Monday, December 14, 2009
Special Meeting and Work Session

900 Grant Street 4:30 PM 1st Floor Board Room

1. Special Meeting
   1.01 Resolution to Approve Certification of Levy for 2009

2. Work Session Agenda Items
   2.01 2009 Denver Plan: Instructional Core (4:30 p.m. - 5:00 p.m.)
   2.02 2009 Denver Plan: Parent & Community Engagement, Constituent Update (5:00 p.m. - 5:30 p.m.)
   2.03 Operations Update: Transportation (5:30 p.m. - 6:00 p.m.)
   2.04 Dinner (6:00 p.m. - 6:15 p.m.)
   2.05 Race to the Top Application Discussion with Lieutenant Governor O'Brien (6:15 p.m. - 7:00 p.m.)
   2.06 Review Board Meeting Agenda for December 17, 2009 (7:00 p.m. - 7:15 p.m.)
   2.07 Open Discussion / New Business (7:15 p.m. - 7:30 p.m.)
Memorandum

To: Board of Education Members
From: Ana Tilton, CAO
Date: 12/9/2009
Re: Denver Plan 2009--Instructional Core

In preparation for the December 14 work session, we would like to suggest you read/review the Instructional Core section of the draft 2009 Denver Plan. We would like to engage in conversation with you about the four strategies we believe are the keys to meeting many of the Board’s five year goals.

If you have questions you would like to submit in advance of the board work session we would welcome reviewing them and tailoring the discussion to those questions. If you are so inclined, please send your questions to Jenifer Jones@dpsk12.org by Friday, December 11 at noon.

I look forward to our conversation on December 14.
Launching the 2009 Denver Plan

The initial presentation of the draft of the 2009 Denver Plan in September will kick off a six week process to gather further employee and public feedback before the plan is finalized and presented to the Board of Education in November 2009. At that time, a timeline for implementation of each initiative will also be outlined.

In the end, this plan is meant to provide a shared vision and commitment to the success of Denver’s children. While the 2009 Denver Plan has its roots in the goals of the 2005 Denver Plan, its vision has been informed by many: from the voices of our teachers, principals, parents and community members heard in school faculty meetings, principal institutes, public comment sessions at board meetings, to the joint DCTA-district Professional Practices Workgroup that worked successfully to make the district eligible for potentially the largest philanthropic grant in the history of DPS from the Bill and Melinda Gates Foundation. We will be seeking additional input and asking for support from our students, parents, teachers, principals, central office and support staff, and from our community stakeholders before this plan is finalized in November. We also intend to engage all stakeholders throughout the implementation process.

As you read the plan, here are some guiding questions for you to consider:

- As you learn about this plan, what matters most to you and why?
- How do you fit into this plan and what role will you play?
- Is there anything that is missing or shouldn’t be in the plan and why?

We look forward to an ongoing, powerful dialogue with our talented employees, dedicated parents, and devoted community members on specific strategies. It is your hard work and commitment to Denver’s children that will shape our collective success. To learn about opportunities for employee or community conversations about the plan, please visit www.2009DenverPlan.dpsk12.org.
FOCUS ON THE INSTRUCTIONAL CORE |

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. We believe this is true for all students and is not determined or limited by race, family income, native language, disability, gender, or area of residence.

- Denver Public Schools, Core Beliefs and Commitments

Vision |
Our vision is that all students in the Denver Public Schools will learn at grade level or higher and graduate from high school ready for college or career. That means that all 75,000 students, 50,000 of whom live in poverty, 31,000 of whom speak a language other than English in their home, 9,100 of whom have an identified education disability, and 8,175 who are identified as gifted and talented, will graduate from high school ready for college or career.

As affirmed by our core beliefs, we believe that learning and achievement are not determined or limited by race, family income, native language, disability, gender, or area of residence. Instead, learning and achievement are outcomes of effective teaching, schools, and systems, which are organized to provide consistent, high-quality instruction that engages and challenges all students in acquiring the skills, strategies, understandings, and knowledge necessary for the 21st century. It is clear that the jobs of the future will require that our students be thinkers and problems solvers. The students of today will encounter careers and contexts which currently do not exist, and they will need to be able to solve complex problems and apply their learning to an ever-changing world.

To ensure success for all students, we must focus on the instructional core, comprised of the interactions and relationships among its three major elements: students, teachers, and content.
Students, at the heart of our mission, must be approached as they are: each one unique, with individual strengths and needs. Teachers must be knowledgeable about how to make the content both accessible and understandable to students. Finally, the content must be rigorous and aligned to high standards. It is the interplay of students, teachers, and content that allows learning to occur. In the absence of and accountability to rigorous standards, the instructional core is vacuous and ineffectual. Effective teaching results from increasing the level of knowledge and skills that teachers bring to the instructional process, increasing the level and complexity of the content that students are asked to learn, and changing the role of the student from a passive recipient of information to an active, engaged learner.6

Research consistently shows that effective teaching is the single largest factor in student academic success.7 In DPS, we are fortunate to have a talented and dedicated teaching staff that both embraces the district’s core beliefs and works hard to ensure student success. To accelerate gains in academic achievement, we will build on the momentum established to transform the conditions of teaching and learning on a district-wide scale so that thoughtful and empowered teachers will expertly plan for implementation of effective instructional strategies using their knowledge of content as well as their knowledge of students’ strengths and needs. These accomplished teachers will use their expertise to make informed decisions that ensure all students have the appropriate instruction, opportunity, and support they need. Teachers and school leaders will also identify and meet the individual academic and social-emotional learning needs of each and every student so that all DPS students reach their full potential and graduate prepared for success in life, work, civic responsibility, higher education, and as competitors in a global community.

In order to foster the appropriate interactions between engaged students, effective teachers, and rigorous content, we will pursue the following strategies:

**Strategy 1 |**
Create conditions to ensure teacher effectiveness. This will require us to develop a shared definition of effective teaching; do more to support teachers in becoming effective teachers; and develop principals to be effective leaders. We will create a common definition and shared understanding of effective teaching. Our definition and understanding of effective teaching will include the impact on student learning as measured by achievement data. Effective teaching will be anchored in a meaningful system of evaluation and feedback. Professional development will be aligned to the standards of effective teaching and will be accessed based on individual identified needs. We will focus on developing principals to effectively lead their schools and develop their teachers.

**Strategy 2 |**
Ensure all students have access to rigorous standards-based curricula and assessments. We will provide rigorous standards-based curricula and assessments that are aligned with the newly adopted Colorado state standards. We will differentiate curricula to meet students’ needs, and students will have access to appropriate interventions to ensure learning and achievement.

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7 Rowan, Correnti, and Miller; Darling-Hammond.
Strategy 3 |
Provide coordinated and comprehensive systems of support for the whole child. Each student comes to school with unique circumstances, strengths, and needs. We will create support systems for all aspects of our learners, including their social-emotional needs, because our students must have their basic needs met in order to be fully present as learners.8

Strategy 4 |
Implement a continuous improvement process informed by data and best practice. We will build curriculum and program evaluation methods, utilizing formative and summative assessments linked to standards in order to ensure that we maximize the most effective practices for our student population and improve or eliminate the practices that are less effective. We will focus on turnaround strategies in our low-performing schools and welcome high-quality new programs and schools.

We are confident – through experience, research, and good common sense – that these strategies will ensure rapid increases in student achievement and dramatically decrease our achievement gaps.

Progress to Date |
In the first four years of implementing the 2005 Denver Plan, we made great strides in instructional reforms, focusing our efforts on increasing coherence, raising expectations, and supporting educators.

To increase coherence, we:

- Developed planning and pacing guides with and for principals and teachers based on state standards.
- Developed classroom “Look Fors” and Best Practice documents to develop shared understandings and expectations.
- Selected and provided common core curricula for literacy, mathematics, science, social studies and affective education.
- Aligned textbooks and instructional materials to state standards.
- Provided professional development for all common curricula.
- Developed benchmark assessments in mathematics, science, and language arts, and end-of-course assessments in the courses required for graduation.
- Overhauled school improvement planning and accreditation processes so that both are aligned with state and federal accountability initiatives and are more tightly focused on driving improvement in student achievement.
- Selected and supported common interventions in literacy, mathematics, and social-emotional development.
- Revised the Student Intervention Teams process to focus more on individualized data and placements.
- Developed and supported a district-wide approach to Response to Instruction and Intervention (RtI), including selecting and training site leaders at all schools.
- Selected, trained, and supported progress monitoring tools for literacy.

• Created and supported principal professional development in literacy and mathematics instruction and leadership.

To raise expectations, we:

• Instituted rigorous high school graduation requirements.
• Increased enrollment in Advanced Placement classes 66% over 6 years.
• Created and supported school-based data teams focused on student performance on formative and summative standards-based assessments.
• Developed and implemented standards-based progress reports and grading standards.
• Enhanced intervention services and additional supports for struggling students, including the Ninth Grade, Sixth Grade, and ELA Academies.
• Provided school administrators with an Administrator Portal to bring disparate student data and school management systems into one web-based access point.
• Provided parents access to real-time data about their children’s academic achievement, attendance, course schedule, and behavior incidents through the online tool Infinite Campus.
• Provided the “Encore” software system to ensure timely and appropriate IEP development for students with disabilities.
• Improved the quality of special education programming as measured by State Performance Plan indicators.
• Hired a gifted and talented director to develop professional development plans for Gifted and Talented teachers, including support for Advanced Learning Plans.
• Passed new Board Policy for discipline focused on the principles of restorative justice and keeping students in school.

To provide stronger support to DPS educators, we:

• Provided principals and teachers a single source of access to student performance data and teacher tools.
• Established a principal corps capable of serving as the district’s vanguard of reform.
• Invested heavily in training and professional networking for principals.
• Targeted recruiting and outreach to aspiring principals.
• Focused selection process on instructional leadership.
• Reorganized area offices into instructional networks and developed teams of instructional leaders to oversee our schools.
• Hired instructional facilitators to support instructional reforms at schools.
• Transitioned English Language Acquisition coursework for teachers to the University of Colorado at Denver.
• Transitioned from a district-focused professional development calendar to a school-focused professional development calendar that offers more job-embedded professional development.
This work is achieving results. DPS scores on state tests have improved in all content areas, and we narrowed the gap between DPS achievement and statewide achievement. We also have begun to narrow the achievement gaps that exist between different DPS student groups.

These accomplishments were achieved in large part because of the high degree of professional and community engagement. The 2005 Denver Plan itself was created by a team of more than 50 DPS educators. Work required by the plan, such as developing benchmark assessments or standards-based report cards, was accomplished by groups that included educators and community members. Thus, a deeper professional and community understanding of these important tools now exists and is part of our stronger foundation for going forward. This core principle of professional and community involvement will continue to guide our work in strengthening instructional reforms.

**Moving Forward: 2010-2013**

To fulfill the vision that all students achieve at grade level or higher and graduate from high school ready for college or career, we will pursue the following strategies.

**Strategy 1: Create conditions to ensure teacher effectiveness.** This will require us to develop a shared definition of effective teaching; do more to support teachers in becoming effective teachers; and develop principals to be effective leaders.

- **Develop a shared definition of effective teaching.** Anchored in a meaningful system of evaluation and feedback, we will develop a robust, measurable, and shared definition of effective teaching. Standards of effective teaching will include student achievement data and evaluated practice.

- **Select appropriate measures for assessing teacher effectiveness.** We will develop a Teacher Performance Framework (TPF) based on multiple measures, with student achievement in the center, to allow for meaningful differentiation of performance and to drive improvement and practice. Measurements will include principal observations and evaluations as well as peer assessments and student feedback designed to provide formative feedback.

- **Restructure and refocus our professional development to ensure alignment with the Teacher Performance Framework and the ability to meet individual teacher needs.** We will use the definition of effective teaching, as measured by the Teacher Performance Framework, to ensure that all professional development is based on student and teacher performance data and designed to support teachers in meeting expectations. We will provide targeted assistance to our highest needs schools and in our areas of most significant achievement gaps. The targeted assistance coaching will provide assistance on specific indicators of effective teaching and will support teachers through co-planning, co-teaching, modeling, and providing observation feedback in regularly scheduled coaching cycles.
• **Refocus professional development offerings on content knowledge and the best teaching approaches to support our diverse learning population.** The redesigned professional development will adhere to principles of adult learning; will support observable teacher behaviors and student outcomes; and will be regularly adjusted to ensure alignment to district achievement goals.

• **Transform the current teacher induction program to one based on moving all new educators to effectiveness.** The definition of effective teaching and corresponding TPF will inform a development continuum for novice teachers. To ensure novice teachers can meet the high expectations, new teachers will receive intensive, differentiated support early in the year with multiple opportunities for coaching and feedback from peers and administrators.

• **Design Teacher Leadership Institutes to leverage effectiveness.** Effective teachers will apply for this prestigious program of study which will be designed to provide opportunities for collaboration and for sharing and learning teacher leadership skills while informing district reform efforts. The Institutes will enable teachers to take on important leadership work within their buildings without giving up all teaching responsibilities.

• **Focus principal professional development.** We must continue to develop our principals as instructional leaders and leaders of complex organizations. We will focus professional development in critical areas, such as evaluating teachers, conducting feedback loops, coaching on Student Growth Objectives (the annual goals teachers set for student achievement in their classrooms), and recommending professional development to teachers.

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**Strategy 2: Ensure all students have access to rigorous standards-based curricula and assessments**

• **Review and revise our curricula, instructional practices, and assessments for alignment with the state’s forthcoming content standards.** We will utilize standards-based materials that are culturally reflective of our diverse population and infuse 21st century learning into all content areas, including problem solving and technology.

• **Increase the availability of Advanced Placement, International Baccalaureate, and Concurrent Enrollment programs.** We will offer more students advancement opportunities aligned to rigorous, internationally recognized standards. All high schools will create site plans to support increasing student involvement in these programs. We will allocate funds to support the purchase of textbooks for the expanded enrollment in these courses, and we will pursue funding to offset any costs for these programs, such as AP tests, Accuplacer exams, or concurrent enrollment fees.

• **Develop new district benchmark assessments.** Update our formative assessments and administer them with enough frequency to provide diagnostic information to guide instruction aligned to state standards. This will allow schools to better adjust their instruction and interventions at the individual student level to ensure that students have the supports they need to meet grade-level standards.
• Partner with a third-party research organization experienced in diagnosing and identifying best practices to support our English Language Learner (ELL) population. After reviewing the district approach to ELL instruction including the curriculum, resource allocation, and teacher effectiveness, we will adopt a district-wide strategic plan to improve service for students presently in ELL-identified programs, as well as students who have transitioned out of ELL programs. ELL support will focus on the needs of all language minority students, not only those identified as “in-program ELLs.”

• Identify Gifted and Talented students using instruments developed for diverse populations and develop Advanced Learning Plans (ALPs) for all students identified as Gifted and Talented. We will revise the GT identification process to ensure equity for our diverse population. ALPs will be developed for all GT students and will contain student goals and will provide teaching plans to support rigorous individualized instruction for advanced learners.

Strategy 3: Provide coordinated and comprehensive system support for the whole child

• Implement the Response to Instruction and Intervention (RtI) approach to ensure that our programs and services meet individual students' learning needs. RtI emphasizes the need to have highly qualified teachers with deep content knowledge and the skills to individualize their instruction to meet the needs of diverse learners in their classrooms. We will use RtI as an aligning framework to ensure that all students have access to high-quality teaching; to monitor their progress and intervene when the rate of progress is too slow; to serve students in smaller and more intensive settings with additional support staff as their needs become more intensive and our responses more specialized; and to refer students to the Student Intervention Team. This team will consider the cultural, linguistic, academic, and behavioral needs of the referred student. Next, the team will decide what instructional interventions will meet the needs, monitor student progress, and readjust instruction based on data. Finally, for the few students who are unable to succeed without specialized instruction because of an educational disability, a referral for a special education eligibility determination may be made. The Teacher and Administrator portals will support educators as they monitor individual student progress.

• Expand and strengthen our early childhood and full-day kindergarten programs. Special attention will be given to providing a head-start to students so that we can provide an aligned educational program from pre-kindergarten to post-secondary success. Access to quality early childhood education (ECE) lays the foundation for future school success and helps to level the playing field for the 9,000 children who now benefit from full day ECE and kindergarten. We will increase opportunity for students with disabilities to be included in preschool programs with their non-disabled peers. Additionally, we will increase inclusive opportunities during the course of the school day for students with disabilities in center-based kindergarten programs to participate with their non-disabled peers.

• Implement the recently adopted discipline policy throughout the district to maximize student time in class. We will utilize developmentally appropriate disciplinary techniques that emphasize a
restorative rather than a punitive approach. We will also aim to keep students in class and learning, limiting the amount of time spent outside of class for disciplinary reasons.

- **Monitor early warning signs to ensure all students are on track to graduate.** We will create an early warning system that monitors attendance, grades, and behavior. The warning system will also give schools the information they need to intervene so that students stay in school and have access to credit recovery so that they are on track to graduate.\(^9\),\(^10\)

- **Support students identified as at-risk of dropping out of school.** We will replicate effective strategies across the district with particular emphasis on attendance and credit recovery. These strategies will include pro-active support systems, such as the Attendance Tool Kit to monitor and intervene when absences are a concern; and a district-wide software system with courses for credit recovery to streamline efforts and economize expenses. Furthermore, additional teachers and support personnel will provide credit recovery services to students who are not "on track" to graduate. We will also use Positive Behavior Support programs, which establish school-wide expectations for positive student behavior. We will provide resources for a uniform set of interventions available to all schools to address our students’ diverse social-emotional challenges, including functional behavior assessments and behavior intervention plans as well as Restorative Justice and Truancy Mediation projects.\(^11\)

- **Establish alternative schools and programs focused on students who have not experienced success in traditional high school settings.** These programs will be modeled after local and national sites of excellence. Smaller alternative school settings as well as schools using competency-based courses, which award credit from standards-based performance rather than through traditional semester and year-long courses, will support alternative education students, providing multiple pathways to graduation. We will use reengagement centers, career academies, competency-based diplomas, online course work, and credit recovery in this plan, including:
  1. Creating 4-6 schools targeted at students ages 15-17 who are currently disengaged from traditional schools. First school to be opened in Fall 2010;
  2. Partnering with providers such as Aims Community College to offer a competency-based diploma for students who are over age and under credit; and
  3. Creating a GED Plus program that allows students who are focused on acquiring a GED to go beyond to college and career programs.

- **Complete and adopt the DPS Health Agenda 2015.** We will implement a cohesive and prioritized set of overall health objectives intended to improve student health and readiness to learn. The health agenda will address eight components of coordinated school health: nutrition, physical activity, direct

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Strategy 4: Implement a continuous improvement process

- **Utilize the approach to create the conditions for large scale improvement in student achievement across all schools.** The Instructional Rounds process is “an explicit practice that is designed to bring discussions of instruction directly into the process of school improvement.” Instructional Rounds teams will:
  - **Describe** what they observe in class.
  - **Analyze** patterns that emerge.
  - **Predict** the kind of learning they might expect from the teaching they observed.
  - **Recommend** the next level of work that could help the school better achieve their desired goal.

- **Evaluate the effectiveness of district education programs, including curricula, professional development, and school design structures.** The evaluation process will include an assessment of the planning, implementation and sustainability of the initiative; most importantly the effect of the initiative on driving student achievement. The results of the evaluations will inform future decision making.

- **Use student achievement data aligned to grade level, standards-based curriculum from the Teacher Portal and Administrator Portal to inform and adjust instructional practice.** Teachers will use the Teacher Portal and principals will use the Administrator Portal, one-stop software systems that provide access to all student data, including demographic and assessment data, as well as standards-aligned curriculum and resources for all core content classes. The Teacher Portal will eliminate the need to consult disparate systems for data and teaching tools, reducing the time needed to access data and reporting which will in turn, provide teachers the information they need and the time to plan for instruction based on these reports of student progress.

- **Turnaround Schools.** Chronically low performing schools require immediate and dramatic interventions to improve teaching and learning. We will identify low performing schools and diagnose the gaps in the delivery of quality educational services. Ensuring this quality requires targeted and differentiated interventions converging in sustainable transformation. We will utilize the School Performance Framework to identify our lowest performing schools in need of intervention. We will apply a thorough diagnostic process to include the analysis of data, staff capacity, resource alignment, and community needs to each low-performing school. We will then target the necessary interventions for each school based on the SPF and the qualitative diagnostic.

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12 Centers for Disease Control & Prevention, Division of Adolescent & School Health, “Healthy Kids Learn Better: A Coordinated School Health Approach- Local Implementation Tool Kit.”


14 City, Elmore, Fiarmain, & Teitel
Office of Parent Engagement

Deepen and strengthen parent, student and family engagement, classroom by classroom and school by school.

BOE Belief Statement

_We believe that parents and the community are essential partners in the effort to improve student achievement and that it is our responsibility to engage them in that process._
Office of Parent Engagement

Goal I: Respond to all calls/inquiries/concerns received by the Office of Parent Engagement within 24 hours. Share quarterly reports generated from the district’s HEAT system with the Chief Academic Officer, Instructional Superintendents and Board of Education Members.
HEAT

Listen, assess, identify trends and take appropriate action

- In addition to the 268 HEAT concerns from August to December 4th, the Office of Parent Engagement received 646 telephone inquiries and 104 walk-ins.

- The majority of walk-ins come in for student records or to address a parent concern.
# Customer Service Calls/Walk-Ins
August 17-December 8, 2009

<table>
<thead>
<tr>
<th>Issue</th>
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<tbody>
<tr>
<td>Alternative/Charter Schools</td>
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<tr>
<td>Automated Messages</td>
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<td>Discipline</td>
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<tr>
<td>Early Childhood Education</td>
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<td>Food Service</td>
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<td>General Inquiries</td>
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<td>Gifted &amp; Talented</td>
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<td>Human Resources</td>
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<td>Parent Family Liaisons</td>
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<td>Safety &amp; Security</td>
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<tr>
<td>School Boundaries</td>
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<td>School Calendar</td>
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<td>School of Choice</td>
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<td>School Registration</td>
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<td>Spanish Speakers</td>
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<td>Special Education</td>
<td>19</td>
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<tr>
<td>Student Records</td>
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<td><strong>Call Totals</strong></td>
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<tr>
<td>Walk-ins</td>
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<td><strong>Calls/Walk-in Totals</strong></td>
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</table>
The most common parent concerns this semester were:

- Bullying and Discipline
- Communication
- Registration
- Other
To address the issues of bullying, discipline and communication, the Office of Parent Engagement worked cooperatively with DPS departments such as Prevention and Intervention and Safe and Drug Free Schools to develop workshops for families on the DPS Discipline Policy, Positive Behavior Support and Effective Communication. In addition we offered the following workshops at the 3rd Annual Parent Leadership Institute on November 7th:

- Discipline and Restorative Justice
- Positive Parenting Using PBS
- Dealing with Adults in a Positive Way: Even in a Stressful
- Parenting Through “Love and Logic”
Listen, assess, identify trends and take appropriate action

Registration Concerns:

- A prominent system issue was identified in the department of Early Childhood Education. Early Childhood Education staff has begun implementing process improvements.
TRANSPORTATION SERVICES
Organization

- 2009-10 Operating Budget - $19,476,523  Staff – 585

- Operations –
  - Two Terminals – Hilltop and Northeast
    - 100 FT/271 hourly drivers –
      - Represented by Amalgamated Transit Union 1563
    - 120 hourly paraprofessionals –
      - Represented by Denver Federation of Paraprofessionals

- Routing
  - Radio dispatch
  - Athletics and Activities

- Safety & Training

- Fleet Maintenance
  - 47 maintenance personnel represented by ATU 1563
*Policies / **Legal Requirements

- 29,161 ALL eligible riders (21,215 actual) 10/01/09
- *Walk Distances K-12 (20,599 eligible; 14,807 actual)
  - Elementary – 1 mile
  - Middle school – 2.5 miles
  - High school – 3.5 miles (RTD passes)
- *Magnet Schools (6,638 eligible; 4,561 actual)
  - True magnet - exclusive school offering (3336 eligible, 2545 actual)
- **Special Education (4,242 eligible; 2,906 actual)
- */**ELL / Newcomers
  - ELA S students are served in center schools and require transportation based on walk distance criteria. Newcomers are placed in one of three locations –Place Bridge Academy, Merrill middle school and South high school.
- ECE - 5,552 district wide
  - 355 on buses – **201 are special education eligible
- **NCLB Choice (1,326 eligible; 1,259 actual)
  - Students who exercise this right generally ride the bus
- *Hazard Zones
  - Several areas identified as hazard no longer apply, a review is warranted
0910 Department Goals

- Improve our delivery of service to achieve excellent customer service
  - Maintain on-time delivery of 99.5% or higher. Continue to improve scheduling to obtain/maintain a 3-5 day window to arrange transportation for students on buses.

- Student safety - improve overall performance through a proactive approach to address behavior, train staff to successfully work with students to create a positive safe bus environment. (Key Initiative)
  - Recruit and retain quality professional employees. Focused defensive driving initiative in efforts to reduce preventable accidents. New implementation of transportation positive behavior program (PBS) to create a positive safe bus environment.

- Reduce department expenditures by 5% to effectively manage department budget
  - Utilize new routing/GPS system for route efficiencies / measured by monthly metrics (Key initiative)
Challenges

- Service – managing resources versus increasing demand
  - Bell times *(school schedules)* - managing school specific request while maintaining fiscal responsibility – directly impacts number of segments per bus (changing hours, length of school day, school year and use of school days)
  - Magnets – time/distance – district wide programs may cause lengthy rides, early pick up times, and late drop off times.
  - New schools - arranging new service within existing resources
  - Athletics – as new schools open creates more demand on limited resources. Creates order of priority for CHSAA and middle school events.
  - Choice – transportation is not provided
  - ECE – Students are not eligible for transportation. As the program increases there is more demand to provide bus service. Requires student secured seating which adds 10K (integrated seats) per new bus purchase while reducing capacity by 1/3. Existing buses – for every 1-2 ECE students capacity is reduced by 4. May require a paraprofessional.

- Work Force – hiring and retaining employees
  - Benefits and wages
Overall Principal Satisfaction with Transportation Department – April 2009

Significant improvement from previous year of 75% to 87%

* Question asked: I am satisfied with the performance of the Transportation department.
Bus Utilization

Data Summary:
Utilizing buses more efficiently

Pending Improvement Plans:
Analyze and integrate GPS information with new routing software. Result continue to improve efficiencies reducing the number of buses required to provide service.

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<tr>
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<th>SY 0708</th>
<th>SY 0809</th>
<th>SY 0910</th>
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<tbody>
<tr>
<td>Buses on Route</td>
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<td>337</td>
<td>328</td>
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<tr>
<td>Segments</td>
<td>1192</td>
<td>1228</td>
<td>1266</td>
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Increase Efficiencies
Planned is the number of students assigned to a bus based on eligibility. Capacity utilization is based on the number of seats per bus. Target is 60% of capacity.

Data reflects actual verses eligible. Special education cost are significantly higher due to low ridership and program location.
In all areas we continue to decrease the cost per student with better utilization and optimization of routes and resources. Working closely with Student Services to mainstream students with disabilities (LRE) and identifying program locations.

- Evaluating eligible versus actual riders to improve capacity / decrease cost per student
- Evaluating services provided for students with disabilities emphasize Least Restrictive Environment
**Time To Provide Bus Service**

*Calculation: Students Less 5 Days/Total Students  
Target: 100%  Status: 59%*

### Sept 2008

<table>
<thead>
<tr>
<th># Students</th>
<th>ECE</th>
<th>K thru 5</th>
<th>6 thru 8</th>
<th>HS</th>
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</thead>
<tbody>
<tr>
<td>&gt; 13 Workdays</td>
<td>7</td>
<td>23</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>9 to 12 Workdays</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6 To 8 Workdays</td>
<td>4</td>
<td>13</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>&lt; 5 Workdays</td>
<td>11</td>
<td>16</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>% Of Target</td>
<td>48%</td>
<td>29%</td>
<td>0%</td>
<td>41%</td>
</tr>
</tbody>
</table>

### Sept 2009

<table>
<thead>
<tr>
<th># Students</th>
<th>ECE</th>
<th>K thru 5</th>
<th>6 thru 8</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 13 Workdays</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>9 to 12 Workdays</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6 To 8 Workdays</td>
<td>5</td>
<td>16</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>&lt; 5 Workdays</td>
<td>16</td>
<td>37</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>% Of Target</td>
<td>53%</td>
<td>62%</td>
<td>55%</td>
<td>63%</td>
</tr>
<tr>
<td>% of Target Avg To Date</td>
<td>74%</td>
<td>80%</td>
<td>77%</td>
<td>80%</td>
</tr>
</tbody>
</table>

- **Major improvement from 2008 in getting students on a bus sooner – driven by improved data, process changes, technology enhancement and organizational focus on service improvement.**

- **Challenge – inaccurate IC information and multiple data entry points such as SpEd, ELL, Choice and programs can cause delays.**

- Sept 08 - Delays due to averaging 49 changes per day along with bad Information and AM/PM Kindergarten Swap.
Data Summary: Late buses are defined as 10 minutes or more late from their scheduled arrival to school.

Significant Events: New software caused some timing issues at the start of school. Traffic, weather, missed routes, mechanical breakdowns would be possible reasons for late arrivals.

Pending Improvement Plans (est. complete date): Continuous Improvement
List significant events here:

- # of special education segments equals general education. Number of sped students on buses relative to general education students and program location drives cost.

Identify improvement initiatives here:

- Increase number of segments per bus
- Align bell times to double tier bus routes
Data Summary:
Average Monthly Fleet maintenance repair costs and fuel costs FY09-10 versus total average for FY08-09

Significant Events:
DPS diesel fuel 100% locked for CY 09. July cost spike due to fewer miles being run while fleet maintenance operations continue.

Pending Improvement Plans (est. complete date):
Focus on “in-house” repairs verses “out-sourcing” expected savings of $300K. Repair time standards being developed and incorporated into performance appraisal June 2010.

<table>
<thead>
<tr>
<th>FY</th>
<th>Monthly 09-10</th>
<th>FY 08-09</th>
<th>5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>09-10</td>
<td>July</td>
<td>$1.46</td>
<td>$1.78</td>
</tr>
<tr>
<td>09-10</td>
<td>Aug</td>
<td>$1.06</td>
<td>$1.78</td>
</tr>
<tr>
<td>09-10</td>
<td>Sept</td>
<td>$1.01</td>
<td>$1.78</td>
</tr>
<tr>
<td>09-10</td>
<td>Oct</td>
<td>$0.92</td>
<td>$1.78</td>
</tr>
</tbody>
</table>
Data Summary: New target zone for tracking accident rates.

Significant Events:
Recent spike in preventable accidents is concerning. Note: all preventable accidents regardless of cost are included in this report.

Pending Improvement Plans (est. complete date):
Identify cause and commonalities provide retraining. Data has identified staff with < than 5 yrs experience are more at risk for accidents. Provide additional training and awareness in target areas such as mirror usage.

<table>
<thead>
<tr>
<th></th>
<th>SY 07/08</th>
<th>SY 08/09</th>
<th>SY 09/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preventable Accidents per 100K Miles</td>
<td>2.39</td>
<td>2.25</td>
<td>2.56</td>
</tr>
<tr>
<td>Target Zone U</td>
<td>2.65</td>
<td>2.65</td>
<td>2.65</td>
</tr>
<tr>
<td>Target Zone L</td>
<td>2.15</td>
<td>2.15</td>
<td>2.15</td>
</tr>
</tbody>
</table>
Colorado’s Race to the Top Process

Overview of the Opportunity
The U.S. Department of Education is inviting states to compete for a portion of $4 billion through the Race to the Top (RTT) competition. RTT will grant stimulus funds to states that develop comprehensive reform strategies across four education reform areas to improve student achievement outcomes. The reform areas are: standards and assessments, data systems to support instruction, great teachers and leaders, and turning around struggling schools. RTT could provide up to $175 million to invest in educational reform in Colorado over a 2-to-4 year period.

Leadership
RTT is an opportunity for Colorado to build on its strengths and develop a high-quality systemic plan for improving the educational system from early childhood through post-secondary education and into the workforce. Governor Bill Ritter asked Lieutenant Governor Barbara O’Brien to spearhead the effort to put together the proposal for Race to the Top funds. With the Lieutenant Governor’s leadership, representatives from the Colorado Department of Education (CDE), the Department of Higher Education, and the Governor’s Office serve as the Executive Committee that will ultimately recommend the final proposal to the Governor for his approval.

Process
The Committees: Colorado is committed to an open process in the development of its proposal for RTT funds. The final proposal will be bold, explicitly laying out a plan for the future that will be developed and implemented with stakeholders from around the state. To that end, four committees, one for each reform area, were formed and are meeting regularly this fall. These committees are open to the public. In addition, members from the STEM (science, technology, engineering and math) community and the early childhood community are collaborating across all four committees to ensure their integration throughout the proposal. These committees will submit recommendations of what should be in the proposal. A Steering Committee consisting of co-chairs and staff from each of the four committees meet weekly with the Lieutenant Governor and staff from CDE and the Governor’s Office to clarify the vision, address questions, ensure cohesion across areas and consider next steps. The Center for Education Policy Analysis (CEPA) at University of Colorado Denver provides staff and research support to the Steering Committee.

The Writing Process: Given the draft guidelines of the RTT, it is clear that certain criteria must be met for states to be awarded a RTT grant. A Writing Committee, consisting of representatives from CDE, the Governor and Lieutenant Governor’s offices, and CEPA meet weekly to examine those requirements and Colorado’s current conditions; provide information and ideas to the Steering Committee to use in their meetings; incorporate recommendations; and consolidate the ideas into drafts for review by the public committees and, ultimately, the Executive Committee. The Writing Committee takes in multiple sources of recommendations and ensures the proposal explicitly identifies a clear, comprehensive and cohesive plan to move Colorado’s educational system forward.

Outreach: The Race to the Top proposal will be a statewide plan for reform. Its success will depend on strong relationships and partnerships. The Outreach Committee seeks to ensure a broad representation of stakeholders statewide are aware of and engaged in the process of developing and implementing the proposal. Members of CDE and the Governor and Lieutenant Governor’s offices serve on this committee.

Budget: To determine the financial implications of Colorado’s RTT proposal, the Budget Committee will examine potential costs and recommend specific dollar amounts attached to each aspect of the plan.

Additional Information

Contacts: Tyler Lyons tyler.lyons@state.co.us (Lieutenant Governor Barbara O’Brien’s office); Liz Aybar liz.aybar@state.co.us (Governor Bill Ritter’s office); Nina Lopez Lopez_N@cde.state.co.us (Colorado Department of Education)

12/10/2009
“Race to the Top” Public Input Process

*Over 650 people statewide signed up to participate in the public input process over a four month period. 4% participated online from remote locations across the state. Collaborative efforts with teachers, unions, students and administrators took place at every level.

**Great Teachers and Leaders**

- **Co-chairs**
  - George Sparks – Denver Museum of Nature and Science
  - Nina Lopez – Colorado Dept. of Education
- **Staff**
  - Janet Lopez – University of Colorado Denver
- **Legislators**

**Longitudinal Data Systems**

- **Co-chairs**
  - Annette Quintana – Istonish Inc.
  - Rich Wenning – Colorado Dept. of Education
- **Staff**
  - Liz Aybar – Governor’s Office
- **Legislators**

**Standards & Assessments**

- **Co-chairs**
  - Michael Hancock – Denver City Councilman
  - Jo O’Brien – Colorado Dept. of Education
- **Staff**
  - Rob Kellogg – Colorado Education Association
- **Legislators**

**Low Performing Schools**

- **Co-chairs**
  - Monte Moses – Former Superintendent of Cherry Creek Public Schools
  - Jesus Salazar – Credera
  - Jeannette Cornier – Colorado Dept. of Education
- **Staff**
  - Stacey Lestina – Salazar & Associates
- **Legislators**
Colorado's Education Reform Agenda and the Race to the Top Policy Framework

Assurance: College and Career Ready Standards and Assessments

- **SB 08-212 Colorado Achievement Plans for Kids (CAP4K) (The Colorado Preschool to Postsecondary Education Alignment Act of 2008)** (Romer and Penny, Witwer and Scanlan) This bill, for the first time in the state’s history, expands and connects instructional standards and assessments from preschool into college, charges SBE & CCHE to make conforming adjustments to PK-12 and postsecondary education policies.

- **HB 09-1319 Concurrent Enrollment in Public High Schools** (Merrifield and Massey; Williams) This historic bill repeals all existing concurrent enrollment laws and replaces them with the Concurrent Enrollment Programs Act, a single, comprehensive law designed to reach both traditional and non-traditional users of concurrent enrollment policies. The bill also creates the Accelerating Students Through Concurrent Enrollment program (ASCENT), the nation’s first state-level five-year dual degree program, which begins in FY 2010-11.

- **SB 09-285 Career and Technical Education in Concurrent Enrollment** (Heath, Massey and Middleton) SB 285, recommended by the Joint Select Committee on Job Creation and Economic Growth, complements HB 1319 by specifically authorizing the inclusion of Career and Technical Education (CTE) courses and programs in the state’s concurrent enrollment law.

Assurance: Longitudinal Data Systems

- **HB 1065 Educator Identifier Pilot Program** (Benefield, Spence) This bill develops the state’s first system to assign unique identifiers for all educators, which can be used to match teachers with student outcomes. Information gathered by the system will be used to study the “teacher gap,” to evaluate teacher training and development programs, to study teacher mobility and retention issues, and to recognize and reward individual teachers.

- **HB 1285 Creation of Data Advisory Board** (Benefield, King) This bill creates the state’s first Government Data Advisory Board and a 15-member Education Data Subcommittee to implement the state’s interdepartmental data sharing protocol and improve data sharing practices between and among state departments, school districts, postsecondary institutions, non-profit organizations, and professional researchers.

- **HB 08-1364** (Benefield, Windels) This bill authorized the state’s executive branch departments to share unit-level records and charged the Office of Information Technology (OIT) with creating a state-level interdepartmental data sharing protocol. The bill also charged the state with assigning “state assigned student id’s” (SASIDs) to students enrolled in publicly funded preschool programs.

Assurance: Teacher Quality

- **SB 09-160 Streamlining and Aligning Alternative Teacher and Teacher in Residence Programs** (Hudak, Todd) Following specific recommendations from the P-20 Council, SB 160 aligns existing alternative teacher preparation laws into one comprehensive law. The bill also requires the State Board of Education to establish common program quality
requirements and minimum coursework standards for both alternative and traditional teacher programs and eliminates unnecessary barriers to entry for career changers.

- **HB 08-1388: School Finance Act** (Pommer, Windels) Among other things, created a $1 million teacher alternative compensation grant program, a P-20 Council recommendation.

**Assurance: Turnaround Plans for Chronically Low-performing Schools**

- **SB 09-163 Education Accountability System** (Hudak and King, Middleton and Massey) A priority bill of the Colorado Department of Education (CDE), SB 163 synchronizes all existing accreditation and accountability processes into a single act. The new system of accreditation and accountability create new performance indicators, performance plans, governance, and web-based reporting that are aligned with the Colorado growth model (longitudinal growth data). The bill also creates two new school awards programs.

- **HB 09-1243 Measures to Raise the Graduation Rate in Colorado’s Public High Schools** (Middleton, Bacon) This bill creates the state’s first Office of Dropout Prevention and Student Re-engagement in the Colorado Department of Education (CDE).

- **SB 09-256 School Finance Act** (Romer and Bacon, Pommer and Scanlan) This year’s School Finance Act creates the state’s first financial incentive program for high performing schools with large numbers of at-risk and lower income students and establishes the foundation for the development of a residential math and science academy for low income students.

- **SB 08-130: Innovation Schools Act of 2008** (Groff & Spence, Witwer & T. Carroll) Creates statutory mechanism whereby schools or groups of schools can petition local school boards for increased administrative and instructional flexibility, including expediting the receipt of waivers from certain administrative and personnel laws, and establishes added policies for the review of “innovative” school performance.

- **HB 08-1370: Colorado Counselor Corps** (Middleton, Bacon) Creates $5 million Colorado Counselor Corps grant program that resulted in the placement of more than 70 new secondary level school counselors in high-need schools.
PROPOSED RACE TO THE TOP AGENDA

Vision

Every student in Colorado receives an education that allows and inspires them to achieve their dreams, that allows Colorado to benefit from a wealth of human talent and become a leader in the global economy, and that inspires pride and commitment in those who work in and are served by public education.

Goals

1. All children enter kindergarten with the skills and competencies they need to be successful learners.
2. All students exit public secondary education in Colorado prepared for successful post-secondary education and workplace experiences and for full participation in their communities and the world.
3. The current and future workforce needs of Colorado’s economy are anticipated and served by the public education system.
4. Colorado’s education system and processes are efficient, effective, responsive, entrepreneurial, and high-performing.

Operating Principles

- Our decisions are driven by our relentless focus on students and their success; everything that we do is in service of improving student outcomes.
- It is our collective responsibility to ensure that all children, regardless of background or location, have access to high-quality education choices and are supported in achieving their dreams.
- Collaboration among all education stakeholders inside and outside of schools is an essential means to achieving our goals and results in a sustainable education system that does not depend on politics, one-time funding, or other temporary conditions.
- To build an effective system, we must not only create and sustain excellence in the components of the system but also build linkages and relationships among the components.
- Funding and performance Incentives within the system are aligned to achieve our goals.
- Our goals can only be achieved if individual components, organizations, and the system as a whole are designed for continuous improvement.
- We conduct our work in an open and transparent way to foster awareness, engagement, and support for innovative and difficult reforms.

Strategic Priorities for the Race to the Top Plan

- Building an education system for a new generation of learners
- Developing and cultivating effective teachers and leaders through capacity-building and performance management
- Holding rigorous expectations, facilitating innovative means
- Building and managing knowledge to exponentially increase student achievement
- Using technology and partnerships to enable access to learning opportunities
- Embedding continuous improvement values and practices across the culture
PRESENTATION: Kunsmiller Creative Arts Academy Dance Performance

OPENING OF MEETING – 5:00 p.m.
   Call to Order
   Pledge of Allegiance
   Roll Call

BOARD MEMBER REPORTS
   Student Board Presentation
   Recognition of Justin Darnell for receiving the 2010 Colorado Teacher of the Year Award
   Recognition of Top 20 Teachers Who Met Exceed Expectations Element in ProComp

SUPERINTENDENT’S REPORTS
   Budget Update
   District Goals Update

CONSENT AGENDA*
   Board of Education
   Minutes of November 19, 2009
   Minutes of Special Meeting November 30, 2009
   Minutes of Special Meeting re Election November 30, 2009

* Items scheduled for action at this meeting are noted in italics
** Items for information only
Gift Report

Motion to Appoint Ex Officio Member to the Public Employees’ Retirement System - The Board of Education will take action to appoint an Ex Officio Member from the Denver Public Schools Division to the Public Employees’ Retirement System (“PERA”), pursuant to C.R.S. 24-51-203, for the term starting January 1, 2010 through June 30, 2012.

Office of School Reform and Innovation

Motion to Approve West Denver Prep IV Charter School Facility Location and Boundary – The Board of Education will be asked to approve the facility location and boundary for West Denver Prep IV Charter School.

Motion to Approve Amendment to the West Denver Prep IV Charter School Contract to Reflect Facility Location and Boundary – The Board of Education will be asked to approve the Amendment to the WDP IV Contract regarding the facility location and boundary.

Motion to Approve Girls Athletic Leadership School Contract – The Board of Education will be asked to approve the charter school contract for GALS charter school.

Finance & Audit Committee

Motion to Approve Contract Between Denver Public Schools and Namaste Partners – The Board of Education will be asked to approve the contract for solar panels with Namaste Partners.

Chief Operating Officer

Budget and Finance

Resolution Authorizing Signatures for Banking Transactions- The Board of Education will be asked to approve this resolution to address staffing changes effective January 8, 2010.

Human Resources

Motion to Approve the Personnel Transaction Report – The Board of Education will be asked to approve the Personnel Transaction Report for December, 2009, which contains information regarding employee activity such as appointments, resignations, and transfers.

OLD BUSINESS
NEW BUSINESS**

*Chief Academic Officer*
Student Services

**Expelled Students Reports** - The Board of Education will review a report on the students who have been expelled during the past month.

ADJOURNMENT

PUBLIC COMMENT – 6:00 – 7:30 p.m.