DAC
Turnaround Context

October 27, 2015
TIMELINE/OVERVIEW:

Turnaround 1.0 (2009-2011)

2009 2010 2011

Turnaround 2.0 (2011-2013)

2012 2013

Turnaround 3.0 (2013-14)

2014 2015

Turnaround 4.0 (2014-15 – present)
TIMELINE/OVERVIEW:

- **TIG : Ashley, Bruce Randolph MS, Castro, Cheltenham, Fairview**
- **Additional Transformation network**
- **Tiered Supports Framework (Supports for Intensive & Strategic Schools)**

**Turnaround 1.0 (2009-2011)**

- First Federal TIG Grants: Greenlee, Gilpin, Lake, North, Rachel B. Noel, Montbello
- FNE Community Process – regional turnaround

**Turnaround 2.0 (2011-2013)**

- TIG : Trevista, CMS, DCIS Ford, West, Smith
- New support & governance structure for Turnarounds: DSSN & WDN

**Turnaround 3.0 (2013-14)**

- TIG - application phase
- Year 0 Redesigns Strategy
- Embedding Turnaround support in higher performing networks

**Turnaround 4.0 (2014-15 – present)**
Turnaround Strategies expanding to District Strategies

• Math Fellows: Small group tutoring in Math
  – Now piloting with Literacy
• Relay - foundational training for Principals and IS
• Achievement Network partnership
• Expanded Learning Opportunities
• School Performance Monitoring practices
Lessons Learned from DPS Turnarounds

• **Lesson Learned #1**
  – School Improvement Planning Matters

• **Lesson Learned #2:**
  – Hire effective school turnaround leaders and teachers

• **Lesson Learned #3**
  – Ensure Quality Instruction

• **Lesson Learned #4:**
  – Strengthen Community Engagement and ensure wrap-around Supports for students and parents

• **Lesson Learned #5**
  – District Supports Should be aligned to Turnaround timeline and needs
Improvement Strategies

• Strengthen support for planning: Year 0 Planning year, provide turnaround-specific planning support

• Priority hiring and staffing: Recruiting & Retention strategies, Turnaround Preparation & pipeline, additional leadership support roles

• Increase quality of instruction through professional development, partnership with ANET, expanded time for school staff

• Progress Monitoring of improvement strategies: increased inspections, early and consistent monitoring and proactive interventions

• Additional mental health support and expansion of wrap around supports such as City Year partnerships

• Expanded Community Engagement grounded in social justice, optimize use of Community Partners in serving the school community

• Implement consistent expectations and priority service level agreements for support of turnaround schools from district departments (HR, Transportation, Food Services, DoTS, Communications, Academics, etc)