of
  – Resources, programs or expert support from the district
  – Additional funding for school-based personnel, programs, professional development or resources

• Supports are tailored to the need and priorities that emerge through the school improvement planning process led by the school leader and supported by the instructional superintendent.
Universal Tier: Supports for Continuous Improvement

The Universal Tier outlines foundational supports available to all schools, such as:

- **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 Budgeting aligned to student needs
- **School Improvement Planning**: focused on continuous improvement
Strategic Tier: Supports for Strategic realignment or targeted interventions

In addition to the Universal supports, Strategic supports are tailored to school-specific improvement plans and could include:

**School Improvement Planning**
- Third Party School Quality Review and/or Improvement coaching support

**Additional School-Based Supports**
- Increased Teacher time for planning, 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, Achievement Network (ANet) coaching

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

In addition to Universal and Strategic supports, Intensive Tier supports are school-specific and could include:

**School improvement planning & implementation**
- Planning Year (Year 0) supports for school redesign
- Small ratio of IS support (approx 1:4 schools)
- Provide support for 5-year minimum to sustain gains
- Support for accessing additional funds such as TIG

**Increase effectiveness of school leaders and teachers**
- Turnaround School Leadership pipeline; selection and development in turnaround competencies
- School Development Teams to attract effective teachers

**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**
Funding for high needs schools

• Each school in the Intensive and Strategic tiers is eligible to request additional funding to support improvement strategies.
• Improvement strategies must emerge as a priority through the school-based strategic planning process led by the school leader and supported by the IS or other improvement planning partners such as the Year 0 team or other consultant supports.
• Additionally, schools in these tiers can opt into centrally funded supports.
  – Achievement Network (ANet) coaching
  – Teacher Effectiveness Coach (2015-16 and in previous years) or Teacher Leader or Dean (beginning in 2016-17)
• Schools within these tiers also are identified for federal/state school improvement grant opportunities.
• Funding levels have varied from year to year based on availability of federal/state grants, district budget capacity, and the number of schools needing support.
Funding Sources

- **General fund:**
  - Supports central supports such as the low IS-to-school ratio, Tiered Support and Year 0 support, and other internal systems and structures
  - Targeted intervention formula in Student Based Budgeting
  - Additional turnaround focused budget assistance

- **Title I for Priority Intensive and Turnaround (PI/TA) schools**
  - Unspent Supplemental Educational Services (SES)
  - 1003a School Improvement Support and Diagnostic Grants; Connect for Success grant
  - 1003g Tiered Intervention Grant

- **CDE Turnaround Leaders Grant**
Progress Monitoring
How do we track improvement?

- **Universal**
  - SPF and periodic performance monitoring
  - A/B/C and college & career performance tracking
  - UIP and school support trackers and frequent IS visits

- **Strategic**
  - Monthly progress monitoring of improvement implementation
  - IS weekly visits

- **Intensive**
  - Monitoring & coaching visits (e.g., Blueprint site visits)
  - Monthly progress monitoring of turnaround indicators and improvement implementation
  - IS weekly visits
Current Intensive and Strategic Tier Schools
21 schools in the Intensive Tier this year have interventions already in progress

<table>
<thead>
<tr>
<th>School name</th>
<th>TSF Designation 2015-16</th>
<th>Year of Intervention</th>
<th>Type of Intervention</th>
<th>TIG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Phase: Schools executing on Turnaround/Improvement plan and within 5 year support model</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gilpin Montessori Public School</td>
<td>1-Intensive</td>
<td>2010-11</td>
<td>Redesign/Turnaround</td>
<td>Y</td>
</tr>
<tr>
<td>Lake International School</td>
<td>1-Intensive</td>
<td>2010-11</td>
<td>Phaseout/Substitution</td>
<td>Y</td>
</tr>
<tr>
<td>Greenlee Elementary School</td>
<td>1-Intensive</td>
<td>2010-11</td>
<td>Redesign/Turnaround</td>
<td>Y</td>
</tr>
<tr>
<td>Noel Community Arts</td>
<td>1-Intensive</td>
<td>2011-12</td>
<td>Phaseout/Substitution</td>
<td>Y</td>
</tr>
<tr>
<td>DCIS at Ford</td>
<td>1-Intensive</td>
<td>2011-12</td>
<td>Redesign/Turnaround</td>
<td>Y</td>
</tr>
<tr>
<td>DCIS at Montbello</td>
<td>1-Intensive</td>
<td>2011-12</td>
<td>Phaseout/Substitution</td>
<td>Y</td>
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<tr>
<td>Collegiate Preparatory Academy</td>
<td>1-Intensive</td>
<td>2011-12</td>
<td>Phaseout/Substitution</td>
<td>Y</td>
</tr>
<tr>
<td>High-Tech Early College</td>
<td>1-Intensive</td>
<td>2011-12</td>
<td>Phaseout/Substitution</td>
<td></td>
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<tr>
<td>Green Valley Elementary School</td>
<td>1-Intensive</td>
<td>2011-12</td>
<td>Redesign/Turnaround</td>
<td></td>
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<tr>
<td>McGlone Elementary School</td>
<td>1-Intensive</td>
<td>2011-12</td>
<td>Redesign/Turnaround</td>
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<tr>
<td>West Generations Academy</td>
<td>1-Intensive</td>
<td>2012-13</td>
<td>Phaseout/Substitution</td>
<td>Y</td>
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<tr>
<td>West Leadership Academy</td>
<td>1-Intensive</td>
<td>2012-13</td>
<td>Phaseout/Substitution</td>
<td>Y</td>
</tr>
<tr>
<td>Centennial School</td>
<td>1-Intensive</td>
<td>2012-13</td>
<td>Redesign/Turnaround</td>
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<tr>
<td>Trevista at Horace Mann</td>
<td>1-Intensive</td>
<td>2012-13</td>
<td>Redesign/Turnaround</td>
<td>Y</td>
</tr>
<tr>
<td>CMS Community School</td>
<td>1-Intensive</td>
<td>2012-13</td>
<td>Transformation</td>
<td>Y</td>
</tr>
</tbody>
</table>
21 schools in the Intensive Tier this year have interventions already in progress (continued)

<table>
<thead>
<tr>
<th>School name</th>
<th>TSF Designation</th>
<th>Year of Intervention</th>
<th>Type of Intervention</th>
<th>TIG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bruce Randolph MS</td>
<td>1-Intensive</td>
<td>2013-14</td>
<td>Transformation</td>
<td>Y</td>
</tr>
<tr>
<td>Oakland Elementary School</td>
<td>1-Intensive</td>
<td>2014-15</td>
<td>Phaseout/Replacement</td>
<td></td>
</tr>
<tr>
<td>Cheltenham Elementary School</td>
<td>1-Intensive</td>
<td>2014-15</td>
<td>Transformation</td>
<td>Y</td>
</tr>
<tr>
<td>Columbine Elementary School</td>
<td>1-Intensive</td>
<td>2014-15</td>
<td>Transformation</td>
<td></td>
</tr>
<tr>
<td>Fairview Elementary School</td>
<td>1-Intensive</td>
<td>2014-15</td>
<td>Transformation</td>
<td>Y</td>
</tr>
<tr>
<td>Castro Elementary School</td>
<td>1-Intensive</td>
<td>2014-15</td>
<td>Transformation</td>
<td>Y</td>
</tr>
<tr>
<td>Ashley Elementary School</td>
<td>1-Intensive</td>
<td>2014-15</td>
<td>Transformation</td>
<td>Y</td>
</tr>
</tbody>
</table>

Implementation Phase: Schools executing on Turnaround/Improvement plan and within 5 year support model
1 school launched a new turnaround effort this year, and 6 schools are preparing to launch next year.

<table>
<thead>
<tr>
<th>School name</th>
<th>TSF Designation 2015-16</th>
<th>Year of Intervention</th>
<th>Type of Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Launched in 2015-16</td>
<td></td>
<td></td>
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<tr>
<td>Manual High School</td>
<td>1-Intensive</td>
<td>2015-16</td>
<td>Transformation</td>
</tr>
<tr>
<td>Launching in 2016-17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schmitt Elementary School</td>
<td>1-Intensive</td>
<td>2016-17</td>
<td>Redesign with Year 0</td>
</tr>
<tr>
<td>Harrington Elementary School</td>
<td>1-Intensive</td>
<td>2016-17</td>
<td>Redesign with Year 0</td>
</tr>
<tr>
<td>Goldrick Elementary School</td>
<td>1-Intensive</td>
<td>2016-17</td>
<td>Redesign with Year 0</td>
</tr>
<tr>
<td>Valverde Elementary School</td>
<td>1-Intensive</td>
<td>2016-17</td>
<td>Redesign with Partial Year 0</td>
</tr>
<tr>
<td>Kepner (Kepner Beacon)</td>
<td>1-Intensive</td>
<td>2016-17</td>
<td>Phase-out/Replacement with Planning Year support</td>
</tr>
<tr>
<td>Henry (Bear Valley International School)</td>
<td>1-Intensive</td>
<td>2016-17</td>
<td>Phase-out/Replacement with Year 0</td>
</tr>
</tbody>
</table>
5 schools were identified in the Strategic Tier for this year.

<table>
<thead>
<tr>
<th>School name</th>
<th>TSF Designation 2015-16</th>
<th>Year of Intervention</th>
<th>Type of Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amesse Elementary School</td>
<td>2-Strategic</td>
<td>2013-14</td>
<td>SQR &amp; Improvement planning</td>
</tr>
<tr>
<td>Beach Court Elementary School</td>
<td>2-Strategic</td>
<td>2014-15</td>
<td>SQR &amp; Improvement planning</td>
</tr>
<tr>
<td>Denver Public Montessori MS</td>
<td>2-Strategic</td>
<td>2014-15</td>
<td>SQR &amp; Improvement planning</td>
</tr>
<tr>
<td>Morey Middle School</td>
<td>2-Strategic</td>
<td>2014-15</td>
<td>SQR &amp; Improvement planning</td>
</tr>
<tr>
<td>Abraham Lincoln High School</td>
<td>2-Strategic</td>
<td>2014-15</td>
<td>SQR &amp; Improvement planning</td>
</tr>
</tbody>
</table>