School Turnaround in Denver Public Schools

OVERVIEW

Denver Public Schools (DPS) uses a comprehensive, data-driven approach to school turnaround that was initiated in 2005 and updated in 2009. DPS's goal of continuous improvement in all Denver Public Schools is built around a portfolio strategy, where schools have different types of management and flexibility based on relative performance indicators. Explains Chief Officer of Innovation and Reform Alyssa Whitehead-Bust, "We are systematically looking at schools and

DISTRICT BACKGROUND 2010-11:	
Enrollment	79,000 students
$/Pupil	$10,250 per pupil
% Free & Reduced Lunch	73%
% Special Education	12%
%English Language Learners	31%
Year Turnaround Program Initiated	2005, updated 2009
# of Turnaround Schools	
• Elementary	5
• K-8	1
• Middle	2
• 6-12	2
• High	4
Total	14

deciding whether to turnaround, replace, phase out, or close down. Next, we determine which schools should be district-run Innovation—a district-run school with much more flexibility in programming and staffing—or charter. This approach provides a hybrid of flexibilities that will provide us new models for improving,"[1] and create high-quality options for all students within DPS's choice system.

School plans are developed in conjunction with two regional support networks that facilitate planning, implementation, evaluation, and support for dramatically improving turnaround schools in a short period of time. The DPS's turnaround strategy is largely funded through a Tiered Intervention Grant, which draws nearly $15 million over three years from a federal School Improvement Grant (SIG) for its nine lowest-performing schools with a total of 14 turnaround schools slated for 2012-2013. Additional turnaround funding is available through DPS's general fund and $4 million in philanthropic funds.

DPS enrolls approximately 80,000 students in preschool through 12th grade. Seventy-three percent of these students qualify for free and reduced-price lunch, with 31 percent English language learners.[2] With the goal of "better educational outcomes for the most vulnerable students"[3] DPS's turnaround process targets its neediest schools based on assessment using a School Performance Framework, and then engages community stakeholders in defining the right research-based approach, interventions, and instructional model for each school. For some of the turnaround schools, granting Innovation status removes some of the state, local, and union restrictions to turnaround, allowing more flexibility around curriculum, personnel, and the length of the school day. Two school networks, district turnaround staff, and several partners monitor progress with frequent student- and school-performance data, make adjustments in real time, and provide an array of support strategies, depending on the capacity and needs of each school. Throughout the improvement

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[1] Alyssa Whitehead-Bust, chief of Innovation and Reform, Denver Public Schools, Panel: *Overview of Different Turnaround Philosophies and Implications for District Approaches*, ERS Turnaround Summit, October 2011.
[2] Denver Public Schools website, *Facts and Figures*, http://communications.dpsk12.org/newsroom/facts-and-figures/about-denver-public-schools/
[3] DPS Office of School Turnaround, *Continuous Improvement in Denver Public Schools: Success Takes Courage and Commitment*. http://turnaround.dpsk12.org.

process, DPS strives to expand teaching and leadership capacity and to extend successes across the system for sustainable improvement.

TURNAROUND PROGRAM RESULTS TO DATE

This year for the first time, DPS has 50 percent of its schools meeting or exceeding expectations on the state-wide performance assessments. "I attribute this to our systematically looking at schools and deciding whether to turnaround, replace, phase out, or close down," remarked Alyssa Whitehead-Bust.[4] In terms of DPS's turnaround schools, eight schools are in their second year of turnaround, with one still in the "red" category and the other seven on the brink of meeting/exceeding expectations. In addition, three of the four schools in DPS's initial turnaround cohort have shown improvement in the median growth percentile in reading, writing, and math.[5]

School	Reading MGP		Writing MGP		Math MGP		SUM MGP	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Gilpin	52	44 ↓	50	52 ↑	51	66 ↑	153	162 ↑
Greenlee		36		46		39		121
Lake International		35		45		60.5		140.5
North	46	54 ↑	45	49 ↑	50	51 ↑	141	154 ↑
Rachel B. Noel	52	44 ↓	46	49 ↑	45	34 ↓	143	127 ↓
Montbello	49	50 ↑	45	50 ↑	53	57 ↑	147	157 ↑

DISTRICT PHILOSOPHY ON SCHOOL TURNAROUND

Theory of Action. Denver Public Schools' improvement approach centers on an accountability system in which "district, school, and individuals are held responsible for results through rewards, interventions, and consequences."[6] DPS has developed the School Performance Framework (SPF), a spotlight tool to continually measure progress against clearly defined standards of improvement that include status and growth in student achievement and post-secondary readiness, as well as parent and student satisfaction and engagement. (See Appendix A for an SPF Overview).

The SPF feeds into a system of incentives and interventions that provide recognition of success, appropriate support, and clear expectations for schools. "Incentives… drive and reward accomplishment of district goals, while interventions for struggling schools may include allocation of additional resources, personnel changes, or school closures."[7] This creates a tiered guide for action by which DPS can differentiate its support to each school based on school capacity and needs. Schools receive one the following ratings: Distinguished, Meets Expectations, Accredited on Watch, Accredited on Priority Watch, and Accredited on Probation (which are considered for turnaround strategies.) DPS likens this to "a district-wide Response to Intervention for schools based on where each school falls within its School Performance Framework."[8] For example, a school earning "Distinguished" on the SPF may have autonomy over school planning, curriculum, and assessment while school leaders and teachers earn growth-based compensation bonuses. Schools on probation, however,

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[4] Alyssa Whitehead-Bust, DPS chief of Innovation & Reform, ERS Turnaround Summit Panel, October 2011.
[5] Presentation to U.S. Department of Education, *School Turnaround in Denver*, December 2011.
[6] DPS Board of Education's Theory of Action.
[7] Ibid.
[8] Interview with Rebecca Grant, director, Office of School Turnaround, August 2011.

have more interventions, including frequent student assessments, annual reviews, school visits, and curricular supervision by the Instructional Superintendent to monitor progress relative to school improvement plans. The SPF and system of incentives and interventions allow a portfolio strategy by which the district can match school strengths and fill gaps with the opening, combining, restarting, and closing of schools and other turnaround interventions to ensure all student needs are being met within a region.

The SPF provides a rating of a school's performance, which signals to the district and school community the level of need for improvement. Engaging stakeholders and looking closely at multiple data points, including diagnostics of the school performed by an external partner, are the critical next steps in the decision-making process. These diagnostics provide information and analyses of the school's academic program, culture, community, leadership, organizational structure, and use of resources, which help determine appropriate research-based interventions. The resulting options may include continuing work to improve the school without making any major changes; making dramatic changes to the school, including possibly hiring a new principal, new staff, changing the school's instructional program, and changing the length of the school day; or placing a new school in the building. New schools may be approved through the district's Call for Quality Schools Request for Proposals.[9]

DISTRICT TURNAROUND APPROACH

Turnaround Support Networks. Due to the clustering of low-performing schools, DPS has established two regional turnaround support "networks that act somewhat like 'mini-districts'"[10]—the West Denver Network Schools (WDN), and the Denver Summit Schools Network (DSSN), which serves schools in Far Northeast Denver. The WDN has five federally funded schools, plus three schools in the "Lincoln Collaborative" (a feeder pattern of schools that share a different improvement grant), and two transformation schools that are not federally funded. The schools in Far Northeast Denver are more geographically impoverished and isolated, with a historically low-performing regional feeder pattern of schools. All schools in the DSSN now have Innovation Status, with longer school days and year, small-group tutoring, and autonomy over personnel decisions. Each of the two regional networks is comprised of four to five dedicated turnaround staff members. These regional networks feature data and school-improvement supports, as well as communications resources to build relationships, develop school websites, inform parents of their choices, actively market to increase enrollment and attract more students from the neighborhood, and help to improve the reputations of these low-performing schools. Monitoring schools on a daily basis, the networks apply a team approach to turnaround, leveraging the knowledge, capacity, and assistance of external partners.

School Turnaround staff. DPS school turnaround staff provides support across both the WDN and DSSN in areas of federal and state turnaround policy, School Improvement Grant management, budget management, and communications. They are "responsible for ensuring all schools receive the support needed to implement the select model."[11] The Office of School Innovation and Reform assists schools that have applied and been approved for Innovation Status, which makes them eligible for waivers from regulations and agreements involving the length of the school day and year, staffing, curriculum, assessment, and the use of resources.

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[9] DPS. School Turnaround, *Targeted and Transparent Decision-Making*, http://turnaround.dpsk12.org/decisionmaking.
[10] DPS Announcements, *Denver Public Schools Featured in New Book on School Turnaround*, http://communications.dpsk12.org.
[11] Ibid.

Accountability Systems. DPS uses a Project Management approach to planning and monitoring progress, including monthly and quarterly reporting and a rigorous School Performance Framework to track individual school progress. Some schools are evaluated by outside agencies, such as the Blueprint Schools Network.

External Partners. Blueprint Schools Network is a partner in the Denver Summit Schools Network, responsible for monthly school walkthroughs based on school-specific criteria. "They meet with teachers, do student focus groups, identify what really went well, what's on the action plan for next month… They look at instruction on a weekly basis—here's what we're seeing, not seeing, what's our plan. There's a sense of immediacy, of not waiting too long to make changes. This guides conversations with principals and teachers in the building."[12] West Denver Network is partnering with NYU's Metropolitan Center for Urban Education for support in their schools with Response to Intervention and Culturally Responsive Education. Blueprint and Metro play a role as lead partners with the two networks, but DPS has also worked with other partners in their turnaround efforts for support in principal coaching, school diagnostics, and expanded learning. Schools in the two networks are also partnering with City Year to support Tier II students in attendance, behavior, and course grades. (For a snapshot of Blueprint's observation criteria, see Appendix B.)

Removal of Barriers. Colorado's 2008 Innovation Schools Act creates a level of flexibility needed to improve performance. Innovation School status provides greater school autonomy, managerial flexibility, and control for communities and principals over levels of staffing, personnel selection, evaluation, scheduling, educational programming, and assessment. Within a year of their designation, most turnaround and transformation schools apply for Innovation Status to gain exemptions from certain state and local regulations and collective bargaining agreements that might otherwise interfere with school improvement. DPS has a variety of Innovation Schools within the portfolio, which are overseen and supported by the Office of Innovation and Reform.

Sharing Successes. DPS is identifying and sharing best practices from across the system. The district is in the process of negotiating a longer school day across the system based on progress at the Innovation Schools, with more time for core academics, collaborative planning, interventions, and enrichment.

SCHOOL TURNAROUND ELEMENTS

There are five essential turnaround elements common to DPS turnaround. Within each element are a series of key actions that DPS has outlined.

Strong Leaders – Build leadership capacity through
- Ongoing support to school leaders and leadership teams to clarify goals, expectations, best practices
- Turnaround leader profiles to identify best talent
- Executive coaching for principals
- Replacement of principals where needed

Effective Teaching Teams – Ensure quality instruction by
- Standard-based curriculum guides for differentiated instruction and interventions
- School-wide instructional strategies and models

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[12] Tanya Carter, DSSN deputy executive director, Panel: *Organizing the Central Office to Support District Turnaround,* ERS Turnaround Summit, October 2011.

- Hiring of instructional leaders (deans and coaches) to implement research-based professional development
- Summative and formative assessments to monitor progress and target initiatives
- Weekly professional learning communities (PLCs) and data teams
- Model classrooms and peer observations
- New teacher induction
- Support/sharing of best practices for teachers from external partners
- Summer professional development opportunities
- Piloting of new teacher-evaluation system (Gates Foundation–funded)
- Development of an instructional technology plan
- Incentives rewarding dramatic student performance gains
- Replacement of teachers where necessary

Individual Attention and Time – Focus on student needs in core academic areas by
- Adding time to the school day to maximize student learning
- Adding extra days to the school year
- Using formative assessments to track and respond to individual student progress
- Provide tutoring and small-group instruction

Health, Social & Emotional Support – strengthen students' readiness to learn with
- A home-visit program
- An audit of community resources to identify partners aligned with DPS's mission

Safe & Welcoming Community – Ensure high expectations for students and families with
- Communications specialist for family/community outreach
- Set of norms around communication practices
- Regular celebrations of student success
- Student-led conferences
- Summer staff retreats on culture, vision/expectations
- Engagement of local commerce and industry

Regardless of the turnaround schools' individual needs and contexts, the specific strategies focus on excellence in teaching and leadership, increased time for instruction targeting individual student needs, a supportive culture of high expectations, and the use of frequent assessments to improve instruction.

FUNDING

Federal School Improvement grants provide more than $15 million to DPS for turnaround over three years. This grant, combined with DPS's general fund and $4 million in philanthropic dollars, provide an additional $2,000 per turnaround pupil to an average district dollars per pupil of $10,000. The turnaround allocation varies by school, with an average of $500,000 per year for elementary turnaround schools, $750,000 for middle, and $1 million per year for high schools.

In addition, a $10 million grant from the Bill & Melinda Gates Foundation to design a new teacher evaluation system will be an important tool in turnaround schools.

SUSTAINABILITY AND IMPACT

The sustainability of DPS's turnaround efforts hinges on building long-term capacity initially via outside partners to continue improvement after short-term funding has expired. Denver Public Schools' turnaround initiative's

> focus on leadership and turnaround teaching competencies is related to a sustainable vision in building capacity from within. External providers help schools "jump start," but a cadre of leaders will ultimately be responsible for seeing the school through to success. These individuals will be incentivized through targeted support and increasing responsibility with demonstrated accomplishment…These individuals will guide and support others committed to the hard work of turning around schools.[13]

As DPS reorganizes, creates new structures, and hires new personnel at turnaround schools, they will look to see which structures are most successful in improving student achievement. Sustaining improvement in the long term will require dismantling structures and efforts that do not yield gains in the classroom, and expanding the most successful approaches beyond turnaround schools.

With a support structure that emphasizes ongoing monitoring and adjustment and uses partners to build long-term capacity, DPS is poised to continue on its trajectory of improvement in its lowest-performing schools. Its portfolio approach recognizes the necessity of closing and reconfiguring schools to improve results with scarce dollars and a limited funding horizon. This results in a comprehensive strategy for all its schools—not just its turnaround schools—to ensure that the specific student needs and performance goals are met in each region.

The success to date has been based on the rigorous use of data to assess needs and progress and the involvement of numerous stakeholders to develop appropriate school-action plans. As the Chief of Innovation and Reform notes, "Many people in DPS feel ownership over turnaround. There are many of us who have a role in this, which ensures a comprehensive strategy and a great thought partnership."[14]

Going forward, DPS sees the biggest challenges as the need for better balancing of flexibilities and district mandates and more strategic use of principals and teachers with a better pipeline in place. DPS continues to create community understanding and collaboration around the hard work and tough decisions involved in school turnaround.

As the advocacy group, A+ Denver summarizes:

> Through the work of many teachers, administrators, parents, activists and business leaders, we believe the foundation for true reform is now in place. But the path forward will not be easy. Closing or changing schools in emotional and controversial. But it is also absolutely necessary. We call on the district, the board, and the community to confront this issue with courage and resolve and always with eyes on the prize: better educational outcomes for the most vulnerable students.

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[13] DPS Tiered Improvement Grant application.
[14] Alyssa Whitehead-Bust, chief of Innovation and Reform, ERS Turnaround Summit, October 2011.

Profile: Collegiate Prep Academy at Montbello High School

OVERVIEW

College Prep Academy (CPA) is a grades 9-12 school with a rigorous curriculum and accelerated academic approach that is currently being phased on at the site of Montbello High School, one of Denver's lowest-performing schools. CPA's program centers around high expectations for post-secondary engagement and includes a partnership with the Community College of Aurora, which offers access to free college-level courses and the opportunity to graduate with a tuition-free associate's degree.[15] While CPA's program is evolving with the entrance of the freshman class in 2011-2012, Montbello's is winding down over the next three years. DPS is taking strong measures to ensure improved instruction at both schools during the transition period. Both schools are part of Denver Summit Schools Network (DSSN), a whole-school reform initiative established to offer high-quality regional options for students in the more isolated Far Northeast Denver area. During the first year of phase in/phase out, student engagement and performance have improved. Whereas only 9 percent of students in the Montbello region scored proficient in math before the 2011-2012 school year, over 50 percent have attained proficiency in math by mid-year as a result of the intensified academics and tutoring at both schools.[16] Montbello High School has ended the school year with a 39 percent drop in suspensions, a 33 percent increase in college applications and a 14 percent increase in college acceptance rates.

Sitting in a high-poverty, high-minority area, Montbello High School has a history of inconsistent leadership, having experienced 27 principals in the last 30 years. Its image is one of toughness, perceived as a last stop before prison for many students, noted DSSN Director Allen Smith. Despite three years of hard work between 2004 and 2007 by former principal Antwan Wilson, attempts to change expectations and improve performance could not overcome the entrenched negativity.[17] By 2009, Montbello was slated for transformation during the Tiered Improvement Grant (TIG) process to secure federal school improvement funds. According to the TIG renewal grant, student achievement was low with minimal gains over time. There was a lack of accountability among leaders, teachers, and students; a culture of low student and parent engagement existed; and high staff turnover resulted in 60 percent of the teaching force being in their first three years of teaching with no formal induction program.[18] Montbello's inconsistent

> **QUICK FACTS: CPA (2012)**
> - **SCHOOL TYPE:** College Preparatory High School
> - **GRADES:** 9 (phasing-in 1 grade/year through 2015.)
> - **LOCATION:** Denver, CO
> - **SIZE:** 104 students
> - **DEMOGRAPHICS (2010-11):** 93.3 percent low-income, 94.2 percent minority, 12.5 percent SPED, 14.9 percent ELL
> - **SCHOOL DAY (2010-11):** 9 hours/day (7:30 a.m. – 4:30 p.m.)

> **QUICK FACTS: MONTBELLO (2011)**
> - **SCHOOL TYPE:** Comprehensive High School
> - **GRADES:** 9-12 (phasing-out 1 grade/year through 2015.)
> - **LOCATION:** Denver, CO
> - **SIZE:** 1,067 students
> - **DEMOGRAPHICS (2010-11):** 88.8 percent low-income, 96.6 PERCENT minority, 14.8 percent SpED, 14.9 percent ELL
> - **SCHOOL DAY (2010-11):** 7 hours, 44 min./day (7:45 a.m. – 3:29 p.m.)

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[15] CPA website, http://collegiateprep.dpsk12.org/

[16] Yesenia Robles, *Denver Post,* February 2012, "Denver turnaround schools show 'unreal' improvement in students' math scores."

[17] Heather Zavadsky, *The Essential Role of Districts: School Turnarounds,* 2012.

[18] Colorado Department of Education, Tiered Improvement Grant proposal: Montbello High School (2011).

leadership, low expectations, lack of instructional goals, and community apathy ultimately resulted in DPS's decision to phase out the school and replace it with CPA and a second, international-themed school.

Since the decision to phase out the traditional high school, new leadership has initiated important routines and expectations, with student behavior and performance greatly improving within the first transitional year. The trash and chaos that once defined Montbello High School has been replaced by order, respect for learning, and engaged learners.

IMPLEMENTATION OF DISTRICT STRATEGY

The decision to replace Montbello High School with CPA and three other schools—Denver Center for International Studies (DCIS)(6-12), High Tech Early College (9-12), and Noel Community Arts School (6-12) school—is a clear example of DPS's data-driven, portfolio approach to ensuring high-quality choices for Denver students and families. Comparative performance established Montbello's status in 2009 as Tier I, slated for transformation. Further monitoring of school performance and culture resulted in the decision to phase-out Montbello in 2011 coinciding with a Call for New Quality Schools, a Request for Proposals that resulted in the four replacement options as the best way to ensure a breadth of high-quality choices for students within the Far Northeast Region.

In addition to a focus on data, community engagement and a strong communications plan have been essential to building the support and momentum necessary to introduce CPA and counter the difficult politics of school closure. Also key has been the recruitment of seasoned leadership and instructional staff at both schools. To ensure that high-quality instruction for the remaining students at Montbello is not abandoned during phase-out, DPS brought in Principal Larry Irvin, skilled in school turnaround during his tenure in the Chicago Public Schools. In his first year, 2011-2012, Irvin understood the importance of creating "quick wins," respecting teachers and students, and establishing daily routines and systems to set high academic and behavioral expectations. Systems and structures to ensure instructional quality at Montbello and CPA range from integrated curricula to teacher collaboration and development around student-assessment data. Support for these ongoing improvement processes comes from DPS's central office and The Denver Summit Schools Network (DSSN), a regional "mini-central office." DPS has hired outside partner Blueprint Schools, which works with 20 schools in Houston and ten in Denver, to support the implementation of five turnaround tenets through monthly site visits, feedback, and ongoing coaching of the DSSN leadership team. Blueprint also employs a regional director who oversees the math tutorial program and leads professional development of DSSN principals. This has not only helped to get CPA smoothly running, but has also raised expectations and improved morale and performance while Montbello is phasing out. Finally, CPA opened with Innovation status, an underlying aspect of all DSSN schools. This status removes some of the barriers around personnel and scheduling decisions that otherwise prevent school leaders from making effective trade-offs around people, time, and money.

SCHOOL DESIGN ELEMENTS

Collegiate Prep Academy has adopted five tenets for turnaround, developed after extensive and ongoing study by Blueprint's research partner, the Education Innovation Lab at Harvard University. The five tenets are central to all DSSN schools and include:

- **Excellence in leadership and instruction** through recruitment and rewarding of top leadership talent and high-quality instructional staff.

- **Increased instructional time** with longer school day and year so students have more time to learn.
- **Strong culture of high expectations** that demands excellence from students, staff, faculty, and leadership.
- **Frequent assessments to improve instruction** through close monitoring of performance data.
- **Daily small-group tutoring** in critical growth areas.

When CPA opened, the majority of students entered the school below grade level. Although CPA faced challenges in establishing a culture of high expectations and building student buy-in, with extensive coaching and monitoring by the DSSN and Blueprint, CPA has integrated these tenets and has experienced some key successes in the first year.

High Expectations. Under the leadership of Principal Karen Alexander, staff began by establishing a culture of accountability and high expectations. Gathering available Colorado State Assessment Program (CSAP) data, they saw that 70 percent of the students had earned the lowest proficiency rating. Putting in place the requirement of tutorials and after-school interventions for students achieving less than 80 percent proficiency in all subjects was the first step in creating a culture of high expectations in which students were accountable as well as staff. As Alexander summarized, "Kids were not used to learning in a structured way—if they didn't make the grade, they had to come to tutorial. A lot of it started with work completion. It took the first six weeks for the kids to learn that you can't just come to school, do a minimum of work, and leave."[19]

Teacher Collaboration. CPA has established performance-focused teaching teams that frequently collaborate around student data. Common planning periods are set up by content areas and by team, with discussions about student data. Professional development every Wednesday aims to identify and help any teachers who are struggling. Materials are based on non-mastery. Once students know they are coming to tutorial, data analysis teams—teachers and teacher-leaders—discuss how to group them, and how to look at data as a school and make sure everyone is moving together toward the common goal of student academic achievement. Team structure is important at CPA. Teacher-leaders are prepared—they do extra planning, talk about the data team, and facilitate lessons each week.[20]

Frequent assessments are the backbone to ensuring student mastery at CPA. DSSN has a data partner as part of its team that leads data analysis for core subject benchmark testing. Blueprint facilitates the math tutorial program through which they administer the Scholastic Math Inventory (SMI) assessment, break down the data, and then support math fellows in developing actions steps. Students are constantly asked to show their data sheets and to understand what they need to know when they leave class each day. Teachers are also required to have data sheets and are accountable for knowing whether students have mastered the material, planning next steps if they have not. In addition to tutorials, after school and Saturday school ensure that students have the opportunity for any necessary interventions. The school follows up with parents to make sure students get where they need to be, and everything hinges on what students are expected to know.

Extra Time and Small-Group Tutoring. Low reading scores established the need to address reading, writing, and literacy as well as math. CPA added two extra periods to the traditional seven-period day. The sample school schedule below shows this built-in time for remediation and intervention, in addition to the tutoring available after school and on Saturdays. As Matt Spengler from Blueprint highlights, "When you walk

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[19] Karen Alexander, panel discussion, ERS Turnaround Summit, October 2011.
[20] Ibid.

into any of the ten schools in Denver, you will see the tutoring, every 4th, 6th, and 9th grade student having math tutoring every single day for 45 minutes to an hour."[21] There are 75 to 80 tutors in Denver. Blueprint supports the recruiting, selection, and training of these tutors, spending a half day per month in each school to provide support and feedback.

SAMPLE SCHOOL SCHEDULE

PERIOD 1	7:30 a.m. – 8:26 a.m.
PERIOD 2	8:30 a.m. – 9:21 a.m.
PERIOD 3	9:25 a.m. – 10:16 a.m.
PERIOD 4	10:20 a.m. – 11:11 a.m.
LUNCH	11:15 a.m. – 11:45 a.m.
PERIOD 5	11:49 a.m. – 12:41 p.m.
PERIOD 6	12:45 a.m. – 1:37 p.m.
PERIOD 7	1:41 p.m. – 2:33 p.m.
PERIOD 8	2:37 p.m. – 3:29 p.m.
PERIOD 9	3:30 p.m. – 4:30 p.m.

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[21] Matt Spengler, panel discussion, ERS Turnaround Summit, October 2011.

SUMMARY BY CATEGORY		
	Amount Requested	% of Total Budget
Full Time Accounts	$ 509,575	81.6%
Full Time - Job Class 1	$ 128,216	20.5%
Full Time - Job Class 2	$ 318,558	51.0%
Full Time - Job Class 3	$ 17,267	2.8%
Full Time - Job Class 4	$ -	0.0%
Full Time - Job Class 5	$ 45,534	7.3%
Part Time Accounts	$ 26,856	4.3%
Instructional Accounts	$ 76,018	12.2%
Staff Development Accounts	$ 4,560	0.7%
Administrative / Other Accounts	$ -	0.0%
Overtime / Extra Pay Accounts	$ 6,240	1.0%
Student Services Accounts	$ -	0.0%
Parent Involvement Accounts	$ 1,396	0.2%
New Accounts	$ -	0.0%

SUMMARY BY FUND		
	Amount Requested	% of Total Budget
Fund 10 - General Fund	$ 539,381	86.4%
Fund 12 - 1998 Mill Levy	$ 3,360	0.5%
Fund 16 - 2003 Mill Levy	$ -	0.0%
Fund 19 - CPP	$ -	0.0%
Fund 25- State Grant	$ -	0.0%
Fund 26 - FY11 Federal Grant	$ 81,904	13.1%
Fund 29 - Local Grants	$ -	0.0%
TOTAL	$ 624,645	100%

2011 School Performance Framework Overview

Area of Interest	Indicators	Measures	
Is the educational program a success?	**1. Student Progress over time—Growth**	1.1a-c	Median growth percentile
		1.2a-c	Median growth percentile compared to similar schools
		1.3a-c	Catch up growth
		1.4a-c	Keep up growth
		1.5a-c	Continuously enrolled growth (ES & MS only)
		1.6	CSAP-A growth
		1.7 a-d	Achievement gaps change*
		1.8	CELA growth
		1.9	DRA/EDL growth (ES only)
		1.10	DRA/EDL growth compared to similar schools (ES only)
	2. Student Achievement— Status	2.1a-d	% CSAP proficient or above
		2.2a-d	% CSAP proficient or above compared to similar schools
		2.3a-d	Achievement gaps (FRL, ELL, Special Ed., & Ethnicity)*
		2.4	% DRA/EDL on grade level or above (ES only)
		2.5	% CSAP advanced
		2.6	% CELA proficient or above
		2.7	% CELA above proficient*
	3. Post-Secondary Readiness Growth (high schools only)	3.1a-d	Colorado ACT change
		3.2	CDE on-time graduation rate change*
		3.3	DPS 4-year cohort graduation rate change
		3.4	On track to graduation change
		3.5	AP, IB, PSEO, AA/ACP enrollment change
		3.6	AP/IB test taking rate change
		3.7	AP/IB test passing count change
		3.8	PSEO & AA/ACP passing count change
	4. Post-Secondary Readiness Status (high schools only)	4.1a-d	Colorado ACT
		4.2a-d	Colorado ACT compared to similar schools
		4.3	CDE on-time graduation rate*
		4.4	CDE on-time graduation rate compared to similar schools*
		4.5	On track to graduation
		4.6	AP, IB, PSEO, AA/ACP enrollment
		4.7	AP and IB test taking rate
		4.8	AP and IB test passing rate
		4.9	PSEO and AA/ACP passing rate
Is the organization effective and well-run?	**5. Student Engagement & Satisfaction**	5.1	Attendance rate
		5.2	Student satisfaction
		5.3	Center-based program offerings**
	6. Re-Enrollment	6.1	Re-enrollment rate
	7. Parent and Satisfaction	7.1	Parent satisfaction
		7.2	Parent response rate

* New or highly modified measures
** Included in overall framework score, but not in the Indicator score

Culture of High Expectations Tool: Classroom Indicators

- Standard Based Classroom

- Rich classroom environment

- Recognition/ Celebration of student success

- Resources

- Core Values

- Behaviors/ Expectations

- Respectful Environment

- College and Career Readiness

Education Resource Strategies   3

Culture of High Expectations Tool: Building Indicators

- Student Work Displayed

- School-wide goals

- Data Walls

- Climate of school safety

- College-Going Culture

- Interactive Supervisor

- Respectful Physical Environment

- Branding

- Interaction Among Adults

- School Values Posted

Education Resource Strategies   4