Tiered School Supports

October 15, 2018
Today’s Objectives

- **Objective 1:** Review 2017-18 results for tiered support schools
- **Objective 2:** Review updates on how we’re supporting school improvement
- **Objective 3:** Learn what’s working in our schools (school panel)
Our **Denver Plan** goal of having Great Schools in Every Neighborhood is supported by the belief that schools need to be supported, evaluated and held accountable for results.

**The Tiered Support Framework** helps DPS strengthen our district-run schools by **investing** the people, time and resources that schools need to succeed.

- Tiered schools are identified for **prioritized supports**, called tiers, through a transparent and consistent process based on school performance data, and risk-factors.

- Tiered schools receive **additional and intensive support and resources** to equitably address extraordinary needs and performance challenges.

- When supporting tiered schools, school leaders have **flexibility** in determining what support and resources works best for their school community.
Intensive Tier Schools see a 4-year improvement trend on SPF

21 of 23 Intensive Tier Schools have improved their SPF rating to Approaching or Meets Expectations

GOAL #1 Great Schools in Every Neighborhood
88% of Intensive and Strategic Tier schools stayed the same or improved bands on the 2018 School Performance Framework.
CMAS Math: Intensive and Strategic Schools showed double the gains compared to the district average but still have far to go.
PSAT/SAT Math: Intensive and Strategic Schools showed double the gains compared to the district average but still have far to go.
CMAS ELA: Intensive and Strategic Schools showed more than double the gains compared to the district average but still have far to go.
PSAT/SAT Literacy: Intensive Tier Schools had no change in SAT/PSAT Literacy, while Strategic Tier Schools and the district average declined.
While 52% of Intensive Tier schools improved on the Academic Gaps indicator from 2017 to 2018,

- Only 43% of Intensive Tier schools Meet or Exceed on the Academic Gaps indicator*

*This is up from last year’s measure when 38% of Intensive Tier schools Met Expectations.
Disaggregating Results. CMAS ELA

Intensive and Strategic tier schools are making larger gains for students identified for FRL, ELL or SOC than the district average. This trend did not hold true for SPED.
Disaggregating Results. CMAS Math

Intensive Tier schools are making larger gains for students in targeted areas than the district average. We did not see this trend with Strategic Tier schools except for in the area of SPED.
Disaggregating Results. PSAT/SAT Literacy

Intensive and Strategic Tier schools had mixed results, but are making larger gains for students in SPED compared to the district average.
Disaggregating Results. PSAT/SAT Math

Intensive and Strategic Tier schools generally had faster gains on PSAT/SAT Math with targeted student groups than the district average except with ELLs.
Theory of Action: Promising Practices

What’s working

Great people in our highest needs schools

- Identifying and Empowering Audacious Principals
- Developing the full leadership team: Principals, ILT and IS

Community-partnered design & deep planning

- Community-Partnered Design Process
- Planning Year 0 to ensure readiness for a quality launch
- Accelerated Improvement planning: foundational systems & equity practices
- New tiered funding model for predictable multi-year improvement planning
- 1-day School Review on instruction and school-identified area of focus

Implementing with Excellence

- 90 Day Plans bring deeper focus and accountability to UIP process
- Two UVA cohort provide leader development and coaching
- Design thinking and improvement science skills and strategies
- Departments prioritize services and expert supports for intensive schools
What we are focused on learning this year

1. How do we replicate and accelerate improvements with opportunity gap targeted student groups?
2. How can we strengthen the instructional coherence in intensive tier schools?
4. How do we more rapidly increase effectiveness of novice teachers in intensive tier schools?
5. Sustainability: how do we establish the conditions for schools to lead for rapid school improvement that lasts?
6. How should department tiered supports look to address the diverse needs of the students and staff at intensive tier schools?
PANEL

- Center for Talent Development
  • Sheldon Reynolds
  • Meg Emrick
- Newlon Elementary School
  • Rob Beam
  • Sarah Kalicak
APPENDIX
Tiered School Supports: Belief Statement

➢ All schools need a strong foundation of support in order to be successful.

➢ We have a collective responsibility to ensure that low performing and historically underserved schools receive prioritized and equitable support to accelerate progress and eliminate opportunity gaps.

➢ Improvement strategies must be grounded in the specific needs of the school community, and leverage best-practices for school improvement.
Tiered Support is about Equity of Opportunity

Schools tiered for Intensive support serve significantly more historically underserved students than Universal schools and deserve equitable resources and support to ensure all students have equitable opportunities.

Student Demographic Comparison

<table>
<thead>
<tr>
<th>Category</th>
<th>Intensive</th>
<th>Universal</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRL</td>
<td>89%</td>
<td>59%</td>
</tr>
<tr>
<td>Direct Certified</td>
<td>46%</td>
<td>25%</td>
</tr>
<tr>
<td>ELL</td>
<td>48%</td>
<td>32%</td>
</tr>
<tr>
<td>Students of Color</td>
<td>93%</td>
<td>69%</td>
</tr>
</tbody>
</table>

Fall 2017 data
What are the goals of Tiered School Supports?

- **Goal: Radical Transformation in 2 years**
  Highest support level for schools using turnaround or intervention strategies

- **Goal: Prevention**
  Reverse the trajectory at higher risk schools

- **Goal: Continuous Improvement**
  Accelerate progress, from good to great

**Intensive**

**Strategic**

**Universal**
### Evaluating 2018 results: Tiers for 2017-2018

<table>
<thead>
<tr>
<th>Intensive Program &amp; Year</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restart &amp; Redesign Schools</td>
<td>(5 years of support)</td>
</tr>
<tr>
<td>Year 0</td>
<td>John H. Amesse, CTD Greenlee</td>
</tr>
<tr>
<td>Year 1</td>
<td>Beach Court</td>
</tr>
<tr>
<td>Year 2</td>
<td>McAuliffe at Manual, Goldrick, IAD at Harrington, Valverde, Schmitt, Kepner Beacon, BVIS, NCAS</td>
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<tr>
<td>Year 3</td>
<td>Manual, West Early College</td>
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<tr>
<td>Year 4</td>
<td>Cheltenham, Columbine, Fairview, Castro, Oakland</td>
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<tr>
<td>Year 5</td>
<td>Ashley, Centennial, Bruce Randolph, Kepner MS, Henry World School</td>
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<table>
<thead>
<tr>
<th>Strategic Tier Schools</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluated annually</td>
<td>DCIS at Fairmont, DCIS at Ford, Math and Science Leadership Academy, Trevista, Columbian, Eagleton, Grant Ranch ECE-8, Marrama, Johnson, Hallett, McKinley-Thatcher, Newlon, Smith, Swansea, Hill, Lake, Lincoln HS, Shoemaker</td>
</tr>
</tbody>
</table>

- Tiers are published on our website at [http://tieredsupports.dpsk12.org](http://tieredsupports.dpsk12.org)