

## Trevista at Horace Mann ECE-8

*Recommendation to the Board of Education*

1.19.12



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# Tiered Intervention Grant

The Tiered Intervention Grant (TIG) is designed to support districts with chronically low performing schools in the lowest 5 percent of achievement as indicated by state assessments.

The intent of the grant is to provide funding for districts to:

- a) partner with CDE in the implementation of one of the four intervention models provided in the draft guidance for the use of Federal Title I 1003(g) funds;
- b) increase the academic achievement of all students attending chronically low performing schools as measured by the state's assessment system;
- c) and utilize the support and services from state-approved turnaround providers in their efforts to accomplish the above.

***Trevista at Horace Mann ECE-8 was the only DPS school eligible for Tiered Intervention Grant funding commencing in 2011-2012.***



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# School Overview

- Opened in 2008 with closing of Remington ES, Smedley ES, and Horace Mann MS
- Principal Veronica Benavidez appointed
- 1/3 teachers from each school reassigned and hired to Trevista
- School currently serves 610 students in grades ECE-8 in Northwest Denver
  - 41% English language learners; zone school for ELA
  - 12.5% special education
  - 100% free and reduced lunch



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# Tiered Intervention Grant/ Engagement Timeline 2011

Date	Event
Feb 8	TIG planning grant due, included Veronica's signature; at that time, her IS shared with her Trevista's status
Feb 24	Trevista was announced as being included in a turnaround network as a transformation school for following school year at principal meeting
March 2	District met with staff at Trevista
March 9	Veronica shared that she would be leading the first year of transformation at the NWDCC meeting
April 8	School Quality Review (SQR) rollout with staff by Cambridge Education, Colorado Department of Education, Colorado Education Association
April 4-8	SQR performed by Cambridge Education; included parent focus group
April 18	SQR debrief with Veronica, Cambridge, CDE, CEA



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# Tiered Intervention Grant/ Engagement Timeline 2011

Date	Event
April 19-May 23	Six sessions held for development of Year 1 TIG by Trevista TIG planning team, parents included in every meeting
May 17	Presented TIG to Trevista parents for feedback
July 20	Submitted draft TIG to CDE; included compelling data analysis to support keeping current principal
July 22	Received “substantial approval” from CDE to hire two instructional deans for Trevista and to spend funds for summer professional development
August 17	Final TIG due and submitted to CDE
August 31	Received preliminary initial feedback from CDE on submission
September 23	CDE notified DPS via phone call that Trevista funds would be withheld until the proposal met the requirements of the grant



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# Tiered Intervention Grant/ Engagement Timeline 2011-12

Date	Event
November 11	DPS received letter from CDE noting 1) a new principal must be hired to plan for turnaround Year 2 and 2) a more aggressive turnaround strategy must be selected in order for the school to be awarded funding of \$1.3 million over three years
November 28	informed Trevista faculty about CDE letter
December 1	Trevista community meeting (70 people in attendance)
December 7	representatives from human resources met with Trevista staff
January 5, 10	Resume writing and interview training with HR for Trevista staff
January 11	Trevista community meeting (postponed due to weather)
January 12	Trevista Community Partners update meeting (12 community groups represented)
January 21	Trevista rescheduled community meeting
January 24	Community Forum with principal candidates



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# Three-Year SPF Analysis

## School Performance Framework

Year	OVERALL RATING	Growth Rating (Middle Grades)	Growth Rating (Elementary)
2008-2009	28	40	27
2009-2010	34	55	30
2010-2011	33	41	36

***Overall SPF rating and SPF growth rating at both levels have not shown significant, sustained improvement over three years.***

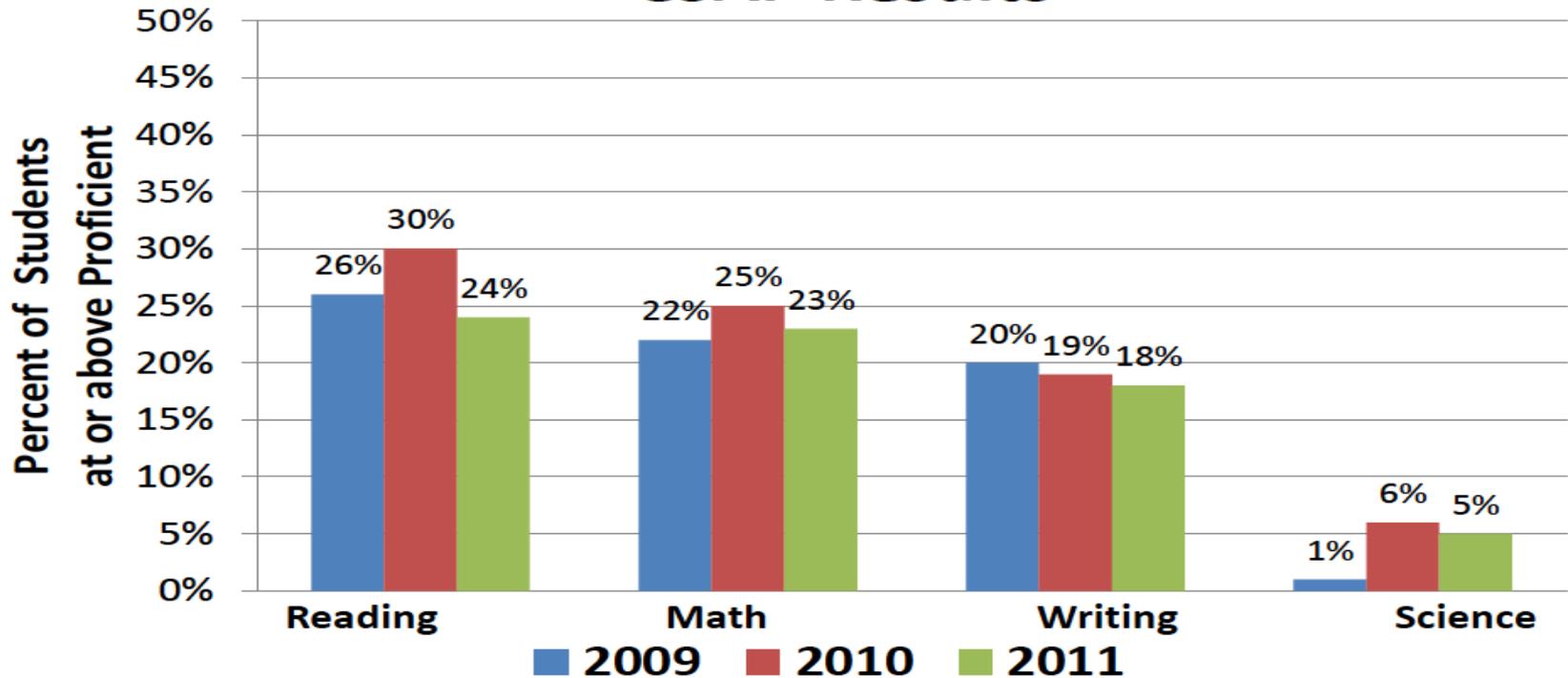


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# Three-Year CSAP Analysis

## Academic Progress at Trevista, 2009-2011

### CSAP Results



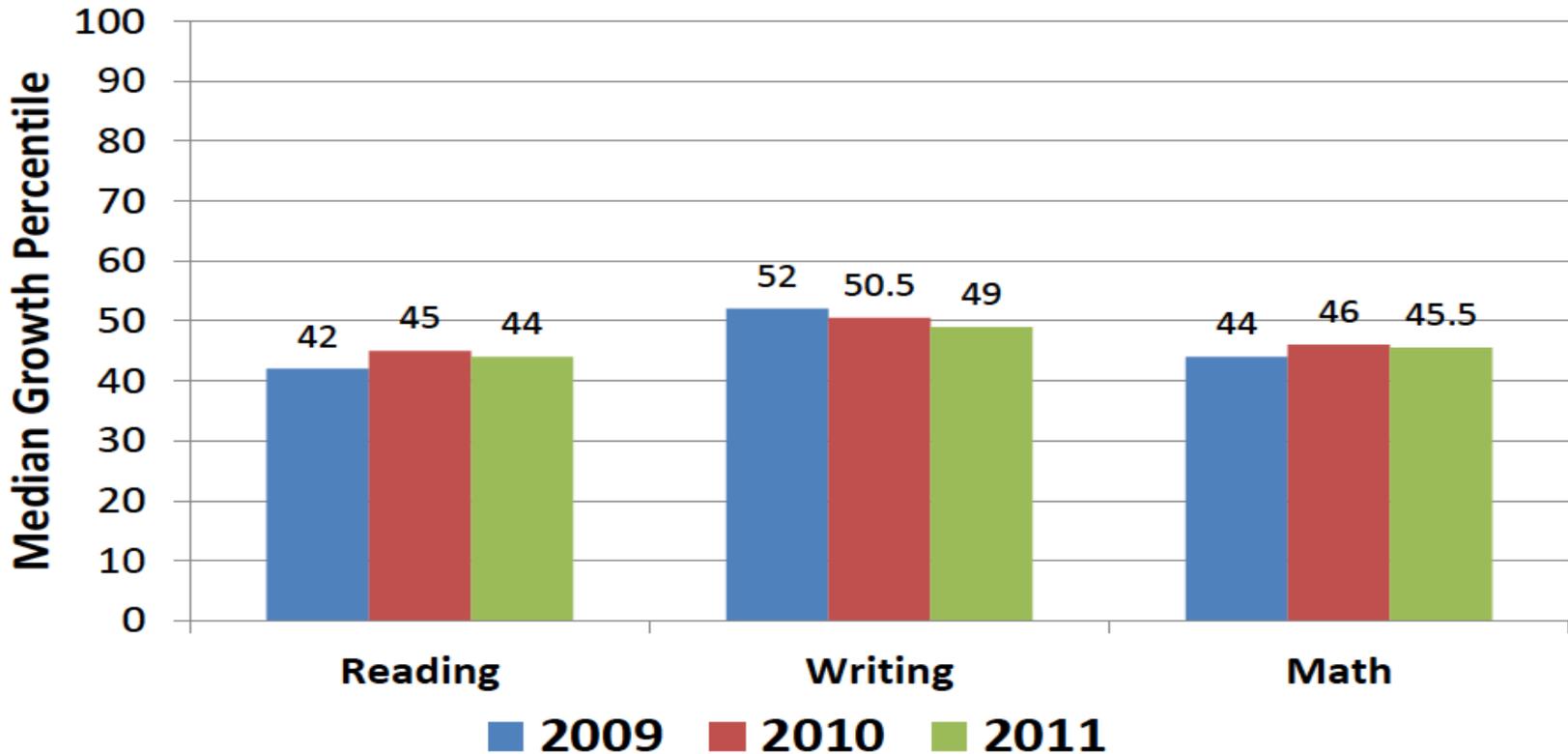
***CSAP Proficiencies have not increased to acceptable levels.***



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# Three-Year MGP Analysis

## Student Growth on CSAP



***Trevista students are not growing at a high enough rate to catch up to grade level, with students in less than 50<sup>th</sup> Median Growth Percentile.***



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# School Quality Review

## Main Findings

### April 11-14, 2011

- The school is safe and orderly in common areas and classrooms and most students feel safe. Teachers in nearly all elementary grades use incentives effectively to promote students' positive behaviors.
- The school offers a wide and varied range of specials, electives and after-school programs for most students in grades K through 8 that give suitable opportunities for students' social, physical and cultural development.
- The school has tackled successfully the poor behavior displayed by many students when the school first opened.
- The school has moved forward in its quest to raise student achievement, but it has not moved forward fast enough because the focus on improving behavior and school climate distracted administration from the rigorous and consistent monitoring of learning.
- The quality of instruction is not strong enough in all grades to accelerate learning in core subjects.
- Assessment data is used with varying degrees of success.
- There is not enough follow through to ensure agreed improvements are taking place and so teachers are not held sufficiently to account for student learning.
- Data is used to set relevant whole-school improvement goals, but these are not aligned to student achievement by subject, grade and subgroup with measurable benchmarks of student achievement against which the school can evaluate whether it is on track to reach them.



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# Recommendation

## Turnaround

- Data indicates school in need of significant change due to lack of progress over time
- New principal works collaboratively with new staff and community to determine program design
- Principal will be provided with critical flexibilities around staffing, schedule and budget (with additional funding from TIG for two years) as required by federal guidance and in line with best practice (Miles & Frank, 2008; Barber, 2008; Kowal et al., 2009)

## Implications for students

- Students in grades ECE-8 remain at Trevista

## Implications for staff

- New principal will be able to select faculty to best meet the needs of the school



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# Proposed Next Steps 2012

- Community meeting – January 21
  - Follow up to initial meeting outlining principal selection process; provides opportunity for community to identify desired characteristics in administrative team
  - Also time spent on “performance data,” in order clarify outstanding questions about performance and teacher hiring process
- Community Forum – January 24
  - Bring final candidate(s) for principal position forward to community
  - Candidate(s) present their vision for leading Trevista
  - Audience participants ask questions prior to meeting to be addressed by candidates
  - Audience participants have opportunity to leave comments at conclusion of meeting
- Principal hired – goal is by end of January
- Current Trevista staff has opportunity to interview for Trevista teaching positions for 2012-13 – early February
- New school leader develops school turnaround plan collaboratively with teachers hired, parent community, and community partners; will receive support from West Denver Network and review through new schools/innovation schools design review team – will present plan to Board in June.