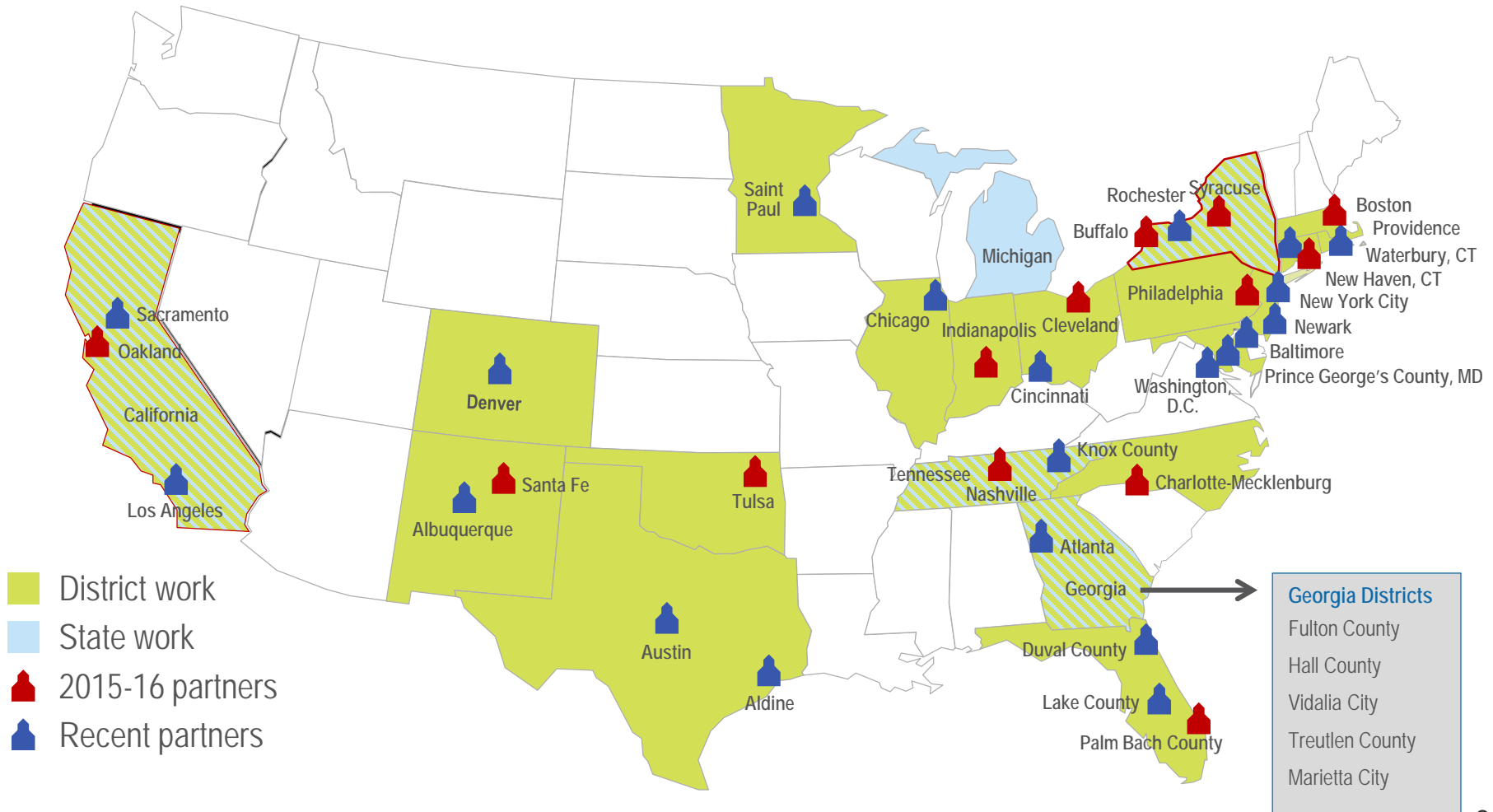




Denver Public Schools:
Leveraging System Transformation to
Improve Student Results
March, 2017

Education Resource Strategies (ERS)
is a non-profit organization
dedicated to transforming how urban
school systems organize resources
(people, time, technology, and money)
so that every school succeeds for every student.

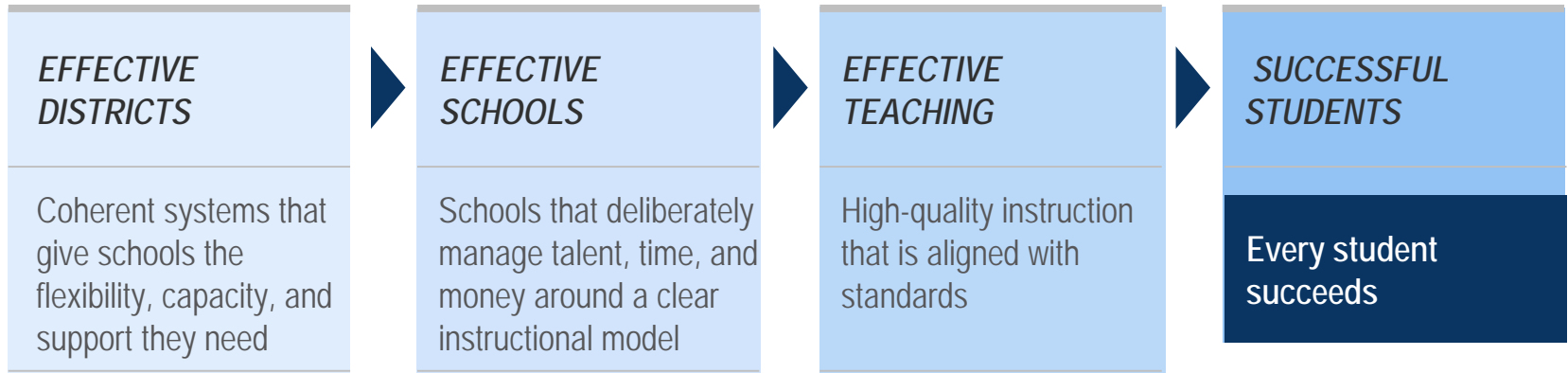
Over the last 10 years, ERS has worked closely with the nation's largest school systems to improve resource use



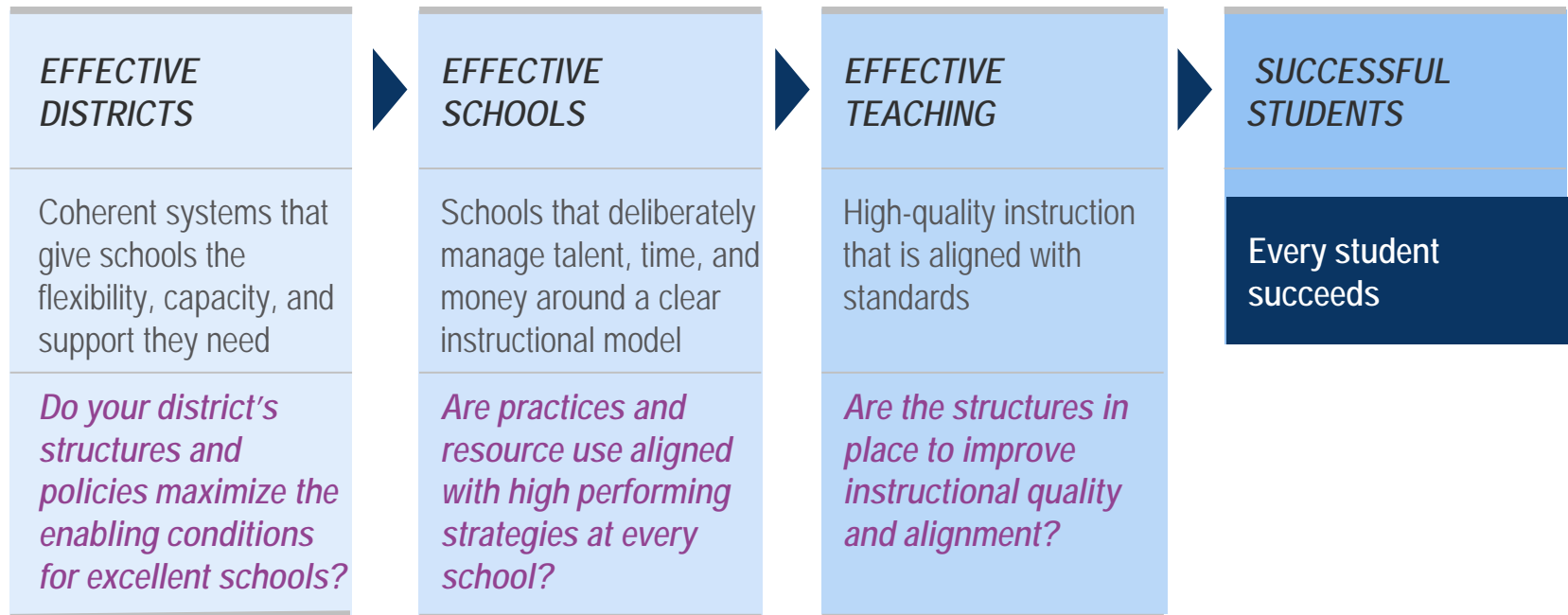
What is our history with DPS?

- ERS has partnered with DPS over the past 8 years on a number of paid engagement
- ERS is currently engaged with DPS in two areas:
 - Teacher compensation workshops
 - New teacher case studies with DPS-specific supplement
- The work we are reviewing today was funded by the *Charles and Lynn Schusterman Foundation* as a case study

Why school systems?

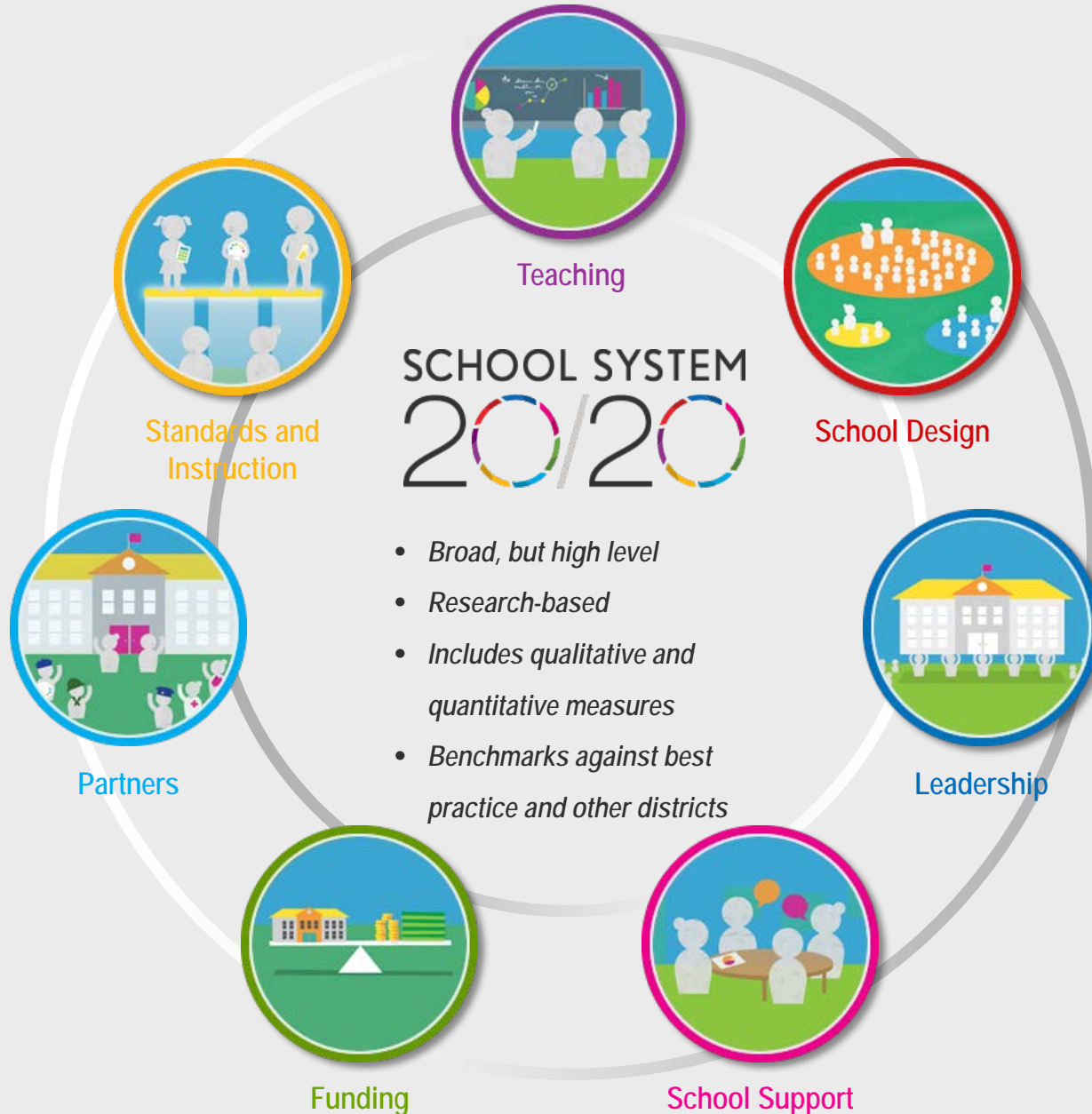


What is the School System 2020 Diagnostic?



- **District Impact**: To help district leaders answer these questions and identify and track changes to *System Conditions* and *Resource Use* that lead to improved student achievement
- **Field Building**: To build a data set of where districts are along this spectrum, to highlight best practices and ultimately to demonstrate that creating system conditions that promote the strategic use of resources in districts and schools drives improved student outcomes

School System 20/20 identifies key transformational levers across seven areas of district activity



Looking at this information helps us to understand:

- How does *performance growth* in DPS compare to other districts in Colorado and nationwide?
- What *actions over the past five years* have driven changes in system conditions, resource use, and student outcomes?
- *How does DPS compare* to other leading districts and research-based best practice?
- Where should DPS *target future investments*?
- What can other *district leaders and policy makers* learn from DPS' experience?

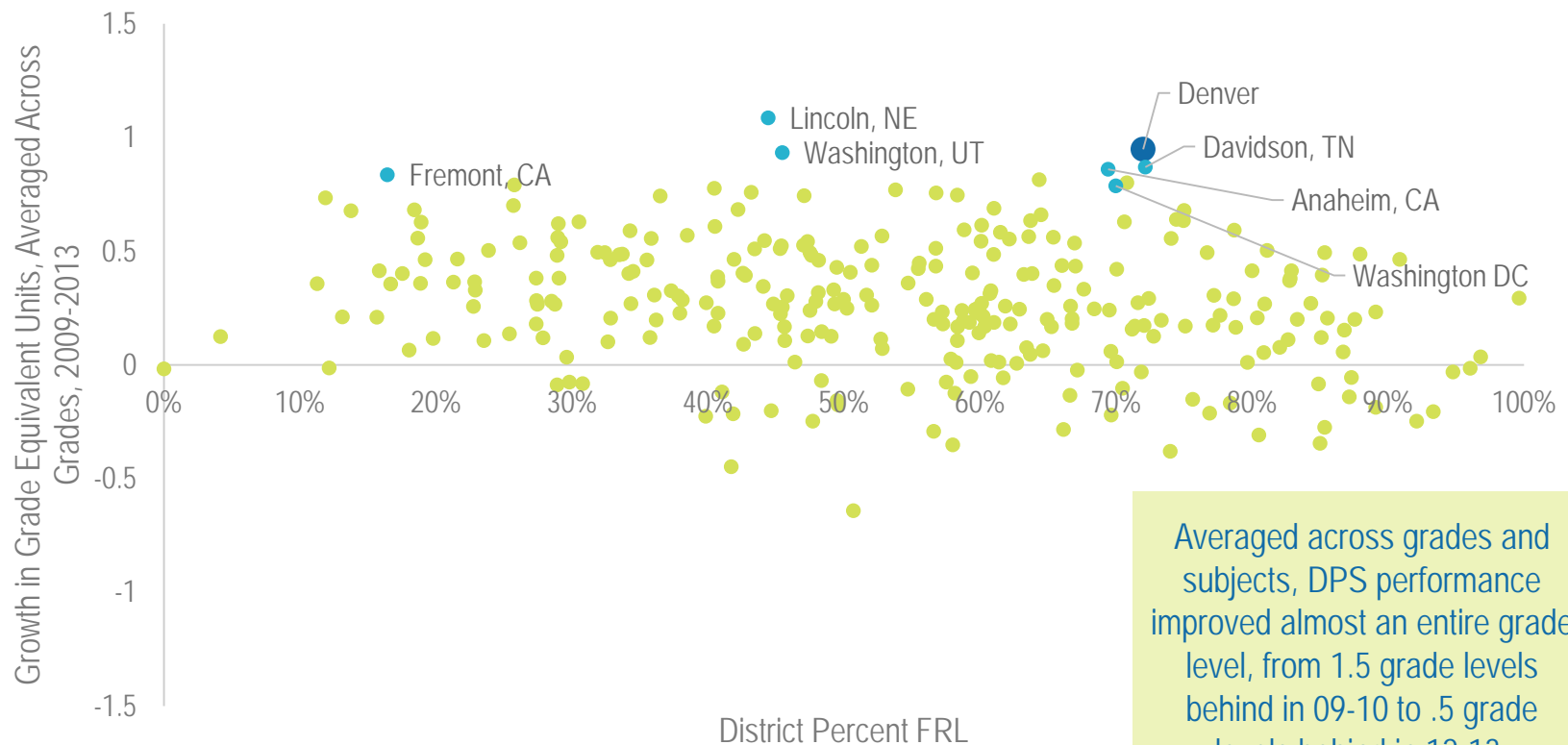
What we heard from you

- Current pace of progress feels too slow and growing achievement gaps are concerning
- Demographic shifts are driving inequities and raising questions of how to best serve the changing needs of all students in all schools
- PARCC has complicated the interpretation of performance trends
- Actions so far have largely been system-wide, raising the question of how best to target support to higher-need schools and students

DPS' performance story

According to Stanford NCES comparison data, DPS had the second highest growth of any district >25K nationwide between 2009-10 and 2012-13

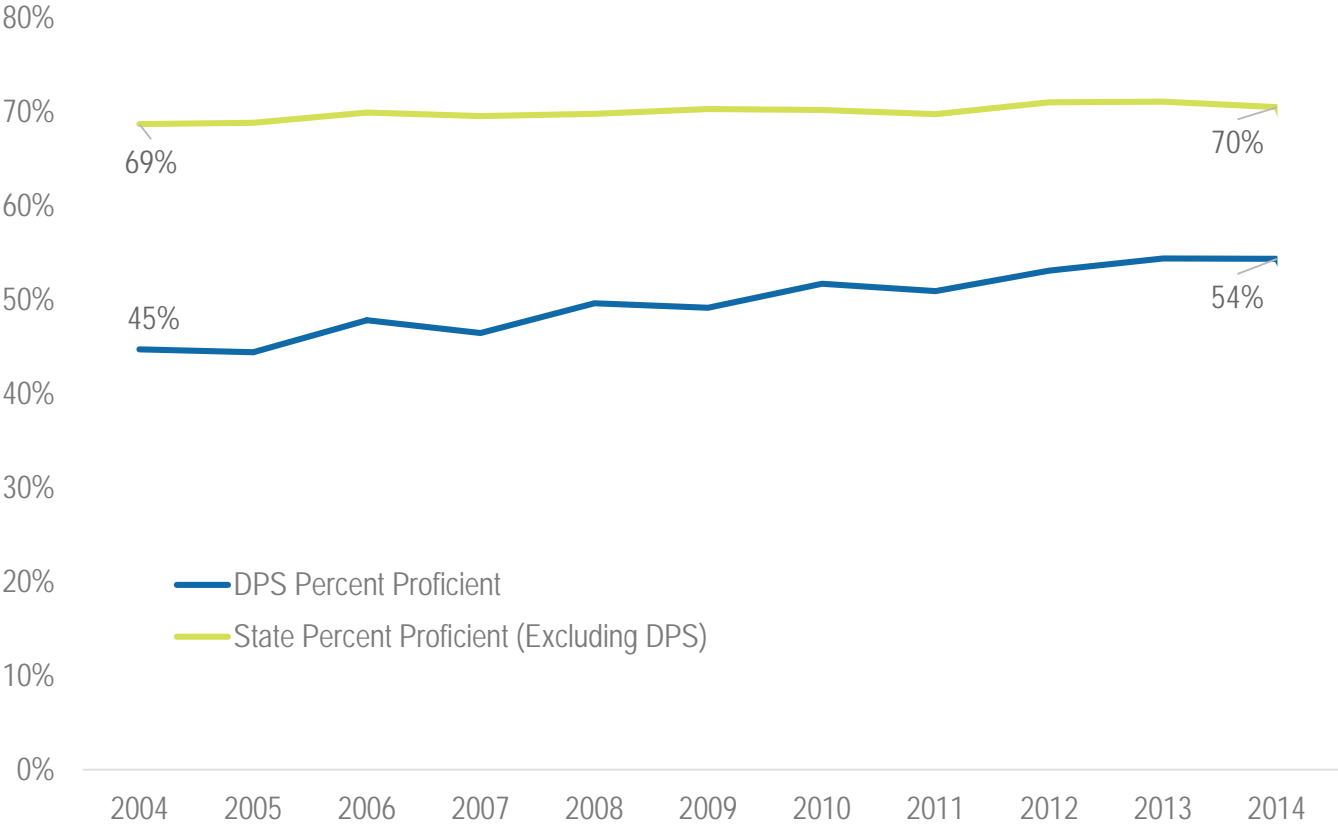
Denver Average Grade Equivalent Unit Growth
2009-2013, Against Large Districts



Averaged across grades and subjects, DPS performance improved almost an entire grade level, from 1.5 grade levels behind in 09-10 to .5 grade levels behind in 12-13.

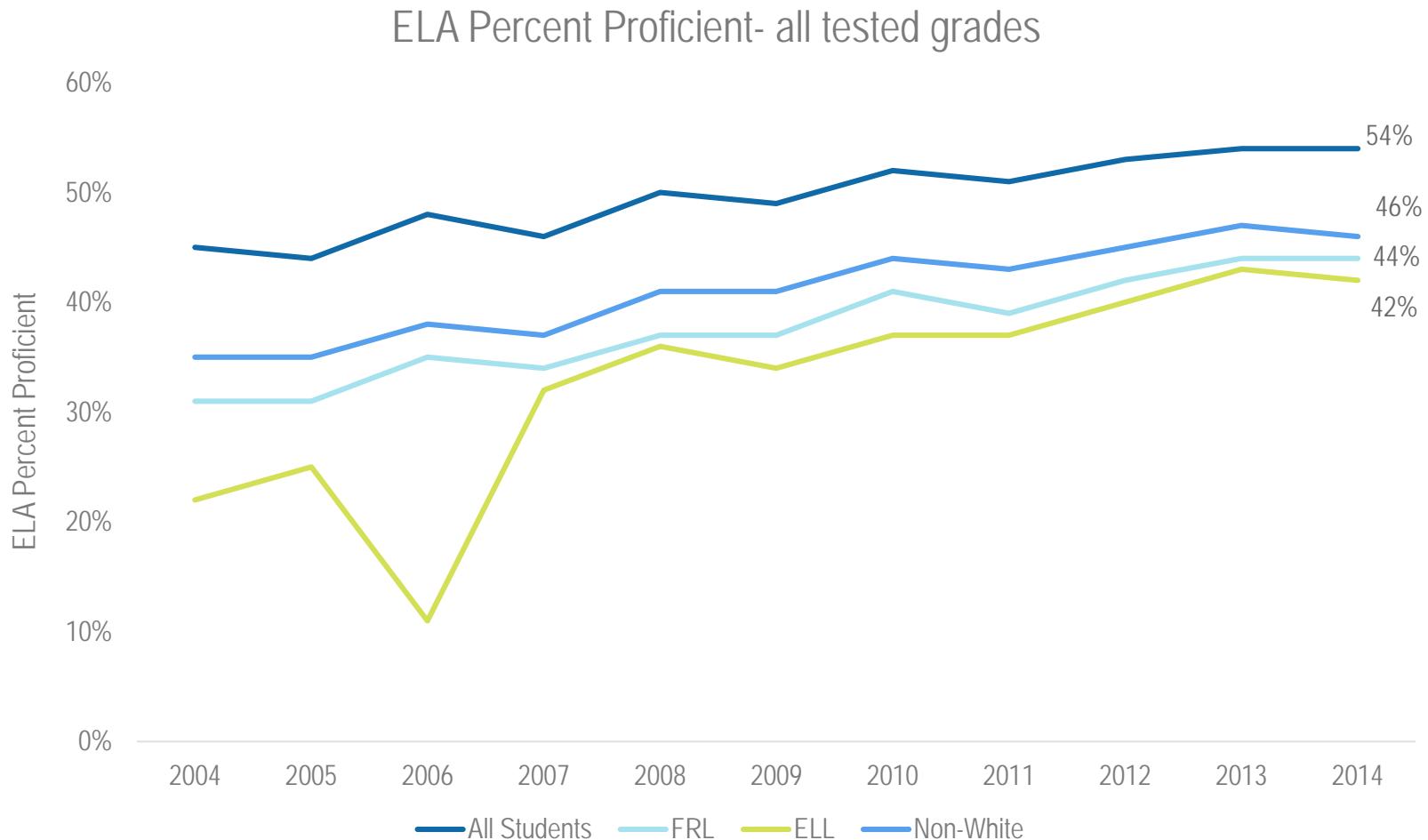
...and within Colorado

DPS vs. Colorado % Proficient & Advanced
TCAP Reading



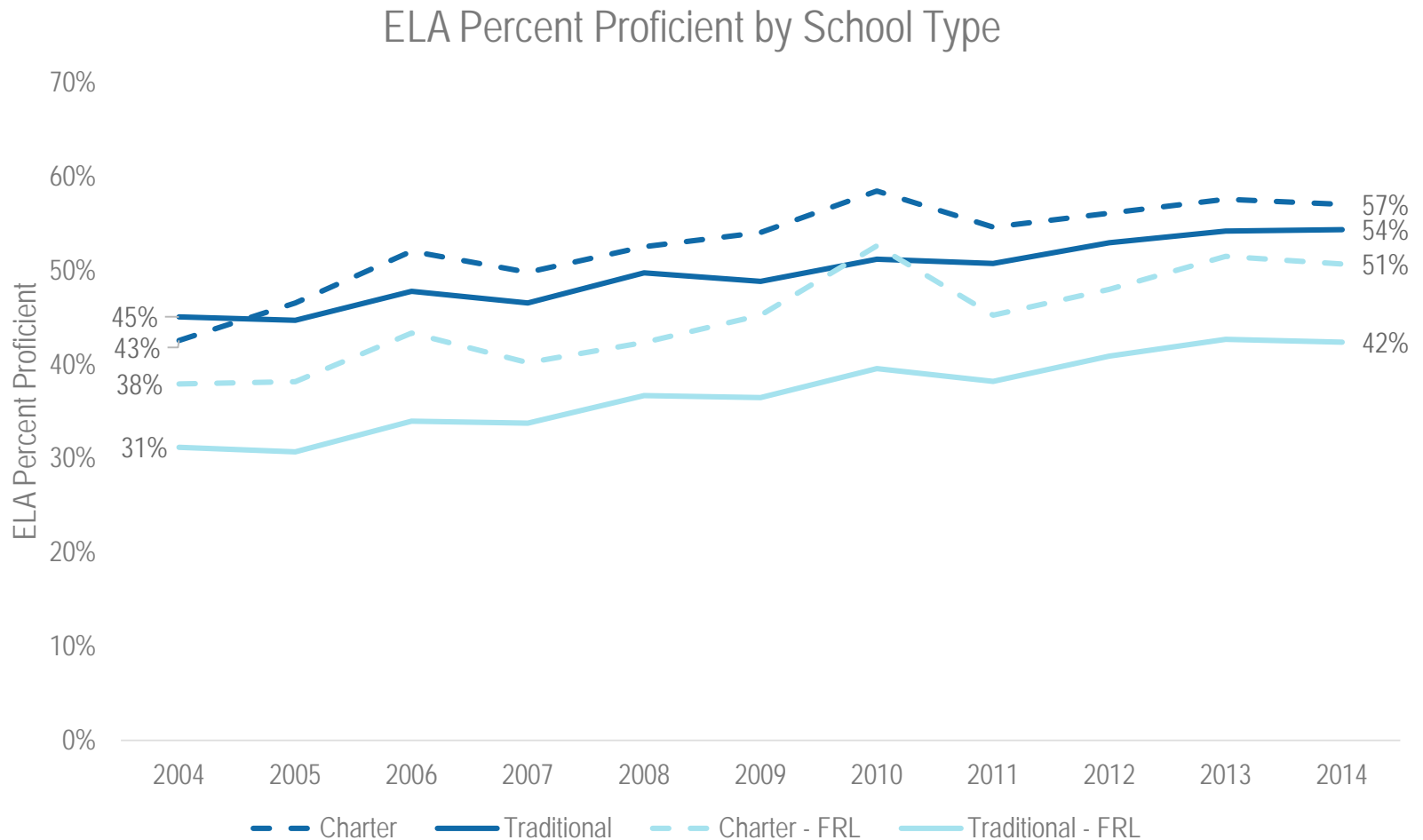
Source: Colorado Department of Education, Achievement Percentile Rank Report

Proficiency increased across all subgroups



Source: CDE website-DPS student enrollment & performance data, 2004-2014

And across both charter *and* district-run schools



Source: CDE website-DPS student enrollment & performance data, 2004-2014

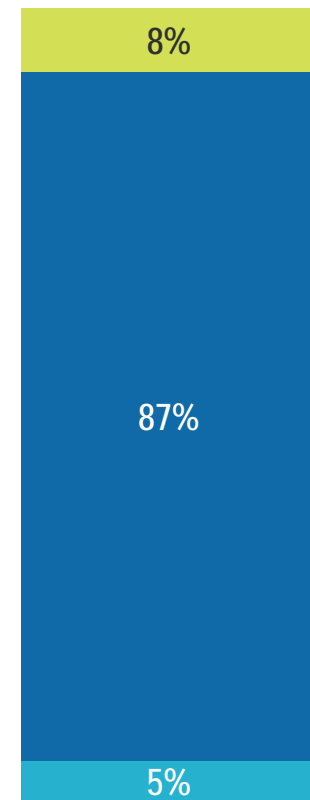
The combination of improvements across charter and district schools with a shift of student into charters increased DPS' % proficient in ELA from 49% to 54% between 2008 and 2014

Charter school improvement: 8% of students were in charter schools from 08-14; proficiency in those schools improved on average 4 points

District-run school improvement: DPS-run schools gained on average 4% pts proficiency since 2008. In 2008 these schools served 92% of students.

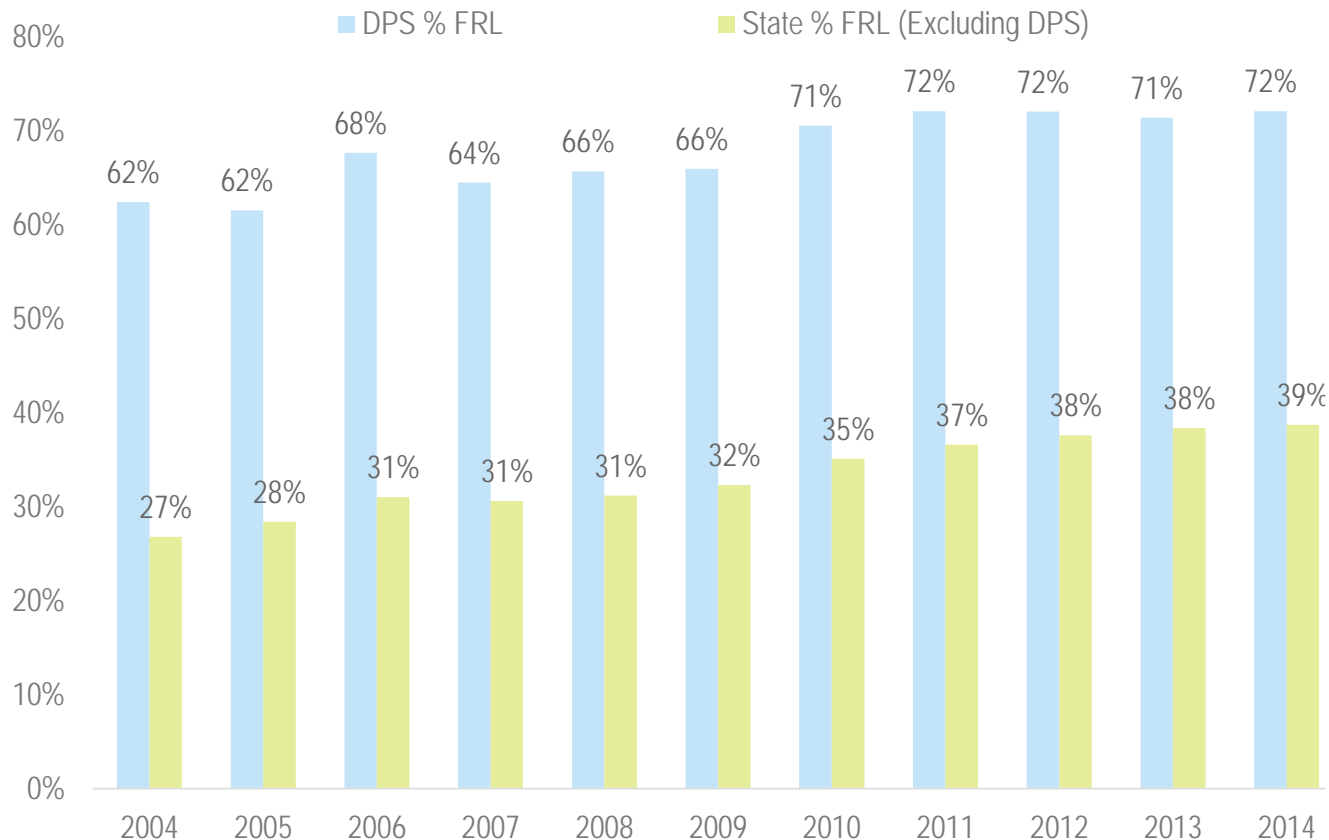
Shift from district-run to charter: From 2008 to 2014, 7% of students moved from district schools to charter schools. In addition to the 4% they would have gained in district schools (in dark blue), the schools they moved into were performing 4% better than the district-run schools, accounting for 5% of the overall improvement.

% of Performance Improvement by source



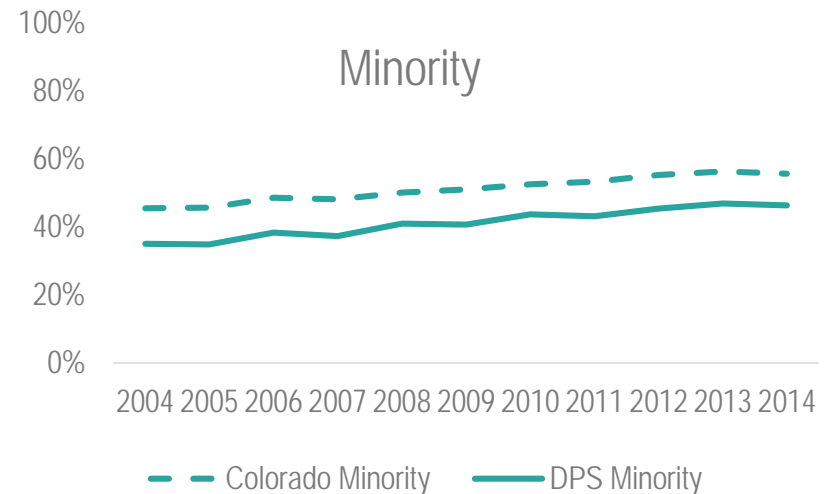
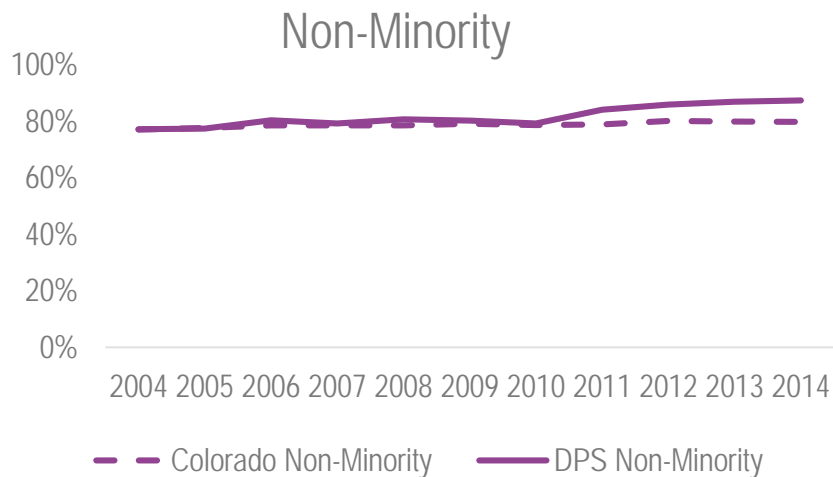
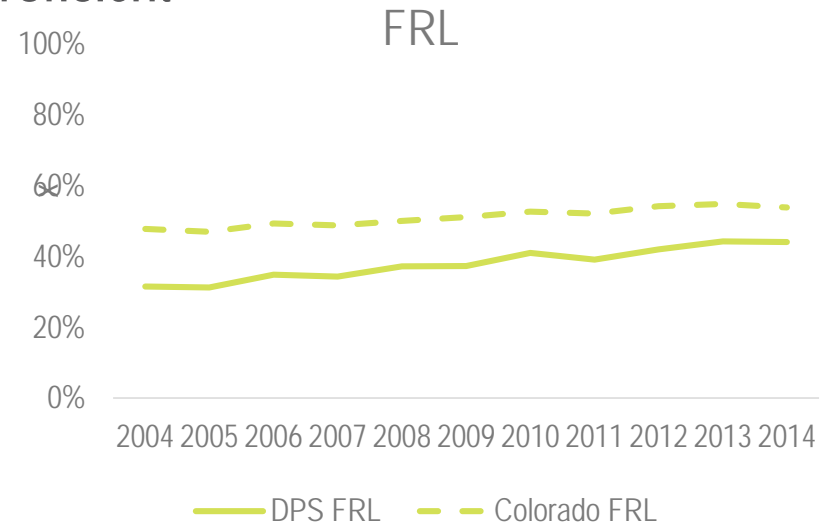
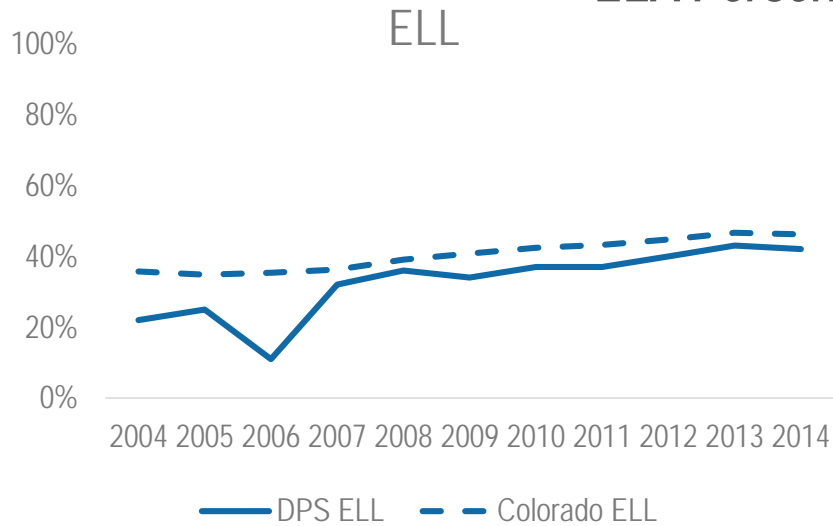
And despite DPS having a significantly higher need population than rest of the state...

% of students eligible for free and reduced lunch



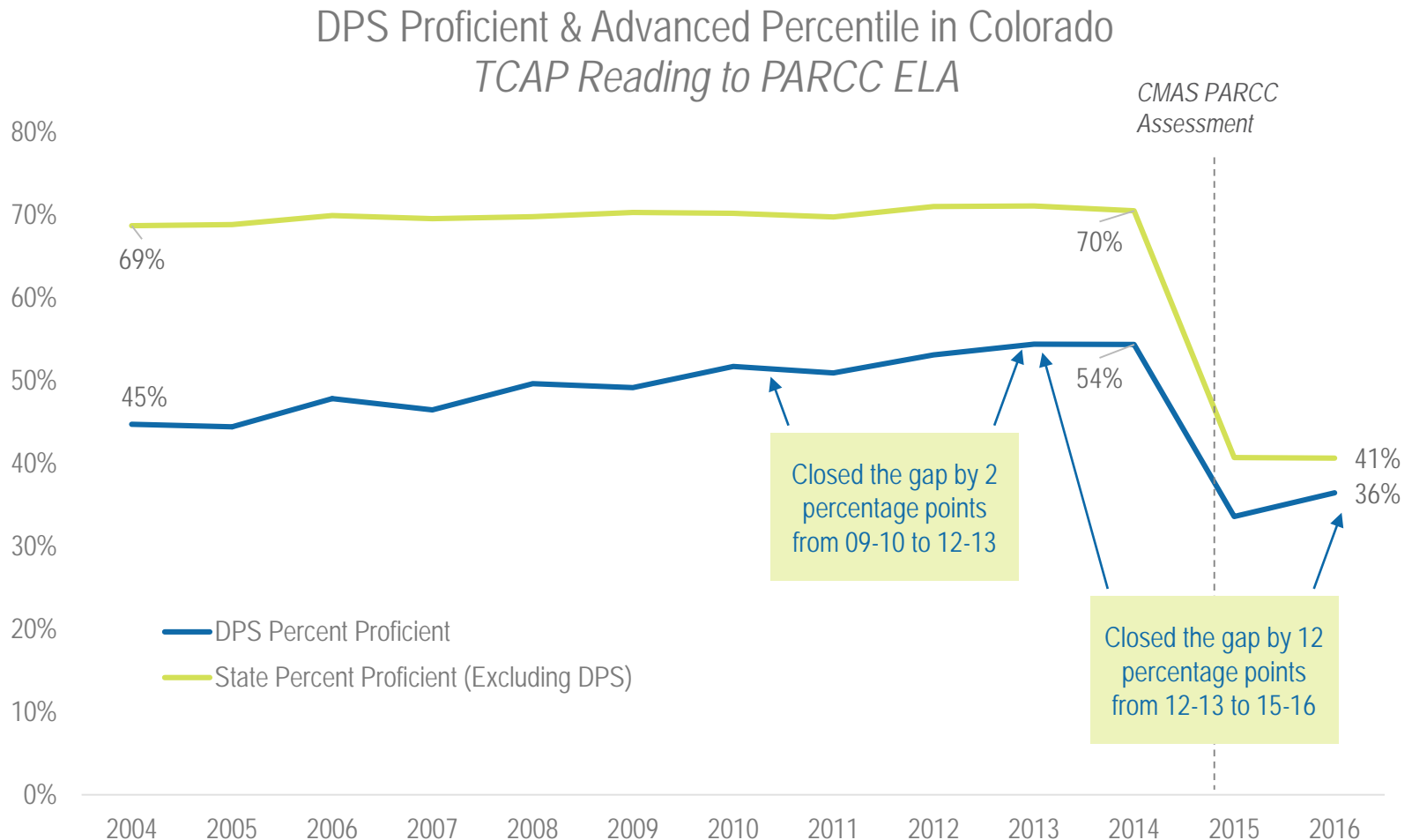
..gaps with the state for ELL and FRL students narrowed; and as of 2014 DPS was outperforming the state with white students

ELA Percent Proficient



Source: CDE website-DPS student enrollment & performance data, 2004-2014

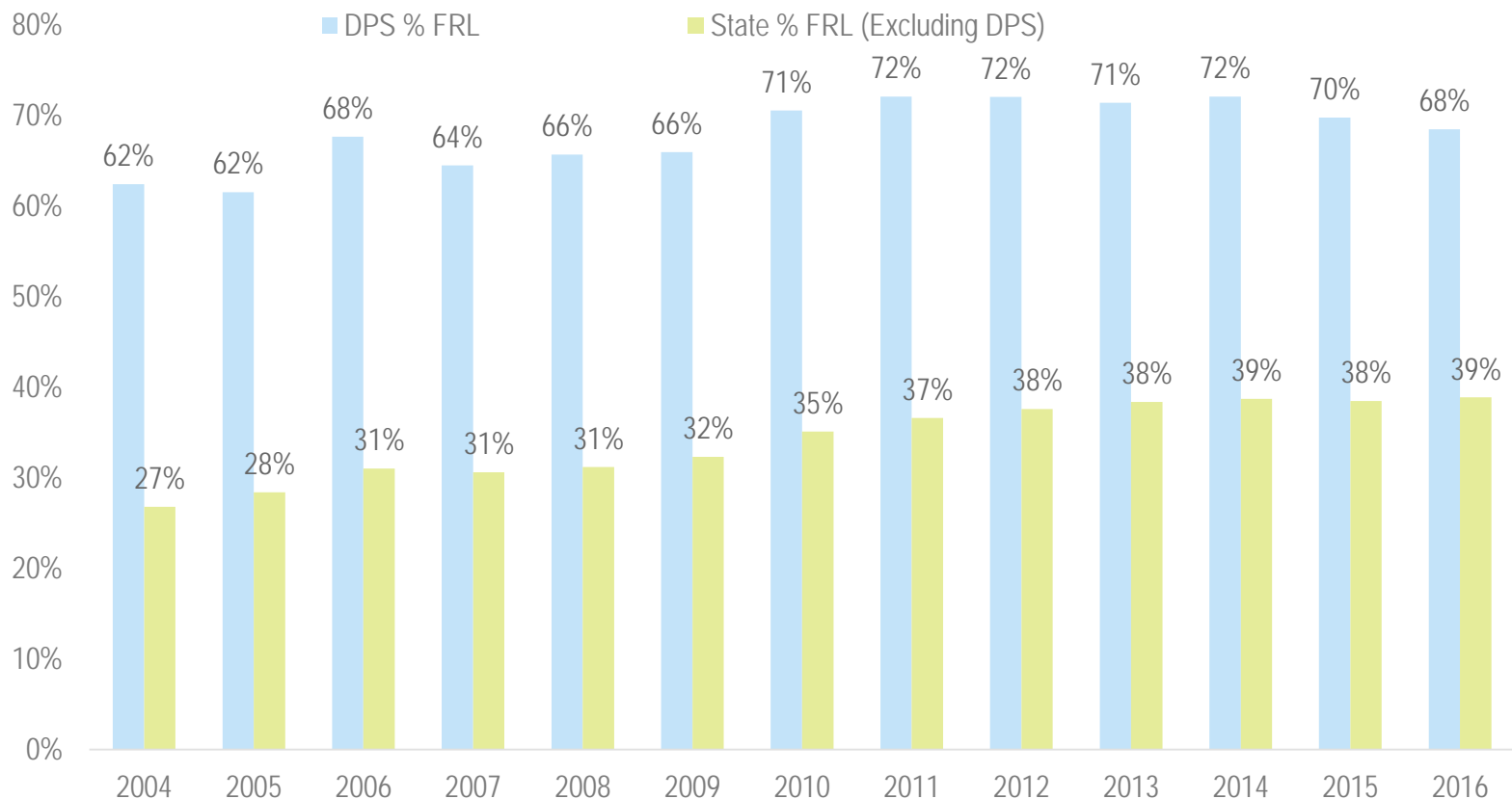
Though we don't have national comparison data beyond 2013, state data indicates that DPS' improvement trajectory has continued and even steepened



Source: Colorado Department of Education, Achievement Percentile Rank Report








This increase is more than might be suggested by the narrowing need gap with the rest of the state

% of students eligible for free and reduced lunch









How did DPS do it?

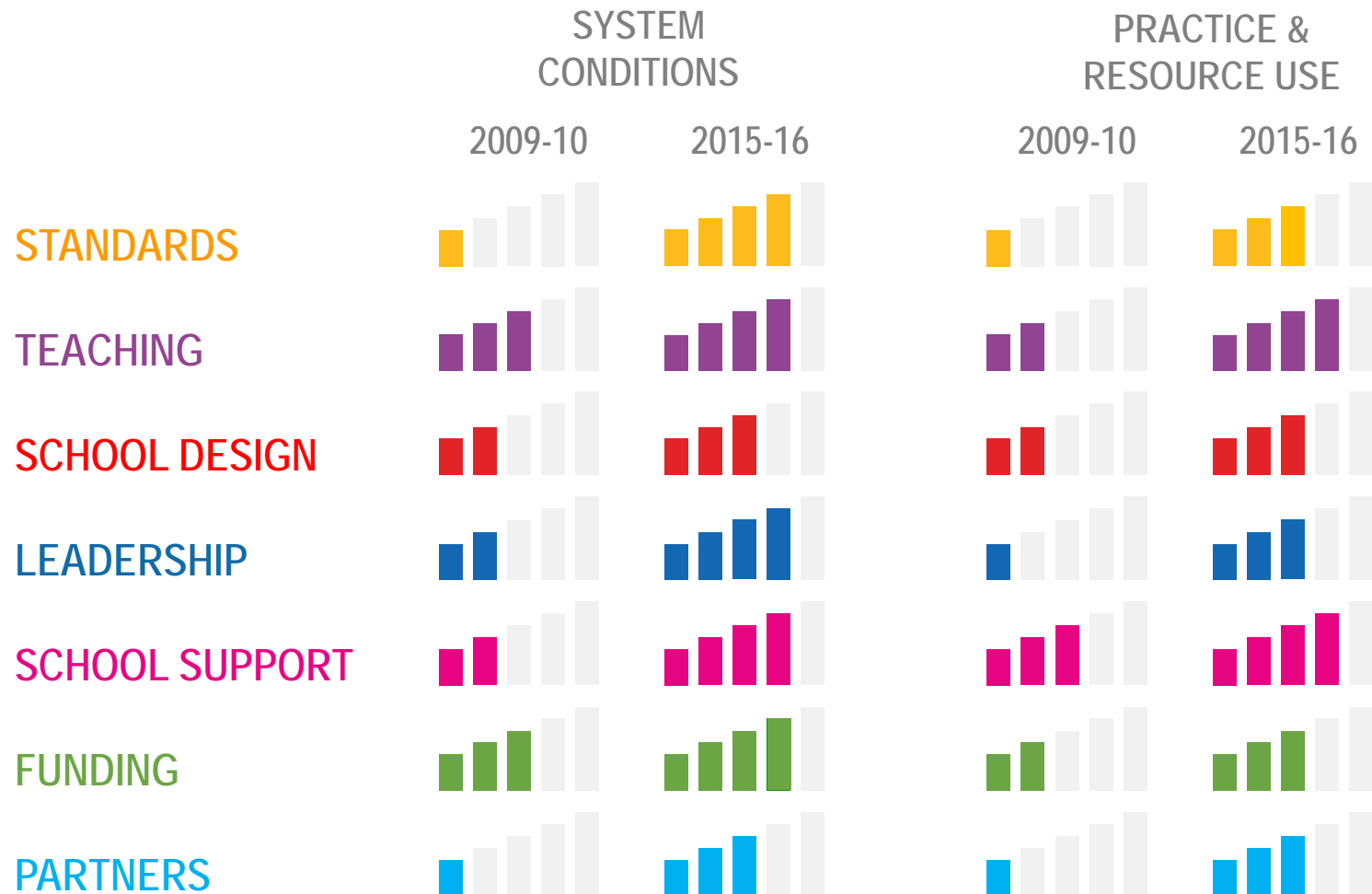
The School System 20/20 framework identifies the key transformations we believe that districts must make to drive significant, sustained improvement

System 20/20 Area	Key levers
 STANDARDS	<ul style="list-style-type: none"> Rigorous, information-age standards with effective curricula, instructional strategies, and assessments to achieve them.
 TEACHING	<ul style="list-style-type: none"> Selective hiring, development, and strategic assignment to schools and teams. Career path and compensation enable growth and reward contribution.
 SCHOOL DESIGN	<ul style="list-style-type: none"> Schools with restructured teams and schedules: personalized learning and support that responds to student needs and promotes instructional collaboration.
 LEADERSHIP	<ul style="list-style-type: none"> Clear standards and accountability with the support school leaders need to succeed.
 SCHOOL SUPPORT	<ul style="list-style-type: none"> A central office that serves as a strategy partner, leveraging data to increase efficiency and identify best practices.
 FUNDING	<ul style="list-style-type: none"> A central office that serves as a strategy partner, leveraging data to increase efficiency and identify best practices.
 PARTNERS	<ul style="list-style-type: none"> Partnering with families, community institutions, youth service organizations, and online instructors to serve students' needs.

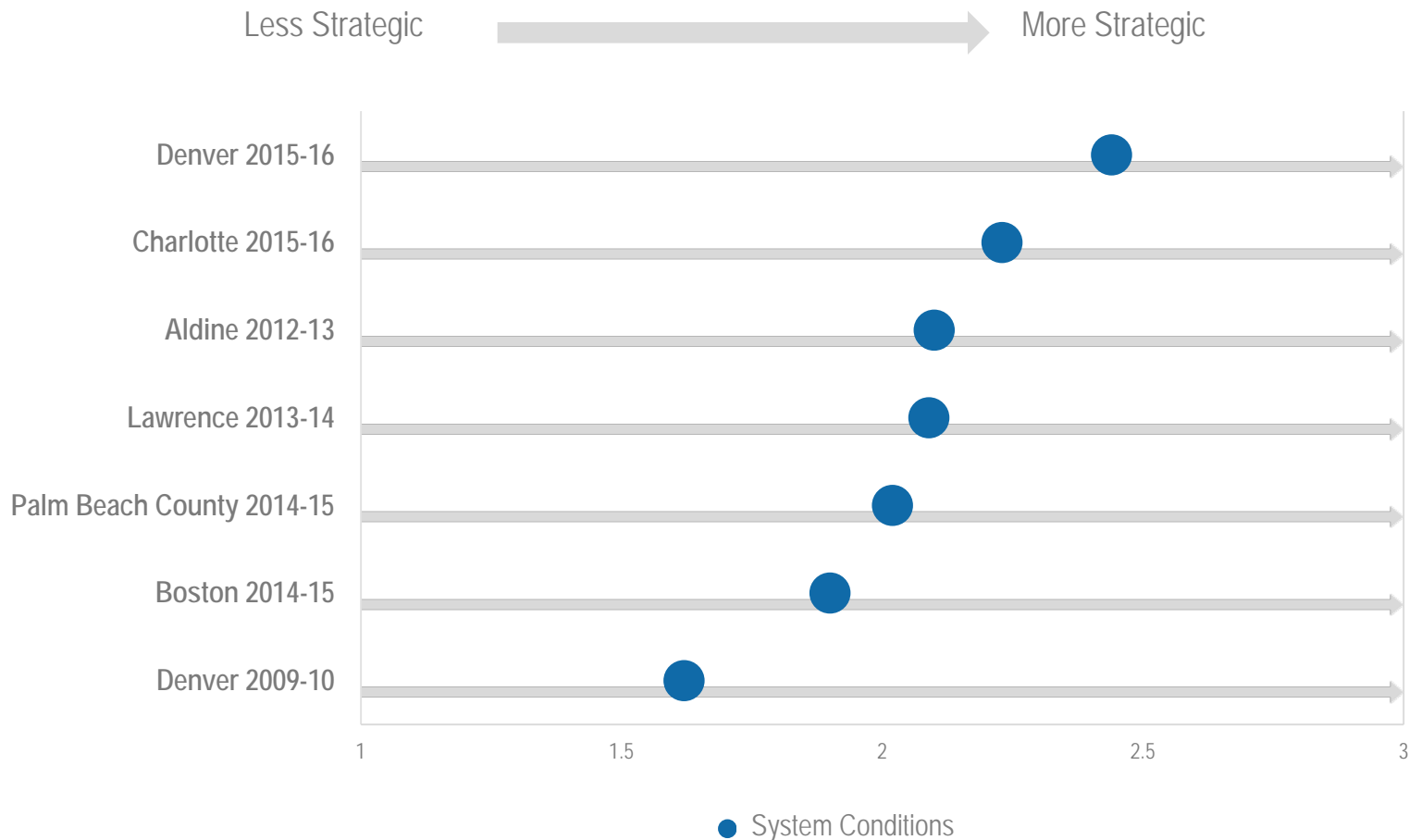
For over a decade, DPS has undertaken a broad array of structural changes aimed at many of these key levers

System 20/20 Area	DPS Actions
 STANDARDS	<ul style="list-style-type: none"> • Development of CCRS readiness assessment for schools • Creation of curriculum and instructional support resources
 TEACHING	<ul style="list-style-type: none"> • Implementation of LEAP • Teacher leadership program • Incentives to attract teachers to highest-need subjects and schools • Cross-district year-long plan for professional development
 SCHOOL DESIGN	<ul style="list-style-type: none"> • Increased school level flexibility • Focus on whole child
 LEADERSHIP	<ul style="list-style-type: none"> • Expanded principal pipeline and development programs • Implement LEAD • Incentives to attract and retain effective principals in high-need schools
 SCHOOL SUPPORT	<ul style="list-style-type: none"> • Data systems • Accountability system • Lower instructional superintendent ratios, especially for turnaround schools
 FUNDING	<ul style="list-style-type: none"> • Shared funding system across charter and district run schools • Incorporation of ELL weights into funding system • Active management of school portfolio across district-run and charter schools

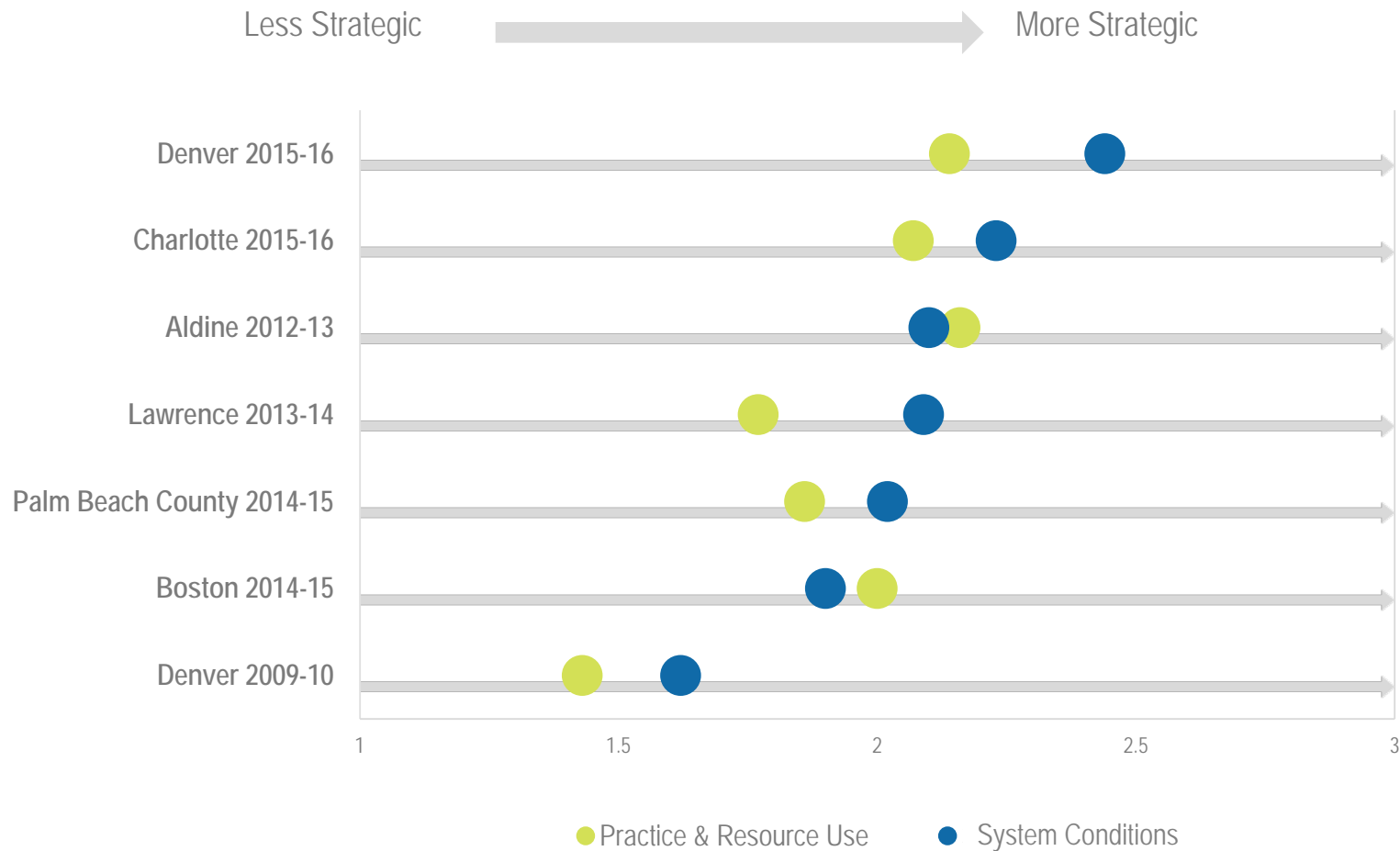
The result is a measurable improvement in system conditions and practice & resource use



These efforts have created the most strategic enabling conditions of any district we've studied



Practice & resource use in DPS lags system conditions, but is also among the leaders of districts we've studied



DPS' journey holds valuable lessons for any district working to transform student outcomes

- ***The importance of creating effective system supports through a sustained and integrated redesign approach***

DPS' systematic creation of the enabling structures and conditions for high-quality schools across all of the School System 20/20 areas has steadily improved performance in district-run schools and should continue to drive improvement into the future.

- ***The power of a system-wide approach to human capital management***

DPS' has focused on creating the conditions to attract, develop and retain high performing teachers and leaders across all areas of the system including evaluation, compensation and career paths and professional development.

- ***The value of deliberate portfolio management***

DPS has accelerated overall district performance growth through a deliberate approach to portfolio management coupled with its chartering authority. Notably, this has also avoided the unplanned under-enrollment and performance degradation in district schools that too often accompanies charter growth.

- ***The challenge of driving from enabling conditions through to practice***

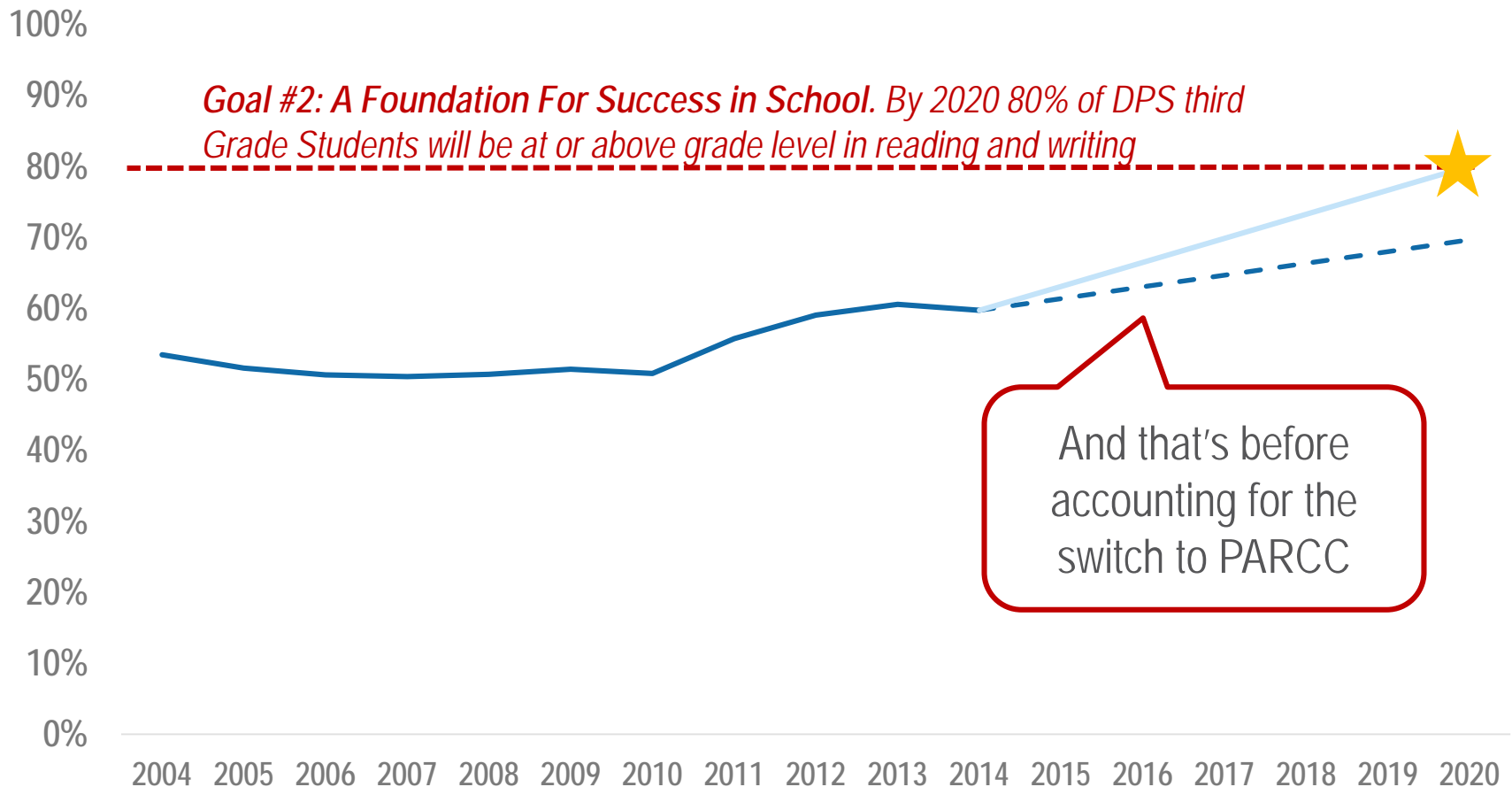
Translating strong enabling conditions into school-level changes in practice and resource use requires active support to build capacity and change behaviors.

Looking forward

Denver's 20/20 goal is even more ambitious than its already impressive gains

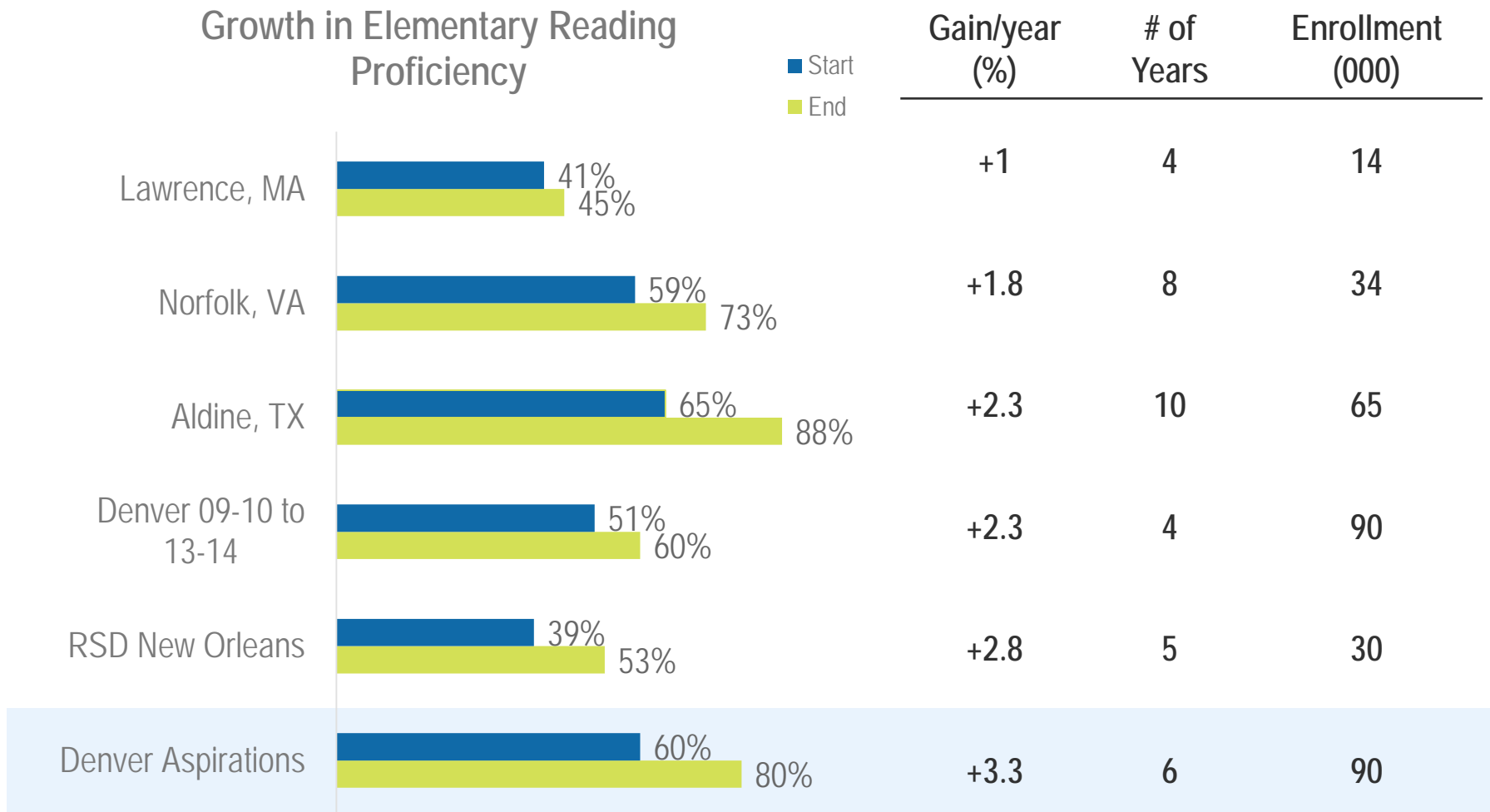
DPS 3rd Grade reading Scores

— Actual - - Continued 2010-2014 trend — Needed to reach goal



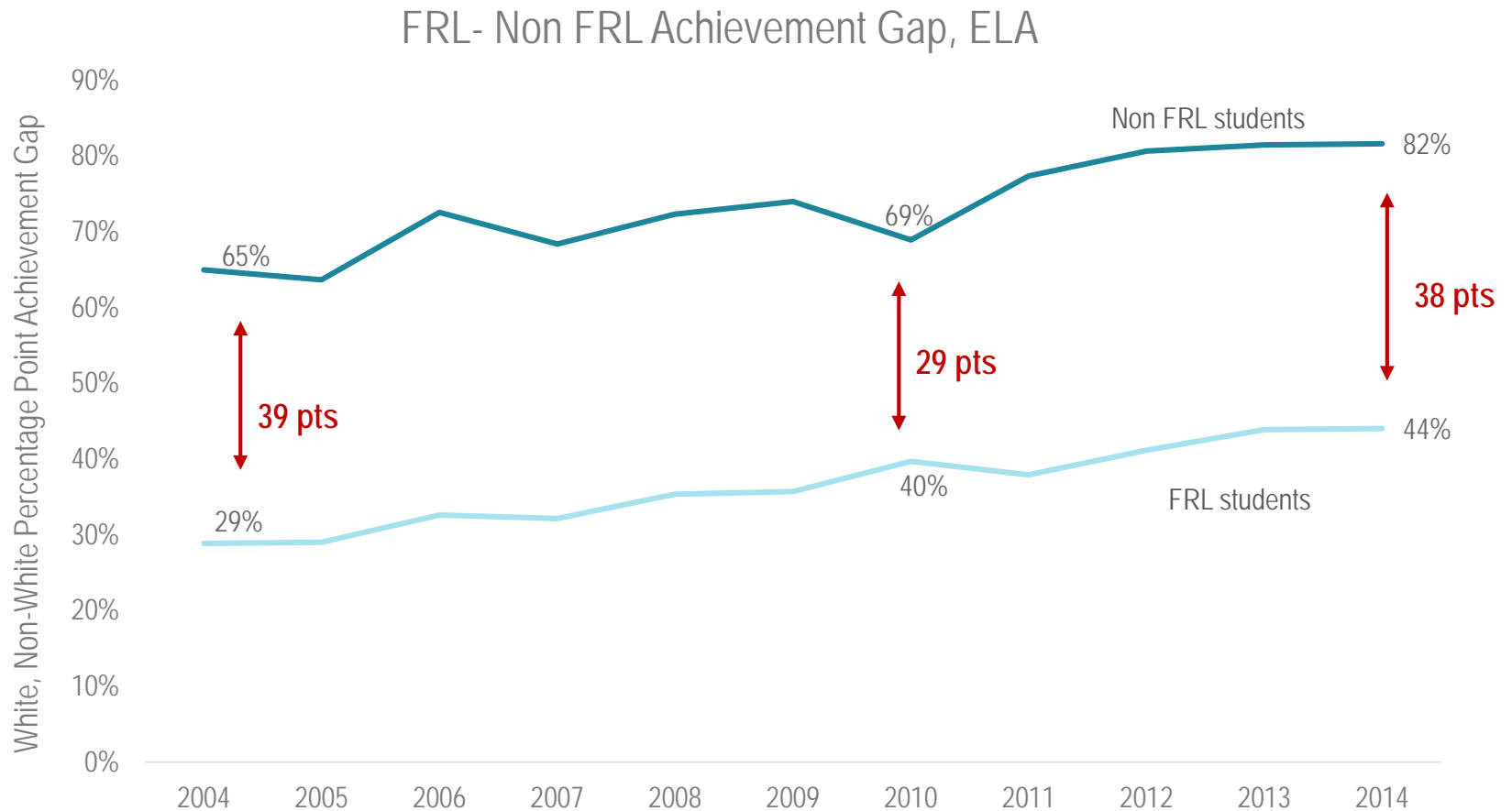
Source: CDE website-DPS student performance data, 2004-2014; ERS projection

Reaching DPS' 3rd grade reading goals will require greater gains than those seen in even the most successful districts



Source: ERS database, DPS performance data, Denver 2020 plan

And while system-wide efforts have raised performance for all, significant achievement gaps remain



Source: 2004-2014 TCAP data for all tested grades from CDE website

Note: we limited this view to TCAP data because only one year of PARCC data is publicly available disaggregated by FRL status to date.

Targeting support to high-need schools and students will be key to continuing progress and closing gaps

- ***Focus portfolio management efforts on maintaining and increasing equity as demographics shift***

Leverage portfolio management and student enrollment processes to maximize opportunities for high-needs students including strategic deployment of proven models and operators and policies that encourage integration in gentrifying neighborhoods.

- ***Leverage talent management to support high need schools***

Continue work to build structures to help lower performing/higher need schools attract, develop and retain talent, including increasing support for the high number of new teachers in these schools.

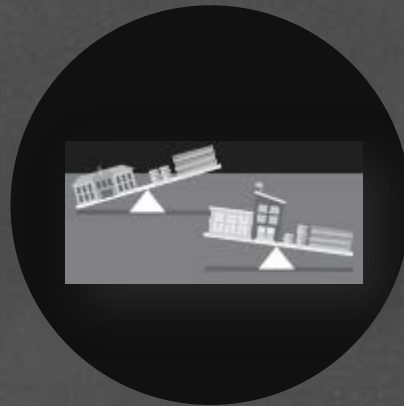
- ***Support schools in implementing high-quality strategic school designs***

Improve support for school leaders to implement strategic school designs and strong professional learning practices in order to turn district-wide systems into on the ground changes that improve student performance.

Funding & Portfolio

From:

Current practices that result in wide funding variances across schools, even after adjusting for differences in student needs.



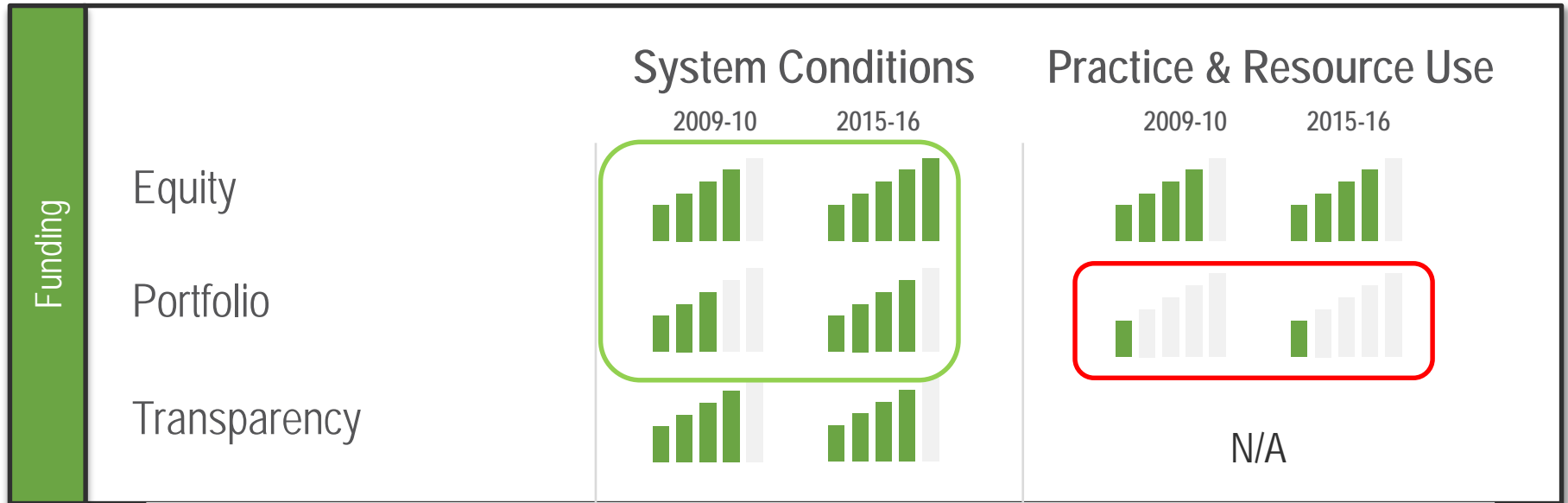
To:

Systems that allocate resources (people, time, and money) equitably across schools, according to student and instructional need.

Key Funding & Portfolio findings

- *DPS is unique in how you have leveraged your chartering authority to create a more level playing field across district-run and charter schools*
 - Willingness to put teeth into accountability systems by closing chronically underperforming schools
 - Strategic approach to opening new schools that avoids the unplanned and fragmented enrollment impacts on surrounding schools often seen in other districts
 - Deliberately moving beyond choice to increase equity of access
 - Implementation of single system designed to ensure equitable funding across all schools
- *This approach has resulted in better options for students*
 - Increase in high quality seats across all regions; largest in regions with fewest high quality seats
 - More similarity in student needs between district-run and charter schools than in many districts
- *But high quality options are still lagging in some high need regions*

Funding

















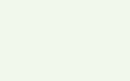








In working to increase high-quality seats, DPS has become increasingly thoughtful about managing its portfolio of schools

		Metric	Less Strategic		More Strategic
Funding and Portfolio	Portfolio	School opening and closing decisions support long-term portfolio goals.	←————●————→		
		The district calculates the cost of different school types and has a clear plan for staffing small and specialty schools to balance access	←————●————→		
		The district has deliberately created a portfolio of school governance types and decision models (e.g., charter, autonomy) to reflect district capacity and to meet the needs of the students in the district.	←————●————→		
		The district has deliberately created a portfolio of school grade levels and sizes to meet the needs of the students in the district.	←————●————→		
		The district has deliberately created a portfolio of school program offerings (e.g., magnet, academy, specialized programming, themed schools) to meet the needs of the students in the district.	←————●————→		
		The district proactively balances the number of seats by deliberately reducing the number of seats at one school when seats are added at another.	←————●————→		



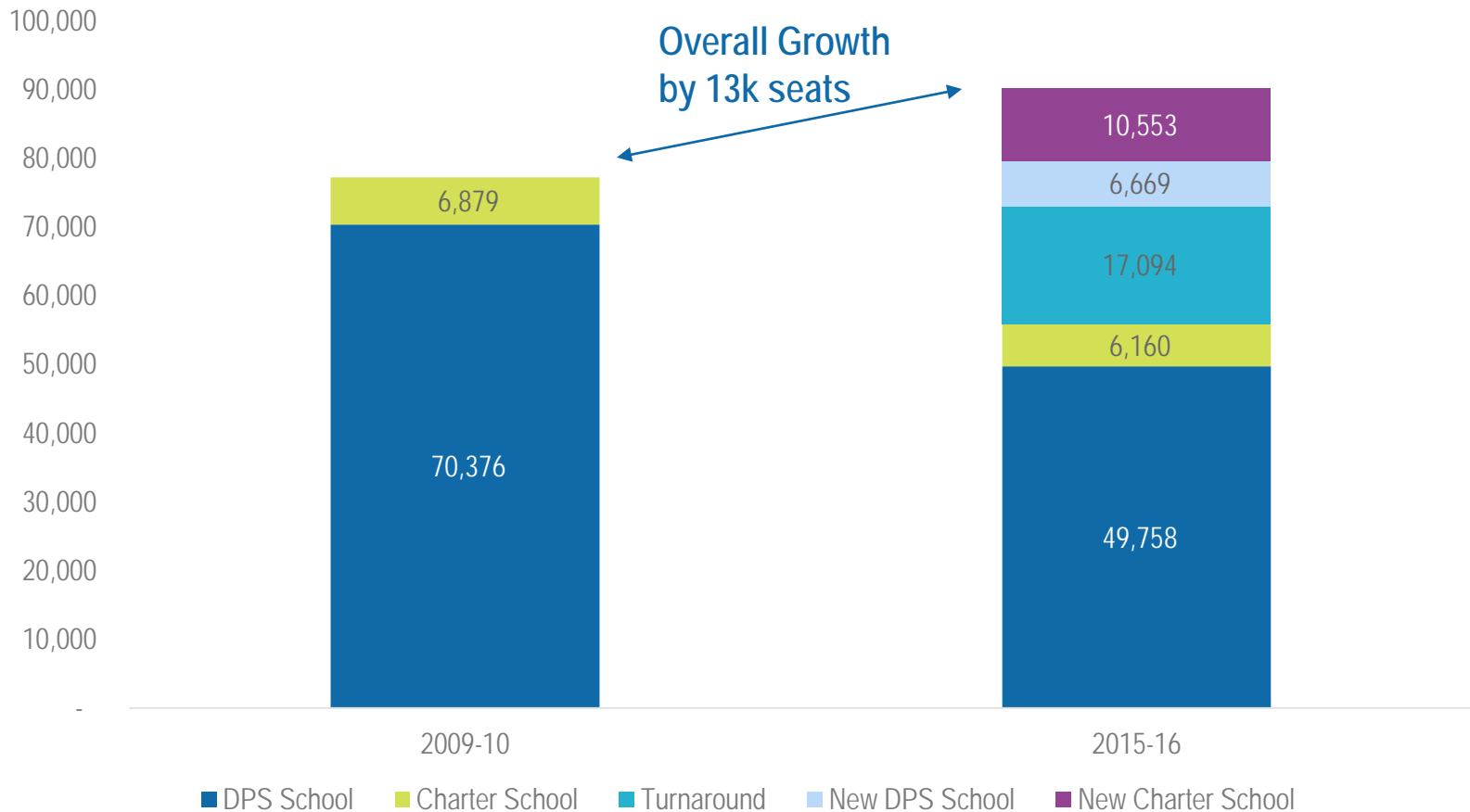
And surpasses all other districts we've studied in this area



		Metric	Less Strategic	More Strategic
Funding and Portfolio	Portfolio	School opening and closing decisions support long-term portfolio goals.		   
		The district calculates the cost of different school types and has a clear plan for staffing small and specialty schools to balance access		   
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		The district proactively balances the number of seats by deliberately reducing the number of seats at one school when seats are added at another.		  

In the process, DPS has closed and opened a significant number of schools – charter and district-run

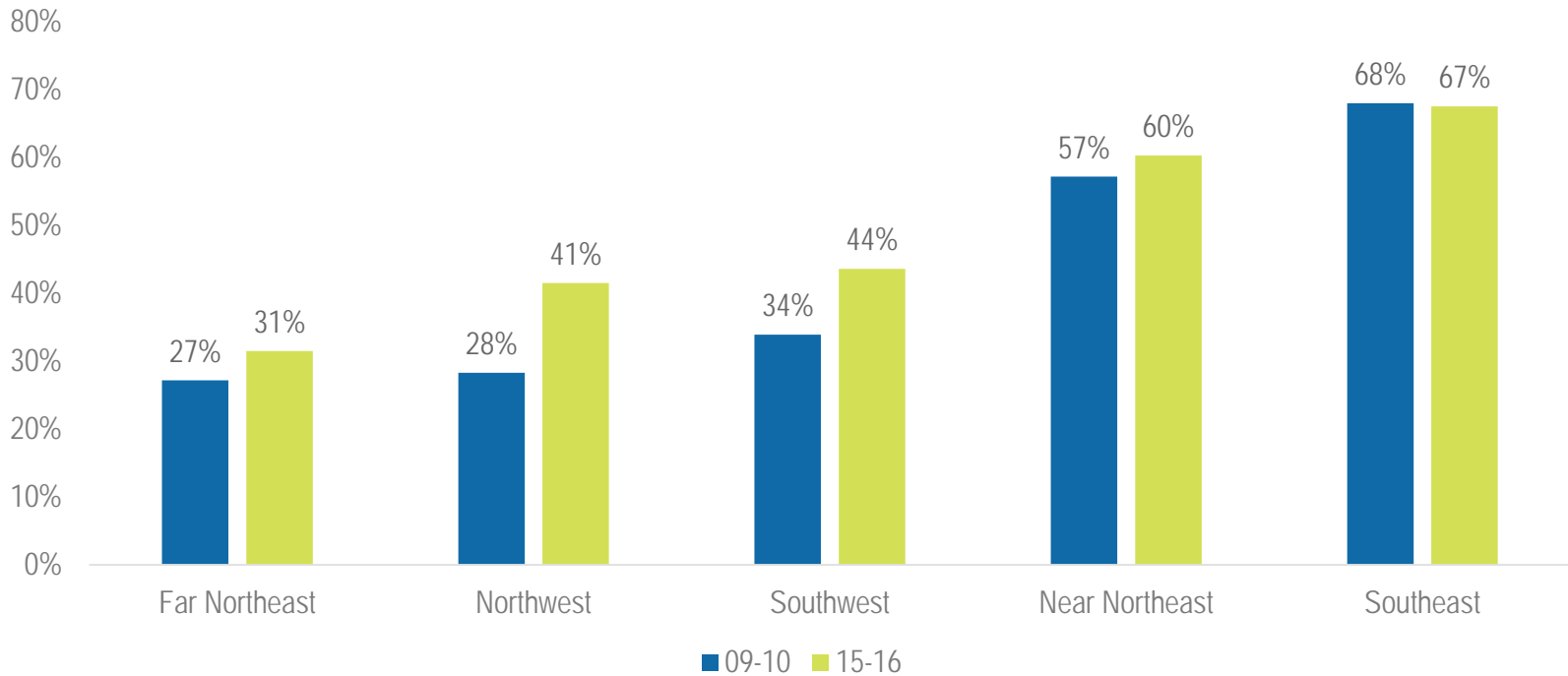
Number of seats by school type (turnaround schools broken out)



Source: DPS Enrollment Data SY2009-2010 and SY2015-2016

Across the district, the number of high-quality seats has increased most in areas with the lowest access

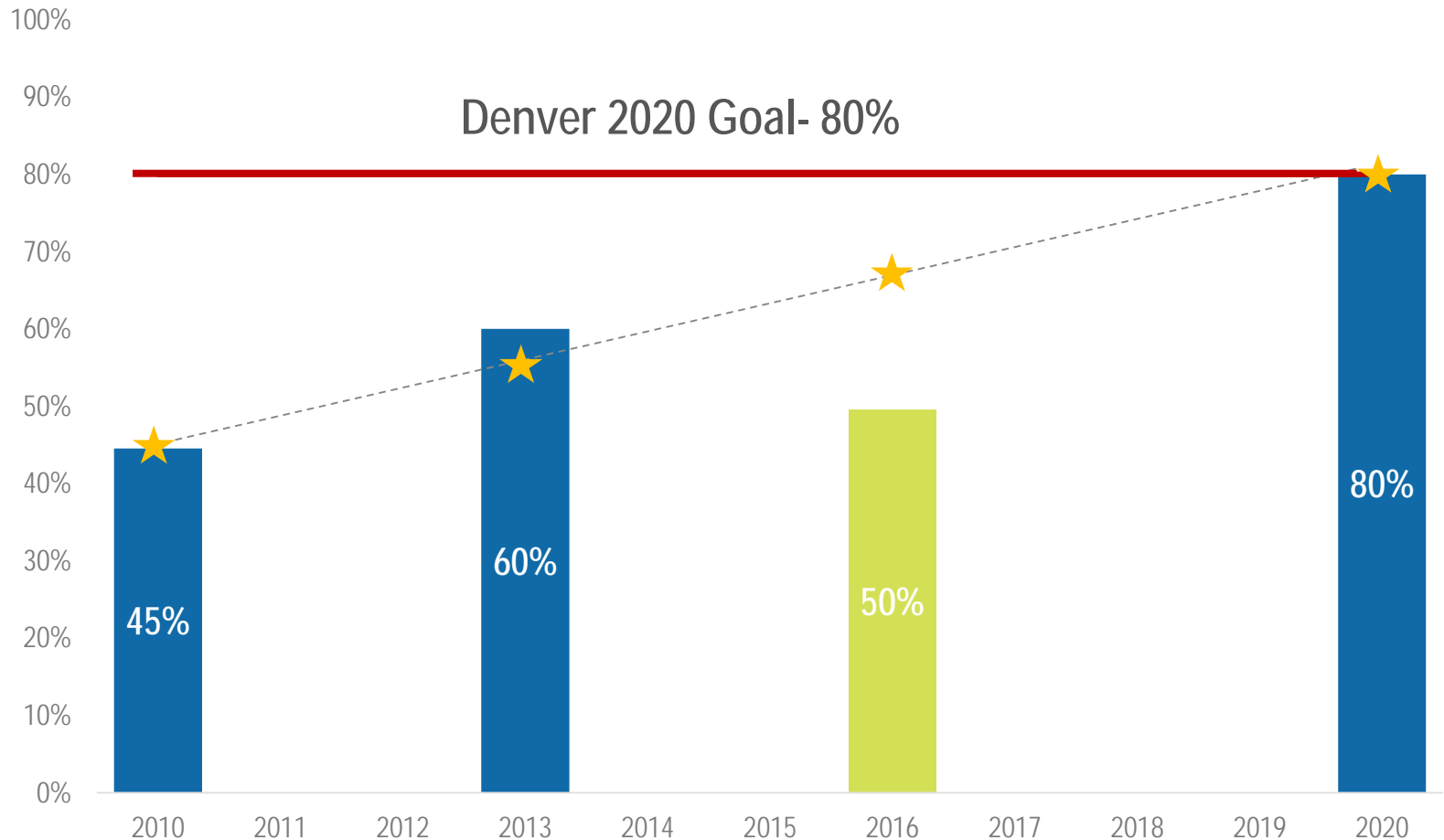
Percent of Students in High-Quality Seats by Year



15-16 % Poverty	81%	78%	89%	58%	45%
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Source: DPS school enrollment and performance data 09-10 and 15-16

As of 2013, DPS was on track to hit their goal for high-quality seats, but with new tests and SPF criteria, this goal may require recalibration

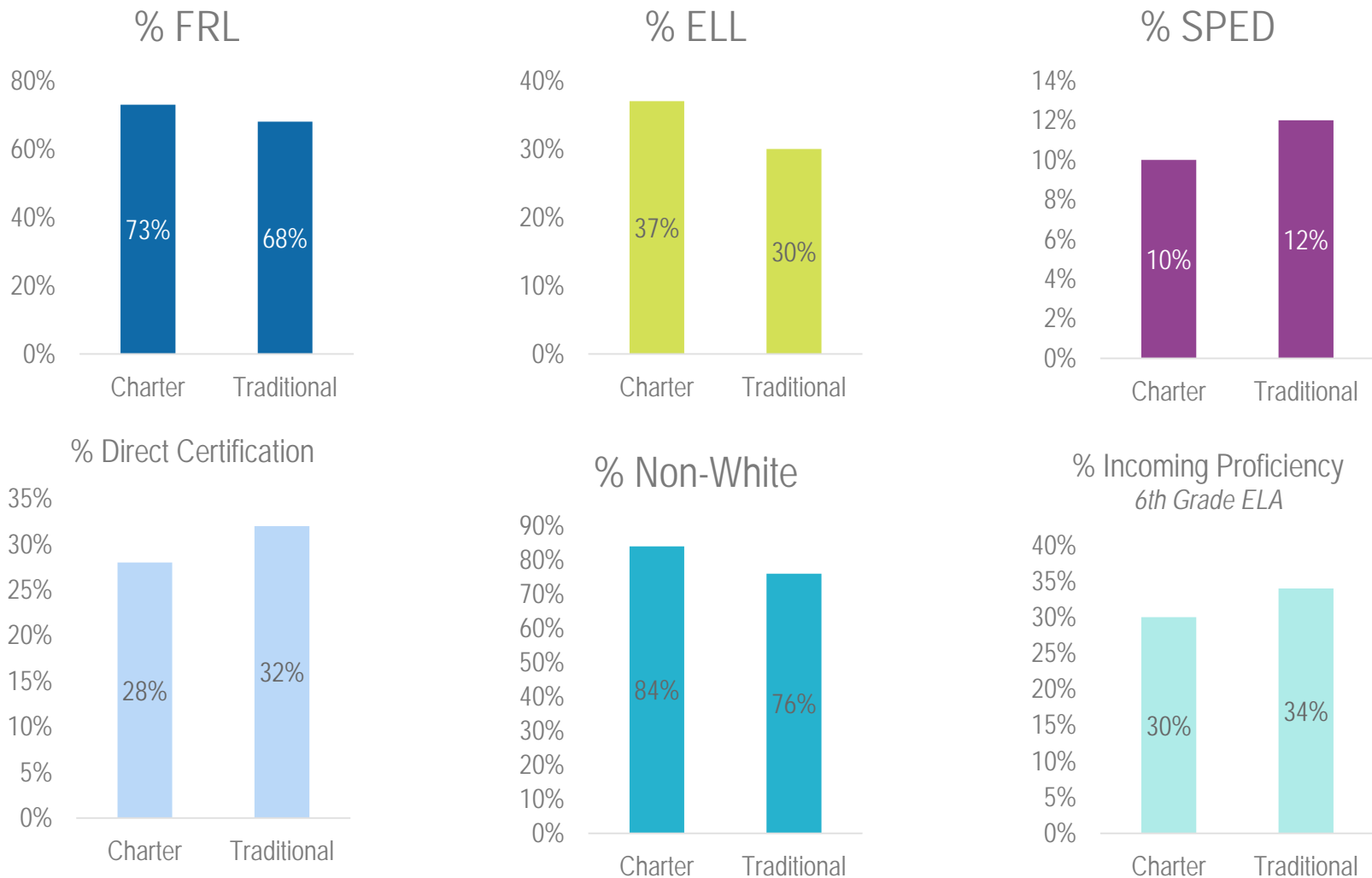


Source: DPS school enrollment and performance data 09-10 and 15-16

DPS has also taken action to improve equity of access

Action	What has DPS done?
1. One system for enrollment across all schools	Launched "SchoolChoice" unified enrollment system in 2011 to manage enrollment process across DPS and charter run schools
2. Eliminate test-based entrance to schools	While schools offer specialized programs, admittance is not based on test scores
3. Provide transportation	Within geographic regions transportation is provided more frequently
4. Eliminate guaranteed seat at specific school based on geography	Enrollment zones rolled out across the district encouraging all families to participate in school choice process.
5. Compensate for families who are unable to enroll months ahead of time	Working to reserve seats across the district for students who enroll before the start of school, but after first round of choice process. These students are often lower income, lower performing, and more likely to have other special learning needs

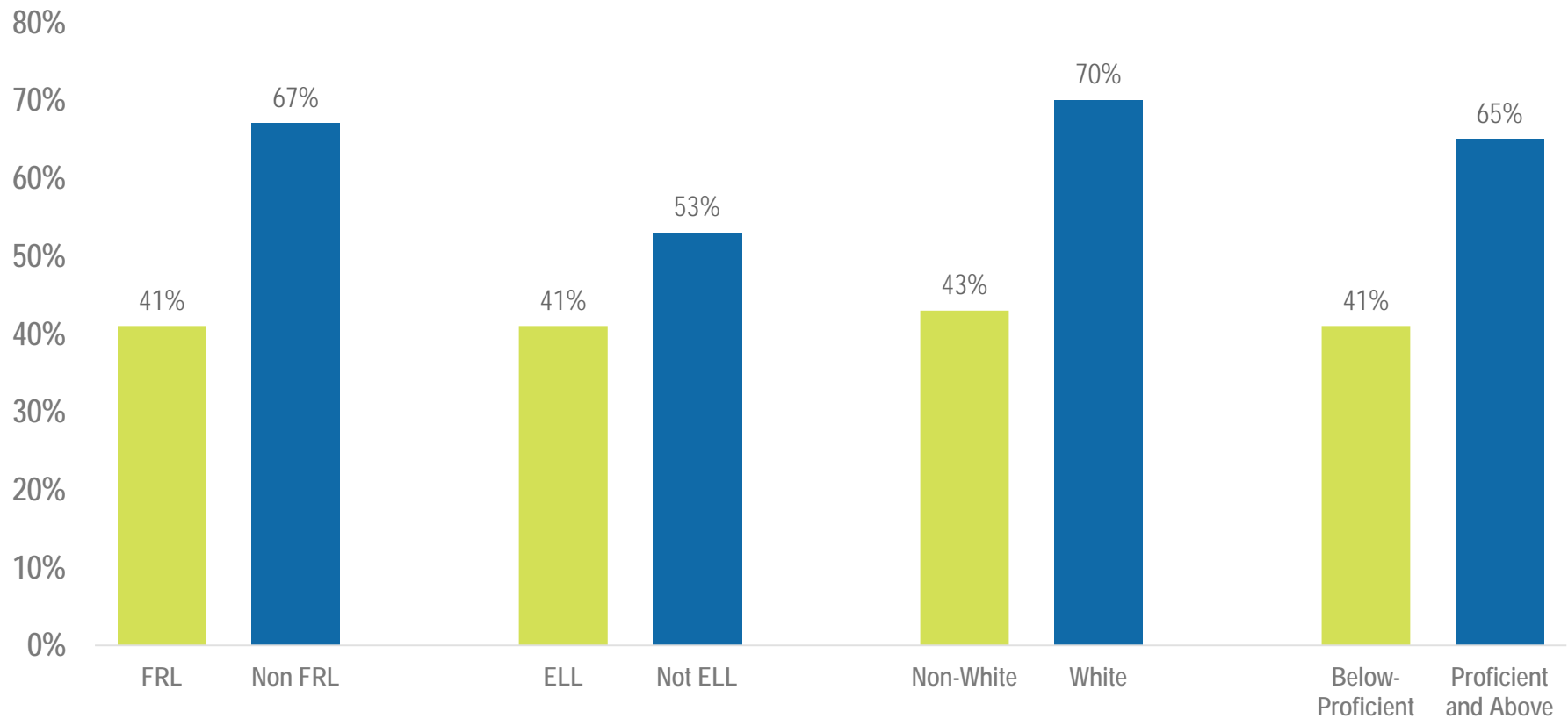
DPS has more similarity in student needs between charter and district-run schools than we see in many other districts



Source: DPS school enrollment 09-10 and 15-16

But access for high-need students still lags behind

Percent of Students in High-Quality Seats, 2015-16



Recommendations

- ***Continue to increase number of high-quality seats, especially in least represented areas of the city***
 - Continue to be opportunistic about shifting turnaround schools to proven models/operators to serve high need students in high need regions
 - Continue active portfolio management across all regions
 - Continue instructional improvement efforts across all schools, focusing on strategies to target the neediest populations (see following sections)
- ***Explore opportunities to create more equitable access to high-quality seats given demographic shifts***
 - Increase number of priority enrollment seats in high performing schools
 - Expand spots for late enrollment students in areas with historically high populations
 - “Smooth” assignment of late enrollment students across all schools in a zone
- ***Explore opportunities to leverage access policies and demographic shifts to increase integration as a lever for increased performance***
 - Expand priority enrollment to district run schools, especially in regions where population is shifting
 - Encourage innovative new school models that target a diverse population as part of their instructional vision
- ***Continue to monitor funding levels and formulas as population continues to shift to ensure equity and efficiency***
 - Understand costs of central support relative to distribution of need across district
 - Evaluate opportunities for cost sharing and economies of scale across all schools

Teaching

From:

A teaching job that is not structured for success. Teachers who are isolated, with limited support, flexibility, and opportunities for advancement. Career path and compensation structures that offer limited rewards for excellence and few consequences for poor performance.



To:

A new approach to how we hire, assign, support, pay, and promote teachers so that strong candidates become teachers, good teachers develop into great teachers, great teachers have opportunities to advance, and all teachers work in teams to deliver the best instruction to students.

Leadership

From:

Limited autonomy, flexibility and support that do little to develop and reward strong leadership in schools or districts.



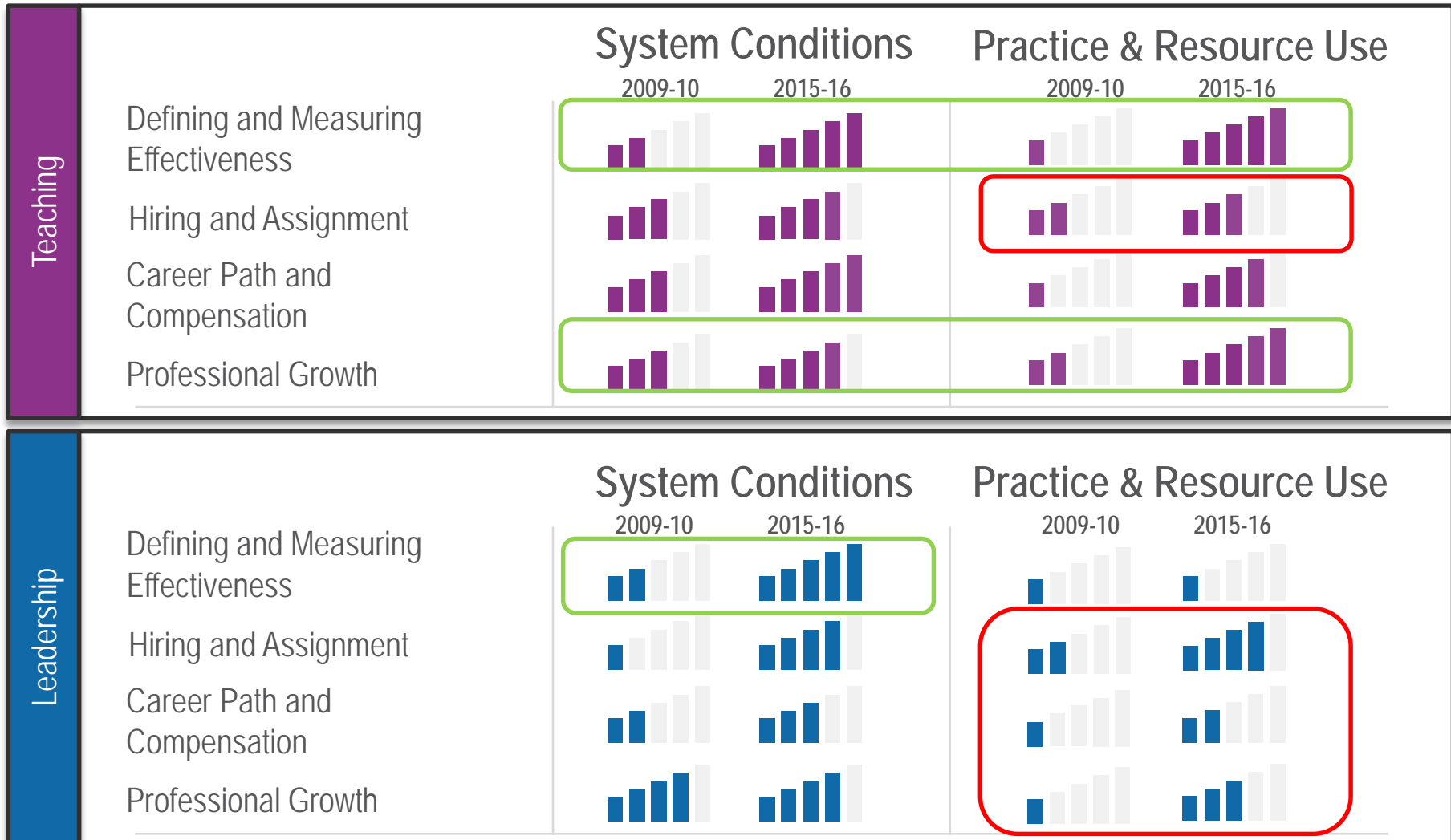
To:

Clear standards for principals and district administrators, investment in the tools they need to succeed, and processes to measure their performance and hold them accountable.

Key Teaching and Leadership Findings

- *DPS investment in LEAP, LEAD and growth supports for teachers and leaders seems to be paying off*
 - Increased rigor in teacher evaluation
 - High retention of strongest performers coupled with relatively higher attrition of lowest performers
- *But high need schools are lagging in teacher and leader stability and quality*
 - Turnover and % novice teachers and leaders is much higher in higher need schools
 - ProComp incentives for priority schools compete with incentives for high growth/high performing schools
 - Schools are not consistently maximizing the opportunities provided by the district, particularly around the hiring timeline, and teacher leaders

Teaching & Leadership



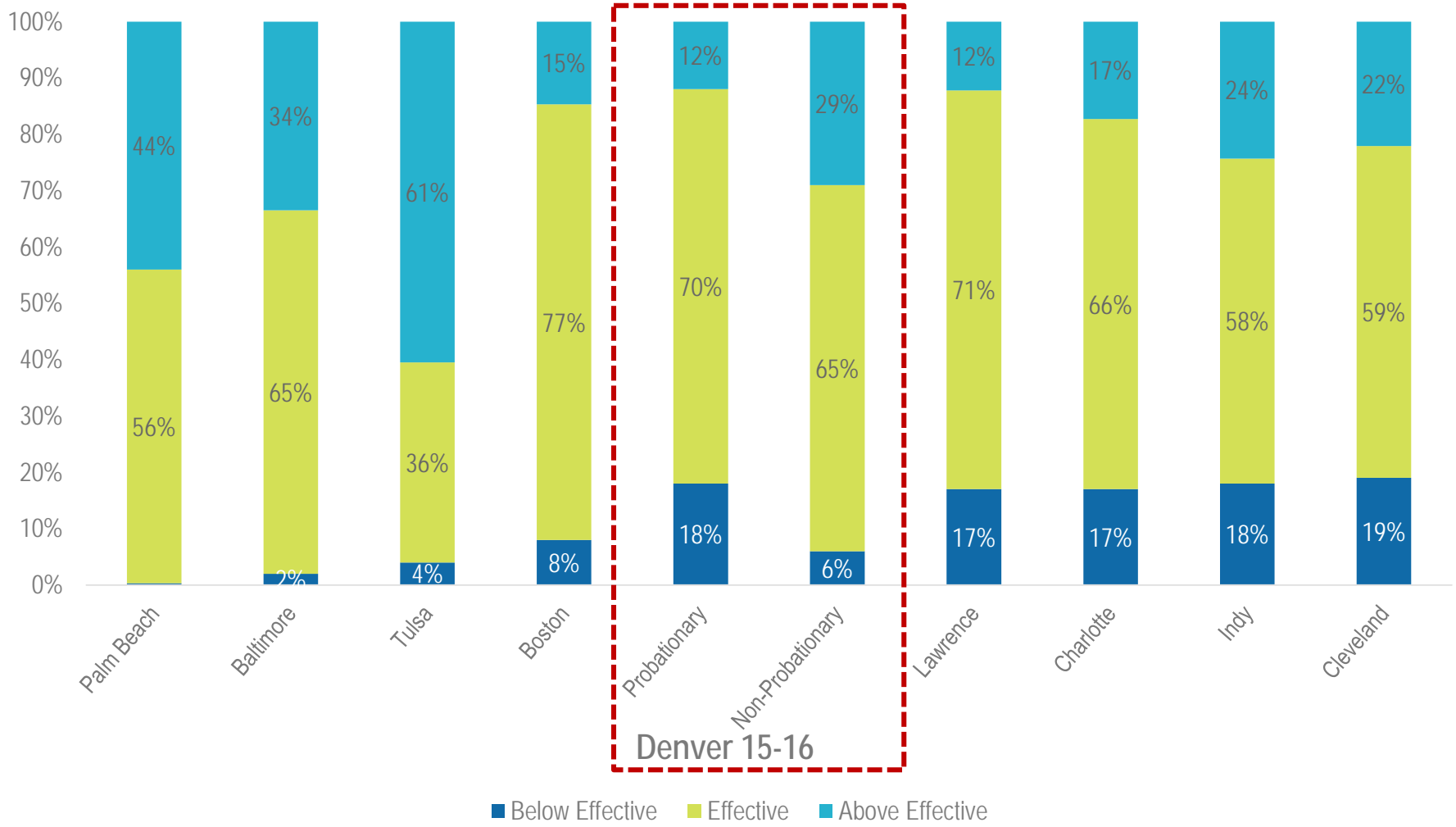
The LEAP and LEAD evaluation systems have improved DPS' ability to support teachers and school leaders

		Metric	Less Strategic	More Strategic
Teaching	Defining & Measuring Effectiveness	School leaders and other evaluators are supported and held accountable for timely, accurate, and rigorous evaluations to support teachers in improving practice.	←	●
		School leaders use evaluation measures to support and develop all teachers, retaining and promoting strong performers.	← ●	● →
School leader evaluators are supported and held accountable for timely, accurate, and rigorous evaluations to support school leaders in improving practice.		←	●	
The district uses evaluations to determine compensation and/or new job responsibilities as well as appropriate levels of training and support.		← ●	● →	













There is general agreement that LEAP has increased evaluation rigor, leaving DPS middle of the pack in terms of identifying stars and underperformers

Share of Teachers by Effectiveness Bucket

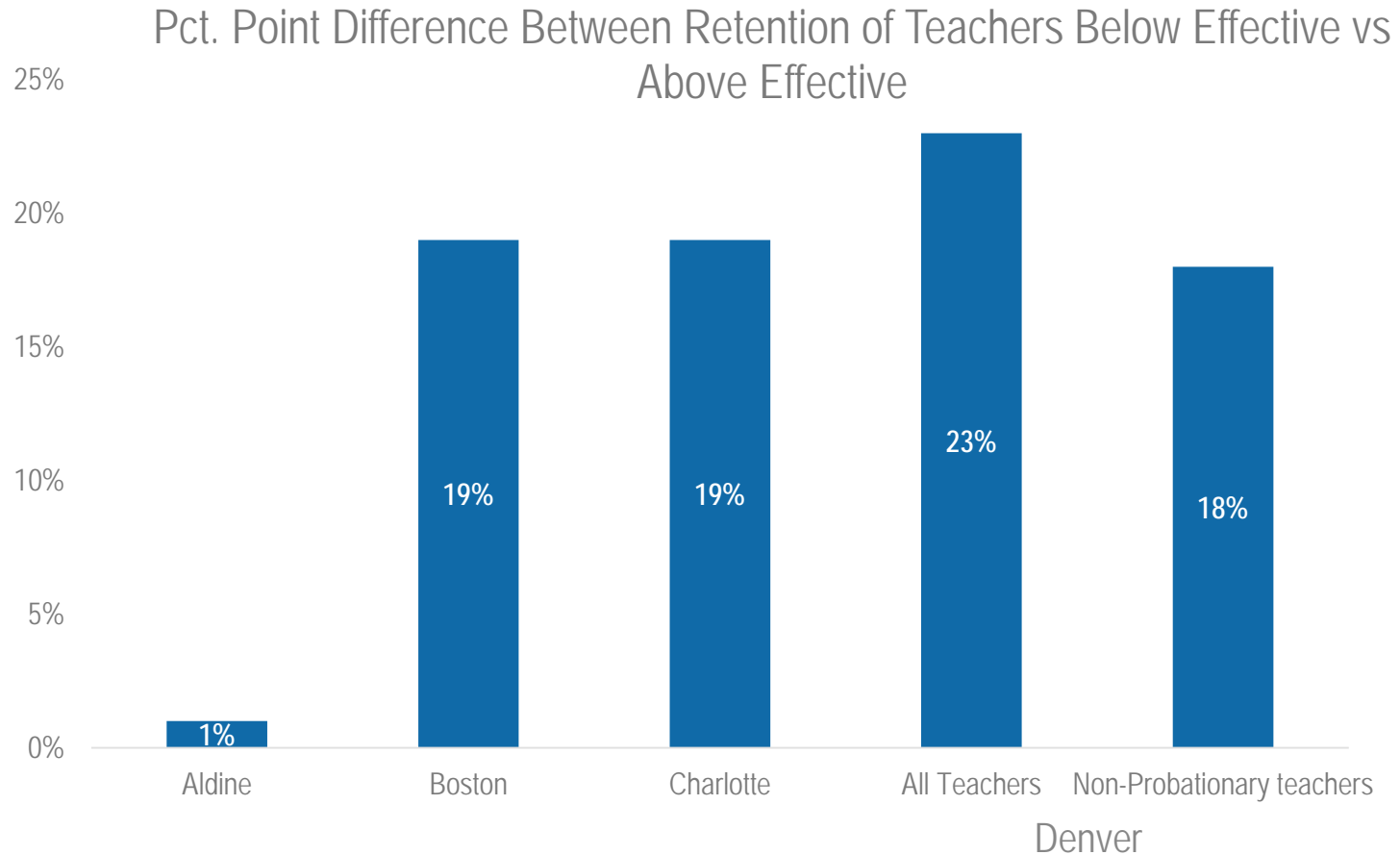


DPS investment in teacher leadership and coaching positions has improved support and career opportunities

		Metric	Less Strategic	More Strategic
Teaching	Hiring & Assignment	District compensation structure and career paths provide opportunities for teachers to pursue multiple leadership paths.		
	Career Path & Compensation	Effective teachers receive differential compensation for taking on additional responsibilities, more challenging assignments, and/or teaching in a subject or specialty where the market commands a higher salary.		
		Percentage of annual total spend on teacher salary tied to increased responsibility, assignment or performance.		
Leadership	Career Path & Compensation	The district ensures that school leaders' jobs are structured to be sustainable and stable through principal support and distributed leadership models.		
		The district strategically identifies potential leaders and offers professional development and support to create pathways to leadership.		



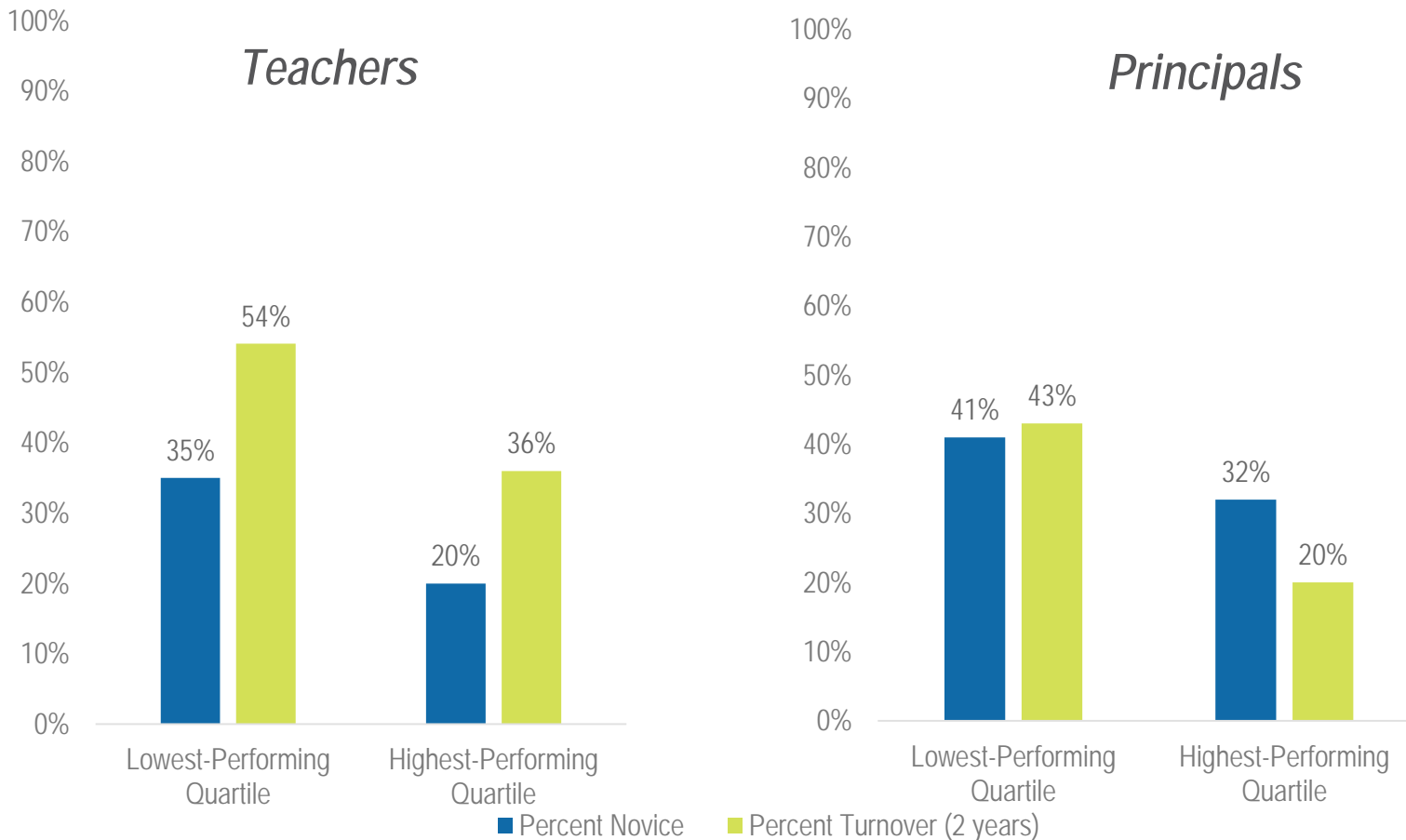
DPS' highest performing teachers are also most likely to stay, which is a leading indicator of teaching quality



	Denver				
Retention of Teachers above effective	86%	89%	89%	91%	92%
Retention of Teachers below effective	85%	70%	70%	68%	74%

However, low-performing schools tend to have a higher share of novice and greater turnover among teachers and principals

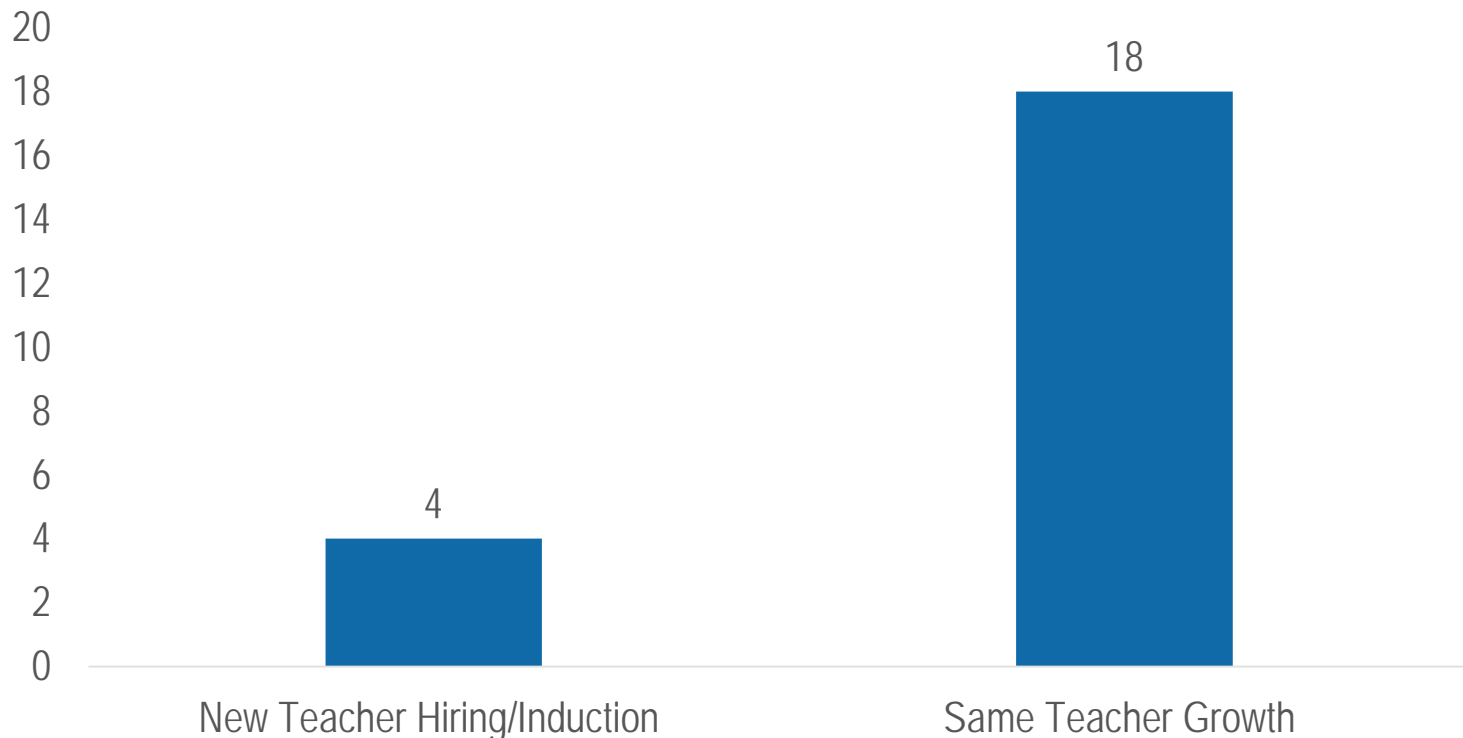
Percent Novice SY16 and School Turnover (SY14-SY16) by Performance Quartile



Note: Turnover adjusted to exclude new and closed schools

FROM ERS/DPS analysis 2014: If DPS could improve “same teacher” growth at these schools, it could generate another 25% of the learning required to reach our sample target – a much larger gain than a comparable improvement in new teachers

Cumulative 7-Year Scale Score Improvement

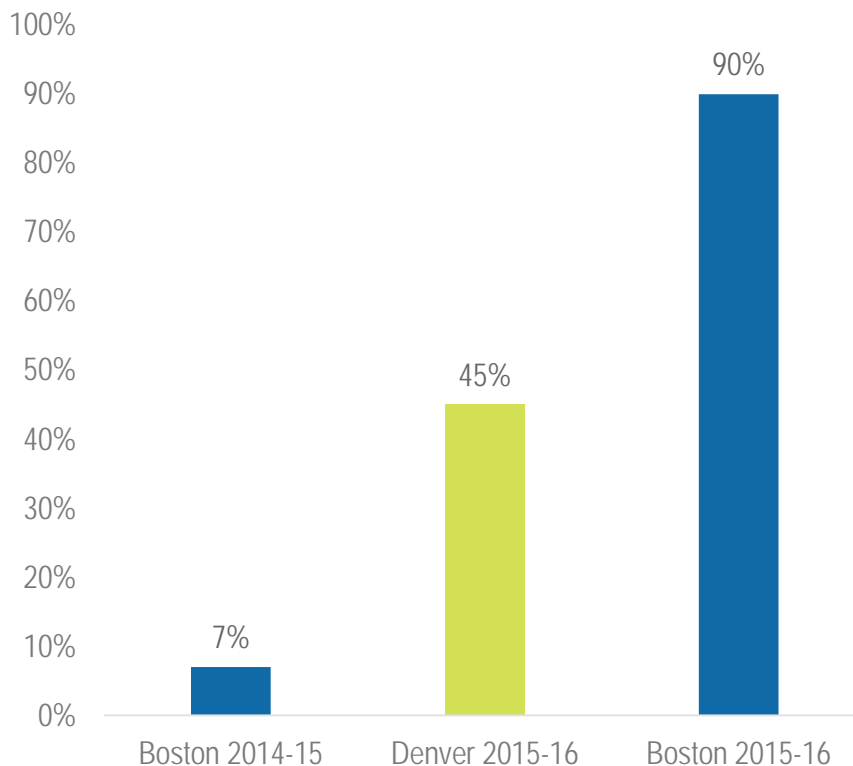


The bottom 10% of schools for hiring and induction improve up to the level of the median school for hiring and induction

The bottom 10% of schools at same teacher growth improve up to the MGP level of the median school at same teacher growth

In Boston, changing structural factors like the hiring timeline is helping get better teachers into the district

Percent of teachers hired three months before teachers report for new school year



- Replaced forced placement with mutual consent
- Pushed principals to identify vacancies earlier in year
- Budget commitment to maintain unstaffed teachers
- Adjust hiring process to allow both internal and external applicants

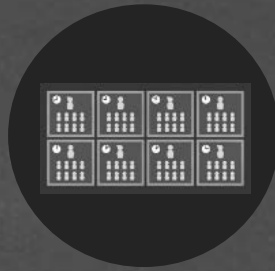
Recommendations

- *Continue to leverage evaluation and professional learning to improve teacher effectiveness*
 - Ensure tight feedback loops
 - Prioritize additional supports in schools with large novice or struggling teaching forces
- *Expand efforts to attract and retain high performers in low performing schools*
 - Align and expand financial and career incentives while limiting incentives in higher performing schools
 - Explore opportunities for moving “critical mass” of instructional staff
 - Explore opportunities to prioritize earlier hiring in high need schools
 - Expand efforts to match high potential leaders to high-need schools
- *Provide additional support to teachers and leaders in high need schools*
 - Additional/enhanced teacher leadership roles
 - Support to “super-charge” team-based professional growth practices
 - Support for principals around hiring, retention, school design
- *Consider broader ProComp reform to simplify and build on recent innovative contracts in other districts*

School Design

From:

Rigid schedules and class sizes that don't accommodate a range of learning needs and force teachers to work in isolation.



To:

Restructured schedules and dynamic grouping strategies that respond to learning needs and create new opportunities for instructional collaboration.

Standards & Instruction

From:

Inconsistent or inadequate standards with little support for teachers.



To:

Rigorous, information-age standards supported by effective curricula and assessments

School Support

From:

Central office staff responsibilities that focus on compliance and oversight.



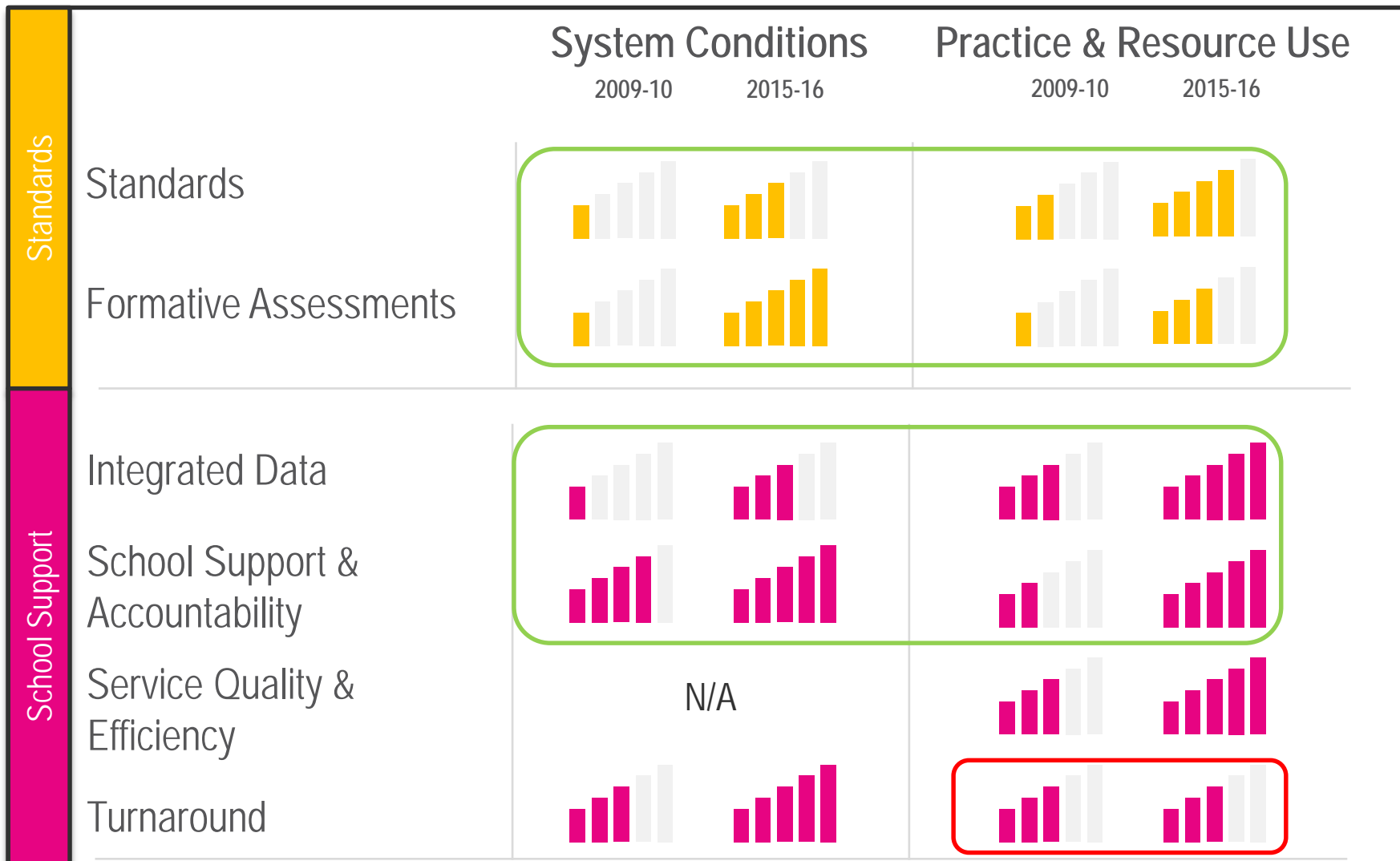
To:

Staff and systems that leverage data and technology to increase efficiency and accountability and identify best practices.

Key School Design/Standards/School Support Findings

- *DPS has implemented strong enabling conditions and supports for school improvement*
 - School-level flexibilities
 - Curriculum, assessments, and instructional support
 - Instructional superintendent support targeted to lowest performers
- *But these conditions do not consistently result in strategic school designs that meet the needs of all students and teachers*
 - Lack of consistent, adequate, high-quality collaborative planning time is constraining shifts in instructional practice
 - Inconsistent matching of talent and time to student need within schools is a missed opportunity to improve student outcomes









Standards & Instruction/School Support



School Design

School Design	System Conditions		Practice & Resource Use	
	2009-10	2015-16	2009-10	2015-16
	School Culture			
Instructional Time				
Individual Attention	N/A			
Teaching Effectiveness	N/A			
Capacity			N/A	
Flexibility			N/A	
Special Populations	N/A			

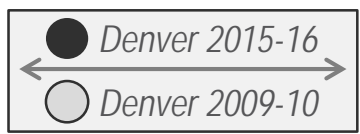
DPS has invested heavily in providing Common Core-aligned support, curricula and formative assessments to schools

		Metric	Less Strategic	More Strategic
Standards & Instruction	Standards	The district provides a curriculum or a curated list of instructional materials that is aligned with college and career ready standards.		
		The district provides a template for scope and sequence of curriculum that is aligned with college and career ready standards.		
	Formative Assessments	The district provides a curated set of formative assessments that are aligned with college and career ready standards and curricula.		
		The district ensures that teachers and leaders have timely access to formative assessment data in an easy-to-use format.		



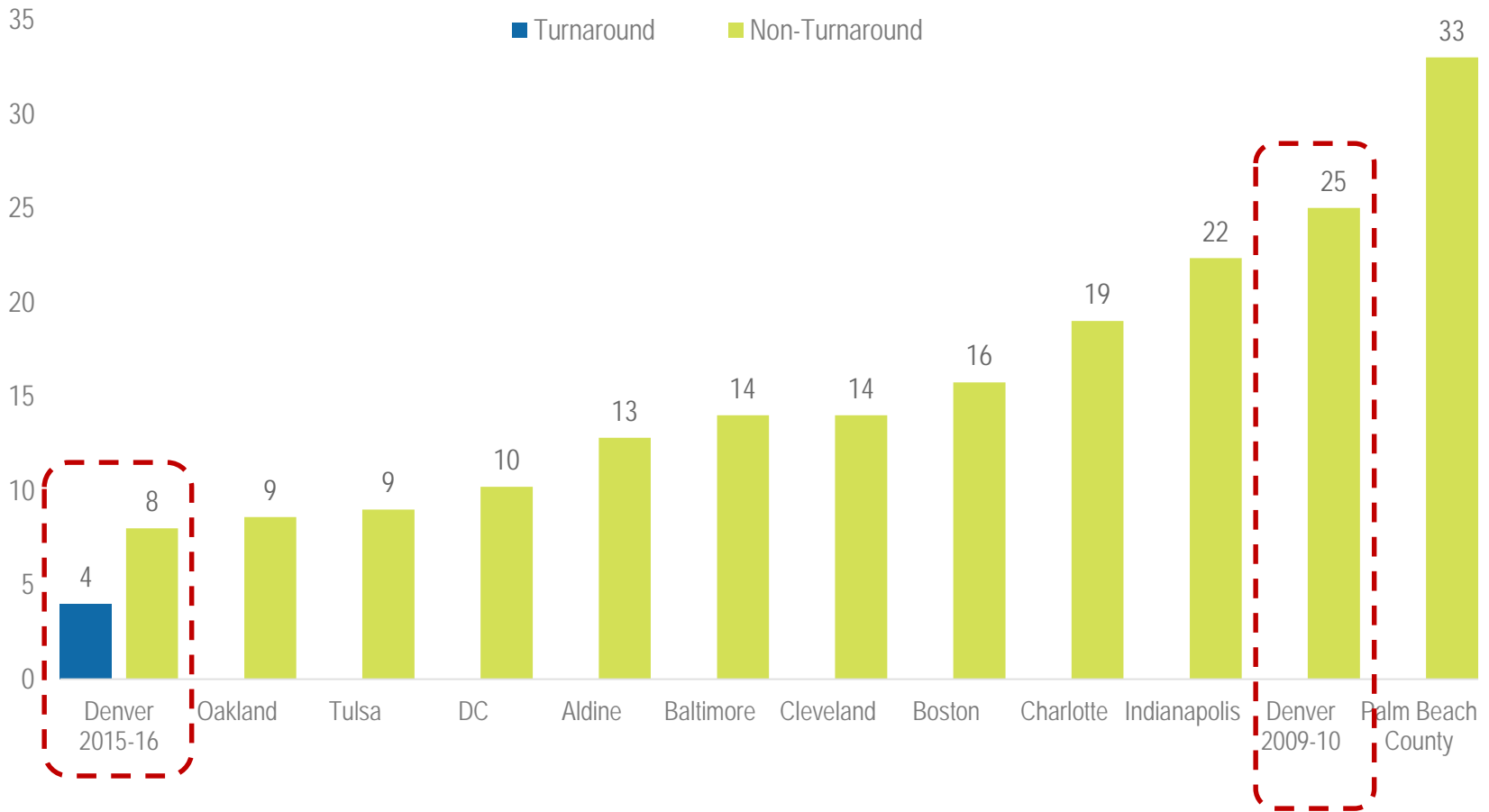
DPS has also built strong structures to set expectations and performance goals for schools

		Metric	Less Strategic	More Strategic
School Support	School Support & Accountability	The district has a systematic way to assess school performance at each school.	←————→	● ○
	School Support & Accountability	The district has an effective method for evaluating student needs at each school.	←————→	● ○



And has made a big investment at the critical instructional superintendent level

Instructional Superintendent Span of Control



Supporting the goal of decentralization, DPS continues to expand school level flexibilities

		Metric	Less Strategic		More Strategic
School Design	Flexibility	Schools have flexibility over how they spend their budget, including class size and staffing ratios, and can trade staff positions, positions for \$, and \$ for positions.	←————→ ● ○		
		Schools have the flexibility to hire teachers whose skills and expertise match school and student needs.	←————→ ● ○		
		Schools have the flexibility to make schedule changes without a contract renegotiation or a full faculty vote.	←————→ ● ○		
		Schools have the flexibility to vary special education service and instructional models as long as they meet IEP requirements.	←————→ ● ○		
		Schools have the flexibility to vary teacher teams, assignments, and schedules with data support in order to provide time for collaboration and match resources to student needs.	←————→ ● ○		



In fact, DPS schools have more flexibility than comparison districts



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		Schools have the flexibility to vary teacher teams, assignments, and schedules with data support in order to provide time for collaboration and match resources to student needs.			

This flexibility sets to stage for DPS schools to better match resources to teacher and student needs at the school level

Supporting Teachers

- Professional learning
- Strategic assignment

Supporting Students

- Time
- Individual attention

Recent research by ERS indicates there are four key enabling conditions to effective professional learning...but not all are translating into practice in DPS

Core Element	Strategic practices
Aligned curricula, assessments and instructional tools	Aligned curricula creates coherence and enables teacher collaboration and continuous improvement focused on desired instructional shifts.
School and teacher leaders	School and teacher leaders have smaller spans of review enabling quality observation and feedback and productive collaboration, with a rich set of career growth opportunities for teachers.
Feedback systems	Feedback systems with calibrated observational measures and tools ensure teachers receive meaningful, growth-oriented feedback from experts who share the same high standards for instruction.
Sufficient dedicated time for collaboration	Teaching teams who share common work have significant and regular blocks of time to plan lessons, review student results and learn together to improve instruction.

Not all schools are using high-quality materials to raise their level of instruction

		Metric	Less Strategic	More Strategic
Standards & Instruction	Standards	Across all schools, curriculum is consistently aligned with college and career ready standards.		
		Across all schools, school leaders ensure that grade level college and career ready standards based instruction takes place consistently within their schools.		
		There is equal access to advanced courses across all schools in the district.		
	Formative Assessments	Teachers use formative assessments consistently and frequently to assess their students' progress and to refine their instruction accordingly.		



Despite efforts to expand the effective use of collaborative planning time in schools, it isn't universal

		Metric	Less Strategic		More Strategic
School Design	Teaching Effectiveness	Teachers have at least 90min/wk. of collaborative time to deepen understanding of college and career ready standards and improve instructional practice within a team			
		Do teacher teams have effective practices and protocols to adjust instruction and improve practice?			
		The district provides support, including personnel, exemplars, professional development, and external resources, to schools for effective teams and CPT.			



This flexibility sets to stage for DPS schools to better match resources to teacher and student needs at the school level

Supporting Teachers

- Professional learning
- Strategic assignment

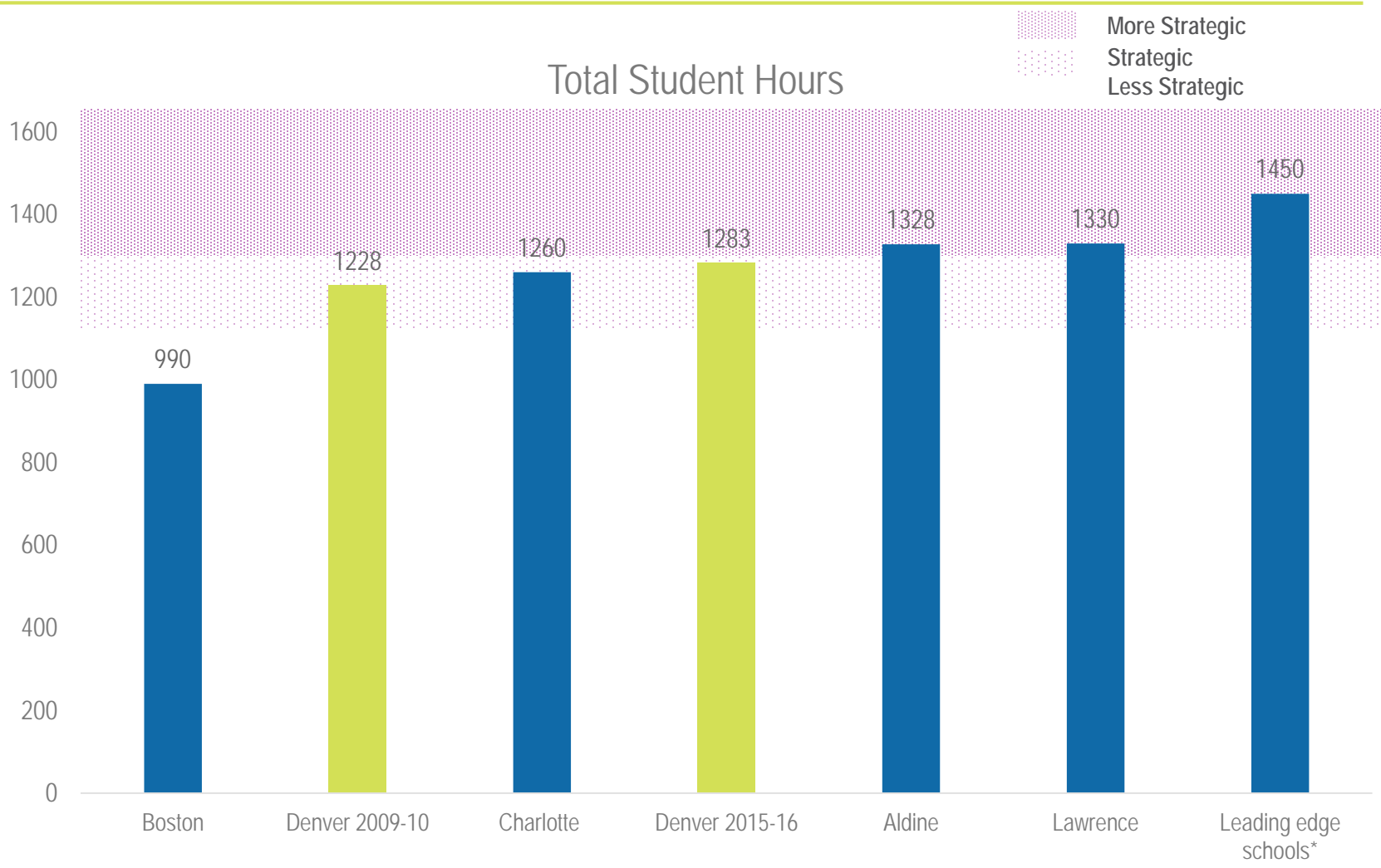
Supporting Students

- Time
- Individual attention

In addition, successful schools will use a variety of strategies to personalize learning for students

Strategy	DPS – Traditional	DPS – Charter
Overall Time	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Prioritized by subject	<input type="checkbox"/>	<input type="checkbox"/>
Prioritized by student need	<input type="checkbox"/>	<input type="checkbox"/>
Teacher load	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Overall class size	<input type="checkbox"/>	<input type="checkbox"/>
Prioritized by subject	<input type="checkbox"/>	<input type="checkbox"/>
Prioritized by student need	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

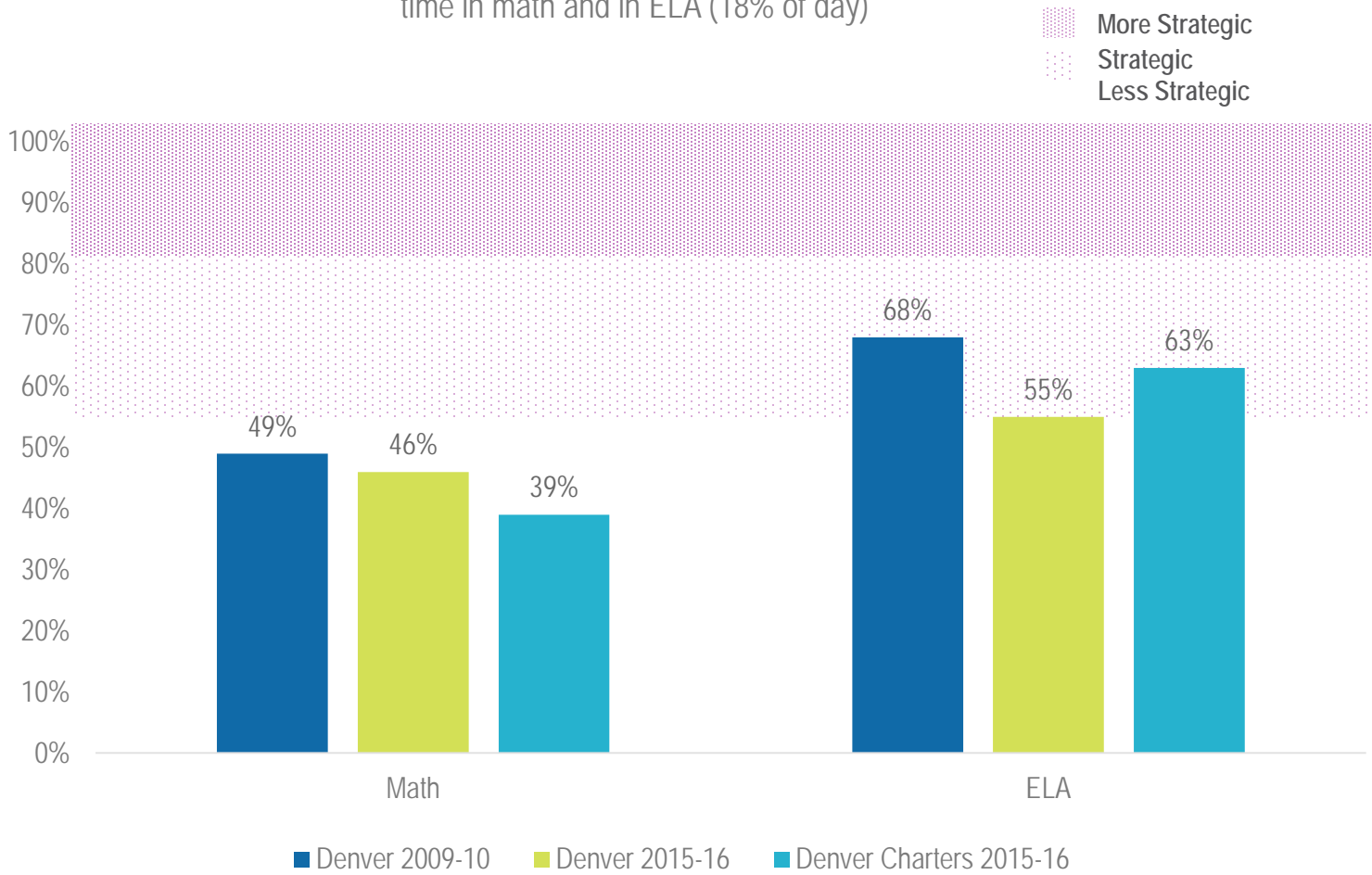
Overall, more students in DPS have moved to schools with additional time in the school year



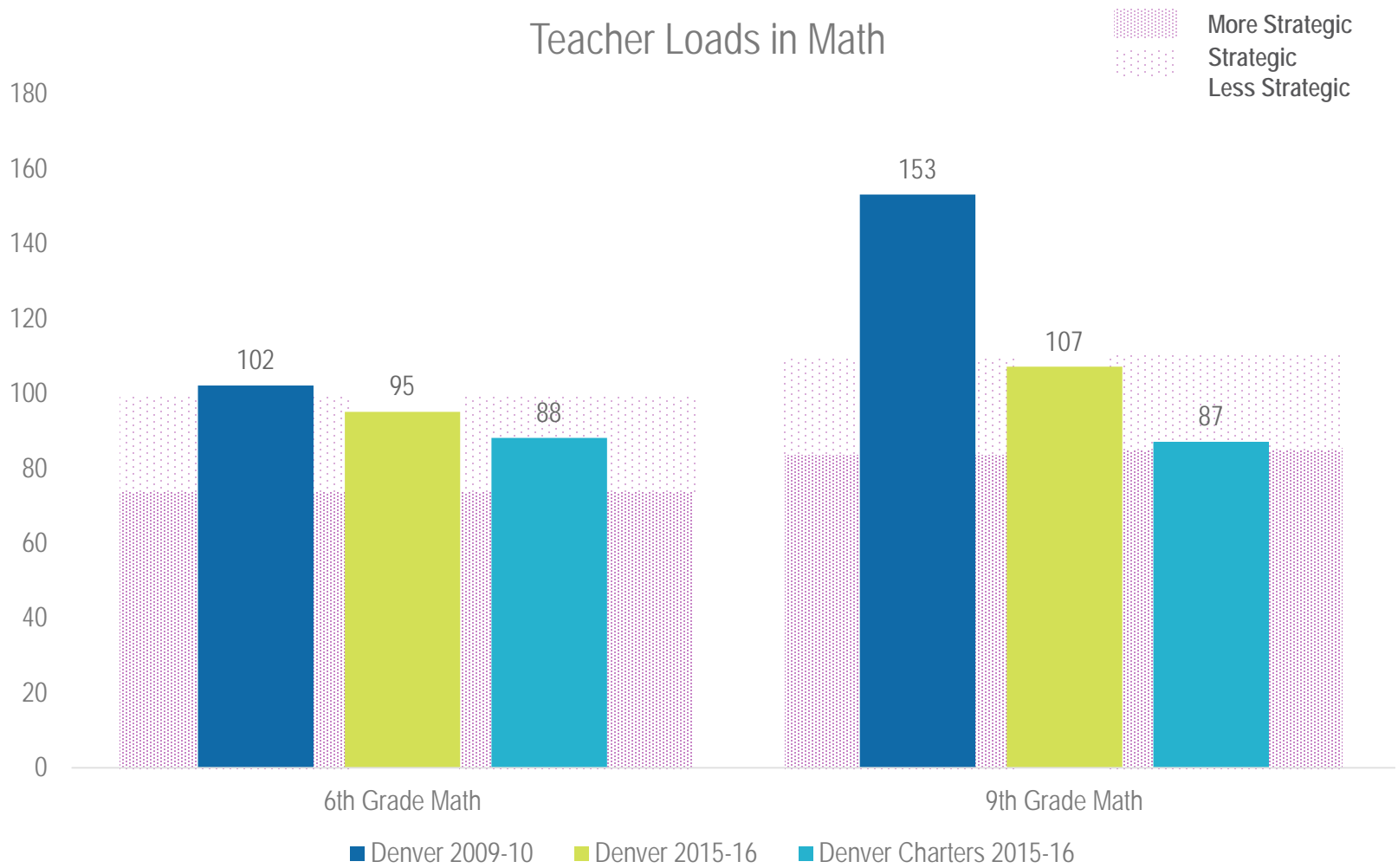
* From Gates Small School Study

But struggling students do not appear to be consistently getting additional instructional time

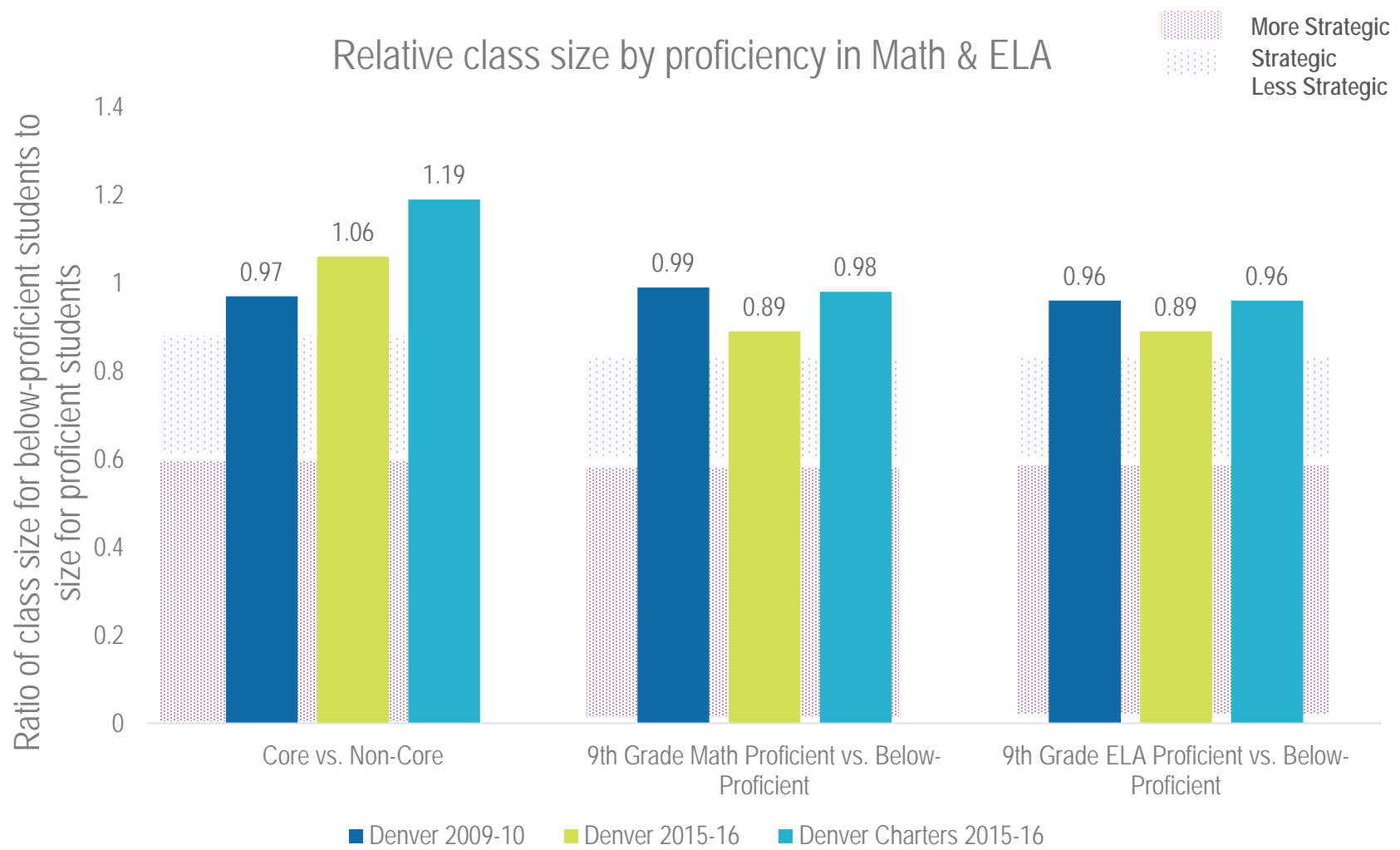
Percentage of below-proficient students with greater than the minimum recommended average time in math and in ELA (18% of day)







Teacher loads have gone down significantly over the past five years, increasing opportunities to build personal relationships and provide more individualized attention



But smaller class sizes in DPS don't appear to be targeted at high-priority grades, subjects, or students



DPS structures aren't systematically set up to help schools find best practice resources

		Metric	Less Strategic	More Strategic
School Design	Capacity	The district provides schools with a menu of school design templates and building blocks (schedule, staffing and teacher team configurations, student groupings, and interventions) so each school can use the template that is the best match for its priority		
		The district supports schools in the implementation of templates and building blocks, including providing training, removing policy barriers, and providing transition resources.		



And the way ISs work with schools varies

		Metric	Less Strategic	More Strategic
School Support	School Support & Accountability	The district has a system for identifying areas of instructional need in each school.	← ● — ● — →	
	School Support & Accountability	The district has an effective method—that is integrated into the school-planning process—for evaluating whether school practices reflect a clear understanding of student needs, and the skills and capacity of school-based staff.	← ● — ● — →	



Recommendations

- *Explore ways to help instructional superintendents and principals better integrate and take advantage of district-level initiatives/strategies/resources in a coherent way to meet the unique needs of each school*
 - More structured process for IS to support school leaders in goal-setting and decision-making around school design
 - Capacity-building for IS and school leaders around strategic school design process and principles
 - Relevant and decision support data available to IS and school leaders “just in time”
 - Sharing of best practices across DPS and charter schools and from national exemplars
- *Incorporate budget and school design planning into one annual planning process to better support strategic school designs and resource use.*

Recap of findings and recommendations

DPS' journey holds valuable lessons for any district working to transform student outcomes

- ***The importance of creating effective system supports through a sustained and integrated redesign approach***

DPS' systematic creation of the enabling structures and conditions for high-quality schools across all of the School System 20/20 areas has steadily improved performance in district-run schools and should continue to drive improvement into the future.

- ***The power of a system-wide approach to human capital management***

DPS' has focused on creating the conditions to attract, develop and retain high performing teachers and leaders across all areas of the system including evaluation, compensation and career paths and professional development.

- ***The value of deliberate portfolio management***

DPS has accelerated overall district performance growth through a deliberate approach to portfolio management coupled with its chartering authority. Notably, this has also avoided the unplanned under-enrollment and performance degradation in district schools that too often accompanies charter growth.

- ***The challenge of driving from enabling conditions through to practice***

Translating strong enabling conditions into school-level changes in practice and resource use requires active support to build capacity and change behaviors.

Targeting support to high-need schools and students will be key to continuing progress and closing gaps

- ***Focus portfolio management efforts on maintaining and increasing equity as demographics shift***

Leverage portfolio management and student enrollment processes to maximize opportunities for high-needs students including strategic deployment of proven models and operators and policies that encourage integration in gentrifying neighborhoods.

- ***Leverage talent management to support high need schools***

Continue work to build structures to help lower performing/higher need schools attract, develop and retain talent, including increasing support for the high number of new teachers in these schools.

- ***Support schools in implementing high-quality strategic school designs***

Improve support for school leaders to implement strategic school designs and strong professional learning practices in order to turn district-wide systems into on the ground changes that improve student performance.

Key Funding & Portfolio findings

- *DPS is unique in how you have leveraged your chartering authority to create a more level playing field across district-run and charter schools*
 - Willingness to put teeth into accountability systems by closing chronically underperforming schools
 - Strategic approach to opening new schools that avoids the unplanned and fragmented enrollment impacts on surrounding schools often seen in other districts
 - Deliberately moving beyond choice to increase equity of access
 - Implementation of single system designed to ensure equitable funding across all schools
- *This approach has resulted in better options for students*
 - Increase in high quality seats across all regions; largest in regions with fewest high quality seats
 - More similarity in student needs between district-run and charter schools than in many districts
- *But high quality options are still lagging in some high need regions*
- *And a high number of small schools may limit design and financial options*

Recommendations

- ***Continue to increase number of high-quality seats, especially in least represented areas of the city***
 - Continue to be opportunistic about shifting turnaround schools to proven models/operators to serve high need students in high need regions
 - Continue active portfolio management across all regions
 - Continue instructional improvement efforts across all schools, focusing on strategies to target the neediest populations (see following sections)
- ***Explore opportunities to create more equitable access to high-quality seats given demographic shifts***
 - Increase number of priority enrollment seats in high performing schools
 - Expand spots for late enrollment students in areas with historically high populations
 - “Smooth” assignment of late enrollment students across all schools in a zone
- ***Explore opportunities to leverage access policies and demographic shifts to increase integration as a lever for increased performance***
 - Expand priority enrollment to district run schools, especially in regions where population is shifting
 - Encourage innovative new school models that target a diverse population as part of their instructional vision
- ***Continue to monitor funding levels and formulas as population continues to shift to ensure equity and efficiency***
 - Understand costs of central support relative to distribution of need across district
 - Evaluate opportunities for cost sharing and economies of scale across all schools

Key Teaching and Leadership Findings

- *DPS investment in LEAP, LEAD and growth supports for teachers and leaders seems to be paying off*
 - Increased rigor in teacher evaluation
 - High retention of strongest performers coupled with relatively higher attrition of lowest performers
- *But high need schools are lagging in teacher and leader stability and quality*
 - Turnover and % novice teachers and leaders is much higher in higher need schools
 - ProComp incentives for priority schools compete with incentives for high growth/high performing schools
 - Schools are not consistently maximizing the opportunities provided by the district, particularly around the hiring timeline, and teacher leaders

Recommendations

- *Continue to leverage evaluation and professional learning to improve teacher effectiveness*
 - Ensure tight feedback loops
 - Prioritize additional supports in schools with large novice or struggling teaching forces
- *Expand efforts to attract and retain high performers in low performing schools*
 - Align and expand financial and career incentives while limiting incentives in higher performing schools
 - Explore opportunities for moving “critical mass” of instructional staff
 - Explore opportunities to prioritize earlier hiring in high need schools
 - Expand efforts to match high potential leaders to high-need schools
- *Provide additional support to teachers and leaders in high need schools*
 - Additional/enhanced teacher leadership roles
 - Support to “super-charge” team-based professional growth practices
 - Support for principals around hiring, retention, school design
- *Consider broader ProComp reform to simplify and build on recent innovative contracts in other districts*

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