Focus on Achievement:
Great Schools in Every Neighborhood

November 3, 2016
Focus for Today

1. Status on our Denver Plan 2020 goal of Great Schools in Every Neighborhood

2. Learn about the strategy and challenges of providing impactful tiered supports that are guided by the school’s strategic improvement plan, using the school as the unit of change
THE DENVER PLAN 2020

GOAL #1
Great Schools in Every Neighborhood

GOAL #2
A Foundation for Success in School

GOAL #3
Ready for College and Career

GOAL #4
Support for the Whole Child

GOAL #5
Close the Opportunity Gap
Denver Plan Goal #1: By 2020, 80% of DPS students will attend a high-performing school, measured by region using the district’s School Performance Framework.
Great Schools
Progress Toward Denver Plan 2020 Goal, by Region

By 2020, 80% of DPS students will attend a high-performing school, measured by region using the district’s school performance framework.

Over 38,000 students are in red, orange, or yellow schools this year. Over 15,000 students are in red or orange schools this year.

Note: The 2016 SPF ratings are preliminary. The data for 2014 and prior are based on the regions the schools were located in 2014.
District-Wide Results
Based on 2016 School Performance Framework

In 2016:
• More than 38,000 students are in red, orange or yellow schools.
• More than 15,000 students are in red or orange schools.
• Fewer schools were rated blue and more schools were rated yellow.

From 2014 to 2016:
• 59% of schools stayed the same or moved up a rating
• 41% of schools moved down a rating

*See appendix (slides 25-27) for more detail on these results.
Tiered Support Strategy & Goals

Intensive

- Intensive support for high-need schools engaging in turnaround or intervention strategies
- Goal: Exit from Red/Orange within 2 years. Ensure a sustaining path by year 5

Strategic

- Strategic realignment of school improvement plans and strategies
- Goal: Prevention. Accelerate supports to reverse the trajectory at higher-risk schools

Universal

- Focus on continuous improvement
- Goal: Moving schools from good to great
Tiered Support Framework
Theory of Action

If We..

- Put the best people in our highest needs schools
- Plan, measure and shift the school levers that matter most for breakthrough results
- Provide equity for all kids through quality core instruction
- Rapidly put in place safety nets for students
- Redesign central office supports to prioritize the needs of intensive support schools
- Create a culture of collective responsibility with educators, support teams, parents, kids, and community

Then we disrupt the pattern of low achievement so that all students thrive in great schools.
Intensive School Results
Based on 2016 School Performance Framework

Intensive Tier schools **outperformed the district average on SPF** with an 8.8% average gain of SPF points, against the district average of 1.1%.

Out of 25 intensive schools:
- 14 went up one or more SPF band.
- 4 schools went down one or more SPF band.
Strategic School Results
Based on the 2016 School Performance Framework

Strategic Tiered Schools:

- Eight schools exited back to Universal tier
- Three will remain in Strategic
- One moved to Intensive

District Run Multiple Pathways/ Alt SPF Schools:

- Average gain of 11% on SPF
- Seven schools moved up one or more SPF bands
Updated Intensive Tier Schools
24 Schools in Intensive Tier based on 2016 School Performance Framework

New
• Beach Court ↓

Plan
• Amesse ↑

Launch (Year 1)
• Valverde
• Int’l Academy of Denver at Harrington
• Noel Community Arts MS/HS ↑
• Schmitt ↑
• Goldrick ↑
• Kepner Beacon* & Kepner MS
• Bear Valley Int’l* & Henry World
• McAuliffe Manual*

Refine (Year 2-3)
• Castro ↓
• Columbine ↑
• Cheltenham ↑
• Fairview ↑
• Manual HS ↑
• Ashley ↓
• Oakland

Sustain (Year 4+)
• Greenlee ↑
• Centennial ↑
• Bruce Randolph MS
• Gilpin Montessori ↓
• West Early College MS/HS

*N/A – new school

Arrows indicate change in overall status percentage between 2014 SPF and 2016 SPF.
Updated Intensive Tier Schools
Based on 2016 School Performance Framework

Exited to Universal Tier

- Charles M. Schenck (CMS) ↑
- West Leadership ↑

Exited to Strategic Tier

- Lake International ↑
- Trevista ↑
- DCIS Ford ↑

Arrows indicate change in overall status percentage between 2014 SPF and 2016 SPF.
New Strategic Tier Schools
18 Schools in Strategic Tier based on 2016 School Performance Framework

Newly Tiered
- Abraham Lincoln HS
- Columbian
- Marrama
- McKinley-Thatcher
- Smith
- Johnson
- Joe Shoemaker
- Newlon
- Hill Campus of Arts and Sciences
- Grant Ranch ECE-8
- DCIS at Fairmont
- Swansea

Additional Improvement Planning & Support
- Eagleton
- Hallett
- Math and Science Leadership Academy

Sustain Gains from Intensive Supports
- DCIS at Ford
- Lake International School
- Trevista
IMPROVING THE TIERED SUPPORT STRATEGY
### Benchmarking Against Public Impact National Study
### How are we improving our Tiered Supports?

<table>
<thead>
<tr>
<th>Study finding</th>
<th>What are we currently doing?</th>
<th>What are we exploring next?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hire the right school leader</strong></td>
<td>• Building research-based turnaround competencies into the School Leader Framework&lt;br&gt;• Development of turnaround leader pipeline starting with residency opportunities specifically focused on turnaround&lt;br&gt;• Turnaround leader recruitment and selection strategy</td>
<td>• Strengthening the turnaround leader pipeline&lt;br&gt;• IS training in turnaround leadership competencies</td>
</tr>
<tr>
<td><strong>Provide intense coaching</strong></td>
<td>• Small ratio for IS to provide purposeful coaching, observation and feedback&lt;br&gt;• CIG implementation for monthly data review and monitoring school plan&lt;br&gt;• UVA pilot defining the role of the IS for turnaround leadership coaching and professional development needs</td>
<td>Examine IS authority level to make decisions&lt;br&gt;• Address problems&lt;br&gt;• Clear the way&lt;br&gt;• Enable principals to execute their plans</td>
</tr>
<tr>
<td>Study finding</td>
<td>What are we currently doing?</td>
<td>What are we exploring next?</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Give schools the autonomies they need</td>
<td>• District wide flexibilities with: • Budget • Staff • Curriculum • Assessments • Professional development • Additional innovation status waivers</td>
<td>• Ability to cut through red tape • Continue to improve district systems • Deepening focus on school as unit of change</td>
</tr>
<tr>
<td>Lighten the principals’ load</td>
<td>Central office supports for schools such as: • Data analysis • Curriculum • Assessment • PD &amp; ELD resources</td>
<td>• Reduce paperwork and bureaucracy • Enable the leader to maintain a narrow focus</td>
</tr>
<tr>
<td>Provide other targeted resources</td>
<td>• Needs analysis informs school-specific improvement needs • Budget assistance and support for enrollment challenges • IS network support team provides targeted supports with network partners and school improvement specialists</td>
<td>• Short term embedded supports based on high need • Predictable funding model for schools in implementing intensive supports</td>
</tr>
</tbody>
</table>
Tiered Supports is a critical component of supporting turnaround success.

- This success depends on the district’s ability to provide:
  - Strategic and tailored resource utilization
  - Rapid response to key needs
  - Regular, purposeful school presence

A gap remains between:

- The district’s intention of how turnaround schools will be prioritized
- The principals’ experience
Findings from University of Virginia
October DPS Site Visits: Tiered Central Office Services

DPS needs clarity on:
• What schools prioritize and why
• What is most important to the schools
• Strategies for how support will be prioritized

DPS should increase:
• Efforts to build buy-in on importance of prioritization
• Understanding of how to prioritize in ways that are most helpful to schools

Process improvement:
• Define processes for soliciting support
• Identify dedicated personnel to implement these processes
SCHOOLS AS THE UNIT OF CHANGE FOR SCHOOL IMPROVEMENT

**School as the Unit of Change:**

How does each school’s strategic improvement plan drive the supports that it receives so that they have maximum positive impact upon student outcomes across our district?

**Tiered Department Supports:**

How should district supports and departments organize and tier their services and supports to better serve the highest needs schools?
Aligning district supports to a school’s strategic plan.
Key Lessons Learned from 2015-16
Pilot of Central Office Tiered Services

Five departments piloted services to answer the question:

“How can we support schools with more intensive needs to ensure they have the resources and supports needed to rapidly improve performance?”

• One size support does not fit all - provide differentiated and opt-in supports.
• Work backwards from the needs of schools.
• Provide support that takes work off the school’s plate.
• Clarify what is really is mandatory vs. what is opt-in.
• Avoid flooding a school with too much or disconnected support.
• Build a “what can we do FOR you?” mentality in central office.
• Balance between firefighting and making for long-term impact with support... we need both.
• Streamline communication to schools.
VOICES FROM THE FIELD

Case studies in school strategic planning & intensive supports

- Participants -

Antoinette Hudson – School Leader, Fairview Elementary School
Martha Gustafson – School Leader, Collegiate Prep Academy
Tony Smith – Instructional Superintendent, High School FNE Network
David Singer – Executive Director, University Prep Schools
Sarah Almy – Executive Director, Talent Management
REFLECTIONS
APPENDIX
There are fewer schools on the traditional framework rated blue and more schools rated yellow on the 2016 SPF.
59% of schools on the traditional framework stayed the same or moved up a rating from 2014 to 2016.
41% of schools on the traditional framework moved down a rating from 2014 to 2016

**Down 2 Ratings**
- Asbury Elementary School
- Barrett Elementary School
- Castro Elementary School
- Cesar Chavez Academy Denver
- DCIS at Fairmont
- Isabella Bird Community School
- Math and Science Leadership Academy
- McMeen Elementary School
- Pioneer Charter School
- Swansea Elementary School
- Venture Prep HS

**Down 3 Ratings**
- Columbian Elementary School
- Grant Ranch ECE-8 School
- Hallett Fundamental Academy
- Hill Campus of Arts and Sciences
- Johnson Elementary School
- KIPP Montbello College Prep
- Marrama Elementary School
- McKinley-Thatcher Elementary School
- Newlon Elementary School
- Smith Elementary School

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**Overall SPF Rating Changes 2014 to 2016**

(n=154)

<table>
<thead>
<tr>
<th>Rating Change</th>
<th>Decreased 3 Ratings</th>
<th>Decreased 2 Ratings</th>
<th>Decreased 1 Rating</th>
<th>No Change</th>
<th>Increased 1 Rating</th>
<th>Increased 2 Ratings</th>
<th>Increased 3 Ratings</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>11</td>
<td>61</td>
<td></td>
<td>17</td>
<td>11</td>
<td>2</td>
</tr>
</tbody>
</table>

- Number of Schools
- Decreased 3 Ratings
- Decreased 2 Ratings
- Decreased 1 Rating
- No Change
- Increased 1 Rating
- Increased 2 Ratings
- Increased 3 Ratings
Intensive tier schools have more low-income students, English learners, and students of color.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Intensive</th>
<th>Strategic</th>
<th>Pathways</th>
<th>Universal</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRL</td>
<td>89%</td>
<td>82%</td>
<td>73%</td>
<td>59%</td>
</tr>
<tr>
<td>Black</td>
<td>16%</td>
<td>18%</td>
<td>21%</td>
<td>11%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>72%</td>
<td>66%</td>
<td>64%</td>
<td>49%</td>
</tr>
<tr>
<td>White</td>
<td>7%</td>
<td>11%</td>
<td>10%</td>
<td>31%</td>
</tr>
<tr>
<td>SWD</td>
<td>15%</td>
<td>14%</td>
<td>13%</td>
<td>12%</td>
</tr>
<tr>
<td>English Learners</td>
<td>48%</td>
<td>39%</td>
<td>40%</td>
<td>32%</td>
</tr>
<tr>
<td>Direct Certified</td>
<td>58%</td>
<td>49%</td>
<td>44%</td>
<td>31%</td>
</tr>
<tr>
<td>Math Proficiency</td>
<td>12%</td>
<td>12%</td>
<td>12%</td>
<td>32%</td>
</tr>
<tr>
<td>Math MGP</td>
<td>44.6</td>
<td>48.9</td>
<td>43.3</td>
<td>54.0</td>
</tr>
<tr>
<td>ELA Proficiency</td>
<td>14%</td>
<td>18%</td>
<td>34%</td>
<td>43%</td>
</tr>
<tr>
<td>ELA MGP</td>
<td>49.8</td>
<td>51.8</td>
<td>45.6</td>
<td>57.4</td>
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</table>

Schools in the Universal tier do not receive additional tiered supports. Pathways schools serve students who have been off track for traditional graduation.
How has the Tiered Support Strategy changed over time?

2011-13
Tiered Support Framework used to guide identification for schools for Turnaround intervention
Regional turnaround networks: DSSN & WDN
Turnaround Federal Grants & implementation progress monitoring

2012-14
Expanded use of Tiered Support Framework for early identification of schools for strategic supports
Expanded needs analysis with DPS-aligned SQR rubric
Expanded support for school improvement planning
Expanded support for turnaround schools in EED and OSRI

2015-present
Formalized Great School strategy with Tiered Supports as a key component
Formation of the Tiered Supports and School Design team
Alignment of School Improvement funding strategies
Tiered Department Supports to prioritize highest needs schools
Turnaround Year 0 process
Turnaround Leadership development pipeline & IS role in supporting turnaround
Expanded TSF progress monitoring
The tiers are used to identify the Most At-Risk schools and is limited by capacity (people and funding) to approximately 30 Intensive Tier schools annually.

**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**
- Teacher voluntary turnover
- In boundary choice-out rate
- Enrollment demand
- Student satisfaction
- Parent satisfaction
- Attendance
- Suspensions
School Leaders drive the Strategic School Planning process

Enhanced School Strategic Planning processes and tools were rolled out for the 2016-17 school year

- Vision & Goals
- Data-based Targets & Strategies for reaching goals
- School Levers for Student Achievement
- Continuous Improvement & Monitoring System

The UIP process for establishing targets and improvement strategies is a part of the Strategic School Planning process.
School Strategic Planning

How does planning happen?

**Analyze**
- Student and School Level Data
- Progress on Improvement Plans
- DPS Priorities

**Plan**
- Define end of year success
- Map critical action steps
- Budget & Staffing Plans
- Develop monitoring plan

**Implement**
- Calendar schools structures to implement: Planning time, Assessments Data teams, coaching, obs feedback & PL

**Evaluate/Adjust**
- Assessment cycles
- Student and school level data tracking
- CIG protocol
Tiered Central Office Services
2015-16 Pilot

Five departments piloted services to answer the question:

“How can we support schools with more intensive needs to ensure they have the resources and supports needed to rapidly improve performance?”

<table>
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<th>FACE</th>
<th>Ops</th>
<th>Student Services</th>
<th>HR</th>
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<tbody>
<tr>
<td>• Created Support Tiers 1, 2 and 3 based on combination of TSF Tiers and FACE circumstances at the schools</td>
<td>• “Gold Star Liaison” acted as point of contact for 22 Intensive Tier schools and Operations Depts heads</td>
<td>• Increased training and support for Trauma-informed care</td>
<td>• Dedicated recruiter to DSSN, FNE, Pathways, High Schools, who provided a deeper level of support in monitoring and filling vacancies.</td>
</tr>
<tr>
<td>• Higher tier schools received more hands on and tailored supports</td>
<td>• Liaison helped coordinate across Operations Depts to get supports to Intensive schools more quickly</td>
<td>• Piloting Psy D internship program SY 15-16</td>
<td>• Network-specific &amp; “turnaround” hiring fairs for high impact networks.</td>
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<td></td>
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<td>• OSEL Partners –some smaller caseloads at higher needs schools, and additional leadership support from OSEL Program Manager and Psych/Social Work Manager</td>
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<td></td>
<td></td>
<td>• Mental Health Expansion Initiative supports continue 15-16</td>
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<td></td>
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<td>• Piloted “bat-phone”</td>
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