



Denver Public Schools

# **Board of Education Regional Analysis Recommendations Part 2**

**9-Nov-09**

# Agenda

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- District Commitment, Accountability Context, Improvement Interventions
- District Approach
- Regional Decisions and Recommendations:

- **Far Northeast (13)**
  - **Northeast Academy (14)**
  - **Green Valley Ranch Campus (17)**
    - **SOAR (18)**
    - **Denver School of Science and Technology (DSST) (19)**
    - **Multiple Pathway Center (MPC) (20)**
- **Northeast (24)**
  - **Skyland (25)**
  - **Philips (29)**
  - **Stapleton (34)**
  - **Denver Language School (36)**

- **Southeast (37)**
  - **Denver Green School (38)**
- **Northwest (40)**
  - **Greenlee (41)**
  - **Lake (48)**
  - **West Denver Prep 3 & 4 (55)**
  - **Emerson/P.R.E.P. (57)**
  - **PS 1 (58)**
- **Southwest (60)**

- Next Steps

# National and Local Commitment to School Improvement Interventions

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*And that's why the fourth measure we'll use in awarding Race to the Top grants is whether a state is focused on transforming not just its high-performing schools, not just the middle-of-the-pack schools, but the lowest-performing schools. We'll look at whether they're willing to remake a school from top to bottom with new leaders and a new way of teaching, replacing a school's principal if it's not working, and at least half its staff, close a school for a time and then reopen it under new management, even shut down the school entirely and send its schools -- send its students to a better school nearby....There's always excuses for why these schools can't perform. But part of what we want is an environment in which everybody agrees -- from the governor to the school superintendent, teachers, principals, and most importantly parents and students -- that there's no excuse for mediocrity. And we will take drastic steps when schools aren't working.*

*Barack Obama, President of the United States*

*We need to build more capacity to turn around these 5,000 schools. Everyone needs to get in the game: charters, unions, districts, states, nonprofits. This is very hard work and very few people do it, but we have a moral obligation to save those kids. States and districts need to step up and have the political courage to close failing schools and let others try.*

*Arne Duncan, Secretary of Education*

*Drastic times indeed call for drastic measures, and never in education has this been more true. No one doubts that implementing any of these [turnaround] options will be difficult, but to ignore the data and disregard what the facts reveal is to do more of what we've always done. The circle is truly vicious.*

*Dwight Jones, Colorado Department of Education*

*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 is 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 those most vulnerable students.*

*A Plus Denver*

Denver Public Schools

# DPS Facts: The Critical Challenge

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Despite progress over past four years, we are not meeting our district goals.

- Fewer than 50% of DPS students are proficient in Reading, fewer than 40% are proficient in Math and Writing, and only 25% are proficient in Science as measured by the Colorado State Assessment Program (CSAP)
- Only 50% percent of students graduate from DPS
- 80% of DPS students are students of color and there is a persistent 35 point achievement gap between African American and Hispanic students and their Asian/Caucasian counterparts

# DPS Accountability Approach

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- Board of Education's Core Beliefs:

*We believe that creating a district-wide culture of “performance empowerment” will best ensure the ability to build and maintain optimal conditions for student learning in every school. We must use data to inform decision-making at all levels and empower teachers, leaders, and others to perform at high levels while holding all throughout the system responsible for improving the academic results for all students.*

*Board of Education, Core Beliefs*

- Board of Education's Theory of Action:

*Accountability ensures the district, school, and individuals are held responsible for results through rewards, interventions, and consequences. DPS will support accountability through its new accountability policy and the School Performance Framework (SPF), one of the most comprehensive tools in the country for measuring school progress. Incentives will be used to drive and reward accomplishment of district goals while interventions for struggling schools may include allocation of additional resources, personnel changes, or school closures*

*Board of Education, Theory of Action*

- DPS identified a total of six schools for improvement priority:

- Lake, Greenlee, and Philips are the lowest ranked schools on the SPF
- PS 1, Northeast Academy, and Skyland are the lowest ranked charter schools on the SPF

# SPF Yellow Schools

School Performance Framework 2009									
School Name	Enrollment	% FRL	% Minority	% ELL	% SPED	Points Earned	Points Possible	% Earned Points	SPF Rating
Manual High School	294	79.9%	96.9%	13.3%	14.3%	62	124	50%	Accredited On Watch
Abraham Lincoln High School	1728	81.1%	92.7%	18.4%	13.8%	68	137	50%	Accredited On Watch
Doull Elementary School	499	93.0%	86.2%	41.7%	14.0%	66	133	50%	Accredited On Watch
Denver Venture School	79	79.7%	82.3%	11.4%	8.9%	46	93	49%	Accredited On Watch
Florida Pitt Waller School	881	59.8%	72.3%	11.8%	8.2%	128	259	49%	Accredited On Watch
Amesse Elementary School	552	94.9%	96.2%	48.0%	9.6%	65	133	49%	Accredited On Watch
Bruce Randolph School	717	92.3%	97.2%	17.6%	14.2%	123	254	48%	Accredited On Watch
Marrama Elementary School	544	73.3%	82.0%	29.2%	8.8%	66	137	48%	Accredited On Watch
Brown Elementary School	385	68.6%	60.3%	12.5%	10.6%	65	135	48%	Accredited On Watch
Columbian Elementary School	320	92.5%	91.6%	30.0%	15.3%	61	127	48%	Accredited On Watch
Farrell B. Howell School	682	91.3%	83.1%	29.8%	7.8%	121	255	47%	Accredited On Watch
Knapp Elementary School	681	92.8%	96.3%	61.8%	9.3%	63	133	47%	Accredited On Watch
Connections Academy	705	40.0%	6.5%	0.7%	8.4%	148	313	47%	Accredited On Watch
Ellis Elementary School	601	85.5%	64.6%	54.1%	8.3%	64	137	47%	Accredited On Watch
Sabin Elementary School	611	73.6%	73.8%	22.1%	12.8%	64	137	47%	Accredited On Watch
Whittier Elementary School	297	91.1%	86.5%	9.8%	10.8%	115	247	47%	Accredited On Watch
Martin Luther King, Jr. Early College	1079	77.0%	87.7%	12.8%	13.1%	120	258	47%	Accredited On Watch
Ashley Elementary School	345	91.6%	91.9%	40.6%	9.0%	61	133	46%	Accredited On Watch
Barnum Elementary School	501	95.4%	93.8%	53.1%	8.2%	58	127	46%	Accredited On Watch
South High School	1377	58.8%	62.1%	28.0%	10.8%	62	137	45%	Accredited On Watch
Kepner Middle School	958	93.8%	94.3%	37.5%	14.7%	60	133	45%	Accredited On Watch
Garden Place Elementary School	343	97.1%	95.6%	43.7%	7.9%	58	129	45%	Accredited On Watch
Johnson Elementary School	411	95.9%	91.7%	53.5%	10.0%	58	129	45%	Accredited On Watch
John F. Kennedy High School	1250	48.8%	71.4%	4.6%	14.7%	61	137	45%	Accredited On Watch
Escuela Tlatelolco	82	70.7%	95.1%	14.6%	8.5%	84	189	44%	Accredited On Watch
Dora Moore School	409	77.8%	63.3%	12.2%	9.3%	111	251	44%	Accredited On Watch
Denver Online High School	121	26.4%	49.6%	3.3%	18.2%	19	43	44%	Accredited On Watch
Pioneer Charter School	306	95.1%	99.0%	64.7%	7.8%	57	133	43%	Accredited On Watch
Skinner Middle School	338	89.9%	91.7%	10.9%	17.2%	57	133	43%	Accredited On Watch
Swansea Elementary School	566	94.7%	95.1%	65.5%	5.7%	57	133	43%	Accredited On Watch
Cole Arts and Science Academy	550	94.2%	93.1%	39.3%	20.4%	85	200	43%	Accredited On Watch
Fairview Elementary School	235	97.2%	83.4%	25.5%	23.0%	51	121	42%	Accredited On Watch
Valdez Elementary School	396	95.0%	78.3%	41.2%	14.4%	91	220	41%	Accredited On Watch
Newlon Elementary School	510	96.9%	97.1%	53.5%	7.6%	55	133	41%	Accredited On Watch
Godsman Elementary School	492	93.8%	91.5%	47.6%	7.5%	53	129	41%	Accredited On Watch
Montbello High School	1686	67.1%	93.5%	7.5%	14.0%	56	137	41%	Accredited On Watch
Thomas Jefferson High School	1152	35.2%	53.7%	3.3%	15.3%	56	137	41%	Accredited On Watch
Henry Middle School	935	67.4%	75.8%	7.6%	12.4%	55	135	41%	Accredited On Watch
Edison Elementary School	567	35.3%	39.9%	5.1%	7.2%	53	131	40%	Accredited On Watch
Fairmont Elementary School	422	87.5%	91.7%	43.4%	20.6%	99	251	39%	Accredited On Watch
Denver Arts and Technology	301	71.8%	69.8%	19.9%	7.0%	100	255	39%	Accredited On Watch
Kunsmiller Middle School	297	87.5%	91.9%	21.9%	20.9%	50	129	39%	Accredited On Watch
Kaiser Elementary School	353	67.1%	49.6%	14.4%	21.2%	51	133	38%	Accredited On Watch
Rishel Middle School	476	90.6%	92.4%	22.9%	15.5%	51	135	38%	Accredited On Watch
Centennial Elementary School	582	78.5%	77.8%	10.0%	16.2%	96	259	37%	Accredited On Watch
Schenck Elementary School	616	91.1%	92.2%	66.7%	14.1%	49	133	37%	Accredited On Watch
Coffax Elementary School	364	93.6%	91.2%	41.5%	14.8%	46	129	36%	Accredited On Watch
Ford Elementary	666	88.9%	95.3%	46.4%	5.3%	47	133	35%	Accredited On Watch
Smiley Middle School	386	72.8%	87.6%	6.0%	21.0%	46	135	34%	Accredited On Watch

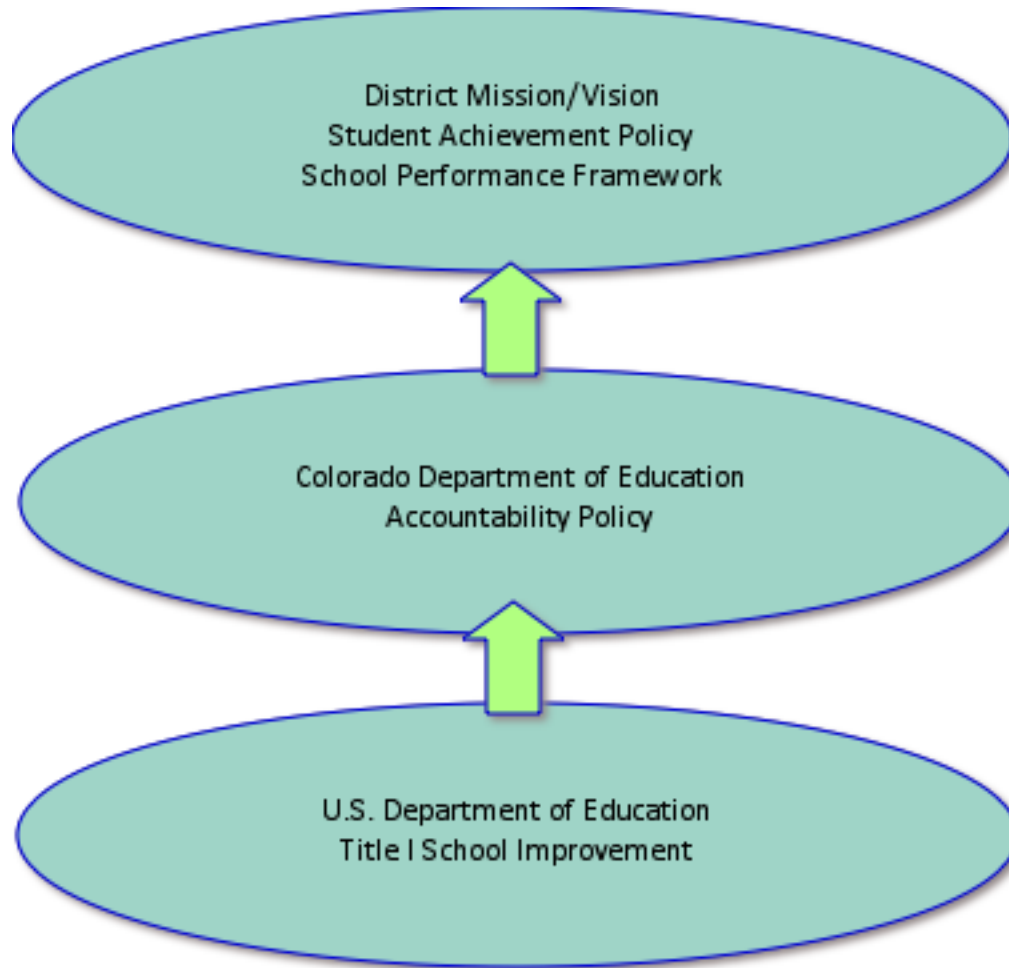
# SPF Red Schools

School Performance Framework 2009

School Name	Enrollment	% FRL	% Minority	% ELL	% SPED	Points Earned	Points Possible	% Earned Points	SPF Rating
McGlone Elementary School	575	78.8%	94.3%	58.3%	10.1%	43	129	33%	Accredited On Probation
Gilpin E-8 School	313	75.7%	93.3%	22.7%	12.5%	76	239	32%	Accredited On Probation
Munroe Elementary School	564	92.6%	96.6%	69.3%	8.7%	41	129	32%	Accredited On Probation
Green Valley Ranch	607	69.0%	75.8%	23.2%	13.5%	42	133	32%	Accredited On Probation
Barrett Elementary School	285	93.0%	91.6%	29.1%	26.0%	38	121	31%	Accredited On Probation
PS1 Charter School	257	70.8%	72.8%	1.6%	25.7%	66	216	31%	Accredited On Probation
Rachel Noel Middle School	638	90.3%	96.1%	14.3%	14.3%	41	135	30%	Accredited On Probation
Cheltenham Elementary School	461	95.3%	93.1%	42.5%	9.8%	40	133	30%	Accredited On Probation
Eagleton Elementary School	410	92.7%	90.0%	45.4%	13.7%	38	129	29%	Accredited On Probation
Oakland Elementary School	503	91.3%	91.7%	32.6%	16.9%	39	133	29%	Accredited On Probation
Smith Elementary School	483	87.2%	90.3%	37.9%	9.5%	37	127	29%	Accredited On Probation
Northeast Academy Charter School	455	60.9%	95.4%	12.1%	3.7%	75	259	29%	Accredited On Probation
Trevista ECE-8 at Horace Mann	663	92.9%	92.5%	28.1%	12.7%	59	211	28%	Accredited On Probation
West High School	890	80.0%	93.9%	4.3%	16.5%	37	137	27%	Accredited On Probation
Knight Academy	230	83.9%	96.5%	2.2%	17.8%	34	133	26%	Accredited On Probation
Skyland Community High School	105	72.4%	88.6%	8.6%	22.9%	26	110	24%	Accredited On Probation
North High School	961	73.8%	92.7%	8.5%	18.4%	32	137	23%	Accredited On Probation
Lake Middle School	595	95.9%	93.1%	14.6%	20.7%	31	135	23%	Accredited On Probation
Greenlee Elementary School	614	95.3%	92.5%	23.8%	14.2%	55	255	22%	Accredited On Probation
Philips Elementary School	210	88.1%	91.9%	5.7%	11.9%	21	125	17%	Accredited On Probation

# Federal, State, and District Accountability Context

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## Recent Turnaround Efforts in DPS: Median Growth Percentile Results

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- Comparison of growth of students attending a closed school in 2007-08 to growth of same students in new schools in 2008-09

	2007-2008	2008-2009	Gain
Reading	53	55	2
Writing	48	59	11
Math	46	54	8

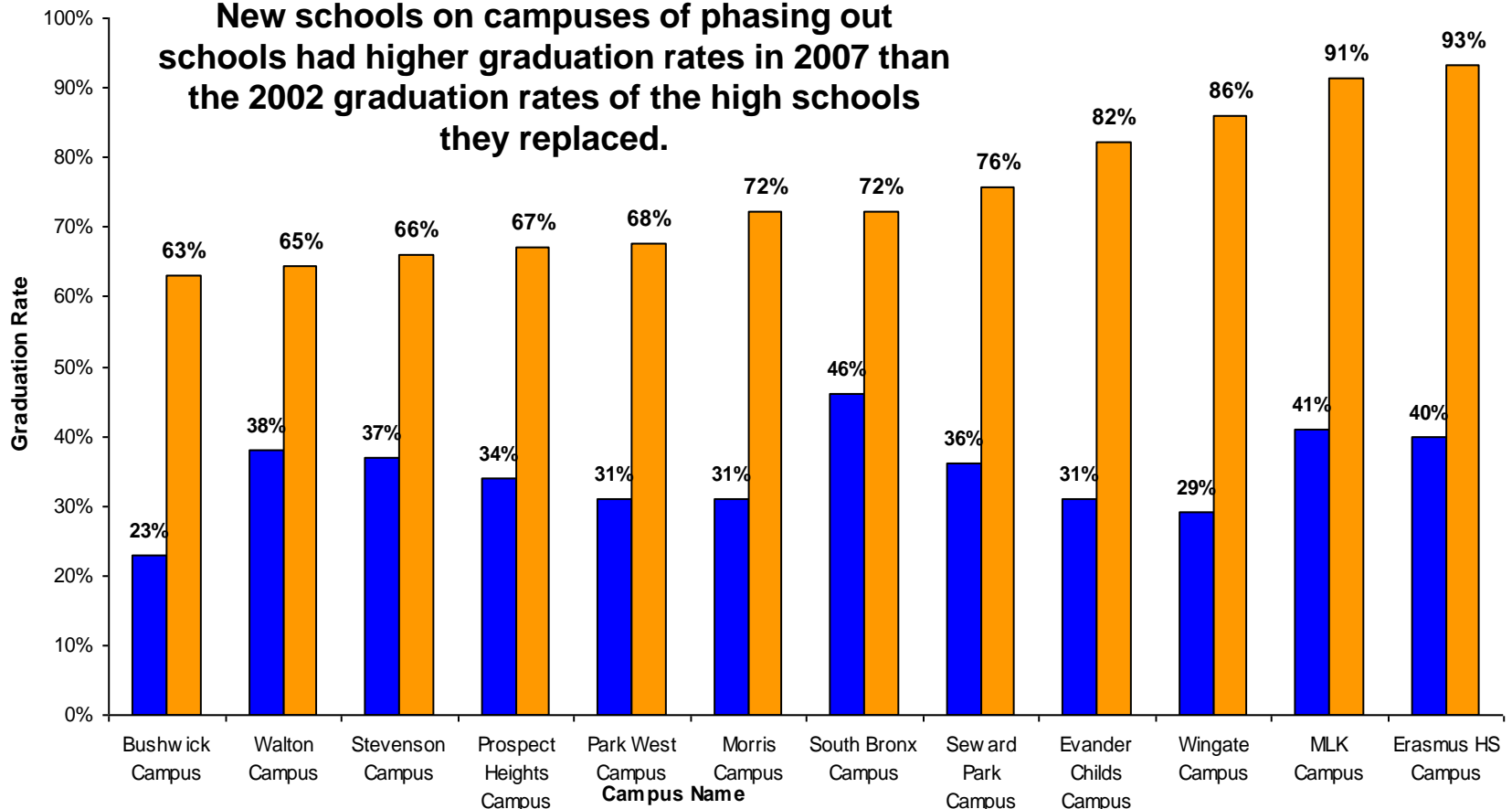
- In all three subject areas, students demonstrated more growth in their new schools than they had the previous year in the closed schools
- In all three subject areas, growth in 2008-09 was considerably above the state median growth percentile

# Turnaround Results in New York City

## Four Year Graduation Rates

■ High School Graduation Rate 2002 ■ New Schools Graduation Rate 2007

**New schools on campuses of phasing out schools had higher graduation rates in 2007 than the 2002 graduation rates of the high schools they replaced.**



# Public Engagement Process Spring and Fall 2009

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- Over a dozen meetings held throughout all areas of the city in Spring 2009
  - Far Northeast, Northeast, Northwest, Southeast, Southwest
  - Discussed school performance and demographic data, ways to improve student and school performance in the area, regional priorities for future years, and sought input into the new school RFP applicants and process
- Regional meetings held in all areas of the city in Fall 2009
  - Far Northeast, Northeast, Northwest, Southeast, Southwest
  - Discussed school performance and demographic data, turnaround interventions, new school applicants, charter schools up for renewal, and other region-specific issues
- Turnaround conversations held at six impacted schools in October 2009
  - Greenlee, Lake, Philips, Northeast Academy, PS 1, Skyland
- Capacity and facility discussions held in two regions in Summer/Fall 2009
  - Southeast for Whiteman/Fallis
  - Far Northeast for Green Valley Ranch/Montbello/Multiple Pathways Center (MPC)
- Northwest middle school feeder meetings held at eight elementary schools in October/November 2009
  - Brown, Cheltenham, Eagleton, Sandoval, Fairview, Cowell, Colfax, and Edison

## What we learned, heard, and shared during the 2009 Fall Community Engagement process...

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- Input heard and collected at the regional meetings and through written comment sheets
  - All input was taken into account in staff's consideration of recommendations
  - Summary notes of all meetings in Board packet and posted on web
    - Link here for all summary notes by region (see NW region for elementary school/feeder school comments) : <http://www.dpsk12.org/regional%5Fmeetings/>
- Additionally, we heard frequently that DPS needs to improve its public process:
  - We need to allow more lead time for meetings
  - We need to build trust that the feedback shared (opinions, suggestions) is actually being incorporated into recommendations
  - Public engagement matters. It is not just a process but a thoughtful solicitation of valued information.
- We need to embrace a collaborative approach in all regions to continue to engage parents and community at-large in DPS efforts

## Recommendations: School Improvement Interventions

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- Greenlee – Turnaround/Restart
- Lake – Turnaround/New School
- Philips – Replacement
- Northeast Academy – Turnaround
- PS 1 — One year renewal and replacement by new school through RFP process
- Skyland – Closure

# FNE – Decisions and Recommendations

Decision type	Schools Impacted	Recommendation
Charter Renewals	<ul style="list-style-type: none"> <li>• Northeast Academy (K-8) <b>Accredited on Probation</b> with a probationary contract</li> <li>• Omar D. Blair (K-8) <b>Meets Expectations</b></li> </ul>	<ul style="list-style-type: none"> <li>• Turnaround</li> <li>• 5 year renewal</li> </ul>
Facility Placement for Approved New Schools	<ul style="list-style-type: none"> <li>• SOAR (K-5) – opening Fall 2010</li> <li>• DSST</li> <li>• Multiple Pathway Center</li> <li>• Envision (6-12) – opening Fall 2010</li> </ul>	<ul style="list-style-type: none"> <li>• GVR campus</li> <li>• GVR campus</li> <li>• GVR campus</li> <li>• Postpone until 2011-2012</li> </ul>

# FNE – Northeast Academy

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- Overview

- Stand-alone charter school located in far northeast Denver
- Operating since 2003
- Grades K-8, 455 students
- Principal: Thomas Bouknight

- Analysis from the Charter Renewal Process

- School Performance Framework (SPF)

Northeast Academy		
SPF		
Year	Overall Rating	Growth Rating
2007	NA	Does not meet (28%)
2008	Accredited on Probation	Does not meet (21%)
2009	Accredited on Probation	Does not meet (26%)

- Academic Performance – lack of instructional focus, extremely low rigor, little use of data to drive instruction, incoherent educational program with unaligned interventions
- Governance –recently reconstituted board, focus on improving financial and organizational strength

# FNE – Northeast Academy

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- CDE Diagnostic Summary

- Areas of Recognition

- The administration and staff care deeply about the students and want them to succeed
    - A positive culture of respect has been created
    - The facility is clean and well kept
    - Parents are pleased with the safe atmosphere

- Areas of Concern

- High academic expectations are not consistently maintained
    - School leadership does not address the need to identify proficient grade level work for learning targets
    - Student achievement data are sometimes used to identify and prioritize needs, but they are not used in a consistent and deliberate manner
    - The school provides limited instructional interventions in addition to mandated services to address learning gaps
    - School leadership does not actively monitor the school's progress toward achieving the mission and vision, or does not provide updates on the school's progress

- Summary of Standards

- Little or no development and implementation – 14
    - Limited development or partial implementation – 49
    - Fully functioning and operational level of development and implementation – 10
    - Exemplary level of development and implementation – 0

# FNE – Northeast Academy

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- Recommendation
  - Turnaround: An intensive school transformation initiative, including a comprehensive reorganization of the school's academic program, in consultation and partnership with an education management organization

# FNE – Green Valley Ranch E-12 Campus

## Facility Strategy/Site Conceptual Master Plan



# FNE – SOAR

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- Overview
  - Grades K-5
  - Will serve 428 students at capacity
  - SOAR will provide a holistic educational approach with rigorous academic instruction and an extended school day
  - SOAR is a replication of Future Leaders Institute (FLI) Charter School in Harlem, NY, a proven model that has a school-wide proficiency rate of 85% in English Language Arts and 84% in Math
  - Build out plan:
    - 2010: K-2 – 230 students
    - 2011: K-3 – 299 students
    - 2012: K-4 – 365 students
    - 2013: K-5 – 428 students
    - 2014: K-5 – 428 students
- Recommendation
  - SOAR to co-locate at GVR E-12 campus
  - No boundary
  - Committed to having a recruitment and enrollment plan that targets a Free and Reduced Lunch (FRL) percentage of its student population that is at least 10% above the neighborhood FRL percentage which is approximately 60%

# FNE – Denver School of Science and Technology (DSST)

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- Overview

- Grades 6-12
- Will serve 800 students at capacity
- DSST is a liberal arts college preparatory school with a science and technology focus
- DSST is the only DPS high school that is rated as Distinguished on the SPF and is the highest performing school in the district
  - DSST is a replication of a proven model
- Build out plan:
  - 2010: 6 – 140 students
  - 2011: 6, 7, 9 – 405 students
  - 2012: 6-10 – 640 students
  - 2013: 6-11 – 740 students
  - 2014: 6-12 – 800 students

- Recommendation

- DSST to co-locate at GVR E-12 campus
- No boundary
- DSST will recruit, admit, and retain a student body that is at least 50% low-income as defined by qualification for the FRL program

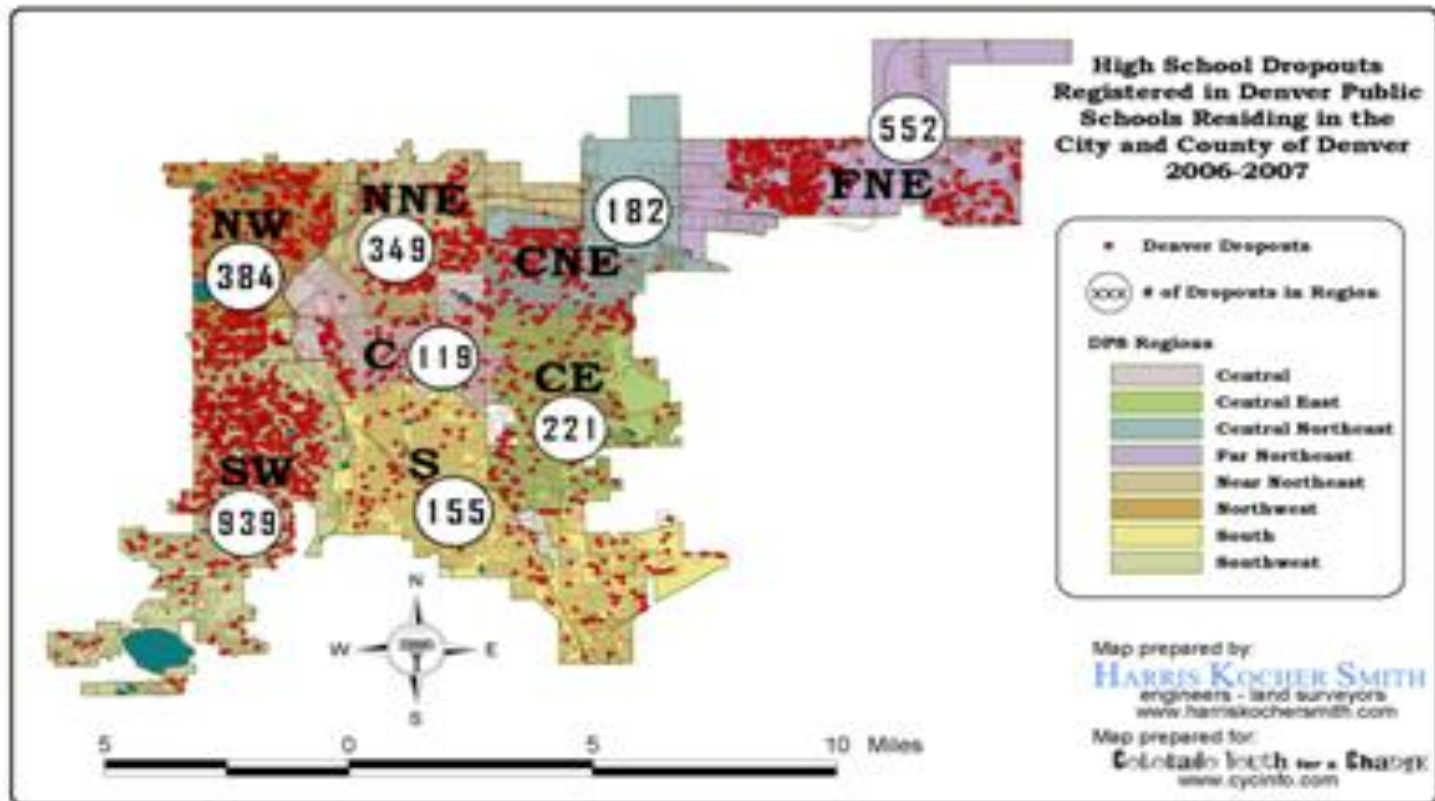
# FNE – Multiple Pathway Center (MPC)

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- MPC Need
  - Currently, the multiple pathways (or alternative options/transfer schools) in DPS are extremely limited for our size and difficult to access from some of our communities
- MPC Description
  - Target population: Students in grades 9-12 who are over age and under credit and have not experienced success in traditional high schools and/or are not engaged in traditional high school offerings
  - Hours of Operation: Extended (Monday-Saturday)
  - Program Description:
    - Full-time, part-time or even one class at a time
    - Schedules for students who require high structure and intense behavior and social support
    - Traditional, intervention and online learning
    - College counselor and wrap around services for every student
    - Personalized learning environment
    - Post secondary experiences while students are still in high school

# FNE – Multiple Pathway Center (MPC)

## High School Dropout Data



# FNE – Multiple Pathway Center (MPC)

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- Financial Model Assumptions
  - Five-year model created to determine sustainability; actual costs from initial program will be monitored and verified in planning for future centers
  - Some 2010-2011 operating costs can be funded with stimulus (ARRA), and cost savings from alternative program consolidation will cover majority of required subsidy
  - Estimated cost per student is \$1,500 more than the SBB allocation, requiring an ongoing annual subsidy of up to \$500,000
  - Start up costs can be funded through the GOB and mill levy funds (e.g., technology, school leader during planning year)

# FNE – Multiple Pathway Center (MPC)

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- Facility Strategy and Rationale
  - Locate the MPC in a to-be-developed 4<sup>th</sup> academy at the new Green Valley Ranch E-12 campus
  - Development of the 4<sup>th</sup> academy for the MPC can likely be done within the original E-12 Campus budgeted project costs
    - Goal is to leverage current project team to get a jump start on the 4<sup>th</sup> academy planning and execution for a 2011 opening while market conditions (pricing) for construction are still very positive
    - Actual costs of the 4<sup>th</sup> academy to be confirmed through a detailed planning, estimation and project scope process by HC Development and DPS
  - Building not likely to be completed until 2011; MPC would initially operate out of 2<sup>nd</sup> High School Academy building (to be used by DSST eventually)
  - Location of MPC just north of Secondary Academy with additional parking creates the program's own special identity on the campus that recognizes longer hours of operation and programmatic needs that are quite different from the rest of the campus

# NE – Decisions and Recommendations

Decision type	Schools Impacted	Recommendation
School Improvement Intervention	<ul style="list-style-type: none"> <li>• Philips</li> </ul>	<ul style="list-style-type: none"> <li>• Replacement</li> </ul>
Charter Renewals	<ul style="list-style-type: none"> <li>• Skyland (9-12) <b>Accredited on Probation</b> with a probationary contract</li> </ul>	<ul style="list-style-type: none"> <li>• Closure</li> </ul>
New Schools Applicants	<ul style="list-style-type: none"> <li>• Girls Athletic Leadership School (GALS) (6-12)</li> <li>• Global Village Academy (GVA) proposal (K-8) – opening Fall 2010</li> <li>• Janus International Academy (K-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Approve application</li> <li>• Applicant withdrew application</li> <li>• Applicant withdrew application</li> </ul>
Other	<ul style="list-style-type: none"> <li>• Stapleton solutions</li> <li>• Odyssey</li> </ul>	<ul style="list-style-type: none"> <li>• Support construction of 3<sup>rd</sup> Stapleton school, boundary change w/Philips, temporary ECE Center in Westerly Creek</li> <li>• Relocates to Philips</li> </ul>
Facility Placement for Approved New Schools	<ul style="list-style-type: none"> <li>• Denver Language School (DLS) – opening Fall 2010</li> </ul>	<ul style="list-style-type: none"> <li>• Whiteman</li> </ul>

# NE – Skyland

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- Overview
  - Charter school located in central Denver/Partnership with Big Picture Learning
  - Operating since 2003
  - Grades 9-12, 105 students
  - Principal: Michelle D. Brown
- Analysis from the Charter Renewal Process
  - School Performance Framework (SPF)

Skyland		
SPF		
Year	Overall Rating	Growth Rating
2007	NA	Approaching (38%)
2008	Accredited on Probation	Approaching (34%)
2009	Accredited on Probation	Does not meet (27%)

- Academic Performance – very low rigor, little use of data to drive instruction, mission and vision not shared by students and staff, weak focus on academic skills and content knowledge
- Governance –unclear mission and vision, lack of direction, turnover

# NE – Skyland

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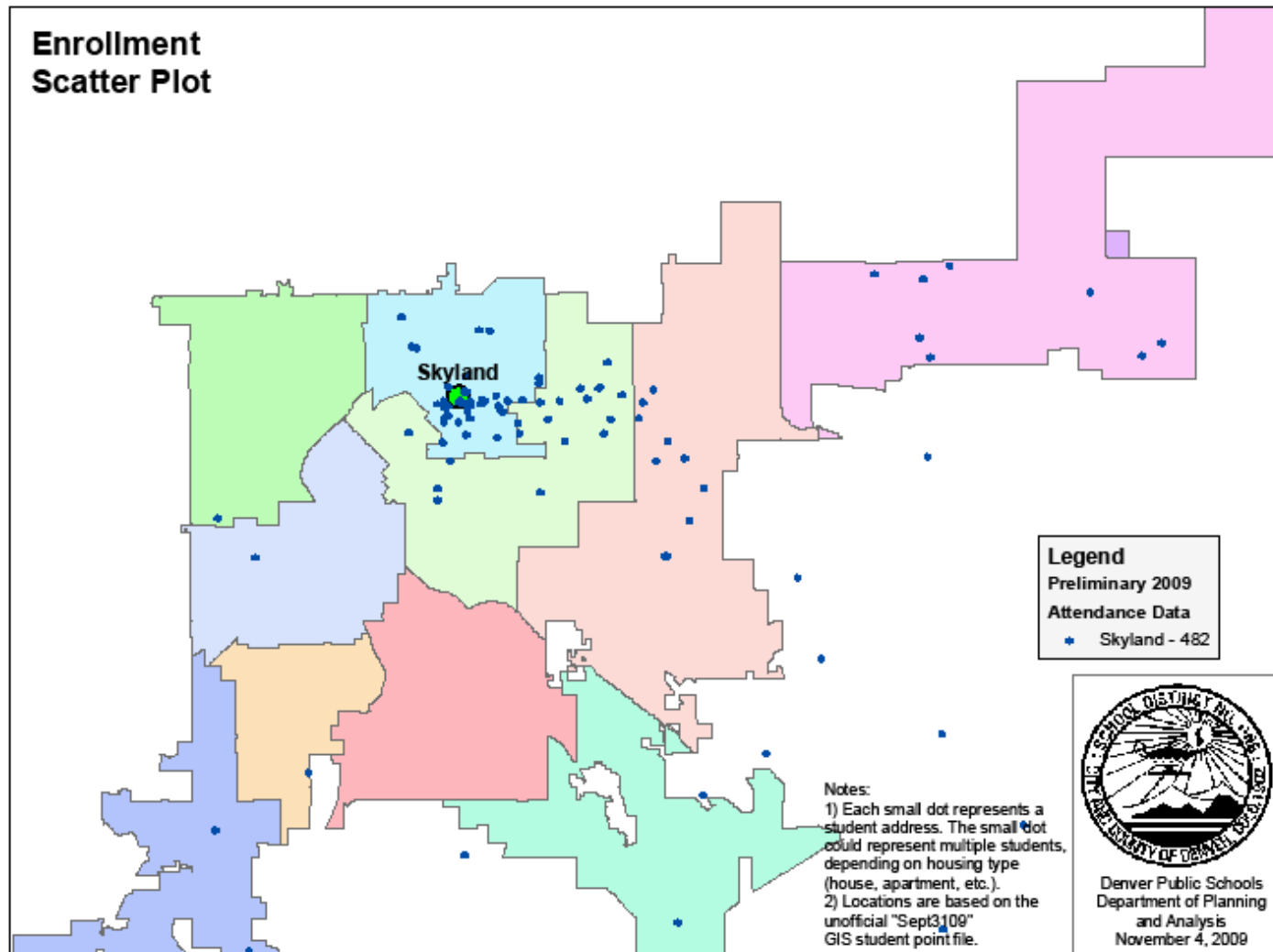
- CDE Diagnostic Summary
  - Areas of Recognition
    - The Big Picture concept connects young people with real world experience
    - Staff members bring a variety of backgrounds to share with students
    - It is apparent staff cares about the students
  - Areas of Concern
    - Class/course offerings do not provide opportunities for all students to access a curriculum that is aligned to CO Model Content Standards
    - Expectations for proficient work are typically based on locally observed levels of student work, rather than externally (e.g. statewide) determined expectations. No process is in place for determining consistent grade level expectations; they vary from classroom to classroom
    - Few classroom tasks require students to demonstrate characteristics of rigorous work as described in proficiency standards and the performance level descriptors
    - Behavior standards are not well-defined, clearly communicated to students, and/or equitably applied
    - School leadership does not demonstrate a focus on continuous improvement in student learning
  - Summary of Standards
    - Little or no development and implementation – 31
    - Limited development or partial implementation – 38
    - Fully functioning and operational level of development and implementation – 2
    - Exemplary level of development and implementation – 0

# NE – Skyland

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- Recommendation
  - Closure/non-renewal of contract
- Implications for students
  - The majority of students live in the attendance areas of Manual (23), East (9), GW (9), and out of district (8)
  - Better performing options are available including neighborhood high schools as well as other alternative models including Colorado HS and Community Challenge School

# NE – Skyland



# NE – Philips

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- Analysis

- School Performance Framework (SPF)

Philips		
SPF		
Year	Overall Rating	Growth Rating
2007	NA	Approaching (38%)
2008	Accredited on Probation	Does not meet (21%)
2009	Accredited on Probation	Does not meet (3%)

- Decline in percent proficient and advanced over last three years of CSAP performance
- Score decreases in all content areas, except for science
- 64% reenrollment rate in 2008, 56% reenrollment rate in 2009
- In 2008, of the 230 students in Philips boundary area attending DPS schools, 67 (30%) attended Philips and 163 (70%) chose another option
- Philips enrollment has declined from 215 in 2006-07 to 178 in 2009-10

# NE – Philips

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- Analysis - CDE Diagnostic Summary

- Areas of Recognition

- The school staff and students are welcoming
    - The school is focused on using data

- Areas of Concern

- Academic Performance:

- Not all students have equal opportunity for explicit instruction based on standards due to teacher level of proficiency
        - Scaffolding instruction to allow students to gain proficiency was not observed
      - Not all students can access the curriculum that addresses a common academic core
        - Not all students who need intervention services receive services
      - Most teachers employ a limited range of instructional strategies
        - Teaching higher order thinking and problem solving skills are inconsistent
      - High levels of student engagement are inconsistent across classrooms

- Learning Environment

- Teachers are unclear how to demonstrate high academic expectations for students
        - Many staff state that poverty plays a major role in the low student achievement
      - School staff may establish, but do not sustain, a culture that minimizes the impact of physical, cultural or socio-economic factors on learning
      - There is little or no collaboration among school staff members, families and community members to impact student achievement

# NE – Philips

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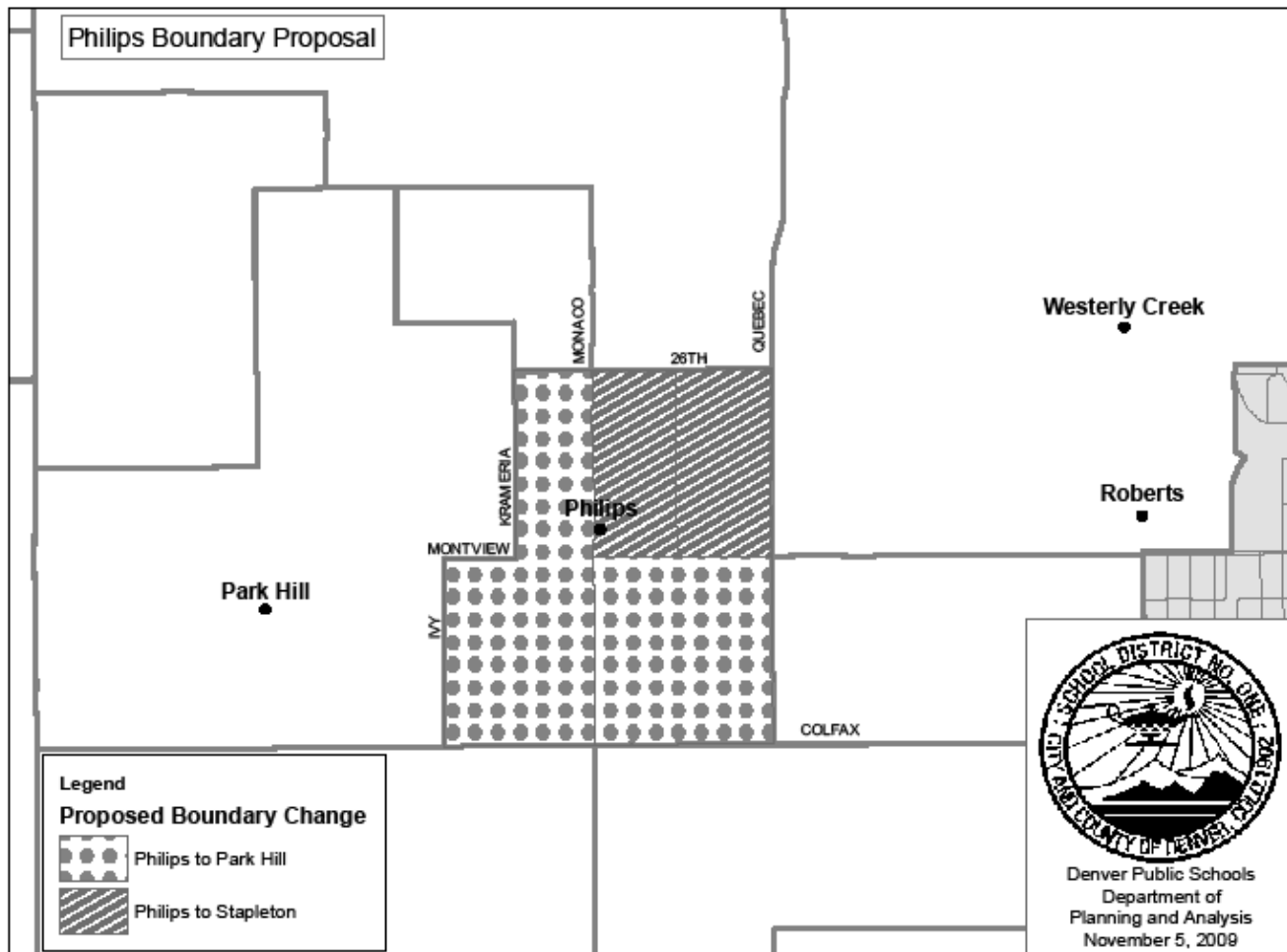
- Analysis - CDE Diagnostic Summary
  - Areas of Concern (continued)
    - Organizational Effectiveness
      - School leadership does not actively monitor the school's progress toward achievement of the mission and vision or does not provide updates on the school's progress
      - Allocation of school resources by school leadership is not always consistent with the primary needs identified in the school's improvement plan
      - The school accountability committee rarely makes recommendations to improve educational achievement in the school
      - Developmental needs and learning styles receive little consideration, due to the lack of schedule options due to the school's small size
      - Resources are not always sufficient to support the academic goals of the school
  - Summary of Standards
    - Little or no development and implementation – 8
    - Limited development or partial implementation – 56
    - Fully functioning and operational level of development and implementation – 7
    - Exemplary level of development and implementation – 0

# NE – Philips

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- Recommendation - Replacement
  - Despite recent efforts to strategically focus teacher professional development, improve achievement, and increase enrollment, data indicate school is not meeting student and community needs
  - 178 students currently enrolled
  - Implications for students
    - Philips boundary is assigned to Park Hill and Stapleton effective 2010-11 (see map). E-4 students in area assigned to Stapleton attend Westerly Creek, 5<sup>th</sup> grade students attend Roberts; boundary change effective 2010-11 for all grades
    - Students who currently choice in at Philips receive a choice preference for Park Hill, Roberts or Westerly Creek
    - Two autistic center programs at Philips relocate to Westerly Creek
    - Receiving schools will be provided with targeted instructional support in differentiation and addressing diverse learning needs
    - Odyssey Charter School relocates to Philips facility and gives preference to Philips students
  - Implications for staff
    - HR processes will be followed for school staff and principal to apply for other positions within the district

# NE – Philips Boundary Proposal

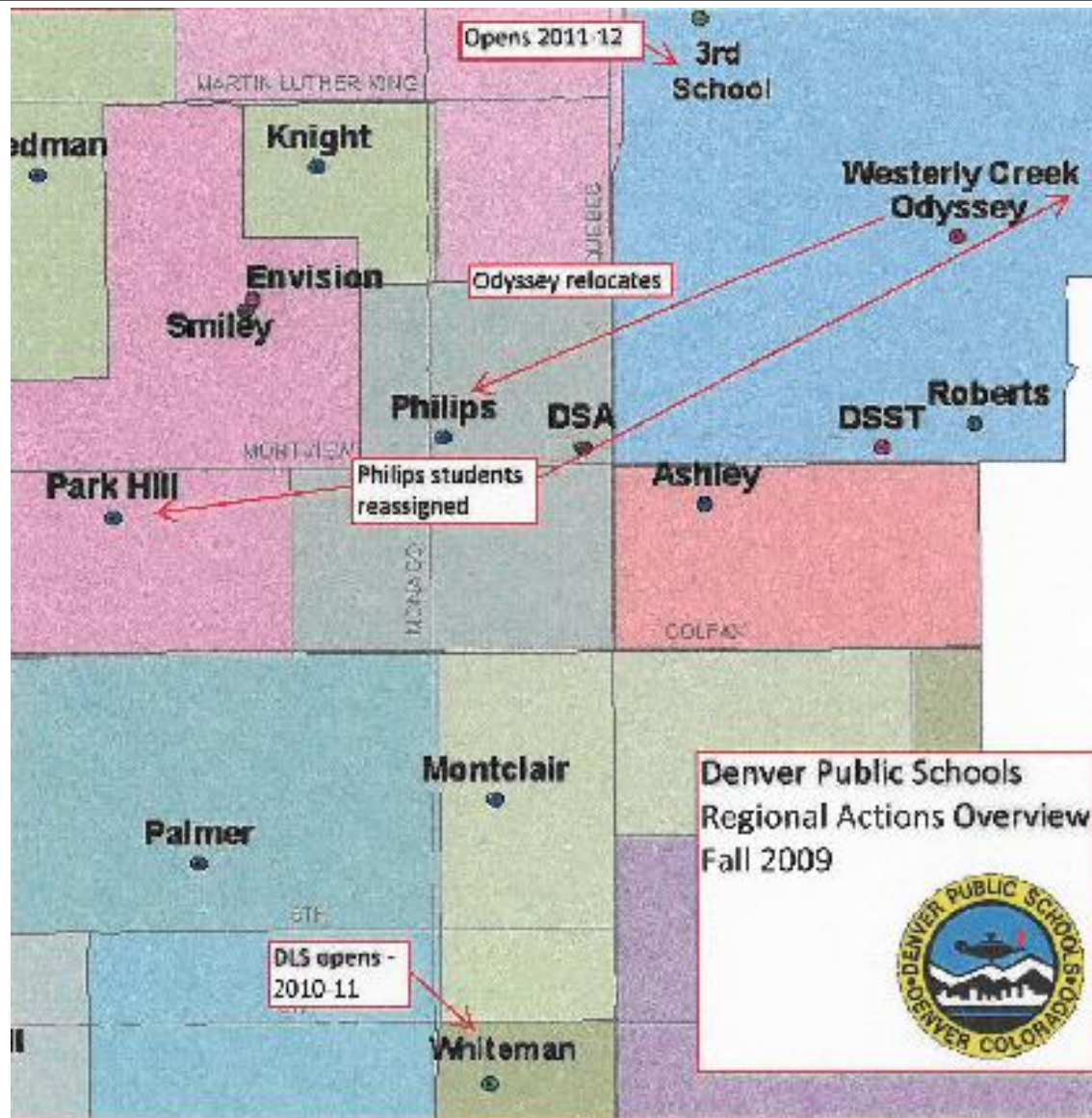


# NE – Stapleton

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- Overview
  - Rapid growth in student demand requires provision of additional capacity
  - Developed solutions for near and mid-term with robust community input and civic leadership with focus on ensuring high quality offerings and socio-economic diversity in Stapleton ring schools
  - Adjustment of ECE service, relocation of Odyssey Charter School, construction of 3<sup>rd</sup> school, temporary ECE center in Westerly Creek facility, and boundary change with Philips will address capacity concerns for near and mid-term
- Analysis
  - Long term projections for student growth and collection of options/solutions
  - Community input (community wide meetings, email survey, door to door census, focus groups, broad direct contact, CSC/board input)
  - Analysis of options according to guiding principles (educational impact, parent preference, staff preference, and implementation feasibility)
  - Development of alternative funding strategy to support the 3<sup>rd</sup> school construction
- Recommendations
  - Assign Philips boundary to Park Hill and Stapleton in 2010-2011
  - Relocate Odyssey to Philips in 2010-2011
  - Construct 3<sup>rd</sup> Stapleton school to open in 2011-2012

# NE – Stapleton Overview of Actions



# NE – Denver Language School

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- Overview
  - Grades K-8, will serve 470 students at capacity
  - Will offer full immersion in Mandarin and Spanish
  - The Denver Language School is a new charter school approved in June 2009
  - Build out plan:
    - 2010: K-2 – 200 students
    - 2011: K-3 – 270 students
    - 2012: K-4 – 360 students
    - 2013: K-5 – 415 students
    - 2014: K-6 – 470 students
- Recommendation
  - To open at Whiteman
  - No boundary

## SE – Decisions and Recommendations

Decision type	Schools Impacted	Recommendations
Facility Placement for Approved New Schools	<ul style="list-style-type: none"> <li>• Denver Green School (DGS) (E-8) – opening Fall 2010</li> </ul>	<ul style="list-style-type: none"> <li>• Fallis</li> </ul>
Charter Renewals	<ul style="list-style-type: none"> <li>• Connections Academy (K-12) <b>Accredited on Watch</b> with a probationary contract</li> </ul>	<ul style="list-style-type: none"> <li>• 2 year renewal</li> </ul>
New Schools Applicants	<ul style="list-style-type: none"> <li>• Denver HS of Medical Sciences proposal (9-12) – opening Fall 2010</li> <li>• Global Village Academy (GVA) proposal (K-8) – opening Fall 2010</li> <li>• Independence HS (7-12) proposal – opening Fall 2010 (Capitol Hill)</li> </ul>	<ul style="list-style-type: none"> <li>• Deny application</li> <li>• Applicant withdrew application</li> <li>• Deny application</li> </ul>
Other	<ul style="list-style-type: none"> <li>• Center for Early Education (Knight)</li> <li>• Southmoor</li> </ul>	<ul style="list-style-type: none"> <li>• Update motion to keep CEE at Knight 2010-2011</li> <li>• 10/26</li> </ul>

# SE – Denver Green School

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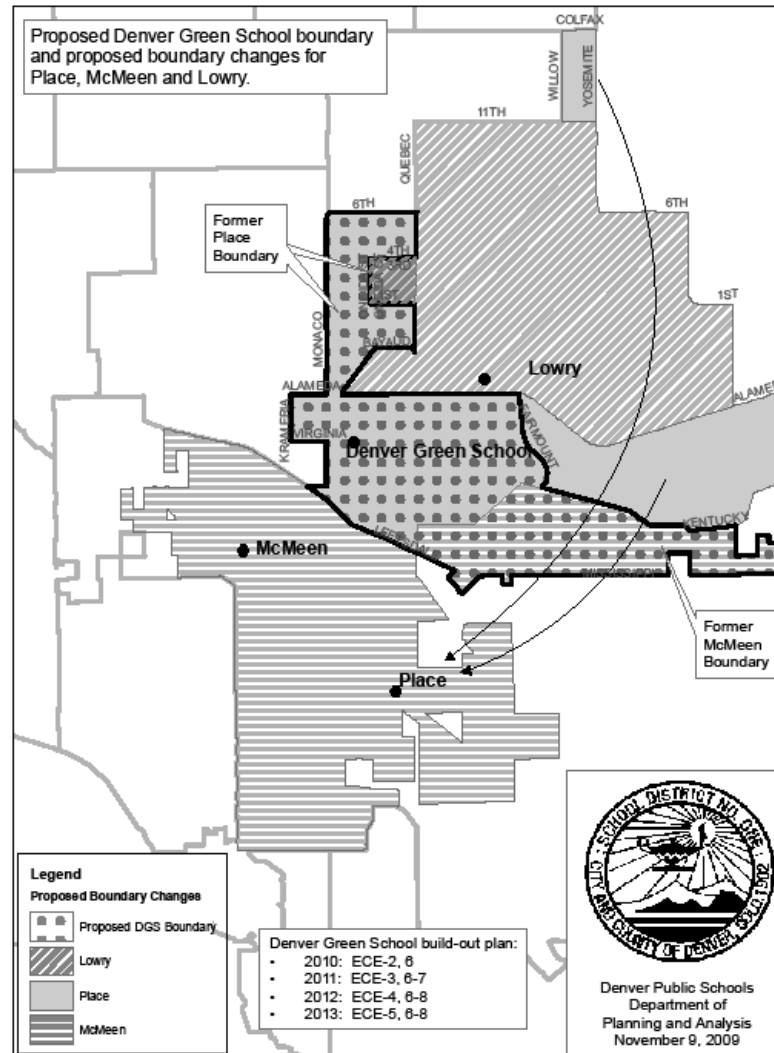
- Overview

- Grades E-8, will serve 550 students at capacity
- Will implement a flexible, student-centered, standards-based curriculum that will emphasize hands-on and project-based learning with an emphasis on environmental sustainability
- Denver Green School (DGS) is a new Performance School approved in June 2009
- Build out plan:
  - 2010: ECE-2, 6 – 242 students
  - 2011: ECE-3, 6-7 – 350 students
  - 2012: ECE-4, 6-8 – 478 students
  - 2013: ECE-5, 6-8 – 530 students
  - 2014: ECE-5, 6-8 – 530 students

- Recommendation

- DGS opens at Fallis as a boundary school in fall 2010 through spring 2012; at that time additional capacity will be needed for complete E-8 build-out
- Boundary assignment
  - Boundary will be assigned to DGS for grades E-8, to be phased in
  - DGS boundary will reduce the size of Place and McMeen boundaries, which are currently at 105% and 120% of capacity respectively, with nearly all capacity used by neighborhood students
  - In addition, Lowry West (which pays association dues to Lowry) assigned to Lowry Elementary School

# SE –Boundary Proposal



## NW – Decisions and Recommendations

Decision type	Schools Impacted	Recommendations
School Improvement Intervention	<ul style="list-style-type: none"> <li>• Greenlee</li> <li>• Lake</li> </ul>	<ul style="list-style-type: none"> <li>• Turnaround/Restart</li> <li>• Turnaround/New School</li> </ul>
Facility Placement for Approved New Schools	<ul style="list-style-type: none"> <li>• West Denver Prep 3 &amp; 4, 2 schools (6-8) - opening Fall 2010</li> </ul>	<ul style="list-style-type: none"> <li>• WDP 3 to Lake, WDP 4 to Emerson</li> </ul>
Charter Renewals	<ul style="list-style-type: none"> <li>• PS 1 (6-12): <b>Accredited on Probation</b> with a probationary contract</li> <li>• Life Skills (9-12): <b>Accredited on Probation</b> with a probationary contract</li> <li>• Escuela Tlatelolco (7-12): <b>Accredited on Watch</b> with a probationary contract</li> </ul>	<ul style="list-style-type: none"> <li>• One year renewal and replacement by new school through RFP process</li> <li>• Two year probationary renewal w/specific performance conditions</li> <li>• Two year probationary renewal w/specific financial mgt/performance conditions</li> </ul>

## NW – Greenlee

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- Analysis
  - School Performance Framework (SPF)

Greenlee		
SPF		
Year	Overall Rating	Growth Rating
2007	NA	Does not meet (24%)
2008	Accredited on Probation	Does not meet (17%)
2009	Accredited on Probation	Does not meet (14%)

- No significant gains in percent proficient and advanced over last three years of CSAP data
- Decreasing live and attend enrollment: 64% of neighborhood students attend K, while only 16% of neighborhood students attend in 8<sup>th</sup> grade

# NW – Greenlee

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- Analysis - CDE Diagnostic Summary

- Areas of Recognition

- The school staff and students are welcoming
- The school is focused on using data

- Areas of Concern

- Academic Performance

- A thorough understanding of what it means to be standards based in planning, instruction and assessment is not in place throughout the school
- Collaboration to identify requirements of proficient work and key learning targets has not occurred
- Staff report an ongoing lack of communication regarding curriculum alignment across academic programs
- A lack of scaffolding for underperforming students presents inequitable access to the curriculum
- Teaching higher order thinking and problem solving skills is a strategy not widely used in classroom instruction

- Learning Environment

- High impact instructional strategies are addressed through professional development, however, it is a scattered approach without a central focus
- There is no formal school-wide program to promote education equity

- Organizational Effectiveness

- School leadership does not actively reinforce and monitor the mission and vision or use them to guide decision-making
- Leadership provides little emphasis on developing teacher leaders
- The School Improvement Plan reflects little current research on student achievement

- Summary of Standard

- Little or no development and implementation – 6
- Limited development or partial implementation – 58
- Fully functioning and operational level of development and implementation – 7
- Exemplary level of development and implementation – 0

# NW – Greenlee

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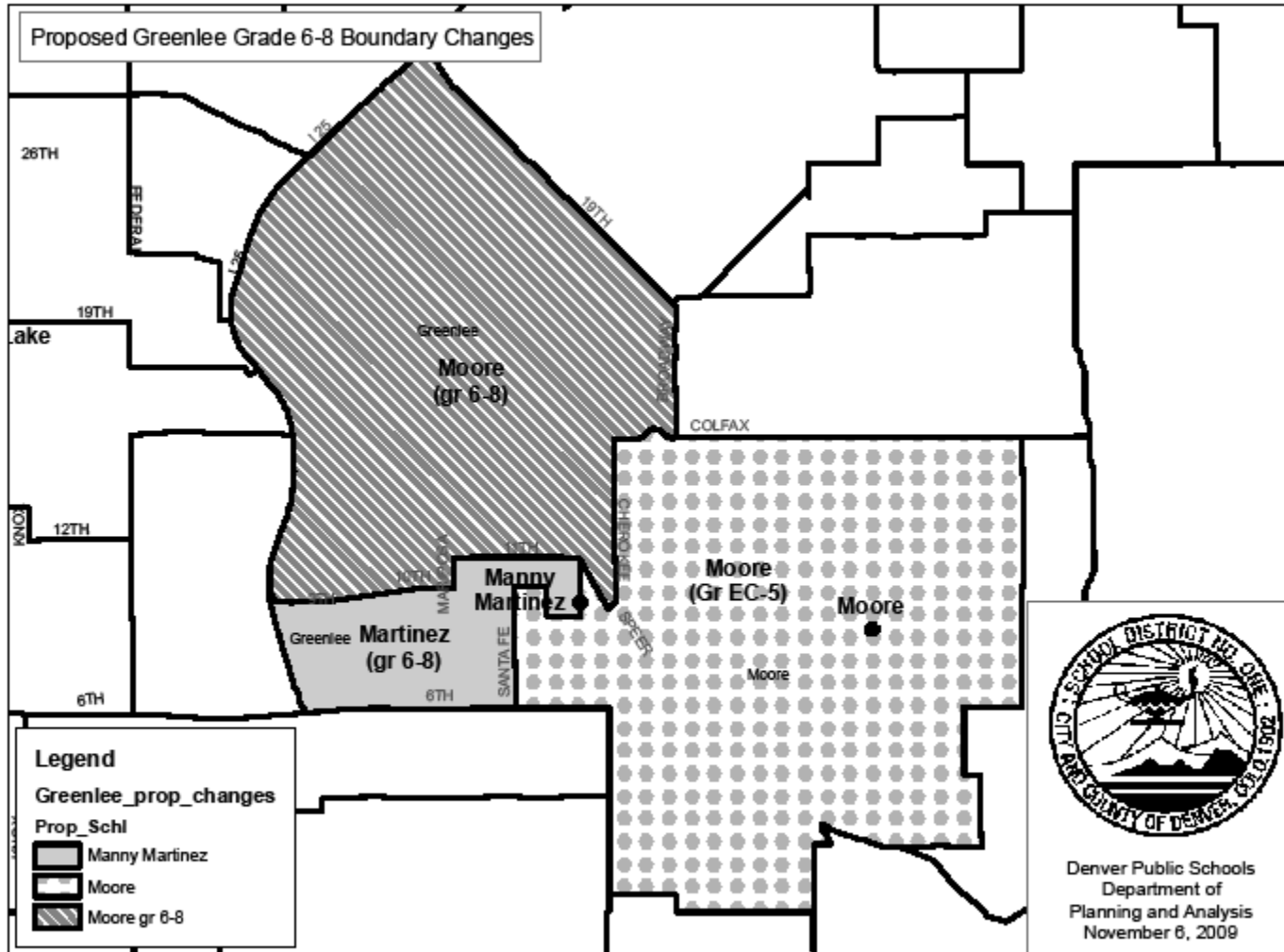
- Recommendation-Turnaround
  - Redesign Greenlee by opening a district-led E-5 school based on the Comprehensive Literacy School Model. This model is completely aligned with Response to Intervention in a way that fully supports deep student learning at high levels across the grades
  - The model supports both native English and ELL students and is evidence-based
  - It is the only elementary model fully endorsed by the International Reading Association for RtI
- Implications for students
  - Students in grades ECE-4 remain at Greenlee
  - Students in grades 5-7 who live in Greenlee's boundary and attend Greenlee will be reassigned to Manny Martinez or Dora Moore or could choice in to another school that has available space for the 2010-2011 school year, with support from choice counselors
    - Manny Martinez becomes a boundary school
  - Students in grades 5-7 who choice into Greenlee will be reassigned to their home school or can choice in to another school that has available space for the 2010-2011 school year, with support from choice counselors
- Implications for staff
  - New principal will be able to select faculty to best meet the needs of the school

# NW – Greenlee

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- Features of Comprehensive Literacy School Model
  - Meets needs of all students within an integrated, inquiry-based curriculum
  - Increases teacher efficacy through coaching, mentoring, job-embedded professional development, and model classrooms
  - Curriculum is standards-based aligned with specific benchmarks along a literacy continuum
  - Includes a school-wide assessment system with multiple measures
  - Includes Reading Recovery® and small group interventions in grades K-3 and supplemental group interventions in grades 4 and 5
  - Promotes inquiry-based learning through use of technology
  - Utilizes a national network of schools implementing the Comprehensive Literacy School Model that promotes collaboration on best practice

# NW – Greenlee Boundary Proposal



# NW – Input from Elementary School Parents

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- *Brown, Cheltenham, Eagleton, Sandoval, Fairview, Cowell, Colfax, and Edison*
  - Middle School Options
    - High quality/high performing schools in the neighborhood - NW Denver
    - Structured and rigorous academic program, a safe environment and strong discipline
    - Continue IB program
      - Significant concern about performance of existing IB program at Lake
    - Strengthening NW middle year options to provide accelerated learning opportunities (HGT/Honors programs)
    - Strong preference for a neighborhood middle school offering a rigorous academic program that serves all students, but includes classes for advanced/honors students
    - Strong preference for a “strong, integrated, socioeconomically diverse” school that provides opportunity for students achieving at or above grade level
    - Interest in strengthening and supporting the schools that presently exist in the region – Lake and Skinner
    - Need for music, art, theatre, physical education, shop, and languages, particularly Spanish, and extracurricular/afterschool activities
    - The most requested programs across the NW region included Dual Language, IB, HGT, Arts, Science, and Honors/AP courses
    - Support for marketing of Lake and Skinner to elementary feeder schools’ students
    - Desire of parents to continue to be engaged in middle school options

# Middle School 2009 SPF Rankings

Middle School	2009 SPF Rating
<b>West Denver Preparatory (6-8)</b>	Distinguished
<b>KIPP Sunshine Peak Academy (5-8)</b>	Meets Expectations
<b>Hamilton (6-8)</b>	Meets Expectations
<b>Hill Middle School Campus of Arts &amp; Sciences (6-8)</b>	Meets Expectations
<b>Merrill (6-8)</b>	Meets Expectations
<b>Morey (6-8)</b>	Meets Expectations
<b>Grant (6-8)</b>	Meets Expectations
<b>Kepner (6-8)</b>	Accredited on Watch
<b>Skinner (6-8)</b>	Accredited on Watch
<b>Henry (6-8)</b>	Accredited on Watch
<b>Kunsmiller (6-8)</b>	Accredited on Watch
<b>Rishel (6-8)</b>	Accredited on Watch
<b>Smiley (6-8)</b>	Accredited on Watch
<b>Rachel B. Noel (6-8)</b>	Accredited on Probation
<b>Lake (6-8)</b>	Accredited on Probation

# NW – Lake

- Analysis
  - School Performance Framework (SPF)

Lake		
SPF		
Year	Overall Rating	Growth Rating
2007	NA	Does not meet (32%)
2008	Accredited on Probation	Does not meet (17%)
2009	Accredited on Probation	Does not meet (20%)

- IB program launched in 2005; full IB status gained in 2008
- Of the approximately 1400 middle years students who live with the Lake boundary, 950 students attend a DPS school and only 430 attend Lake

2009 Preliminary Enrollment Data: % of Graduating 5th Grade Attending Lake							
Preliminary Enrollment Data	Cheltenham	Colfax	Cowell	Eagleton	Fairview	*Newlon	**Brown
% of students attending Lake	57%	40%	48%	27%	7%	10%	48%

\*Newlon boundary is split between Lake & Kepner

\*\* Brown boundary is split between Lake & Skinner

# NW – Lake

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- Analysis - CDE Diagnostic Summary
  - Areas of Recognition
    - Lake Middle School is warm and welcoming
    - The school has a wealth of resources for the students
    - Staff, students and the community often refer to Lake as “home”
  - Areas of Concern
    - Academic Performance:
      - Academic rigor that attains the level of proficient as defined by the Colorado Model Content Standards and the performance level descriptors is not the norm at Lake Middle School
      - The curriculum does not clearly identify interdisciplinary connections within or between content areas
      - Higher order thinking and problem solving skills are seldom observed in classroom instruction
      - Some students do not have equitable access to a common academic core curriculum
      - Most teachers employ a limited range of instructional strategies
      - There are few specific opportunities available to meet the learning needs of under-performing, advanced, and/or gifted students
      - Some staff members report they have insufficient training in the intervention they are delivering

# NW – Lake

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- Analysis - CDE Diagnostic Summary
  - Areas of Concern (continued)
    - Learning Environment
      - The general tone set at the school is that students' needs and challenges, in many cases, are so great that holding high expectations is not practical
      - Not all teachers believe that all students can learn at high levels; teachers are unclear how to demonstrate high academic expectations for students
      - Many of the one-on-one conversations between teachers and students revolve around behavior rather than academic issues
      - School staff members may establish, but do not sustain, a culture that minimizes the impact of physical, cultural, or socio-economic factors on learning
    - Organizational Effectiveness
      - School leadership does not actively reinforce and monitor the mission and vision or use them to guide decision-making
      - School leadership occasionally monitors instruction to ensure that specific programs and strategies are implemented with fidelity but does not always make appropriate and/or timely modifications to sustain continuous school improvement
      - Feedback to staff concerning rigor is limited
      - School leadership provides little direction or support for the implementation of the School Improvement Plan
        - Most staff members have a low awareness level of the School Improvement Plan and are not actively involved in its implementation

# NW – Lake

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- Analysis - CDE Diagnostic Summary
  - Summary of Standard
    - Little or no development and implementation – 6
    - Limited development or partial implementation – 61
    - Fully functioning and operational level of development and implementation – 3
    - Exemplary level of development and implementation – 0

# NW – Lake Options Continuum

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Option 1	Option 2	Option 3
<ul style="list-style-type: none"><li>• <b>Lake Transformation:</b></li><li>- Fully implemented International Baccalaureate</li><li>- Instructional supports</li><li>- Systemic changes</li></ul>	<ul style="list-style-type: none"><li>• <b>Turnaround Lake:</b></li><li>- Two programs: International Baccalaureate Program at Lake and West Denver Prep at Lake with boundaries assigned to both schools</li><li>- IB Program has 6<sup>th</sup> Grade Academy and 7<sup>th</sup>/8<sup>th</sup> Grade Academy in 2010-11</li><li>- Leader of 6<sup>th</sup> Grade Academy allowed to hire faculty</li></ul>	<ul style="list-style-type: none"><li>• <b>Close Lake:</b></li><li>- Open West Denver Prep 3 &amp; 4 in Lake facility</li><li>- WDP 3 &amp; 4 are assigned a boundary and become the neighborhood middle schools</li></ul>

# NW – Lake

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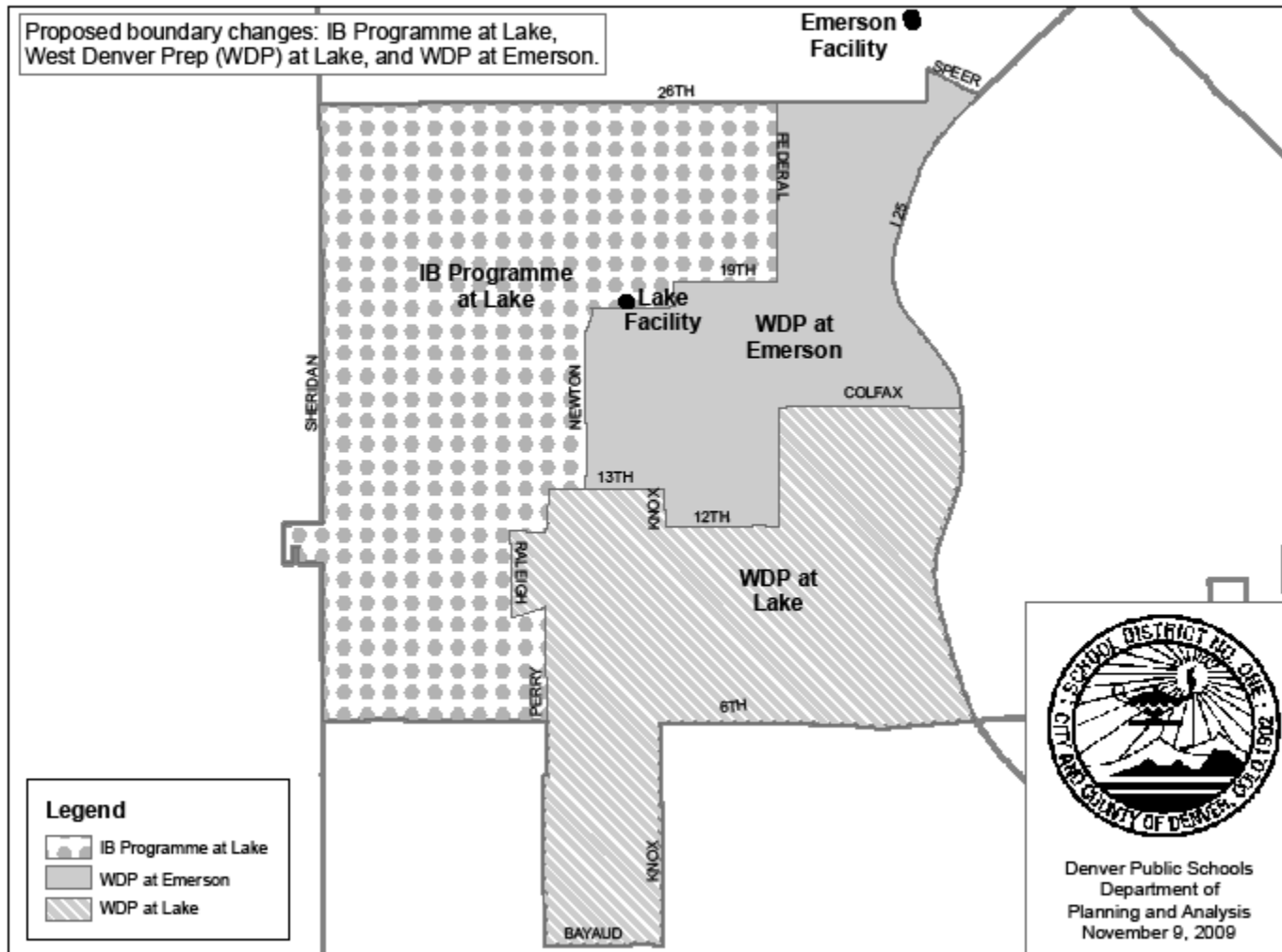
- Recommendation-Turnaround
  - Co-location of International Baccalaureate Programme and West Denver Prep; assign boundaries for both schools
  - Both schools over time to have 300-400 students each, leading to more personalized academic environment in each school
  - Lake facility built for over 1,000 students – can easily accommodate both schools
  - Currently over a dozen DPS schools sharing facilities, including Smiley IB Programme, with few, if any, problems reported
- Implications for students
  - Boundaries for IB at Lake, West Denver Prep at Lake, and West Denver Prep at Emerson; boundary to be phased in one grade at a time, beginning with 6th grade in 2010-11
  - Students may attend assigned school or choice in to another school program, with students in West Denver Prep boundary receiving preference for choice into the IB Programme and vice versa
  - Current Lake students to continue in the IB Programme at Lake in 2010-2011, as part of the 7<sup>th</sup>/8<sup>th</sup> Grade Academy
- Implications for Staff
  - Hire a new principal for 6<sup>th</sup> Grade Academy
  - New principal of 6<sup>th</sup> Grade Academy will be able to select faculty to best meet needs of school

## NW – Lake

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- Features of the IB Programme at Lake
  - Strengthen IB Programme for 6<sup>th</sup> Grade Academy and 7<sup>th</sup>/8<sup>th</sup> Grade Academy by hiring two new principals, one for the 6<sup>th</sup> Grade Academy and one to oversee the 7<sup>th</sup> and 8<sup>th</sup> Grade Academy
  - Work with Lake faculty and community to design and implement the new IB Programme to best meet the needs of students, leveraging ideas currently proposed by Lake faculty
  - Phase out 7<sup>th</sup>/8<sup>th</sup> Grade Academy by 2012-2013, 6<sup>th</sup> Grade Academy will grow by one grade at a time as the 7<sup>th</sup> /8<sup>th</sup> Grade Academy is phased out
  - Research shows that when implemented with fidelity in a school with high quality teaching and leadership, an IB program can lead to significant student gains
  - IB standards are aligned with best practice in education
  - IB can have a positive impact on the culture of a school
  - Providing this option in northwest Denver is important and supported by the community
  - Federal funds to help the two Academies in their early years, but over time the cost of the program will need to fall within the allocation for Student Based Budgeting

# NW – Lake and WDP 3 and 4 Boundary Proposal



## NW – West Denver Prep 3 & 4

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- Board of Education in June 2009 unanimously approved West Denver Prep 3 and West Denver Prep 4 for 2010 opening, with approval specifying that both schools to be located in Northwest Denver
- Overview
  - Grades 6-8
  - Will serve 300 students per school at capacity
  - Provides a college-preparatory focus, rigorous middle grades education of high standards, structure, and accountability
  - Replications of a proven school model
    - West Denver Prep 1 is the only middle school rated as distinguished on the SPF
    - West Denver Prep 1 is the only school serving more than 50% FRL rated as distinguished on the SPF (West Denver Prep serves 92.9% FRL)
- Recommendation
  - West Denver Prep 3 to co-locate at Lake with a boundary for 2010-2011
  - West Denver Prep 4 to open with a boundary at Emerson facility for 2010-2011 for one-year incubation, with discussion with North community about West Denver Prep moving to the available 1913 building at North in fall 2011 when North renovation is completed

## NW – Emerson/P.R.E.P.

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- Overview
  - Emerson Street and P.R.E.P. serve middle and high school students who are in danger of being or have been expelled
- Analysis
  - For the past two years, the majority of the middle and high school students who were expelled and attended Emerson Street came from northeast and southeast Denver
  - P.R.E.P. has space to serve more students, freeing up a facility for other school options and consolidating the programs
- Recommendation
  - Consolidate Emerson and P.R.E.P. into one facility located at P.R.E.P.
  - Each program would continue to offer the same educational and social services previously offered
  - Student Implications
    - Location change for Emerson students; no change to program
  - Staff Implications
    - Staffing structure will be developed to leverage resources and provide class size not to exceed 20:1
    - Shared leadership is an option

# NW – PS 1

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- Overview
  - Stand-alone charter school located in central Denver
  - Operating since 1995
  - Grades 6-12, 257 students
  - Principal: Laura Laffoon
- Analysis from the Charter Renewal Process
  - School Performance Framework (SPF)

PS 1		
SPF		
Year	Overall Rating	Growth Rating
2007	NA	Approaching (50%)
2008	Accredited on Watch	Approaching (50%)
2009	Accredited on Probation	Approaching (37%)

- Academic Performance – minimal use of data to drive instruction, lack of school-wide instructional focus, unclear mission and vision, lack of urgency around student achievement, school serves significant population of special needs students who are unlikely to be served elsewhere in the district
- Governance – lack of accountability for school leader and staff, unclear direction

# NW – PS 1

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- CDE Diagnostic Summary
  - Areas of Recognition
    - There is a student-centered culture where kids are believed in, valued, and welcomed
    - There is a focus on building relationships with students
    - There is a willingness of the staff to accept “lost” students
  - Areas of Concern
    - High expectations are not consistently maintained
    - Class/course offerings provide limited opportunities for students to access a curriculum that is aligned to CO Model Content Standards
    - Formative and summative assessments are seldom intentionally aligned with CO Model Content Standards
    - School leadership conducts a limited analysis of information on student achievement to help determine short- and long-term professional development needs of teachers
    - Analysis of disaggregated data is not considered during the school’s improvement planning process
  - Summary of Standards
    - Little or no development and implementation – 31
    - Limited development or partial implementation– 38
    - Fully functioning and operational level of development and implementation – 2
    - Exemplary level of development and implementation – 0
- Recommendation
  - 1 year renewal and replacement by new school through the RFP process that can serve the existing PS 1 population of students in the fall of 2011

## SW – Decisions and Recommendations

Decision type	Schools Impacted	Recommendations
Charter Renewals	<ul style="list-style-type: none"><li>• Southwest Early College (9-12) <b>Meets Expectations</b></li><li>• Florence Crittenton (7-12)</li></ul>	<ul style="list-style-type: none"><li>• 3 year renewal</li><li>• 3 year renewal</li></ul>
New Schools Applicants	<ul style="list-style-type: none"><li>• Global Village Academy (GVA) proposal (K-8) – opening Fall 2010</li></ul>	<ul style="list-style-type: none"><li>• Applicant withdrew application</li></ul>
Kunsmiller	<ul style="list-style-type: none"><li>• Kunsmiller grade 9 in 2011-2012</li></ul>	<ul style="list-style-type: none"><li>• N/A</li></ul>

# Summary – Recommendations

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- Far Northeast
  - Northeast Academy – Turnaround: An intensive school transformation initiative, including a comprehensive reorganization of the school’s academic program, consultation and partnership with an education management organization
  - Omar D. Blair – 5 year renewal
  - SOAR – Locate at GVR E-12 campus
  - DSST – Locate at GVR E-12 campus
  - MPC – Locate at GVR E-12 campus
  - Envision – Postpone opening until 2011-2012
- Northeast
  - Philips – Replacement
  - Skyland – Closure/non-renewal of contract
  - GALS – Approve application
  - GVA – Deny application
  - Janus International Academy – Applicant withdrew application
  - Stapleton – Support construction of 3<sup>rd</sup> Stapleton school, boundary change with Philips, temporary ECE Center in Westerly Creek (for Stapleton and Philips students)
  - Odyssey – Relocate to Philips facility
  - Denver Language School – Locate in Whiteman facility

# Summary – Recommendations

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- Southeast
  - Denver Green School – Locate at Fallis, assign a boundary
  - Connections Academy – 2 year renewal
  - Denver High School of Medical Science – Deny application
  - Independence High School – Deny application
  - Center for Early Education (Knight) – Keep CEE at Knight facility for 2010-2011
- Northwest
  - Greenlee – Turnaround/Restart
  - Lake – Turnaround/New School
  - West Denver Prep 3 – Co-locate at Lake with a boundary
  - West Denver Prep 4 – Locate at Emerson with a boundary
  - Manny Martinez Middle School to have a boundary
  - Emerson/P.R.E.P – Consolidate Emerson and P.R.E.P. programs into one facility at P.R.E.P.
  - PS 1 – One year renewal and replacement by new school through RFP process for 2011
  - Life Skills – 2 year probationary renewal with specific performance conditions
  - Escuela Tlatelolco – 2 year probationary renewal with specific financial management/performance conditions
- Southwest
  - Southwest Early College – 3 year renewal
  - Florence Crittenton – 3 year renewal

# Next Steps

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- Board Meetings
  - 11/16: Public comment
  - 11/19: Public comment
  - 11/30: Board vote on recommendations
- Parent and community meetings over next several weeks at affected schools and in affected communities
- School of Choice Liaison Support
  - Choice Liaisons will be available to support families at the following schools:
    - Philips
    - Greenlee
    - Lake
    - Lake feeder schools
    - Skyland
    - Students affected by boundary changes
  - Choice Liaisons will provide families with information and support around school options and the school of choice process
- Further discussions in winter/spring regarding:
  - Future parent/school process for turnaround interventions
  - Feeder pattern discussions in regions of unsatisfactory performance