2019 CALL FOR NEW QUALITY SCHOOLS: STAFF RECOMMENDATIONS

August 19, 2019
OBJECTIVES OF TODAY’S PRESENTATION

- **REMINd** the DPS Board of the Quality Authorizing Process.

- **SHARE** recommendations and evidence for two new school applicants: French American School of Denver and Warriors for High Quality Schools.
Great Schools in Every Neighborhood

Students and families thrive when they have high-quality education choices. DPS will dramatically increase the quality of schools available in every neighborhood to ensure that every student in every community throughout the district has access to great schools.

By 2020, 80% of DPS students will attend a high-performing school, measured by region using the district’s school performance framework.
CALL FOR NEW QUALITY SCHOOLS POLICY CONTEXT

DPS Board Policy AF: Charter Quality Authorizing

DPS Board Policy FAP: Facility Allocation Policy

State and National Best Practices

Colorado Charter Schools Act & State Board Guidance
WHAT IS DIFFERENT IN THE QUALITY REVIEW PROCESS THIS ROUND?

In the last Call cycle (late 2018):

▪ Focused the Supplemental Call on schools interested in meeting the identified middle school need in Greater Park Hill-Stapleton

In this Call cycle:

▪ Two applicants expressed interest: Warriors for High Quality Schools, a district-run applicant, and French American School of Denver, a charter applicant.
▪ DPS is not making the promise of facility support this year. DPS Board policy will guide future facility allocations.
▪ In May 2019, the DPS Board directed the District to open a one-time resubmission opportunity for August, 2019.
▪ Both Warriors for High Quality Schools and French American School of Denver sought this opportunity, submitting applications July 26, 2019.
▪ The Board resolution further directed District support from the District’s School Design Team to the Warriors for High Quality Schools, a district school, for resubmission.
▪ Standard applicant supports were provided to both applicants from the Portfolio Management Team.
EVIDENCE THAT INFORMS THE STAFF RECOMMENDATION

New School recommendations are made based upon a body of evidence in alignment with State Statute and DPS Board Policy.

<table>
<thead>
<tr>
<th>Evidence Sources</th>
<th>Evidence Collection Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Documents and Budget</td>
<td>• Application reviewers evaluate applications using a publically available rubric grounded in the School Quality Framework.</td>
</tr>
<tr>
<td>Interview with Founding Team</td>
<td>• Application reviewers interview each applicant and pose standard and school-specific questions.</td>
</tr>
<tr>
<td>District Convened Community Engagement</td>
<td>• Applicants present to the community, and community feedback is collected and summarized (from the spring).*</td>
</tr>
</tbody>
</table>

*Note: Both applicants were given the opportunity to have the Portfolio Management Team convene another meeting for the summer submission, but both chose to use the data collected in the spring. That is represented in the appendices.
THE QUALITY STANDARD USED IN THE CALL

DPS uses the **School Quality Framework (SQF)** to evaluate all school designs.

DPS evaluates each application against a publicly available rubric to determine quality. The application is evaluated using a body of evidence meaning that recommendations are made based on the overall quality and not the number of rubric points earned. Each application is considered individually and analyzed using the same school quality indicators to determine if the application is in the best interest of the pupils, District and the community.

**GOAL #1** Great Schools in Every Neighborhood
WHO REVIEWED THESE APPLICATIONS?
Thank you to our application reviewers!

**English Language Acquisition**
- Allison Ratchford
- Nadia Madan Morrow

**Culturally Responsive Education**
- David Portee
- Theo Shaw

**Consulted with: Legal**
- Molly Ferrer

**Student Equity and Opportunity**
- Veronica Lindau-Winkler
- Stacey Mundis

**Portfolio Management Team**
- Bailey Holyfield
- Matthew Meyer

**External Consultants**
- Leah Saieig
- Gina Schlieman

**Curriculum and Instruction**
- Diana Noonan
- Melissa Seggelke

**Finance**
- Corina Hall
- LeVar Cyprus

**Parents**
- Princess Mack
- Fatima Doher
Staff considers whether the school would be in the best interest of the pupils, District and community and makes one of the following recommendations:

- **Approve** with Standard Conditions
- **Approve** with Standard & School-Specific Conditions
- **Deny**
OBJECTIVES OF TODAY’S PRESENTATION

- **REMINd** The DPS Board of the Quality Authorizing Process

- **SHARE** staff recommendations and evidence: Warriors for High Quality Schools and French American School of Denver

**GOAL #1** Great Schools in Every Neighborhood
## OVERVIEW OF RECOMMENDATIONS

<table>
<thead>
<tr>
<th>Application</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warriors for High Quality Schools</strong></td>
<td><strong>Approve</strong> with conditions</td>
</tr>
<tr>
<td><strong>French American School of Denver</strong></td>
<td><strong>Approve</strong> with conditions</td>
</tr>
</tbody>
</table>
**School Mission**

“Our mission is to provide students with a culturally responsive high school experience that leverages the tenets of HBCUs and uses a comprehensive STEAM approach to learning. We seek to elevate cultural connectedness in order to build the critical and creative thinking necessary to navigate the diverse 21st century career and life pathways.”

**School Model**

HBCU-style STEAM

**Targeted Enrollment**

<table>
<thead>
<tr>
<th>Students: Year 1: 125</th>
<th>Grades: Year 1: 9th Full Build: 9th-12th</th>
<th>FRL: 81%</th>
<th>ELL: 19%</th>
<th>SPED: 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Build: 500</td>
<td>Full Build: 9th-12th</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Founding Team**

Farrah Martin, Gabe Lindsey, Brandon Pryor and Samantha Pryor, with support from the District

**Governance Type**

District-run school; planning to seek innovation status prior to opening
Recommendation

**Approve with conditions**

Brief Rationale: The application demonstrates a strong vision for an HBCU-style, STEAM high school as well as significant support from the Far Northeast community. The application further demonstrates strong systems and structures to implement a positive school culture.

The following are the school-specific condition topics:
- Curriculum and Scope & Sequence
- Master Schedule
- Teacher coaching and professional development

Please refer to the memo for detail aligned to the DPS Quality Standards as stated in published Application and Rubric as well as the school-specific conditions.
**School Mission**

“The French American School of Denver’s mission is to develop bilingual, bi-literate learners through a French language-immersion curriculum meeting the highest educational standards of the United States and France and delivered in a highly diverse learning environment that promotes critical thinking, creativity and empathy.”

**School Model**

French Immersion

**Targeted Enrollment**

<table>
<thead>
<tr>
<th>Students:</th>
<th>Grades:</th>
<th>FRL:</th>
<th>ELL:</th>
<th>SPED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1: 224</td>
<td>Year 1: K-5</td>
<td>50%</td>
<td>30%</td>
<td>11%</td>
</tr>
<tr>
<td>Full Build: 504</td>
<td>Full Build: K-8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Leadership & Founding Team**

Founding Team: Tara Bardeen, Yohaina Abdala-Mese, Wendy Fisher and Angela Strange

**Governance Type**

Charter school
Recommendation

**Approve** with conditions

Brief Rationale: The application demonstrates a unique Immersion model offering French language instruction with a strong vision throughout the application. The application further documents strong systems and structures to support the implementation of their school culture and educational program.

The following is the school-specific condition:
- Special Education detail in immersion model

Note: Please refer to the memo for additional detail aligned to DPS Quality Standards as stated in published Application and Rubric; DPS Policy AF: Charter Quality Authorizing Policy; and Statutory Criteria, as well as the school-specific conditions.
In April, 2019 the Portfolio Management Team (PMT) hosted two public meetings to gather feedback about new school applications submitted through the Spring 2019 Call for New Quality Schools (CNQS) process.

CNQS meetings are opportunities for new school applicants to present their proposed program and allow attendees to ask questions and an opportunity for feedback. Attendees were given a feedback form to capture their thoughts about different components of the applicant’s program.

Both applicants were given the opportunity to have PMT convene another meeting for the summer submission but both chose to use the data collected in the spring. That is what is represented in these appendices.

Qualitative responses were structurally coded for recurring themes. Size of word corresponds to frequency of that theme in community feedback. Themes w/ five or more responses are displayed on the following slides.

Detailed analysis of participants and comments are available as an accompanying report.
WARRIORS FOR HIGH QUALITY SCHOOLS: COMMUNITY FEEDBACK

Question: What did you think about the education program being offered?

Community demand
Value for students
Value for African American/Black students/students of color
Program is needed
Good idea
Value of model

n = 46

Question: What are some of the benefits you see with this school model?

Meets needs of students
Community-driven approach
STEAM approach
Whole child programming
Culturally responsive approach
Meets needs of African American/Black students/students of color
HBCU approach

n = 44

GOAL #1 Great Schools in Every Neighborhood
WARRIORS FOR HIGH QUALITY SCHOOLS: COMMUNITY FEEDBACK

Question: What are some of the challenges you see with this school model?

- Community support
- Receiving support from DPS
- Staffing
- Hostility/lack of support from outside/other groups
- Enrollment
- Funding

Question: Give your feedback about the proposed leadership of the school and the teachers to be recruited.

- School will need to recruit high quality teachers
- School will need to recruit high quality leaders
- Support the school’s leadership and teachers
- School will need to hire staff who reflect the demographics of the school
- School will need a rigorous hiring process
- School will be able to recruit high quality staff

GOAL #1 Great Schools in Every Neighborhood
Question: Give your feedback about the school’s plan to engage families/communities.

Support the school’s plan

School has engaged community successfully

Suggestion for community engagement

Question: On a scale of 1-3, how would you rate the quality of this school design?

<table>
<thead>
<tr>
<th>Quality Level</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = Low Quality</td>
<td>0</td>
</tr>
<tr>
<td>2 = Unsure</td>
<td>4</td>
</tr>
<tr>
<td>3 = High Quality</td>
<td>37</td>
</tr>
</tbody>
</table>

2 Respondents: 2.5
1 Respondent: 2.8
FRENCH AMERICAN SCHOOL OF DENVER: COMMUNITY FEEDBACK

Question: What did you think about the education program being offered?

Support learning of French
Support language immersion model
Comprehensive program/strong educational program
Good idea
Meet a community need
Interested to learn more
New option for diverse families and students
Public school/affordable
n = 59

Question: What are some of the benefits you see with this school model?

Multiculturalism
Diverse student population
Strong education
Developing French language
Fosters open-mindedness/worldliness
Sense of community
New option for all DPS students
Bilingualism/biliteracy
Public school/free education
Use of the French curriculum
n = 59

GOAL #1 Great Schools in Every Neighborhood
FRENCH AMERICAN SCHOOL OF DENVER: COMMUNITY FEEDBACK

Question: What are some of the challenges you see with this school model?

- Facility challenges of initial start-up
- Serving students with varying language proficiency
- Recruiting diverse student population
- Recruiting qualified teachers
- Too much testing

n = 54

Question: Give your feedback about the proposed leadership of the school and the teachers to be recruited.

- Need highly qualified French teachers
- Qualified founders
- Strong plan to recruit leaders/teachers

n = 58

GOAL #1 Great Schools in Every Neighborhood
FRENCH AMERICAN SCHOOL OF DENVER: COMMUNITY FEEDBACK

Question: Give your feedback about the school’s plan to engage families/communities.

Good plan to engage families/communities
Good plan to recruit diverse families/communities
Unclear plan to engage families/communities
Needs support from families/community
More information needed
This support from families/community

n = 58

Question: On a scale of 1-3, how would you rate the quality of this school design?

Number of Responses

<table>
<thead>
<tr>
<th>Low Quality</th>
<th>Unsure</th>
<th>High Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7</td>
<td>47</td>
</tr>
</tbody>
</table>

3 Respondents: 2.5
## Strengths:
- School’s plan to use restorative justice practices to create an equitable community; this will help to combat the school-to-prison pipeline.
- Educational program incorporates both career-ready and college-ready focuses through students choosing majors, but students still have the flexibility to change between majors.
- School’s use of experiential learning will help students hold onto their learning better.
- Executive Summary was thorough about why they chose the HBCU model and why it needs to be a part of the community.
- The school focuses heavily on involving the entire community in the school.
- Executive Summary identified a clear need for the school, even though the District has not called for it.
- Incorporating art into STEM will be meaningful for students.

Note: This feedback is representative of the feedback from the Student Board of Education (SBOE) during the spring submission, and, therefore, is not fully representative of the most recent application. The SBOE was invited to provide feedback again during the summer resubmission but, given the timing during the summer, we did not receive responses.
Strengths:
- School has a focus on social and emotional learning and promotion of equity.
- Executive Director of the school is a native French speaker.
- School has engaged in extensive community engagement and obtained significant support.
- School has conducted outreach to African community; opportunity for students to learn multiple dialects of French.

Note: This feedback is representative of the feedback from the Student Board of Education (SBOE) during the spring submission, and, therefore, is not fully representative of the most recent application. The SBOE was invited to provide feedback again during the summer resubmission but, given the timing during the summer, we did not receive responses.
## 2019 Call for New Quality Schools Timeline

<table>
<thead>
<tr>
<th>Item</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call Document Released</td>
<td>December 21, 2018</td>
</tr>
<tr>
<td>Application and Rubric Released</td>
<td>December 21, 2018</td>
</tr>
<tr>
<td>Letters of Intent Due</td>
<td>February 8, 2019</td>
</tr>
<tr>
<td>Initial New School Applications Due</td>
<td>April 1, 2019</td>
</tr>
<tr>
<td>Initial Application Reviews &amp; Applicant Interviews</td>
<td>April 15 - May 3, 2019</td>
</tr>
<tr>
<td>Regional Community Meetings</td>
<td>April 8 - 9, 2019</td>
</tr>
<tr>
<td>Board of Education Directive for Resubmission Window</td>
<td>May 16, 2019</td>
</tr>
<tr>
<td>Resubmitted Applications Due</td>
<td>July 26, 2019</td>
</tr>
<tr>
<td>Application Review &amp; Applicant Interviews</td>
<td>July 27 - August 13, 2019</td>
</tr>
<tr>
<td>Superintendent Recommendations to DPS Board of Education, DAC</td>
<td>August 19, 2019</td>
</tr>
<tr>
<td>Recommendations to DPS Board of Education, Applicant Presentations to DPS Board of Education</td>
<td>August 19, 2019</td>
</tr>
<tr>
<td>Public Comment with DPS Board of Education and DPS Board Vote</td>
<td>August 22, 2019</td>
</tr>
</tbody>
</table>
STANDARD CONDITIONS FOR APPROVAL

The following conditions are placed on all new schools upon approval:

- In accordance with Resolution #3998 on new school authorizing, the School must begin its “Year 0” by fall XXXX, meaning the School must open by the XXXX-XXXX school year.

**Enrollment:**
- By the end of SchoolChoice Round 1 during the spring prior to opening, the School shall have and maintain enrollment at 80% of its original application enrollment.

**Facility**
- The School shall be located in the XX region as identified by the School in the application.
- The School may seek placement in a District facility through the processes established under the District’s Facility Allocation Policy (FAP).
- If located in District facilities, the School shall be subject to the District’s standard Shared Campuses Policy FN.

**Governance**
- In conjunction with the District school budget development process and timeline, the School will submit to the Portfolio Management Team its draft budget and an accompanying narrative describing any material changes from the original application budget. For each change identified, the School will describe how it aligns to the core education program approved by the DPS Board of Education or how it does not compromise the ability of the School to implement its core education program.
- If the school is part of a MSO, CMO, IMO or innovation zone, the organization’s existing campus(es) at the same grade configuration shall continue to meet or exceed performance expectations on the SPF. A restarted school operated by the organization may be rated “approaching” on its first two SPFs.

**Leadership**
- The School agrees to have and maintain a full-time founding school leader/principal during the nine months preceding the School’s opening. Ensuring a school leader is in place during the School’s pre-opening year is critical to the successful start-up of the School.
The following additional conditions are placed on all new charter schools upon approval:

**Governance:**
- In the year prior to opening, the School shall meet all required budget and governance submission deadlines which shall be provided to the School in the form of a draft contract document.
- On October 20, 2019; January 20, 2020; April 20, 2020 and July 31, 2020, the School shall provide to the District quarterly financial statements that include budget to actuals and the CDE chart of account level detail (program, object, job classification, project) for all funds that are satisfactory to the District.

**Facility:**
If not located in District facilities, the School shall be subject to the following conditions:
- By October 30, 2019, or a date otherwise agreed to by the District, the School shall provide a short-list of probable, financially viable facility location(s) for the School that are acceptable to the District; and
- By January 10, 2020, or a date otherwise agreed to by the District in writing, the School shall provide evidence in writing that it has secured a financially viable location for the School that is acceptable to the District. In the event that the secured facility costs more than what was originally estimated in the application, the School shall also submit a revised budget acceptable to the District by January 10, 2020.

**English Language Acquisition (ELA):**
- By December 2, 2019, the School shall provide evidence that its ELA Administrator and ELA Instructor possess ELA qualifications demonstrating ELA expertise. If the School’s ELA administrator and/or ELA Instructor do not yet have their ELA qualifications, the School shall provide a plan to the Portfolio Management Team (PMT) by December 2, 2019 for how they will acquire qualifications by the start of the 2020-2021 school year.
- In the school year preceding opening, the School shall identify a qualified ELA Instructor, as determined by DPS staff, to participate in the DPS Charter ELA Instructor trainings.
FUTURE PROCESS IMPROVEMENTS

PMT is committed to continuous improvement in all of our processes.

Some next steps include:

- Surveying applicants and other process participants in order to get feedback to improve
- Revising the rubric and application, in alignment with updates to DPS and State policy and practice as well as with what we’ve learned