



**DENVER PUBLIC SCHOOLS**

Monday, August 17, 2009

900 Grant Street

4:30 PM

**WORK SESSION AGENDA**

1<sup>st</sup> Floor Board Room

4:30 p.m. – 5:00 p.m.	2009 Performance Review
5:00 p.m. – 6:00 p.m.	2009 Denver Plan: Strategic Vision & Action Plan
6:00 p.m. – 6:15 p.m.	<i>Dinner</i>
6:15 p.m. – 7:30 p.m.	2009 Denver Plan: Strategic Vision & Action Plan
7:30 p.m. – 8:00 p.m.	Discipline Update
8:00 p.m. – 8:15 p.m.	Review Board Meeting Agenda for August 20, 2009
8:15 p.m. – 8:30 p.m.	Open Discussion/New Business

# Denver Public Schools BOE Presentation

August 17, 2009



Achieve.

# Agenda

1. CSAP Results & School Recognitions

2. Progress Achieving District Goals

3. 2009 Denver Plan: Strategic Vision and Action Plan

- Instructional Core
- Great People
- Community Engagement
- Strategic Investment of Resources
- Culture of Service, Performance Empowerment & Accountability

4. Closure

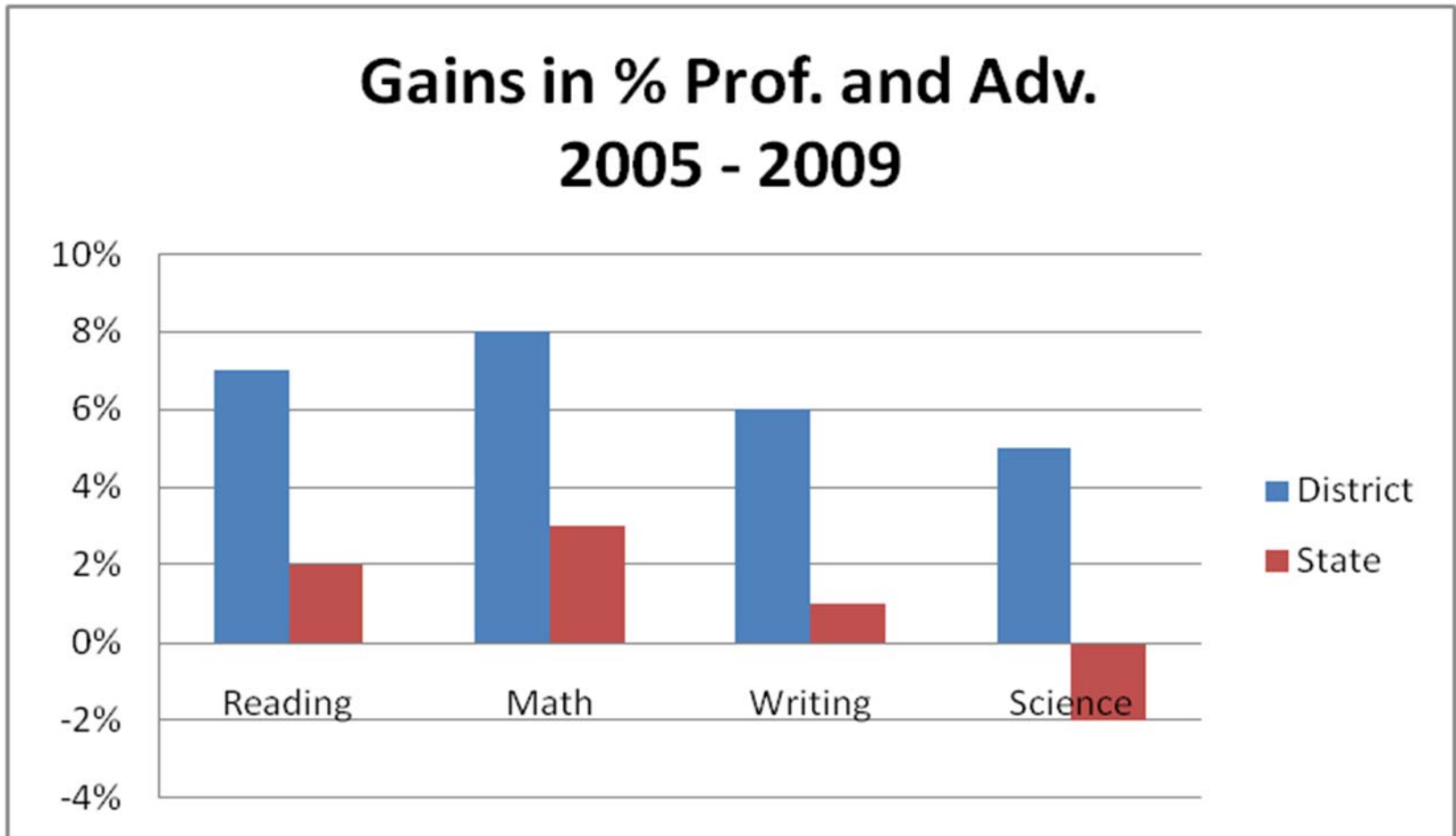
# 2009 CSAP Results

- Consistent Progress

- We outpaced or met state growth in all subjects
  - Reading, 46% to 47% (state flat)
  - Math: 35% to 37% (state +1)
  - Writing: 33% to 36% (state +2)
  - Science: 23% to 25% (state +2)
  - Lectura: 51% to 57% (state +3)
  - Escritura: 45% to 57% (state +11)
- Content-Area Highlights
  - Reading: 4-point gain in high schools; Special Education students increased 2 points
  - Math: 5-point gain in middle grades; all racial/ethnic subgroups posted strong gains
  - Writing: Largest overall gain; Latino students increased 4 points overall, 6 points in middle grades
  - Science: Native American and Asian students posted strong gains; Special Education students increased by 2 points
- DPS Growth Percentile Scores: Reading: 50; Math: 52; Writing: 55
  - DPS had 23 schools recognized by the state for high growth; 50% more than any other district in the state,
  - Of the 11 higher-poverty schools recognized by the state in this area, 7 are DPS schools.
- Achievement Gaps
  - Closed in 6 of 8 areas, greatest gains among Latino students in Math (closed by 2 points) and Writing (closed by 3 points)
  - Gaps still range from 30-40 points

# 2009 CSAP Results

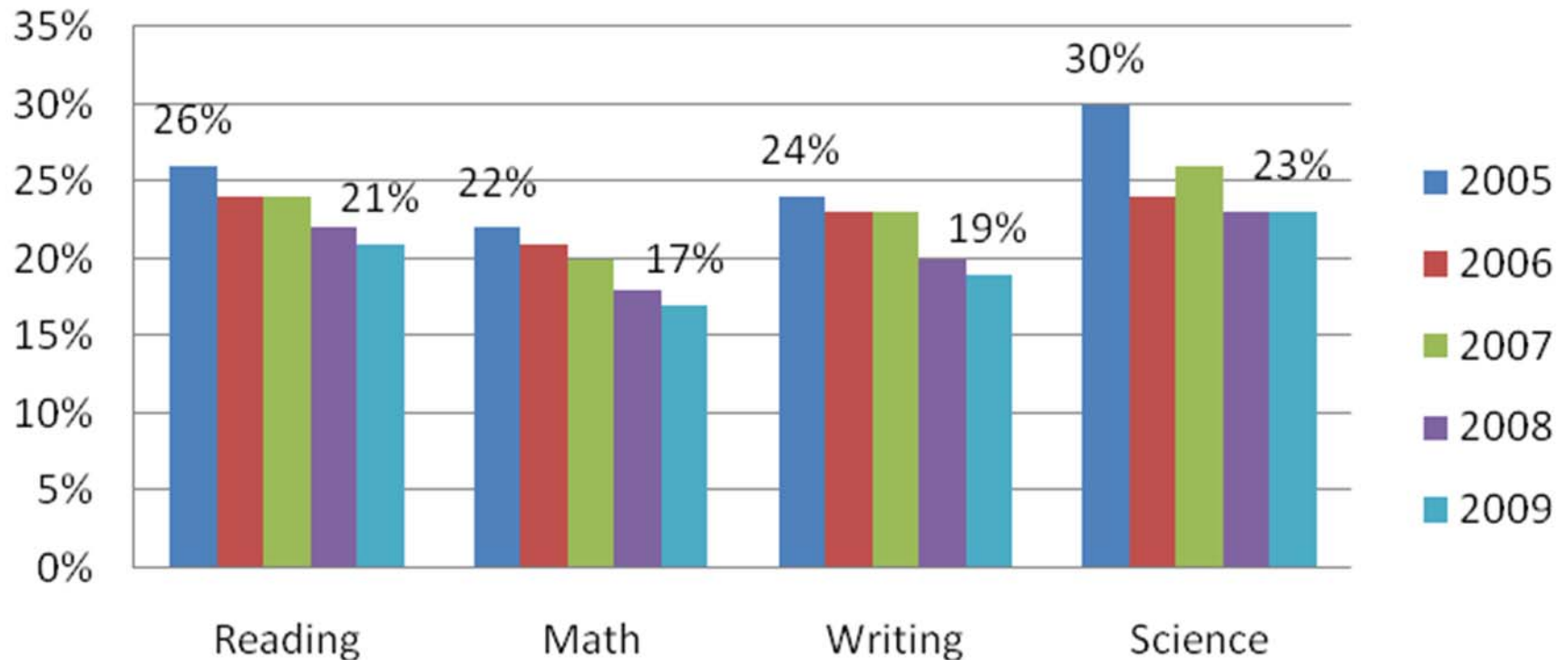
Over the past four years, DPS scores have improved in all content areas.



# 2009 CSAP Results

The gap between the district and state is closing, but not fast enough.

## Achievement Gap (Prof. & Adv.) Between District and State

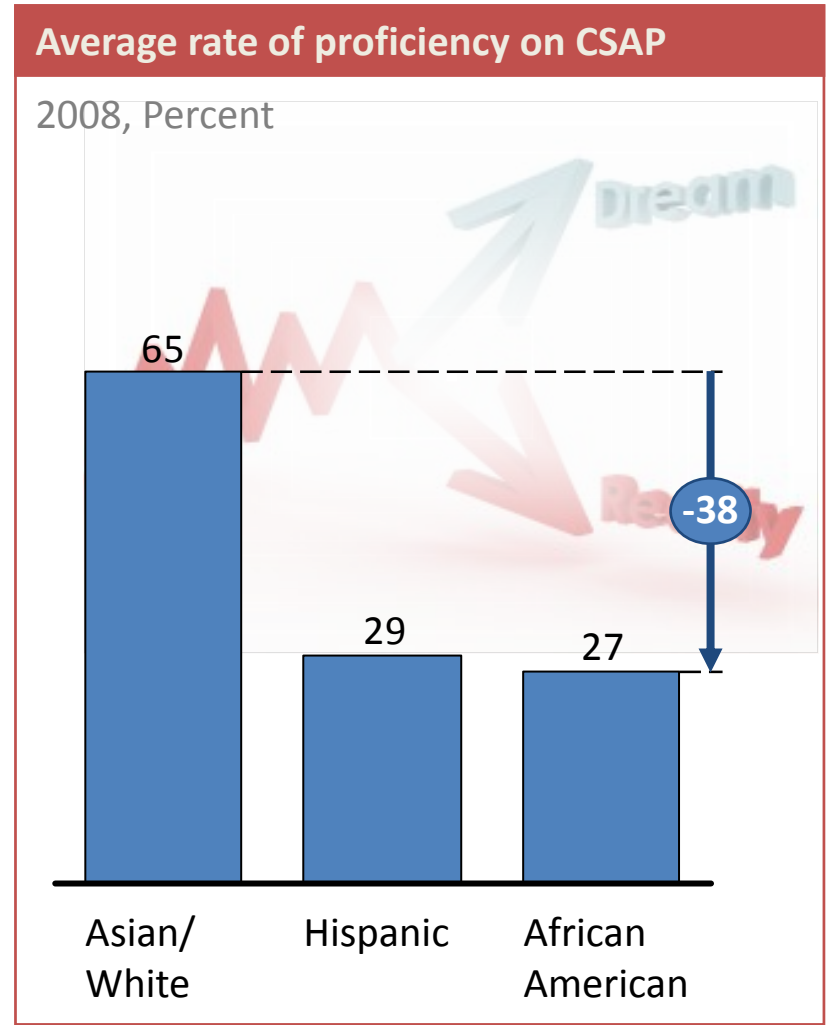
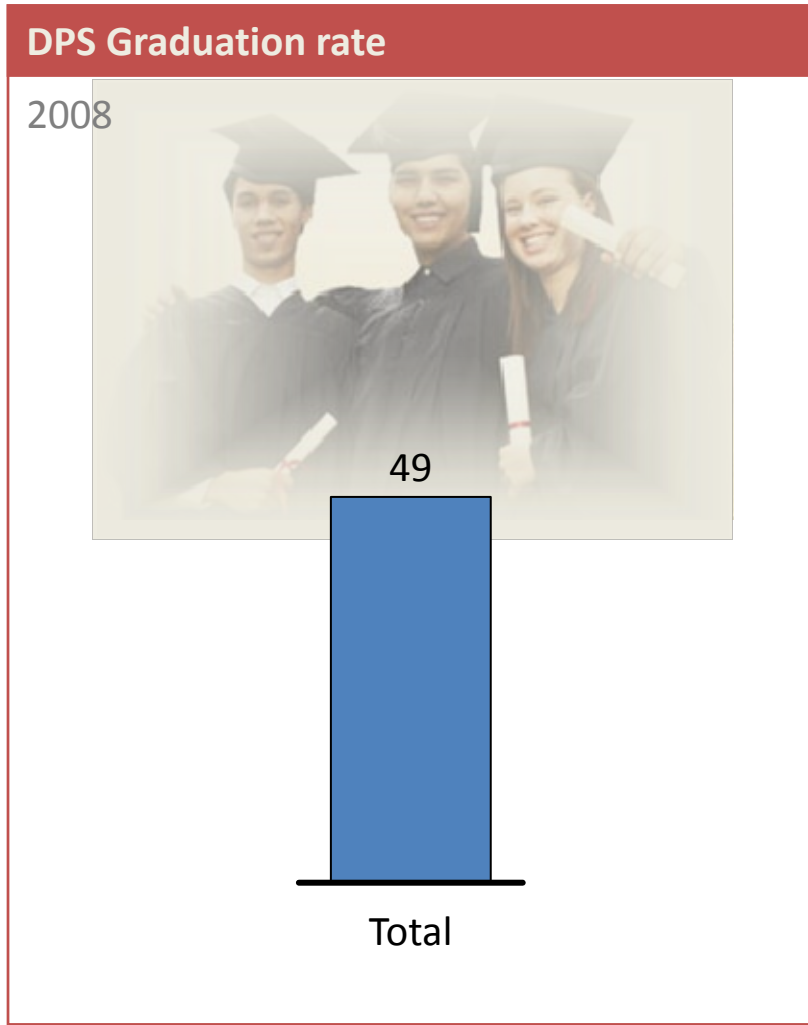


# 2009 Achievement Gaps

	Reading	Math	Writing	Science
African-American	0.0%	-1.1%	-0.2%	1.5%
Hispanic	-1.1%	-2.2%	-3.0%	-0.7%

- Gaps reduced in 6 of 8 areas.
  - Negative values (shaded) indicate a reduction in the gap between Asian/Caucasian students and African-American or Hispanic students.
- Even with this progress, gaps in the ~30% - ~40% range continue to be a concern.
- Achievement gaps among ELL, SPED, and FRL subgroups did not improve overall.

# The critical challenges ahead...

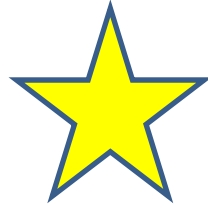


# 2009 Growth Percentile Results

- The state median Growth Percentile (GP) for each content area and grade level is 50.
- If the district or school's GP is above 50, the growth can be viewed as exceeding that of the state (moving ahead), while GPs less than 50 can be viewed as lagging (falling behind).

2009 DPS Growth Percentiles		
Reading	Math	Writing
50	52	55

- These data indicate that the typical student in DPS grew at a rate that either matched or exceeded students in the state with similar score histories.



# 2009 Student Achievement Shining Stars





# Schools with High Growth in All Content Areas

(65% or higher on growth percentile)

## High Growth in All Content Areas

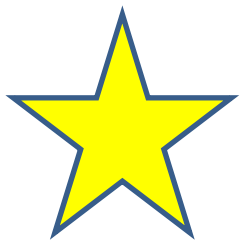
	Math	Reading	Writing
Beach Court	85	77.5	88
West Denver Prep	90	65.5	84
DSST	87	65	76
McMeen	72	73	70
Stedman	75	65	75
Steck	75.5	65	74.5
Cowell	68	77.5	66
Steele	71	67.5	65



# Schools Recognized by CDE for 3 Years Growth

Growth percentiles of 60 or better in at least one subject for each of the past three years

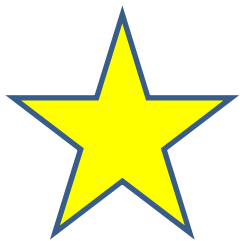
Amesse	Polaris at Ebert
Asbury	Schmitt
Bromwell	Slavens
DSST	Steck
Grant Ranch	Stedman
Hill	Steele
KIPP Sunshine Peak Academy	Teller
Lincoln	University Park
McKinley Thatcher	West Denver Prep
McMeen	Whittier
Odyssey	Wyatt-Edison
Omar D. Blair	



# CSAP Change – 08 to 09

## 3 Content Areas

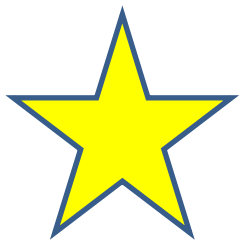
	<u>Reading</u>	<u>Math</u>	<u>Writing</u>
•Barnum	4%	3%	9%
•Beach Court	15%	12%	28%
•Brown	5%	18%	3%
•Bryant Webster	5%	3%	9%
•Columbian	9%	3%	10%
•Gust	3%	9%	12%
•Knapp	3%	3%	7%



# CSAP Change – 08 to 09

## 3 Content Areas

	<u>Reading</u>	<u>Math</u>	<u>Writing</u>
•Montclair	7%	17%	12%
•Palmer	9%	9%	15%
•Sabin	11%	11%	12%
•Stedman	11%	4%	14%
•William Roberts	5%	13%	4%
•Hill	6%	7%	8%
•CLA	14%	5%	10%



# CSAP Change – 08 to 09

## Two Content Areas

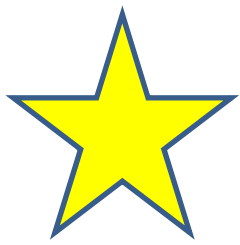
•Bradley	R-10%	W-9%
•Cowell	M-7%	W-6%
•Denison Montessori	M-5%	W-3%
•Eagleton	R-8%	W-7%
•Fairmont	M-9%	W-4%
•Farrell B. Howell	M-5%	W-3%
•Force	M-7%	W-4%
•Greenlee	M-7%	W-4%



# CSAP – One-Year Gain

## Two Content Areas

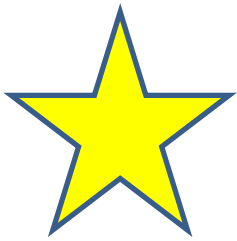
•Harrington	M-12%	W-4%
•Johnson	R-3%	M-6%
•McGlone	R-6%	M-4%
•McMeen	M-4%	W-6%
•Munroe	M-14%	W-9%
•Slavens	M-4%	W-3%
•Steck	R-3%	W-10%
•Steele	M-3%	W-3%
•Wyatt Edison	R-5%	M-8%



# CSAP Change – 08 to 09

## Two Content Areas

•Grant	M-7%	W-8%
•Kunsmiller MS	M-6%	W-3%
•Lake	M-4%	W-4%
•Rachel B. Noel	M-5%	W-5%
•Skinner	M-7%	W-4%
•West Denver Prep	M-4%	W-7%
•Bruce Randolph	R-14%	W-3%
•DCIS	R-12%	W-20%



# Outstanding progress from 2006 to 2009:

Double digit gains in 2 or more content areas

## **Elementary Schools**

Amesse  
Beach Court  
Brown  
Johnson  
Lowry  
Montclair  
Smith  
University Park

## **Middle Schools**

Hill

## **High Schools**

Contemporary Learning Academy  
Denver Online High School  
JFK High School

## **K-8 Schools**

Connections Academy  
Bryant Webster  
Highline Academy  
Odyssey

# Denver Public Schools 5-Year Goals

## **Student Enrollment Goals**

- DPS total enrollment will grow 500 students a year to a total exceeding 77,000 in 2012, from ECE-12, including charter school students.
- By 2013, 84% of children in DPS will re-enroll in district schools the following year, excluding students graduating out of the district.

## **School Readiness Goal**

- By 2013, full-day Kindergarten will be available to 100% of parents who choose to enroll their student in a full-day program.
- An additional 3.5% of 3<sup>rd</sup> Grade students will become proficient on CSAP in reading or Lectura each year for the next five years.

## **School Success Goal**

- The number of schools scoring above 50% of possible points on SPF will grow by 3.5% annually.

## **Student Growth Goal**

- The percentage of students scoring above the state median growth percentile on CSAP will grow by 2.0% each year.
- The performance gap between Asian / Caucasian students and African-American and Hispanic students scoring Proficient & above on CSAP will decrease by 3.5% annually, closing the achievement gap.

# Denver Public Schools 5-Year Goals

## **Student Performance Goals**

- On average, the proficiency rate for grade level cohorts will increase 3.5% in reading, writing, and math over each year.
- On average, the percentage of students scoring unsatisfactory will decrease by 3.5% in reading, writing, and math each year.
- 3.5% of grade level English language learners will become proficient or better on the CELA Overall rating each year.

## **Postsecondary Readiness Goals**

- The number of DPS students taking AP classes each year will grow by 3.5% and the number of students who take the test and who receive 3, 4 or 5 will increase by 3.5% per year.
- The number of DPS students concurrently enrolled in college classes will grow by 3.5% per year.
- The number of students scoring 20 or better on the ACT will grow by 3.5% students per year by 2013.
- The graduation rate for DPS students will increase by 5% per year (base of 52% for 06-07).
- The dropout rate for DPS students will decrease by 1.0% per year.
- College enrollment rates will grow by 3.5% each year.

# Schedule for Updated Data to Report on Progress Achieving Goals

Month	Measures
August	<ul style="list-style-type: none"> <li>- Full-day Kindergarten availability</li> <li>- 3<sup>rd</sup> Grade students' reading proficiency</li> <li>- Percentage of students above state median for growth</li> <li>- Achievement Gap</li> <li>- Proficiency rate for cohorts</li> <li>- Percent scoring unsatisfactory</li> <li>- English language learners' performance on CELA</li> <li>- ACT scores</li> </ul>
September	<ul style="list-style-type: none"> <li>- School success measured by SPF</li> </ul>
November	<ul style="list-style-type: none"> <li>- DPS enrollment</li> <li>- Re-enrollment</li> </ul>
December	<ul style="list-style-type: none"> <li>- College enrollment rates</li> <li>- Graduation rate</li> <li>- Dropout rate</li> </ul>
June	<ul style="list-style-type: none"> <li>- Concurrent enrollment in college classes</li> </ul>
August/September	<ul style="list-style-type: none"> <li>- AP enrollment &amp; test results</li> </ul>

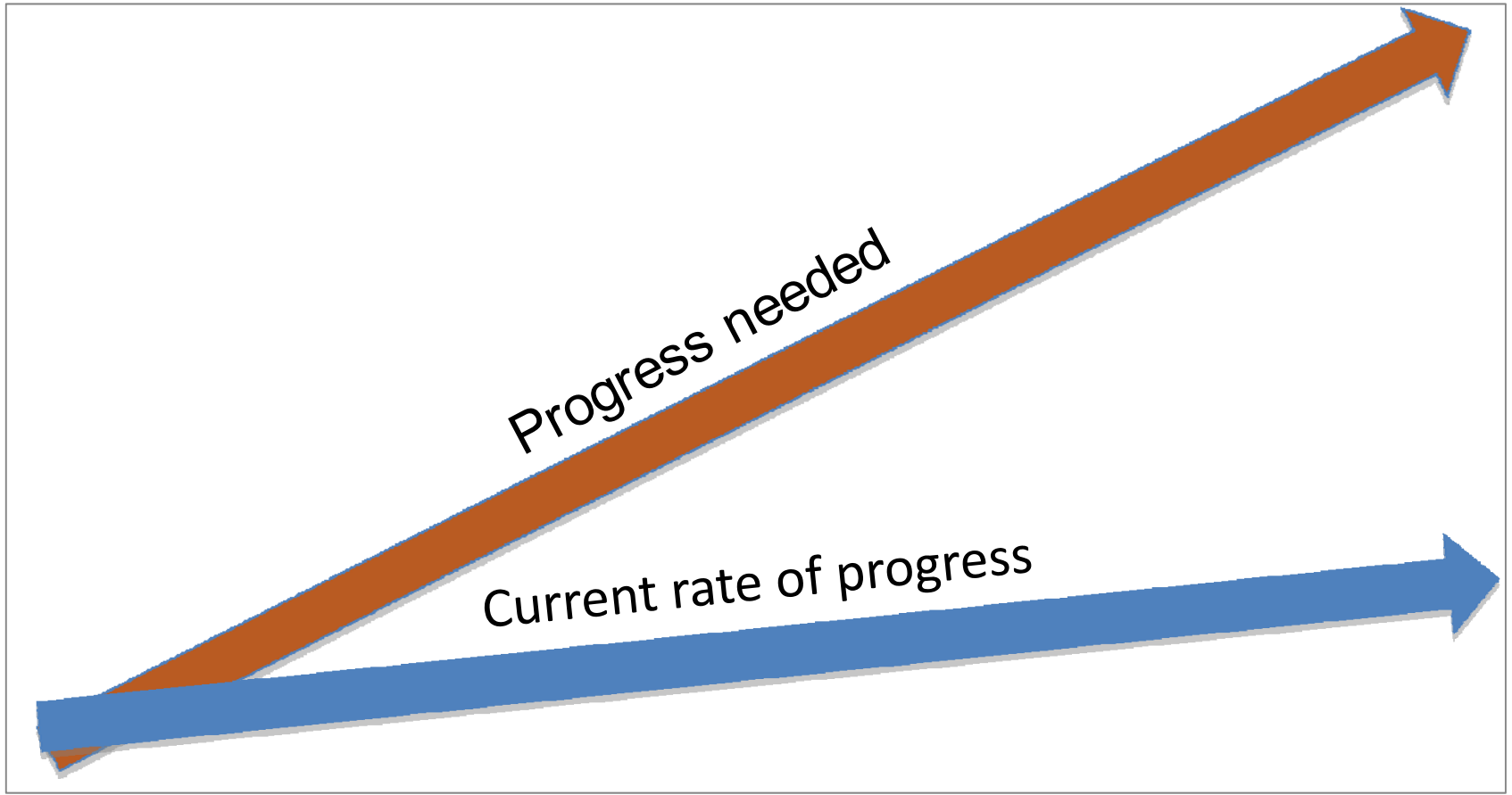
# Status of District Goals

Goal	Anticipated	Actual	Status Update
By 2013, full-day Kindergarten access will be available to all who choose it	FDK spots available for 6300 students	6300 FDK students enrolled for 0910	Met goal
An additional 3.5% of 3 <sup>rd</sup> graders will be proficient on CSAP Reading or Lectura each year	3.5%	1.6%	Did not meet goal
An additional 2% of students will exceed the state's 50th percentile for growth	2.0%	.5%	Did not meet goal
Gap between Asian/Caucasian students & African American and Hispanic students will decrease by 3.5% each year	Decrease by 3.5%	Af-Am: 1.8% Hispanic: 2.2%	Did not meet goal
Grade level cohorts will increase by 3.5% in reading, writing, math on CSAP	3.5%	R: .3% W: 3.04% M: 2.34%	Did not meet goal

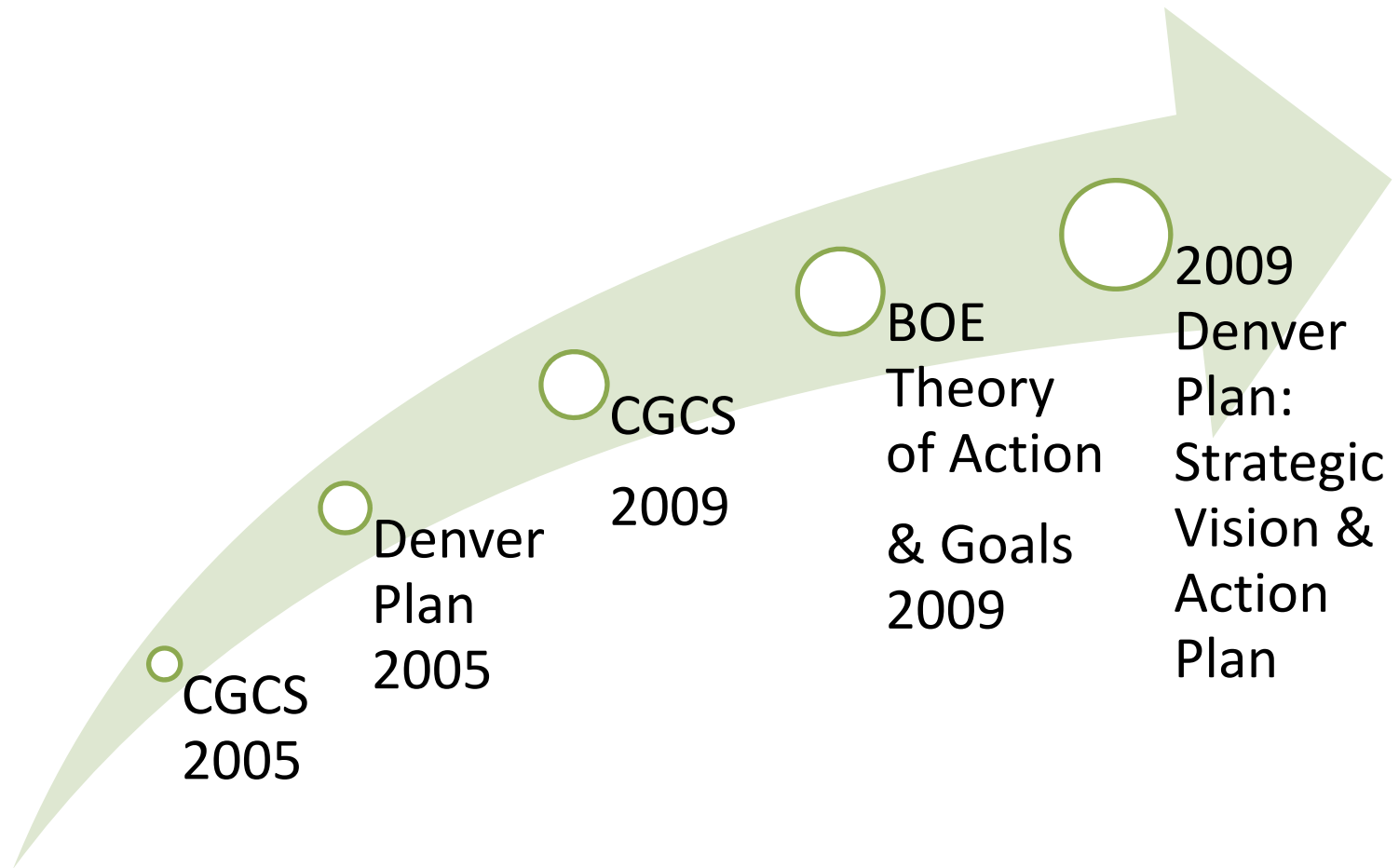
# Status of District Goals

Goal	Anticipated	Actual	Status Update
Percentage of students scoring unsatisfactory on CSAP will decrease by at least 3.5%	Decrease by 3.5%	Decreased by 1.8%	Did not meet goal
At least an additional 3.5% of ELLs per year will become proficient	3.5%	-2.9%	Did not meet goal
Increase percentage scoring 20+ on ACT by at least 3.5%	3.5%	2%	Did not meet goal
Graduation rate will increase at least 5% each year	5%	-2.5%	Did not meet goal
Dropout rate will decrease by at least 1% each year	Decrease by 1%	Decreased by 2.9%	Met goal

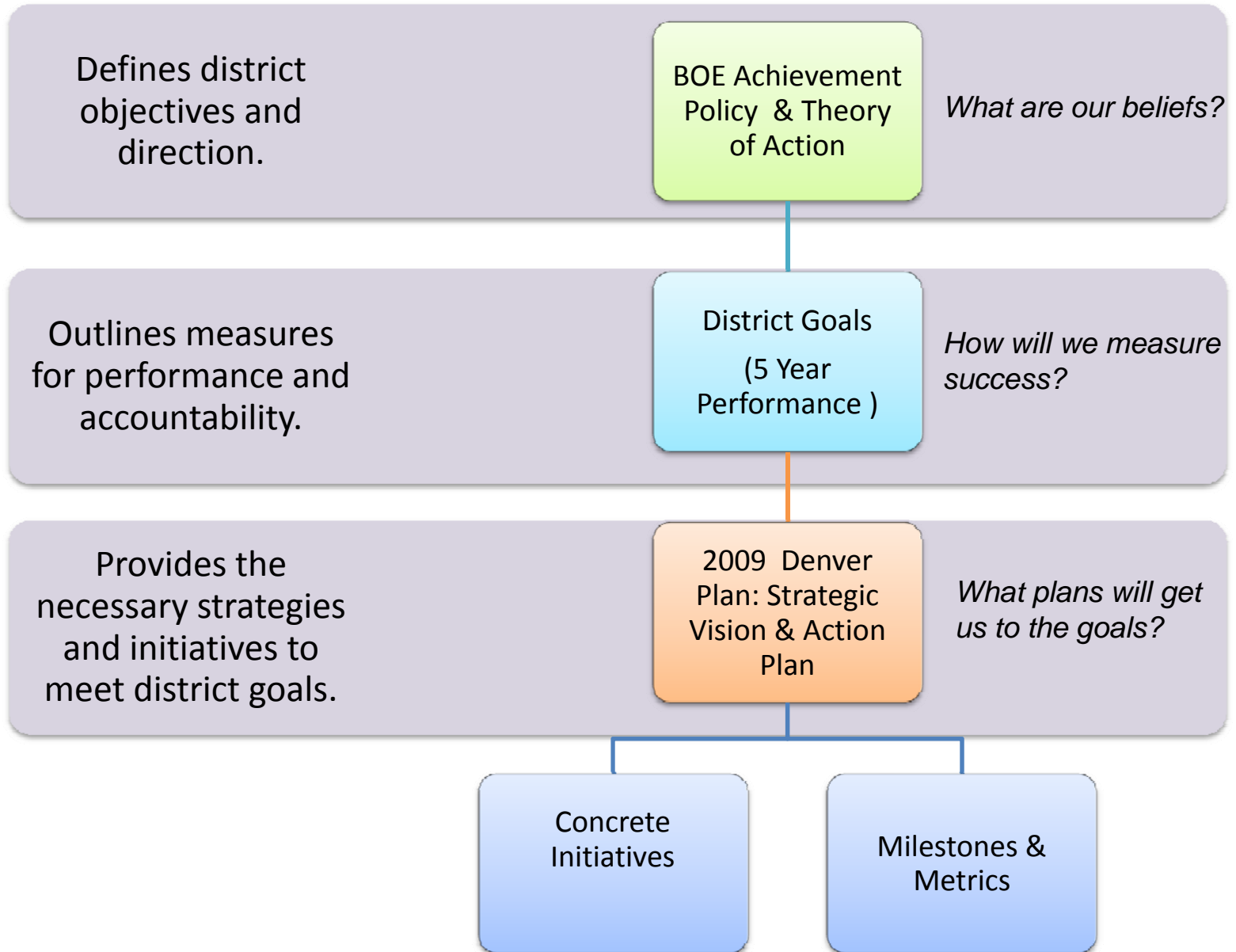
# Must Accelerate Progress



# Evolution of 2009 Denver Plan: Strategic Vision & Action Plan



# Connecting the Dots

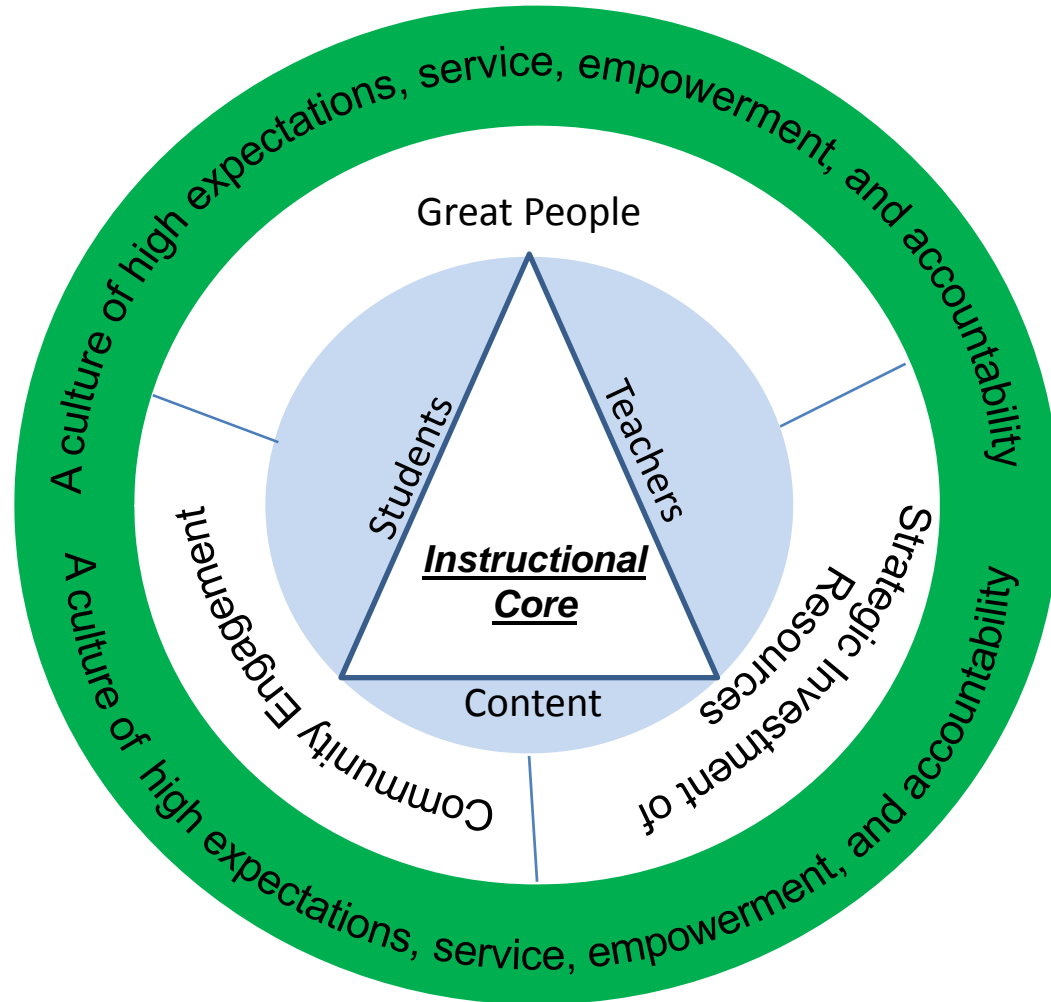




# DPS Vision & Mission

- **Vision:** We will lead the nation's cities in student achievement, high school graduation, college preparation, and college matriculation. Our students will be well prepared for success in life, work, civic responsibility, and higher education.
- **Mission:** The Denver Public Schools will provide all students the knowledge and skills necessary to become contributing citizens in our diverse society and to compete in the 21<sup>st</sup> century global economy.

# 2009 Denver Plan: Strategic Vision and Action Plan



# 2009 Denver Plan: Strategic Vision and Action Plan

## FOCUS ON THE INSTRUCTIONAL CORE

Board of Education Core Belief: Teaching and Learning is  
the Top Priority

*“We believe that ensuring that the most effective teaching takes place in our schools is our number one responsibility and priority as a school district.”*

# Accomplishments in Instructional Core under Denver Plan

- Developed Pacing and Planning guides
- Selected and provided common core curricula
- Developed and implemented benchmark and end of course assessments
- Overhauled the SIP process
- Developed the SPF
- Selected and implemented common interventions in Literacy, Math, Social-Emotional Development
- Developed and implemented district wide approach to RTI
- Developed and implemented ELA Language Allocation Guidelines
- Instituted rigorous high school graduation requirements
- Developed and implemented standards based progress reports
- Developed and instituted summer academies (grade 9, grade 6, ELA)
- Instituted Encore system for IEP development

# Instructional Core: Strategies for Improvement

If we have effective teaching for our diverse learning community that is accountable to the following principles:

- A shared definition of effective teaching.
- Rigorous standards-based curricula and assessments that ensure effective instruction.
- Coordinated and comprehensive systems of support for the whole child.
- A continuous improvement process informed by data and best practice.

Then, student achievement will increase and achievement gaps will decrease.

# Instructional Core: Rigorous Standards-Based Curricula & Assessments

- Review and revise curriculum, instruction and assessment for alignment with new state standards
- Establish partnership with 3<sup>rd</sup> party research organization experienced in diagnosis and identification of best practices in support of our diverse population to review district approach to ELL instruction.
- Refocus professional development on pedagogical content knowledge.
- Expand and strengthen ECE and FDK. Backwards map skills necessary to graduate.
- Develop multiple pathways to postsecondary success with external providers and internal experts.
- Replicate successful alternative education models. Establish an alternative school focused on students who require a non-traditional approach to learning.

# Instructional Core: Coordinated and Comprehensive Systems of Support for the Whole Child

- Support schools in implementing discipline policy with focus on Restorative Justice
- Implement attendance and credit recovery strategies to target students at risk of dropping out.
- Use data to identify and provide support for social and emotional needs of students. Collaborate with local agencies that can provide support.

# Instructional Core: Continuous Improvement Process

- Implement a continuous improvement process informed by data and best practice, with strong program evaluation, utilizing formative and summative assessments linked to standards.
- Develop early warning systems to trigger immediate interventions
- Revise benchmark assessments
- Develop new schools to expand portfolio of high performing schools that support innovative programs
- Evaluate effectiveness of curricula, professional development, extended time support and enrichment as measured by impact on student achievement

# Overview of Teacher Effectiveness Strategy from Gates Proposal:

## 3 major levers to drive change

Key elements

Current situation

**1** Differentiated performance evaluation and feedback to drive improvement and retain high performers

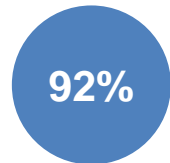
- Multi-dimensional Teacher Performance Framework with student growth as the key component
- Intensive, regular feedback from multiple sources, including peers
- Tailored support to novice teachers



*Non-probationary teachers earning "satisfactory" ratings*

**2** Establishing a higher standard to earn non-probationary status

- Meaningful higher standard linked to driving college readiness
- More time and development, as needed, to achieve the standard
- Exit options for those unable to achieve standard over time



*Renewal rate of all probationary classroom teachers*

**3** Attracting the most effective teachers to teach in high-needs schools and areas of instruction

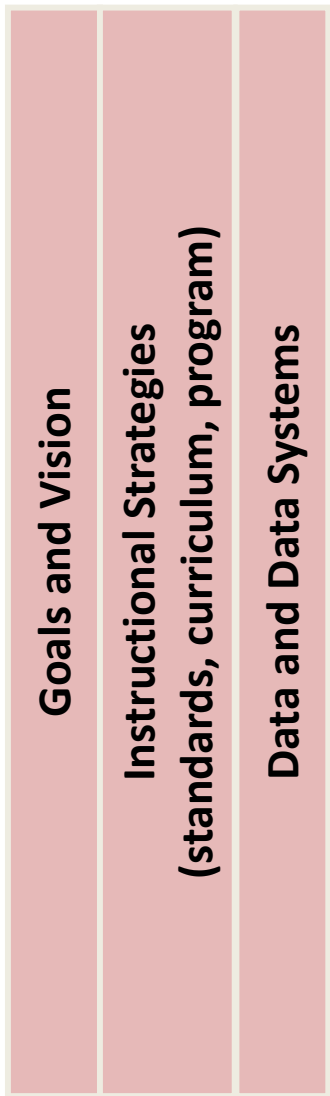
- Significantly higher incentives, targeted only to teachers proven effective
- Mutual consent in placement
- Development of team-based collaborative cultures



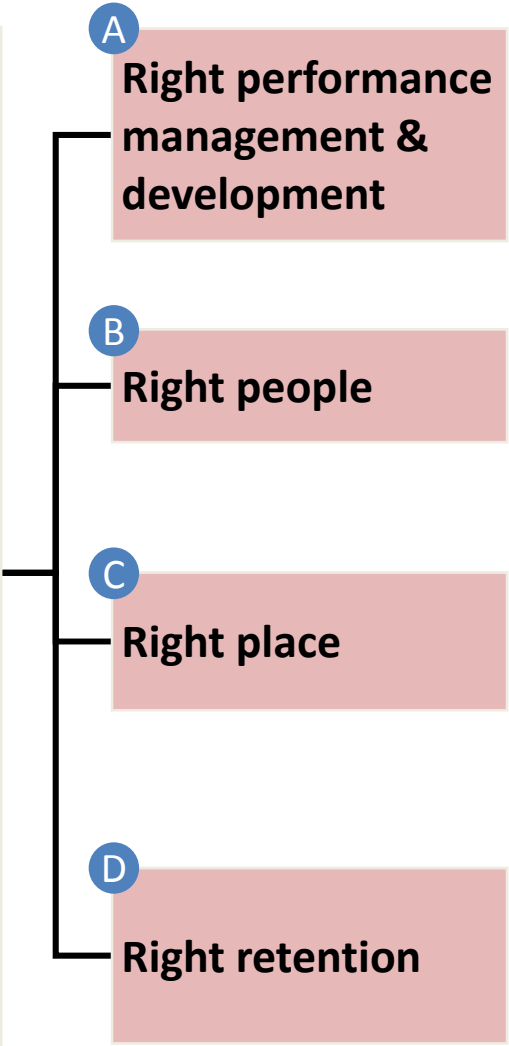
*Percent of highly effective teachers in hard-to-staff schools*

# We have developed our strategy based on Four Key “Rights”

## Foundation



## “Rights”



## Key initiatives

- Teacher Performance Framework (TPF)
  - Intensive, regular, targeted feedback
  - Increased support for novice teachers
- 
- Aggressively recruit from specific pools with proven track records; expand residency program
  - High-performing recruiting engine
- 
- Incentives for highly effective teachers in hard-to-staff schools
  - Mutual consent hiring
  - Compelling places to teach
- 
- Meaningful higher standard to earn non-probationary status
  - Identify and maximize impact of high performers and replace low performers
  - Realign compensation to TPF
  - Foster performance-based collaborative cultures

# Step-change in teacher effectiveness

● Current  
● Future

## 1 Differentiated performance evaluation and feedback to drive improvement and retain high performers

From To Impact

- Evaluations based on principal judgment alone with little inter-rater reliability

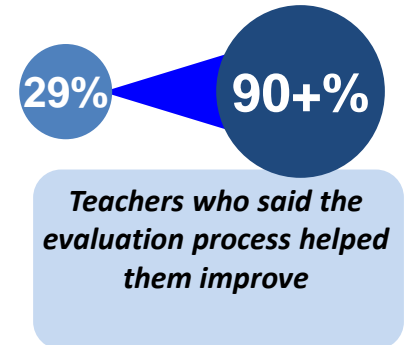
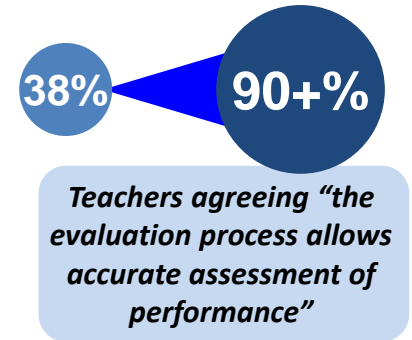
*"Our evaluations here look totally different depending on whether the principal or AP does it"*

- Binary "Satisfactory"/ "Unsatisfactory" overall rating



- TPF - Multiple sources for measurement, evaluation, and development – including peers - with student achievement at the core and steps in place to ensure consistency

- Differentiated ratings reflecting multiple dimensions



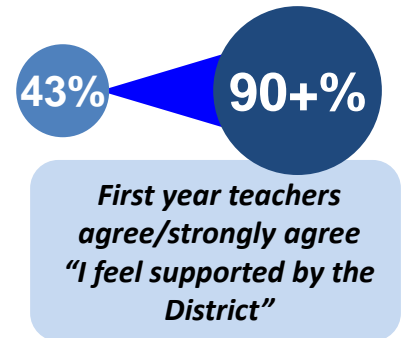
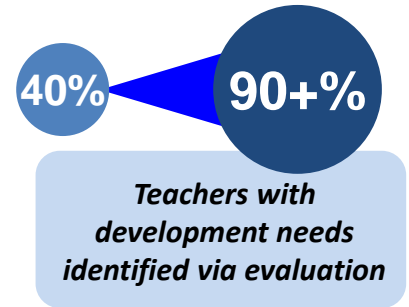
# Step-change in teacher effectiveness

● Current  
● Future

## 1 Differentiated performance evaluation and feedback to drive improvement and retain high performers

From To Impact

- Feedback and development opportunities not linked to identified areas for improvement
- Regular feedback from multiple sources and development needs linked to plans to address them for all teachers; additional tailored support for new teachers
- New teachers receiving 1-day orientation and 20 hours with principal-assigned mentor
- Intensive support of novice teachers tied to expected development trajectory



# Step-change in teacher effectiveness

● Current  
● Future

2

Establishing a **higher standard to earn non-probationary status**

**From** **To** **Impact**

- Non-probationary status granted automatically
- High-stakes decision made for all teachers at the end of year 3
- No significant change in job opportunities or compensation upon receipt of non-probationary status
- Status granted based on higher performance standard linked to driving college-ready achievement
- Flexible timing to account for range of teacher development trajectories, if necessary
- Options to allow for transitioning out with dignity
- Significant compensation and additional job opportunities available upon earning status

8%

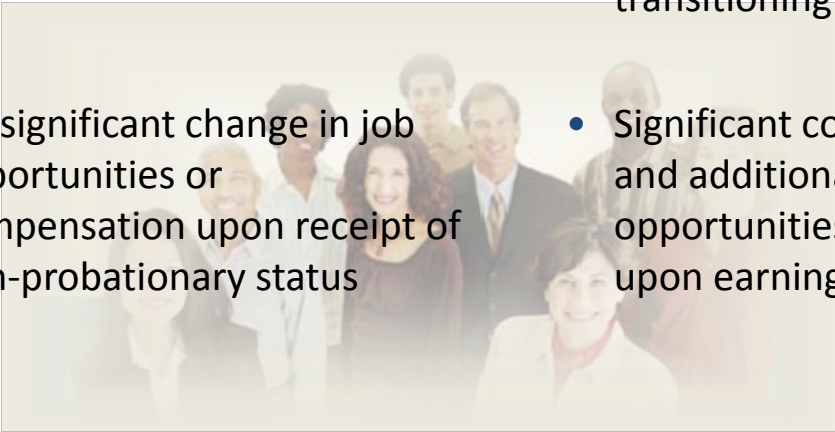
TBD

*Probationary teachers not renewed*

\$0

\$5-10K

*Base-building compensation increase based on earning non-probationary status*



Teacher effectiveness reforms have been and will continue to be at the center of our strategy; DPS and DCTA have a history of collaboration on which to build



### Historical

- DPS/DCTA collaboration since 1999 to develop and implement ProComp
- Negotiated major improvements in ProComp in 2008
- Liberalized staffing rules
- Created Professional Practices Work Group (PPWG)
- Collaborated to merge DPS pension into statewide retirement system

### During strategy development

- PPWG and DPS met 10 times to generate ideas and refine comprehensive strategy

### Planned going forward

- DPS and DCTA committed to cooperating in strategy's refinement and implementation (including exploring changes to CBA if needed)

The following people submitted letters in support of our strategy:

- The 8 DCTA representatives on PPWG
- Tony Salazar, Executive Director of Colorado Education Association

# 2009 Denver Plan: Strategic Vision and Action Plan

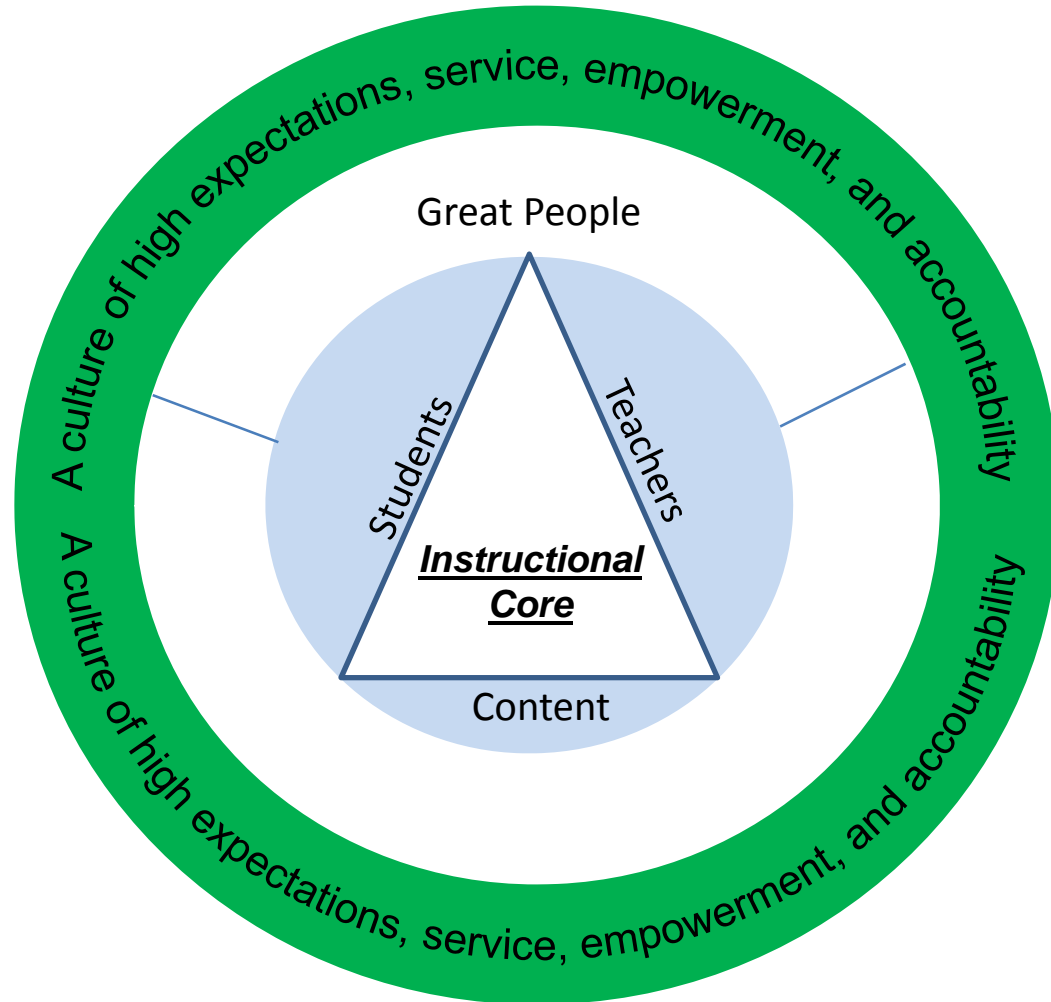
## GREAT PEOPLE

### Board of Education Core Belief:

*“We must retain and recruit the most effective teachers and principals, and we must develop and support them so they are able to implement research-based best practice in every classroom and school.”*

# 2009 Denver Plan: Strategic Vision and Action Plan

## GREAT PEOPLE



# Great People to Drive Better Outcomes for Students

Need to fundamentally transform human resource practices to attract and retain the best educators and staff

- Recruit the best new teachers and principals for our schools
- Empower, develop and retain effective educators
- Provide meaningful systems of recognition and rewards for driving student achievement
- Recruit, retain and reward outstanding central office staff to support the work in schools
- Replace employees who, despite support, fail to meet expectations

# Accomplishments

- Established Janus Education Alliance to focus on recruitment, induction and development of new teachers
- Eliminated barriers to early hiring of teachers, including budget timelines and multiple staffing cycles
- Significantly increased incentives for teachers and principals for driving student growth and serving in high needs areas
- Greatly increased incentives for teachers and principals in high-growth schools
- Established data systems that link teachers and students
- Expanded alternative routes for teacher candidates focused on high needs areas (DTR, TFA, TNTP)
- Implemented Model Staffing Initiative in 25 schools
- Increased attention of principals on tenure decision
- Improved substitute fill rate by 12% over one year
- Restructured HR Department with introduction of new recruiting, HR systems and HR School Support Partner teams, resulting in over 40% increase in principal satisfaction with HR

# Recruit the best new teachers and principals for our schools

- Rebranding of DPS teaching experience
- Up to 200 teachers/year from alternative routes
- Denver Teacher Residency to train our own teachers
- Strategic management of recruitment channels
- Focus on increase in diversity to recruit and retain most talented educators.
- Replacement of forced placements by “mutual consent” hiring processes
- Expanded training on rigorous site-based selection
- Seamless application and hiring processes

# Empower and retain effective educators

- Transform teaching into collaborative profession with meaningful growth opportunities
- Ensure effective principal leadership at all schools
- Better means of identifying highly effective teachers to expand their impact on students
- More differentiated and effective induction, mentoring and professional development
- Establish strong school cultures of shared responsibility and accountability
- Empower educators to make decisions to support effective teaching and student learning

# Create meaningful systems of recognition and rewards for driving student achievement

- Competitive compensation structures with powerful incentives for driving student outcomes
- Alignment of individuals around common goals and outcomes
- Significant increase in rewards for driving achievement of district's goals, particularly in high need areas
- Attractive benefits and meaningful employee development and recognition
- Clear communication of total employee value proposition and reform of existing pension system

# Recruit, retain and reward outstanding central office staff to support the work in schools

- Effective systems of performance management for central office staff
- Alignment of work of all employees with district goals for student achievement
- Recognition and rewards for highly effective staff, including competitive performance pay
- Expanded recruitment of high potential staff

# Replace employees who, despite support, fail to meet expectations

- Effective systems of performance management aligned to district goals for all employees
- Meaningful opportunities for employees to improve performance
- Rigorous and meaningful tenure granting standards and methodology
- Fair and efficient processes to replace ineffective employees

# 2009 Denver Plan: Strategic Vision and Action Plan

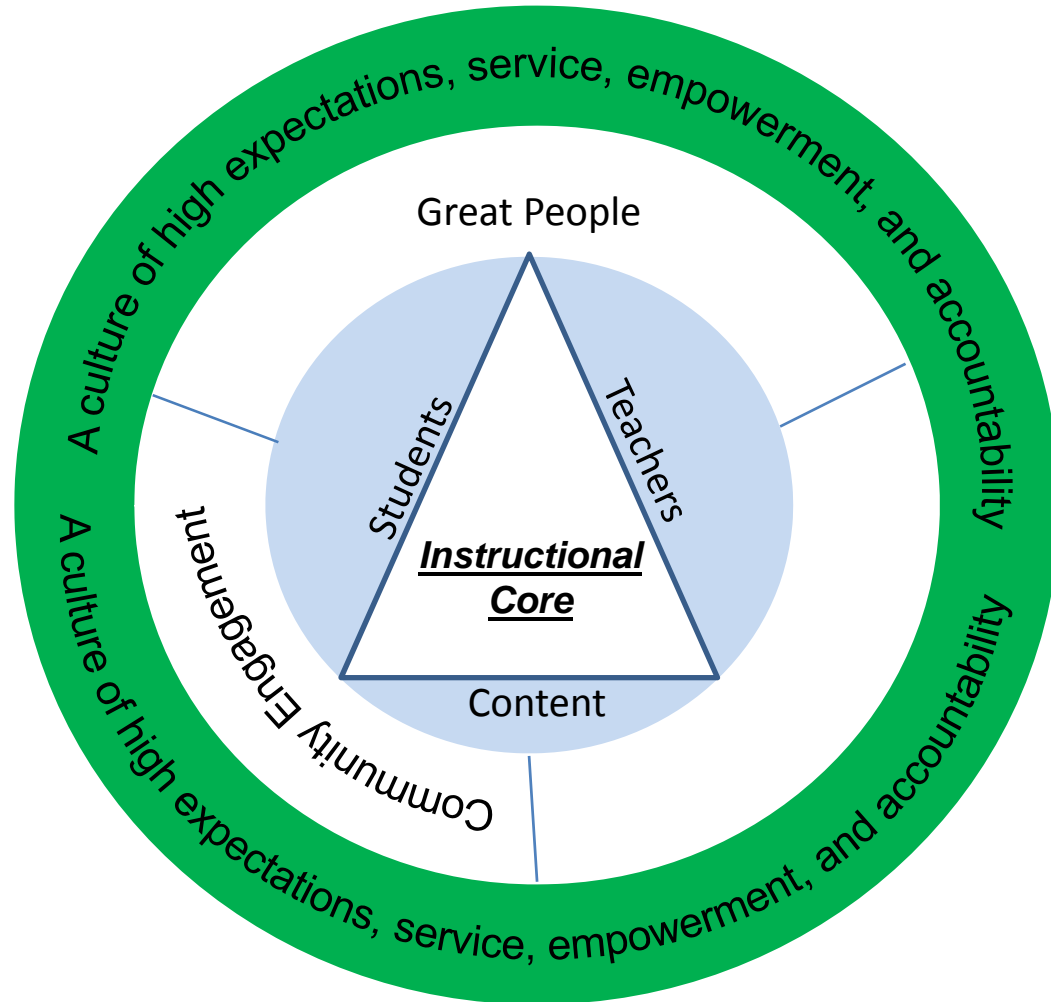
## Community Engagement

Board of Education Core Belief: Engagement of Parents,  
Families, and Community Are Essential Elements of a  
Quality Education System

*“We must develop new and more effective ways to engage our families,  
members of the broader Denver community, and other partners in  
improving the conditions for learning so that all students may achieve.”*

# 2009 Denver Plan: Strategic Vision and Action Plan

## Community Engagement

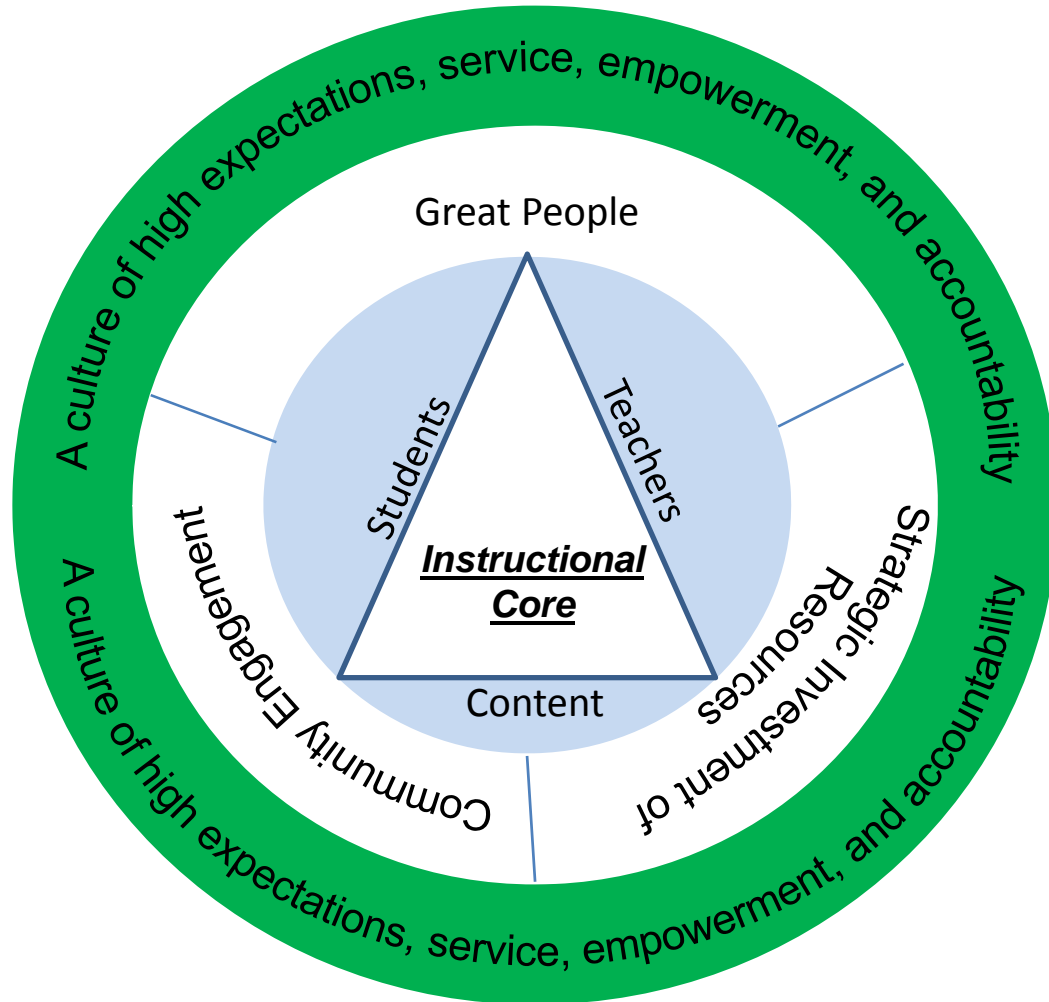


# Community Engagement

- 1. DEEPEN AND STRENGTHEN PARENT, STUDENT AND FAMILY ENGAGEMENT CLASSROOM BY CLASSROOM, SCHOOL BY SCHOOL.**
- 2. STRENGTHEN COMMUNICATION AND FOSTER REGULAR DIALOGUE AND INPUT FROM STAKEHOLDERS TO PROMOTE CIVIC ENGAGEMENT AND OWNERSHIP OF PUBLIC SCHOOLS.**
- 3. STRENGTHEN THE PARTNERSHIPS AND CAPACITY OF NON-PROFITS, FAITH COMMUNITIES, NEIGHBORHOOD, BUSINESS, PHILANTHROPIC GROUPS AND OTHERS TO PROVIDE SERVICES AND RESOURCES TO SUPPORT DPS SCHOOLS AND STUDENTS.**
- 4. FOCUS COMMUNICATION EFFORTS TO REGULARLY ENGAGE AND INFORM DPS STUDENTS AND FAMILIES AND COMMUNITY ON DPS STRATEGIES & INITIATIVES.**
- 5. LEVERAGE PARTNERSHIPS WITH THE CITY OF DENVER AND OTHER GOVERNMENT AGENCIES.**

# 2009 Denver Plan: Strategic Vision and Action Plan

## Strategic Investment of Resources

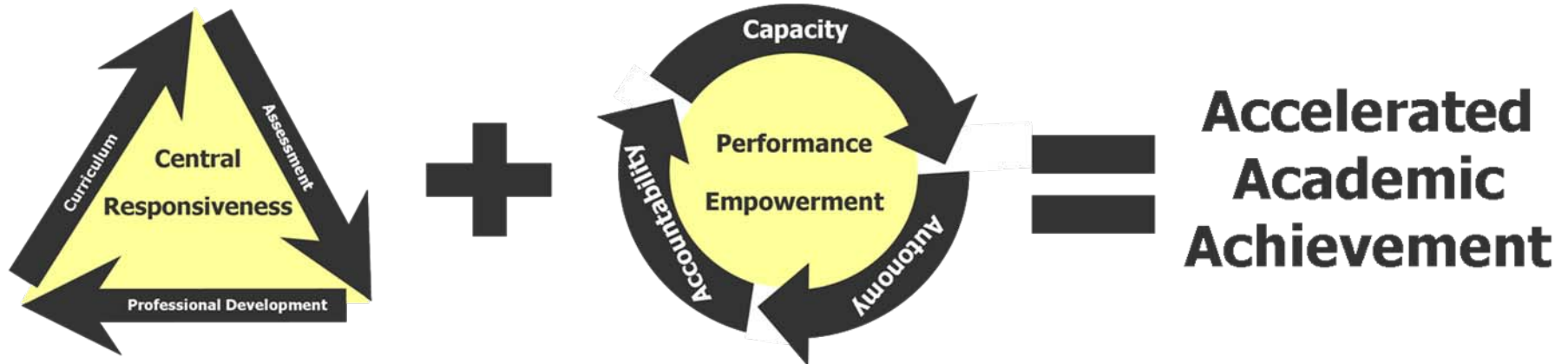


# Strategic Investment of Resources

- Ensure fiscal stability
- Maximize available financial resources
- Align resources with goals
- Increase transparency
- Effectively utilize bond resources

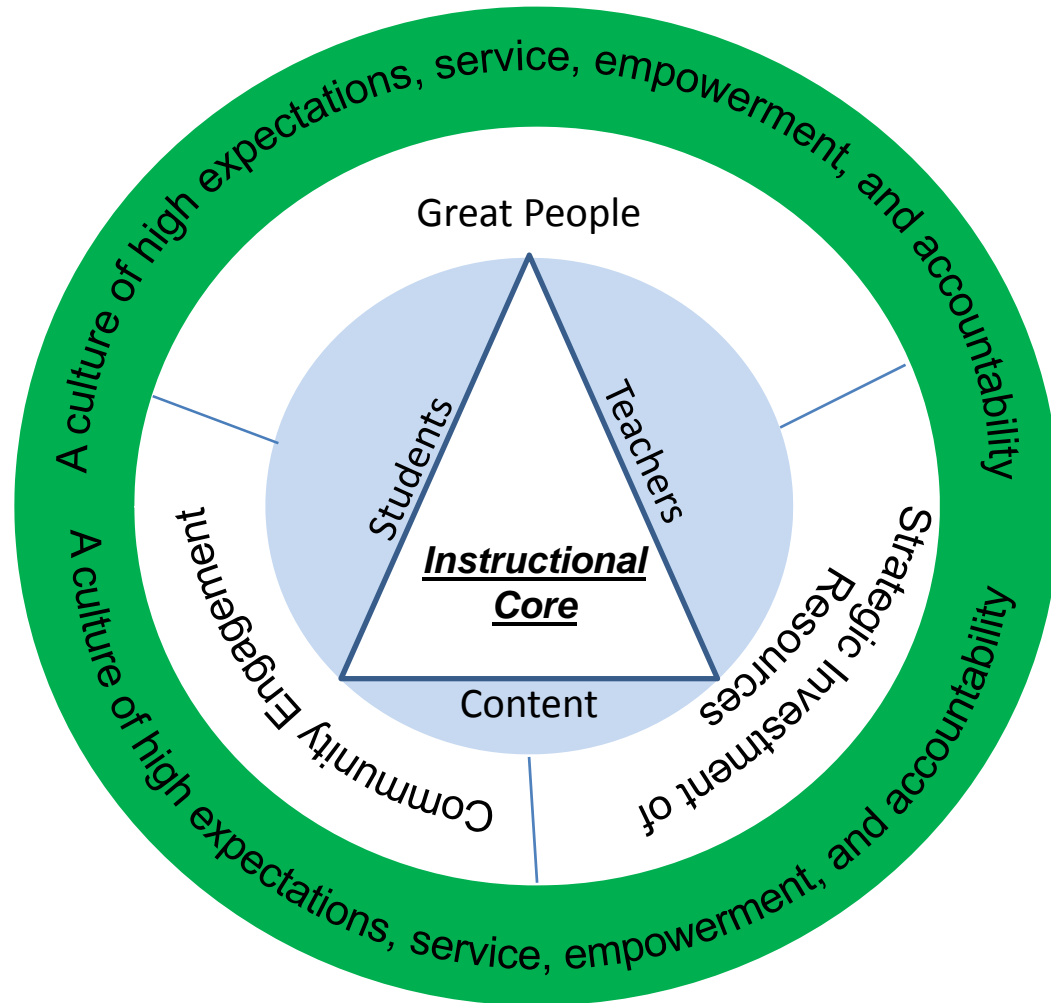
# *Complementing the Board of Education's Theory of Action:*

Improving Service to Increase Capacity; Strengthening Focus  
On Empowerment/Autonomy and Accountability



# 2009 Denver Plan: Strategic Vision and Action Plan

A Culture of High Expectations, Service, Empowerment and Accountability



# 2009 Denver Plan: Strategic Vision and Action Plan

A Culture of High Expectations, Service, Empowerment and Accountability

*“All students can achieve and graduate, and we can close the achievement gap. We believe that all students can learn at grade level or higher (no excuses), make dramatic gains in student achievement, reach their full potential and graduate prepared for success in life, work, civic responsibility, higher education, and competition in a global community....Accountability for performance by all adults matters.”*

*- BOE Core Beliefs*

# High Expectations

- All of our actions and policies must be based on the conviction that every child is capable of and will graduate from high school prepared for college or career
- There will be no difference in student outcomes in DPS based on race, ethnicity or socio-economic status
- We expect every employee to perform at a high professional level and all their actions to be focused on graduating our students from high school prepared for college or career
- We will challenge and support every student and every employee to succeed

# 2009 Denver Plan: Strategic Vision and Action Plan

Building a Culture of High Quality Customer Service

*“We believe that creating a district-wide culture of learning, leadership and performance will best ensure the ability to build and maintain optimal conditions for student learning in every school, thereby bringing achievement to scale – greater achievement in more schools – for all students across the district.”*

*- BOE Core Beliefs*

# 2009 Denver Plan: Strategic Vision and Action Plan

## Building a Culture of High Quality Customer Service

- Provide responsive, efficient, customer service to our students, parents and schools.
- Ensure services provided to schools demonstrate a consistent level of quality.
- Streamline central office processes to help teachers and principals do their jobs better and more easily.
- Establish and track customer satisfaction and other service delivery metrics.
- Reward employees for providing exceptional customer service to our schools.

# 2009 Denver Plan: Strategic Vision and Action Plan

## Building a Culture of High Quality Customer Service

To fulfill this vision, we will:

- *Foster a culture of performance that puts students first, and promotes delivery of outstanding service to students, families, schools and internal stakeholders.*
- *Focus on results and continuous improvement of services delivered.*

# 2009 Denver Plan: Strategic Vision and Action Plan

## Building a Culture of Performance Empowerment

### Empower educators to best meet the needs of their students

- Develop capacity in our school leaders and teachers and empower them to lead and to best meet the needs of their students.
- Seek to offer each school autonomy over personnel decisions, use of school day and school year calendar, and use of money through our student-based budget system -- in each case coupled with accountability.
- Continue to press forward with instructional reforms with common high standards, curriculum, assessment tools and data, and teaching supports, using the Incentives and Interventions Policy in evaluating flexibility.
- Work with stakeholders to emphasize a model in each school of collaboration among faculty and school leaders, which emphasizes common purpose, professional empowerment and accountability and that strikes a better balance between blanket district-wide protections and school-based needs

# 2009 Denver Plan: Strategic Vision and Action Plan

## Building a Culture of Performance Empowerment

Invest in and implement district-wide effort to manage performance based on data

- Track and make available to the public data on key performance indicators at school, district and department level.
- Fully align department, group and individual measures of performance to district performance goals.
- Invest in improved tools, processes and support infrastructure that support the district-wide performance management project.
- Create a cycle of continuous improvement (and culture of performance) where the impact of instructional strategies and operational services are routinely evaluated and modified to drive improved student and operational performance.

# 2009 Denver Plan: Strategic Vision and Action Plan

## Building a Culture of Performance Empowerment

### Fully implement a system of incentives and accountability based primarily on growth in student achievement

- Develop a culture and systems of strong individual and shared accountability for student performance based on clear standards (see Great People section for more detail re individual incentive and accountability measures).
- Use School Performance Framework to recognize high performing schools and intervene in schools with declining performance trends.
- Implement performance management system for central office and school support employees.
- Emphasize accountability for demonstration of five values of:
  - Putting students first
  - Achieving results
  - Collaborating
  - Delivering excellent service
  - Making change happen
- Implement performance compensation system for central office and school support employees.



# BOE TOA

DPS will support accountability through its new accountability policy and the Student Performance Framework, one of the most comprehensive tools in the country for measuring school progress. Incentives will be used to drive and reward accomplishment of district goals while interventions for struggling schools may include allocation of additional resources, personnel changes or school closure. The creation of innovative new schools will be utilized to replace failing schools, respond to community needs and provide options for students with different learning styles in each quadrant of the city.

# Purpose of the DPS Incentive System

- The Incentive System is part of the larger direction of our performance management initiative.
  - It aligns rewards and interventions using data from the School Performance Framework (SPF).
  - It is intended to accelerate student achievement by creating a culture of performance throughout the district, in all schools and classrooms.
  - It is a **progressive** system, providing increasing rewards to schools successfully improving student performance and increasing supports and interventions supporting schools where performance is declining.

# What Does the Incentive System Offer Schools?

- **Recognition** for success measured by the School Performance Framework.
- **Appropriate support** for underperforming schools, especially struggling schools.
- **Clear expectations** for all schools in DPS regardless of their performance level.

# Incentives for Distinguished Schools

	Reward	Intervention
<b>Academic</b>	<b>Academic review:</b> Schools conduct their own annual self assessment to identify focus for School Improvement Plan.	
	<b>School Improvement Plan:</b> Schools develop goals SIP and submit them to for approval to Instructional Superintendent.	
	<b>Curricular Supervision:</b> Increased self-direction in the implementation of district-wide common curriculum, instruction, assessments and professional development.	
	<b>School Supervision:</b> Regular, scheduled visits by Instructional Superintendent to monitor progress toward SIP goals.	
<b>Professional Autonomy</b>	<b>Budget and Operations:</b> DPS student based budgeting.	
<b>Compensation And Recognition</b>	<b>Principal Performance Compensation:</b> <ul style="list-style-type: none"> <li>• Level I bonus to Principal and APs.</li> <li>• Growth School.</li> <li>• Subject Matter Growth School.</li> <li>• Schools demonstrating best practice are eligible to participate in EPIC.</li> </ul>	
	<b>Teacher ProComp</b> <ul style="list-style-type: none"> <li>▪ Level I School Incentive <i>(if agreed to by DCTA)</i>.</li> </ul>	
	<b>Other Recognition</b> <ul style="list-style-type: none"> <li>• District recognition for Level I performance, outstanding growth, outstanding subject matter growth and demonstration of best practice.</li> </ul>	
<b>Accountability</b>		

# Incentives for Accredited Schools

	Reward	Intervention
<b>Academic</b>	<b>Academic review:</b> Schools conduct their own annual self assessment to identify focus for School Improvement Plan.	<b>Academic Review:</b> Schools with two or more consecutive years of significant decline on the SPF conduct annual review facilitated by Instructional Superintendent to inform School Improvement Plan.
	<b>School Improvement Plan:</b> Schools develop goals SIP and submit them to for approval to Instructional Superintendent.	<b>School Improvement Plan:</b> Schools with two or more consecutive years of significant decline on the SPF develop SIP goals in collaboration with Instructional Superintendent.
	<b>Curricular Supervision:</b> Increased self-direction in the implementation of district-wide common curriculum, instruction, assessments and professional development.	
	<b>School Supervision:</b> Regular, scheduled visits by Instructional Superintendent to monitor progress toward SIP goals.	<b>School Supervision:</b> Schools with two or more consecutive years of significant decline on the SPF receive regularly schedules visits by Instructional Superintendent to monitor progress toward SIP goals.
<b>Professional Autonomy</b>	<b>Budget and Operations:</b> DPS student based budgeting.	
<b>Compensation And Recognition</b>	<b>Principal Performance Compensation</b> <ul style="list-style-type: none"> <li>• Level II of bonus.</li> <li>• Outstanding Growth School.</li> <li>• Outstanding Subject Matter Growth School.</li> <li>• Schools demonstrating best practice are eligible to participate in EPIC.</li> </ul>	
	<b>Teacher ProComp</b> <ul style="list-style-type: none"> <li>▪ Level II School Incentive <i>(if agreed to by DCTA)</i>.</li> </ul>	
	<b>Other Recognition</b> <ul style="list-style-type: none"> <li>• District recognition for accredited status, beating the odds, outstanding growth, outstanding subject matter growth and demonstration of best practice.</li> </ul>	
<b>Accountability</b>		

# Incentives for Schools on Watch

	Reward	Intervention
<b>Academic</b>	<b>Academic Review:</b> Schools with two or more years of significant increases conduct their own annual self assessment to identify focus for School Improvement Plan.	<b>Academic review:</b> Schools conduct external annual review, such as CDE School improvement planning or review by Network Staff, to inform School Improvement Plan.
		<b>School Improvement Plan:</b> Schools develop SIP goals in collaboration with Instructional Superintendent.
		<b>Oversight and Peer Assistance:</b> in Schools with two or more years of significant decreases, the Principal, SLT and Instructional Superintendent will make an annual presentation of School Improvement Plan by Principal, SLT and Instructional Superintendent to a team of peers and senior staff members and receive specific, written feedback.
	<b>School Supervision:</b> Schools with two or more years of significant increases will receive occasional visits by Instructional Superintendent to monitor progress toward SIP goals.	<b>School Supervision:</b> Frequent scheduled visits by Instructional Superintendent to intensely focused on monitoring progress toward SIP goals.
		<b>Curricular Supervision:</b> Monitored implementation of district curriculum lead by Instructional Superintendent, Instructional Network staff and District staff, including adherence to planning and pacing guides to ensure effective implementation and fidelity to Denver Plan programming.
		<b>Student Progress Monitoring:</b> Student progress monitoring plan with more frequent assessment opportunities and other aligned strategies integrated into SIP and approved by Instructional Superintendent.
		<b>Extended School Day/School Year:</b> Optional (based on available resources).
<b>Professional Autonomy</b>	<b>Budget and Operations:</b> DPS student based budgeting.	<b>Budget and Operations:</b> Annual budget approval by Instructional Superintendent and Budget Office.
<b>Compensation And Recognition</b>	<b>Principal Performance Compensation</b> <ul style="list-style-type: none"> <li>Bonus for Outstanding Growth School.</li> <li>Bonus for Outstanding Subject Matter Growth School.</li> <li>Schools demonstrating best practice are eligible to participate in EPIC.</li> </ul>	
	<b>Other Recognition:</b> District recognition for outstanding growth, outstanding subject matter growth and demonstration of best practice.	
<b>Accountability</b>		<b>District Interventions:</b> Following two or more years without growth the district may replace instructional staff, change the academic program, or close the school.

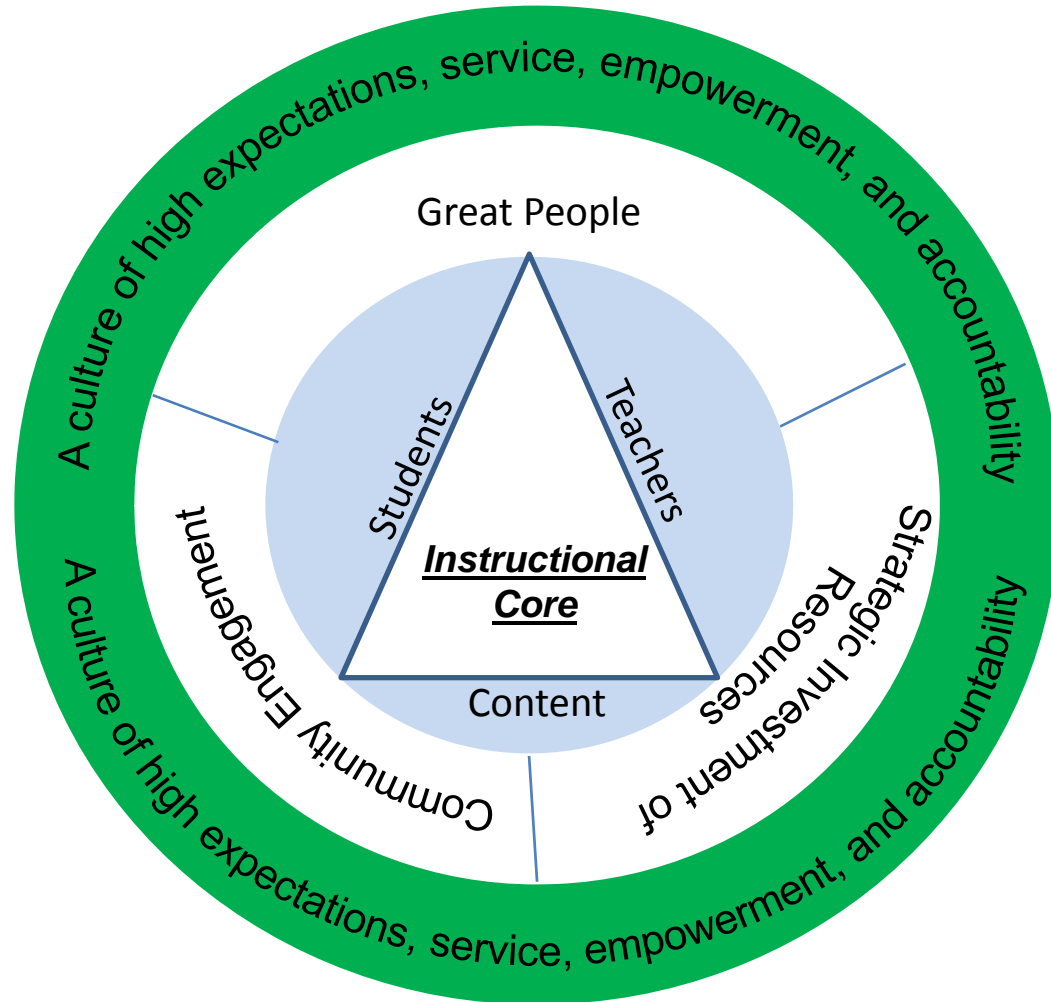


# Incentives for Schools on Probation

	Reward	Intervention
<b>Academic</b>		<b>Academic review:</b> Schools conduct external annual review, such as CDE School improvement planning or review by Network Staff, to inform School Improvement Plan.
		<b>School Improvement Plan:</b> SIP goals set by Instructional Superintendent in collaboration with principal and School Leadership Team that includes student progress monitoring activities and targeted academic interventions.
		<b>Oversight and Peer Assistance:</b> Principal, SLT and Instructional Superintendent will make a quarterly presentation of School Improvement Plan by to a team of peers and senior staff members and receive specific, written feedback.
		<b>School Supervision:</b> Frequent scheduled visits by Instructional Superintendent to intensely focused on monitoring progress toward SIP goals.
		<b>Student Progress Monitoring:</b> Student progress monitoring plan with more frequent assessment opportunities and other aligned strategies integrated into SIP and approved by Instructional Superintendent.
		<b>Curricular Supervision:</b> Monitored implementation of district curriculum lead by Instructional Superintendent and Instructional Network Staff, including core plus academic support package and planning and pacing guides to ensure effective implementation and fidelity to Denver Plan programming.
		<b>Extended School Day/School Year:</b> Recommended based on available resources.
<b>Professional Autonomy</b>	<b>Budget and Operations:</b> DPS student based budgeting.	<b>Budget and Operations:</b> Annual budget approval and quarterly budget review to ensure effective implementation of strategies in SIP by Instructional Superintendent and Budget Office.
		<b>Additional Fiscal Support:</b> Additional fiscal resources based on available district resources to support targeted intervention strategies called for in SIP.
		<b>Additional Staff Support:</b> Added services of a Data and School Improvement Administrator to lead data inquiry & change practice (16 of the lowest performing schools).
<b>Compensation And Recognition</b>	<b>Principal Performance Compensation</b>	
	<ul style="list-style-type: none"> <li>Bonus for Outstanding Growth School</li> <li>Bonus for Outstanding Subject Matter Growth School.</li> </ul> <b>Other Recognition:</b> District recognition for outstanding growth, outstanding subject matter growth and demonstration of best practice.	
<b>Accountability</b>		<b>District Interventions:</b> Following two or more years without growth, the district may replace staff, change the academic program, or close the school.
		<b>State Interventions:</b> Following three consecutive years of unsatisfactory performance defined by the School Accountability Report the district will submit a plan for improvement to the Colorado Board of Education pursuant to state law. That plan may call for replacement of the instructional staff at the school, introduction of a new instructional program, school closure or other actions called for by state law..



# 2009 Denver Plan: Strategic Vision and Action Plan



# Board of Education Discipline Policy Update

- Context
- Implemented Policy Changes
- Student Discipline Training
- Out of School Suspension Data
- Successes and Opportunities

Division of Student Services

Department of Prevention and Intervention

August 17, 2009

# Context

- Rationale for Reform
  - ▣ Original discipline policy focused on punishment of students and resulted in the highest OSS in the state
  - ▣ Padres Unidos study
- As part of the Denver Plan, the Board commissioned the Work Group to revise the policy over an 18 month period
  - ▣ Called for a transformation from punitive to restorative with goal of therapeutic intervention
  - ▣ Feedback to reform drafts solicited from community members and school administrators – Padres, The Advancement Project, and members of the District SIAC
  - ▣ Board approved discipline reform August, 2009

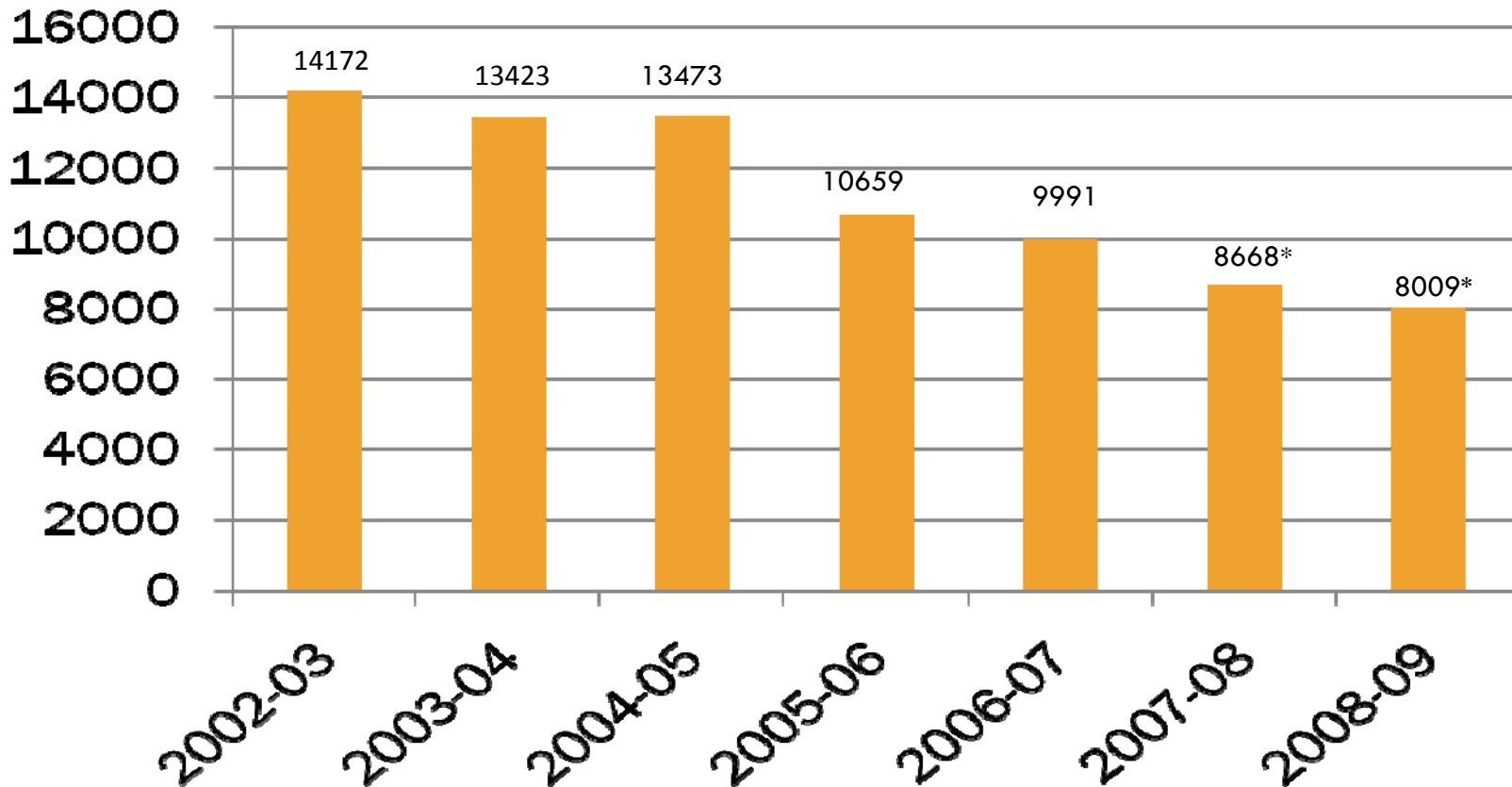
# Changes to Policies JK and JK-R

- **The policy puts added emphasis on the prevention of misbehavior before it occurs, using effective intervention after it occurs, and utilizing restorative justice in addressing misconduct.**
- **There is additional focus on using developmentally appropriate disciplinary techniques that keep students in the school environment and learning, and limiting the amount of time spent outside of class.**
- **The policy advocates treating misbehavior as a chance to learn, and an RtI approach to supporting students in learning the skills necessary to enhance a positive school environment and avoid negative behavior.**
- **The emphasis of the policy is on resolving disciplinary matters at the lowest level possible. The most severe punishments (extended out-of-school suspension, expulsion, referral to law enforcement) are reserved for only those offenses that most seriously disrupt the school environment or seriously endanger other students or school personnel.**
- **The policy stresses the importance of fairness and uniformity, and the elimination of racial disparities, in discipline.**
- **The policy cites the need for accurate and complete school discipline data collection in order to identify problems, monitor progress, and craft solutions.**

# Student Discipline Training

- Training opportunities: Principal Institute, monthly training sessions, Student Discipline PDU, targeted school or individual training upon request
- Representatives from high schools, middle schools, K-8s, alternatives, charters
- Topics: discipline ladder and matrix, IC Behavior Events, Restorative Justice and other alternatives to suspension, curriculum promoting prosocial behavior, suspension of special education students, community services to assist misbehaving students, assessment of threat

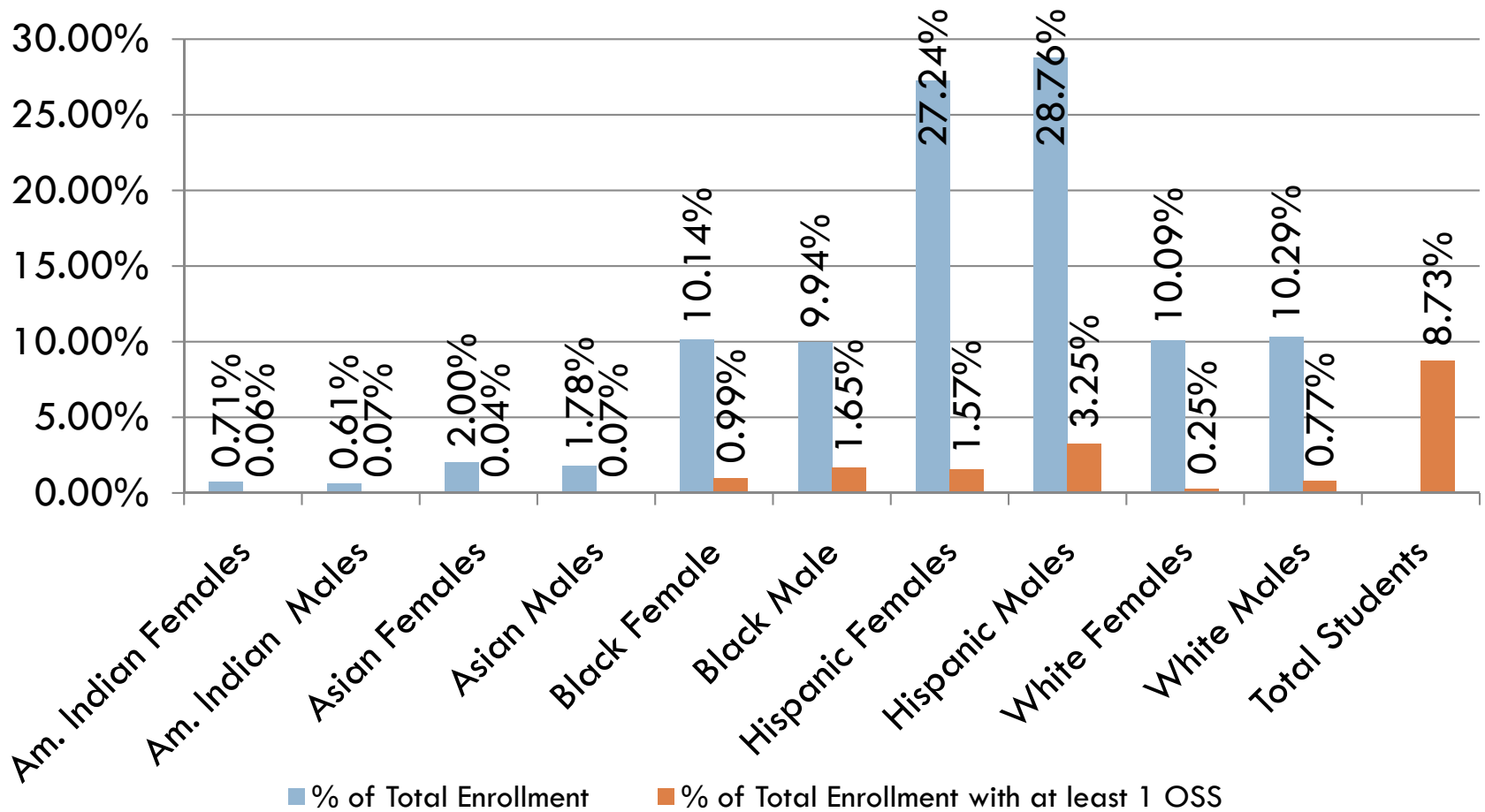
# Out of School Suspensions



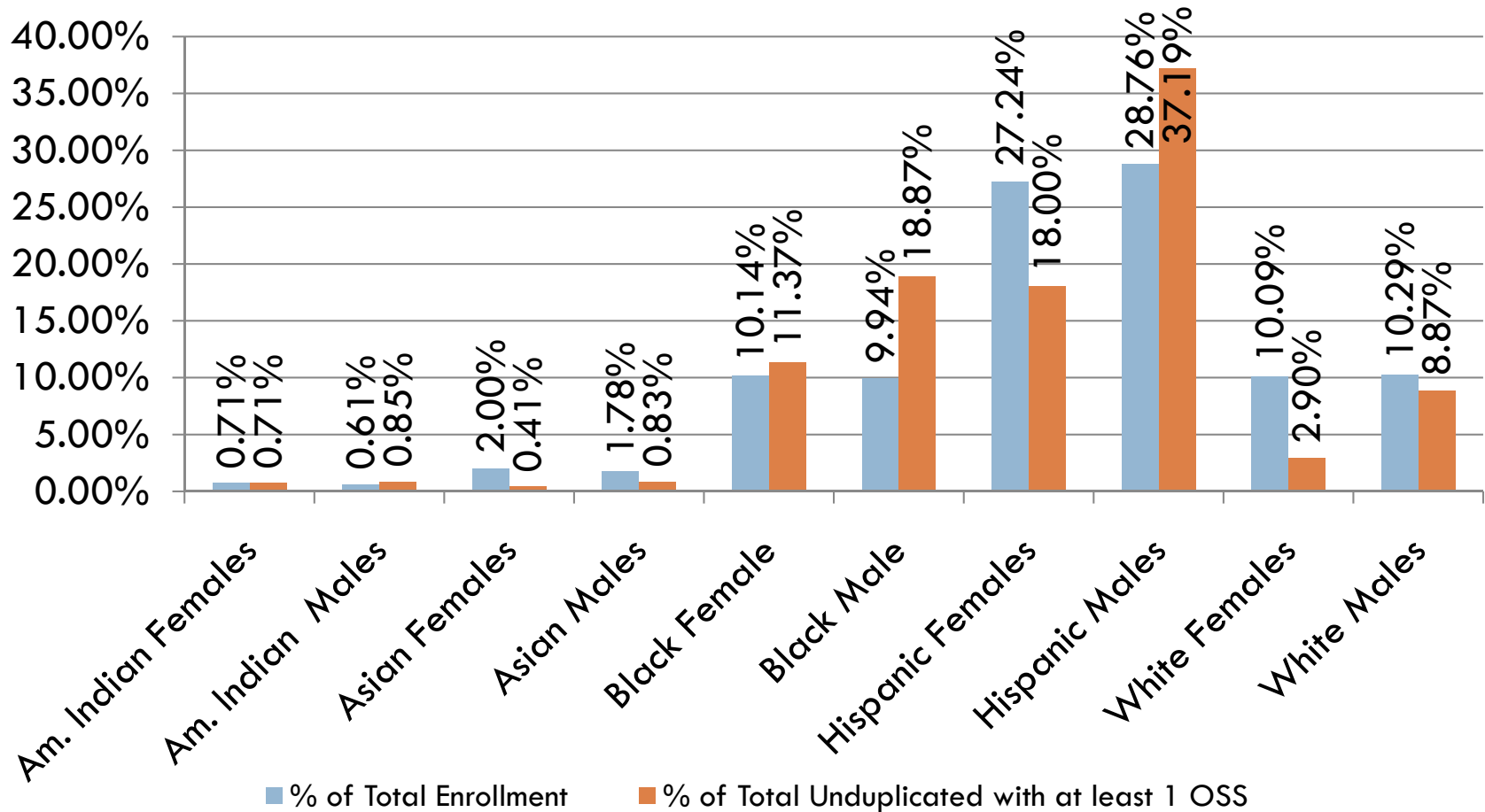
\* Excludes Off School Grounds Incidents

\*\* There has been a 43.5% reduction in OSS from 02-03 to 08-09

# Gender and Ethnicity: Total Enrollment



# Gender and Ethnicity: Total Unduplicated



# Successes and Opportunities

- Out of school suspensions continue to decrease in total number
- Continued work with schools to increase alternatives to suspension
- Enhance classroom teachers' proficiency with their role in the student discipline process
- Increase availability of Restorative Justice programs throughout the school district