Tiered Quality Assurance Overview

August 2014
Our TQA work is grounded in the 2014 Denver Plan.

- “Great Schools in Every Neighborhood: 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 students from every region within DPS will attend a high performing school, as measured by the district’s SPF.
- “Ensure schools are empowered through flexible, school- based decision making.”
- “Expand high quality school choices in all communities, through differentiated supports and improvements for schools, new school strategies, turnaround efforts and strong accountability systems.”
We Believe

- schools should drive performance from good to great
- schools should be held accountable for results while remaining autonomous
- schools should be pushed to improve through a balance of optional support and mandatory accountability measures
- chronically underperforming schools should be transitioned to a higher performing option
What is Tiered Quality Assurance?

- *Tiered* Quality Assurance is a system of differentiated supports, oversight, strategic planning, and accountability measures that are aligned to push schools to dramatically improve or be closed or transitioned within a time period that reflects the urgency of our mission.

*“Tiered” refers to a differentiated system of supports and accountability measures based on a school’s academic and organizational performance needs.*
TQA Concept

- TQA can be seen as RTI for schools.

Schools with significant academic performance concerns and/or numerous operational risk factors

Schools that may need additional support and oversight including: Year 1 charter or innovation schools, schools that have conditional contracts and/or display 1-2 organizational risk factors or signs of low performance.

Schools in the universal tier are schools with strong performance, relative stability, and no associated organizational health risk factors.
How does TQA fit into other OSRI processes?

- TQA is a system of touchpoints between approval and renewal.
TQA balances support and accountability to empower schools to drive their improvement efforts. The table below defines “support” and “accountability.”

<table>
<thead>
<tr>
<th>Support</th>
<th>Accountability</th>
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<tbody>
<tr>
<td>● optional</td>
<td>● mandatory</td>
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<tr>
<td>● school-owned</td>
<td>● guided by local/ state/ federal statute</td>
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<tr>
<td>● collaborative (with OSRI or other schools)</td>
<td>● focused on data</td>
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<tr>
<td>● focused on thought partnership</td>
<td>● Used to inform renewal recommendations</td>
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<tr>
<td>● aligned with Denver Plan Goals</td>
<td>● aligned with Denver Plan Goals</td>
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<tr>
<td>● meant to push schools from good to great</td>
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Tiered QA: A Balance of Accountability and Support

Accountability
- Tiered QA Site Visit (SQF)

Support
- Year 1 Site Visit (SQF)
- Year 1 Board Observation
- Ongoing Governance Obs. and QA
- Alignment of Major School Improvement Strategies
- ELA Program Review and Support
- UIP Development and Data Support
- Professional Development
- Enhanced Monitoring**
- Ongoing Compliance Requirements
- Critical Friends
## Criteria Informing District Tiered Support Framework

<table>
<thead>
<tr>
<th>Essential Question</th>
<th>District TSF Tiering Criteria</th>
<th>Charter-Specific Tiering Criteria</th>
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| Is the school meeting academic and enrollment expectations? | • 3 year of academic and SPF data  
• Current SPF status (Red/Orange)  
• Significant declines on SPF of >10%  
• Declines in enrollment >10%, lower than average demand for region | • ELA Performance – ACCESS MGP less than 50, disaggregated combined TCAP MGP less than 150  
• TCAP subgroup – red on SPF indicators |
| Are the necessary conditions for school success present? | Leadership tenure and data, staff turnover, teacher perception data, and school’s capacity to engage in significant, accelerated improvement | • Governance Capacity (Governance Quality Framework)  
• Financial Performance (Financial Performance Framework – “red” on one or more indicators)  
• Life Cycle (Year 1 schools receive additional monitoring/support)  
• Is the school meeting contract performance conditions? |
| Does the body of evidence suggest redesign, turnaround, or closure/non-renewal? | History of school and interventions/support, availability of higher performing options, community engagement | • Contract terms |
Universal Tier detail

Universal

Description: Schools in the universal tier are schools with strong performance, relative stability, and no associated organizational health risk factors. They will receive the monitoring and supports that OSRI offers to all DPS authorized charter schools without additional monitoring.

Criteria
- “Meets Expectations” or “Distinguished” on SPF with stable/positive performance trends
- None of the risk factors described in other categories

supports:
- help navigating district
- optional fall kick-off meeting
- ELA support and review
- peer to peer learning opportunities

accountability:
- discipline data monitoring
- renewal/ Year One site visits
- Governance Quality Assurance
- monitoring parent grievances
Strategic Tier detail

**Strategic**

**Description:** Schools placed in the strategic tier are schools that may need additional support and oversight including: Year 1 charter or innovation schools, schools that have conditional contracts and/or display 1-2 organizational risk factors or signs of low performance but are not in need of more intensive supports at this time. These schools will receive differentiated monitoring and/or supports from OSRI based on their unique needs and profiles.

**Criteria**
- Year 1 charter and innovation
- Yellow on SPF or decline of 10% or more to yellow
- New principal
- Conditional Contract
- 1 or more Organizational Performance Risk Factors
- New grade configuration or significant changes to model
- Subgroup Performance Disparity

**Support:**
- peer-to-peer learning (Enter to Learn, Critical Friends, Compact Blue, etc.)
- data analysis supports
- board presentations on data analysis accountability
- targeted school quality reviews
- performance data monitoring
- ELA program review and progress monitoring
- UIP support and review

*-New to charter leadership, excluding CMO principals who receive network supports*
Intensive Tier detail

Description: Schools classified in the intensive tier are schools with significant negative academic performance concerns and/or numerous operational risk factors. These schools will receive enhanced monitoring and will be offered additional supports from OSRI over the course of the year.

Criteria
- All Red and Orange Schools (SPF)
- Multiple organizational performance risk criteria
- ELL – ACCESS MGP below 50 and/or ELL TCAP Combined MGP below 150
- Multiple Subgroup Performance Disparities

Support:
- Goal setting and visioning thought partnership
- Peer to peer learning opportunities

Accountability:
- Comprehensive SQF site visit review and feedback
- Enhanced data monitoring (ie, more frequent financial reporting, testing observation, enrollment monitoring, ELA program progress monitoring, and analyzing survey data)
- Data analysis/aligned UIP support
- Board presentations and data review
Purpose: To gather qualitative information about a school to document performance and provide the school with feedback for school improvement. Types of Site Visits:

**Renewal:** All schools receive a visit as a component of their renewal process. Year 1: OSRI conducts half to full day site visits (including ELA program reviews) to all schools during their first year of operation.

**Targeted Visit:** This is a modified site visit to look at particular areas of a school program. This would be primarily for schools classified as in need of strategic supports.

**ELA Program Review:** All schools with ELA performance concerns will receive an ELA program review.

**Comprehensive:** A comprehensive site visit (including ELA program reviews) would be for schools classified as needing intensive supports. This visit will look at all domains in the SQF, and be a day in duration in most cases.
TQA Timeline Overview

**Early Fall:**
- Tiering announcements, initial meetings w/ board chairs & school leaders, goal setting/visioning/thought partnership (UIP development)

**Late Fall:**
- TQA visits & qualitative site visit reports, board meeting (data presentations, TQA process overview, etc.), UIP draft/review/approval process

**Winter:**
- TQA mid-year progress monitoring, data check-ins, targeted walkthroughs, UIP goals monitoring, year one visits

**Spring:**
- TQA visit follow-ups, board check-ins, mid-year school performance presentations to DPS leaders

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Past performance/goal setting

Collect qualitative data/execute plan

Execute plan/measure progress against goals

Assess improvement

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Ongoing peer-to-peer learning opportunities, GQA data monitoring, open communication with schools, interim data monitoring
TQA Timeline Detail: Intensive schools

- Charter schools tiered by OSRI/OSRI notifies board
- Initial Tiering Meeting with Board chair and school leader-- explain TQA process
- OSRI & schools develop year-long plan utilizing supports and accountability measures
- Support: peer-to-peer, targeted walkthroughs, etc.
- Mid-year reports: reporting qualitative and quantitative measures
- Spring TQA visit follow up-- May/June
- UIP development: Visioning/Revisioning Protocol based on school identified growth areas
- Qualitative data gathering: TQA site visits
- Output Root Cause Analysis in UIP
- Accountability interim data monitoring
Tiered Support 2013-2014

- **Universal Tier**
  - Notices of Concern
  - Disproportionality Monitoring
    - Sims
  - Parent Grievance Liaison
    - field calls, communicate with school leader, provide district leaders call logs and metrics
  - Online Testing Support
    - site visits, connecting with District resources
  - UIP support and feedback
Tiered Support 2013-2014

- Universal Tier
- Critical Friends site visits
  - Host: McMeen
    - Wyatt Academy
  - Rocky Mountain Prep
    - Wyatt Academy
  - University Prep
    - Wyatt Academy
  - Host: High Tech high School
    - SWEC, CHS, Sims
  - Host: KIPP Sunshine Peak MS
    - CCA, Sims, Monarch
Tiered Support 2013-2014

- **Strategic Tier:**
  - TQA Site Visits: Monarch, CHS, SWEC, DLS (ELA), Cesar Chavez
  - Year One schools:
    - Site visits
      - Academy 360, DDES, STRIVE Excel HS, DSST Byers
      - collected Year One observations (shared with NS team)
    - Board Engagement:
      - DDES: observation, leader evaluation pres.
      - Academy 360: observation, data analysis presentation
Tiered Support 2013-2014

● Strategic Tier:
  ○ ELA support:
    ■ Training Channel
      ● Mandatory for all ELA teachers
    ■ ELA walkthrough
Tiered Support 2013-2014

- Intensive Tier
  - Site Visits
    - Escuela, Wyatt, Sims-Fayola, SOAR GVR
  - Instructional Walkthroughs:
    - Wyatt: ELA & Literacy (with Megan, SFA lens)
Tiered Support 2013-2014

School Closure/ Transition

- SOAR Oakland
  - In October 2013, the SOAR board voted to revoke its charter
  - In November 2013, the DPS board voted to not renew SOAR’s charter
  - From November - July, DPS and SOAR worked together to transition the school to district control, the new Oakland Elementary
School Closure

- **Key considerations**
  - **New school**
    - where will students attend next year?
  - **Manner of closure**
    - transition, closure, or phase out
    - voluntary or mandated
      - (will inform level of collaboration)
  - **Facility**
    - District or private
  - **Assets**
    - CDE-funded, CMO, or District
Key Changes to the DPS landscape

- CAIO office
  - combines CSO with OSRI
- Denver Plan 2014
  - emphasis on “great schools in every neighborhood”
- District-wide emphasis on Relay GSE levers
  - standards implementation, observation & feedback, and culture
Relay levers:

- rigor
- differentiation/personalization
- data-driven instruction
- observation & feedback
- regular intervals
- standards-based
- outcome driven
- culture
- student culture
- staff culture
A Menu of Universal Supports

The Menu of Universal Supports is a continuum of supports in which schools may opt to take part. Some of these supports may have associated costs.

- **Standards Implementation**
  - Peer to Peer learning
    - critical friends, Compact Blue
  - Enter to Learn 2.0/ targeted walkthrough (ELA, SPED, etc.)

- **Observation and Feedback**
  - board training-- leader observation & evaluation
  - data analysis training
    - SPF meeting with board

- **Culture**
  - monthly discipline meetings with Dr. Downing
  - Board presentation on disproportionality
A Continuum of Universal Supports

- Personalized Learning Field Manager PD/Hangout
- Critical Friends site visit with PoP
- Year-round Leverage Leadership affinity group

- discipline disaggregation Board presentation
- Year Round Cultural Responsiveness Affinity group
- Targeted walkthrough: ELA, SPED, literacy, etc.
- PLIF grant/Compact Blue

- monthly discipline meeting with Dr. Downing
- Enter to Learn 2.0: monthly visit to schools open to all educators
- Board Training: data analysis, leader eval., etc.
Mandatory Measures for Tiered Schools

- SQF site visit
  - observational site visit with TQA team
  - qualitative report
  - spring follow-up
- Targeted school walk-through
  - ELA, literacy, SPED/intervention, etc.
- Program monitoring of data
  - Interim assessment data
  - Mid-year data
- UIP support
  - root cause analysis meeting
  - goal setting
- Governance Quality Assurance
The Future of TQA

● increase board involvement
● proactively leverage expertise in district
● align TQA actions with UIP planning early on
● increase peer-to-peer support
● increase school ownership of improvement
● pre-plan touchpoints with school