Agenda

1. Welcome and Introductions (5 mins)
2. Setting the Stage: (20 mins)
   • Goals of the Subcommittee
   • Process and Roles
   • Working Agreements
3. Public Comment (15 mins)
4. Overview of DPS Investment Recommendations (10 mins)
5. Deep Dive (25 mins)
   • Invest Early: Supports for Early Literacy
6. Prioritization Criteria (10 mins)
7. Wrap Up and Next Steps (5 mins)
Get to know your fellow subcommittee members!

Subcommittee Leads: Leanna Clark and Ramon Bargas

<table>
<thead>
<tr>
<th>Count</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>Members of the Mill Subcommittee</td>
</tr>
<tr>
<td>12</td>
<td>DPS Parents, Grandparents or former DPS Parents</td>
</tr>
<tr>
<td>1</td>
<td>Current DPS Student</td>
</tr>
<tr>
<td>1</td>
<td>Current DPS Teacher</td>
</tr>
<tr>
<td>14</td>
<td>Schools Represented</td>
</tr>
<tr>
<td>All</td>
<td>Regions of the District Represented</td>
</tr>
</tbody>
</table>

Turn to your table mates, introduce yourself and share with them why you felt it was important to volunteer for the CPAC.
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Our Goal

Deliver to the CPAC a list of priority investments for the 2016 Mill Levy Override not exceeding $56M total by May 9, 2016

- Defined investment category
- Recommended size of the investment ($)

5
• The MLO Subcommittee will meet 5 times over the next 3 months
• The CPAC will also convene at least 3 full committee meetings
• The CPAC will deliver recommendations for both the MLO and the Bond to the Board of Education in June; the BOE will likely vote on those recommendations shortly thereafter
Process: Meeting Agendas

Over the course of our meetings:

- The subcommittee will explore DPS’ 5 big investment priorities
- Investment ideas and proposals from subcommittee members will also be explored
- 20 mins will be reserved for Public Comment at the top of each meeting

<table>
<thead>
<tr>
<th>Meeting 1</th>
<th>Meeting 2</th>
<th>Meeting 3</th>
<th>Meeting 4*</th>
<th>Meeting 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Kick Off&lt;br&gt;• Early Literacy</td>
<td>• Great Teachers, Great Leaders&lt;br&gt;• Ready for College &amp; Career</td>
<td>• Whole Child Supports&lt;br&gt;• Subcommittee Topic 1&lt;br&gt;• Subcommittee Topic 2</td>
<td>• Classroom Technology&lt;br&gt;• Great Learning Environments&lt;br&gt;• Subcommittee Topic 3&lt;br&gt;• Subcommittee Topic 4</td>
<td>• Final Discussion&lt;br&gt;• Prioritization Decisions</td>
</tr>
</tbody>
</table>

*Coordinated with Tech Subcommittee
To maximize our time together, pre-read materials will be shared in advance of meetings when appropriate.

After each meeting, the following will be shared electronically with all subcommittee members:

- Presentation materials
- Meeting notes
- Written answers to any outstanding questions in our “parking lot”

Any additional public comments received by email to cpac@dpsk12.org will be shared with the committee as part of the meeting notes.

Decision-making will occur through consensus whenever possible. When a decision cannot be reached through consensus, we will take a democratic vote.
Roles

• **Subcommittee Leads Leanna Clark and Ramon Bargas** will facilitate each of the meetings

• **DPS staff experts** will present investment proposal details, and follow up on committee questions as well as requests for information

• **Subcommittee members** provide input and expertise to the conversation based on your personal and professional experiences, and represent community perspectives
Working Agreements

• Be open to different opinions and ideas
• Show respect for others by sharing the floor
• Minimize telephone and internet use during meetings
• ...

10
Public Comment
Agenda

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Susana Cordova
Acting Superintendent
Breakdown of total possible MLO revenue

Based on current Assessed Values forecast and DPS’ estimated FY 16-17 Total Program Funding, we have the potential to issue 4.19 additional Override Mills in FY 16-17.

This means a 2016 MLO package can be a maximum of ~$56M.
Past Mill Levy Overrides & Programs They Support

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Programs Supported</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988</td>
<td>$12.1M</td>
<td>Intensive Pathway</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Literacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maintenance of School Buildings³</td>
</tr>
<tr>
<td>1998</td>
<td>$17M</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Literacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Technology</td>
</tr>
<tr>
<td>2003</td>
<td>$20M</td>
<td>Elementary Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extended Kindergarten</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Textbooks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Repairs/Maintenance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HS Graduation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic Achievement</td>
</tr>
<tr>
<td>2005</td>
<td>$25M</td>
<td>ProComp</td>
</tr>
<tr>
<td>2012</td>
<td>$48.6M</td>
<td>Enrichment Programs including Secondary Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tutoring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ECE/Full Day Kindergarten</td>
</tr>
</tbody>
</table>

**Key Consideration**

- Mill Levy Override funds are provided directly to school budgets or, in some cases, managed centrally to provide direct services to schools.
- Schools must use funding in accordance with the ballot language and board-approved resolutions. DPS provides charter schools a per student share of eligible Mill Levy Override funding as long as those funds are used as intended.
Charters receive funds from the 1998, 2003, and 2012 MLOs

Per agreements that DPS has made with charter operators, they have committed to use funds toward the same ends that DPS has communicated to the voters

- For example, through the 2012 MLO, voters allotted $8M to advance 21st century learning. Charter schools, same as their DPS-managed counterparts, spend those funds on technology and curriculum for their students.

When funds are targeted toward a very specific demographic of students, only the charter schools which serve those students receive the funds

- For example, 2003 and 2012 MLO funds targeted toward expanding early childhood education are distributed only to schools that serve FRL Kindergarten students

DPS, in some cases, may choose to be more prescriptive on the use of funds. In those cases, then the prescriptions apply to district-managed schools only, not charters

- For example, the 2012 MLO provides $17M for instructional supports for students. DPS-managed schools must use those funds to support math instruction and, in some cases, to implement the Denver Math Fellows program. Charters must use the funds to support the learning needs of their students through expanded services such as tutoring, small group instruction, counseling, and community and parent engagement.
DPS’ Internal Prioritization Criteria

➢ We will align mill levy investments with Denver Plan 2020 strategies:
   Leadership, Teaching, Invest Early, Culture, Flexibility

➢ We will fund initiatives that we believe will:
   • provide the greatest level of **impact on student achievement**
   • meet the needs of the students with the largest academic gaps and **close the opportunity gap**
   • ensure our classrooms and schools are lead by **strong, talented educators**
   • continue **graduation rate improvement**
   • promote **equity for all students** across the district
   • provide a **whole-child** educational experience for all students
   • give students the tools they need to excel in the **21st century economy**

➢ Within investments that meet #2 criteria above, we will focus funds on specific areas that:
   • build off of existing DPS investments, leverage internal and/or external resources, and have demonstrated success
   • are able to be implemented and scaled
   • have outputs or outcomes that are measurable
   • have sufficient public appeal
# DPS 2016 Mill Investment Recommendations

<table>
<thead>
<tr>
<th>Area</th>
<th>Proposed Investment Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Invest Early: Early Literacy Supports</strong></td>
<td>$6-7M</td>
</tr>
<tr>
<td>• Teacher and Staff Training</td>
<td></td>
</tr>
<tr>
<td>• Planning and Collaboration Time</td>
<td></td>
</tr>
<tr>
<td>• Interventions</td>
<td></td>
</tr>
<tr>
<td><strong>Ready for College &amp; Career</strong></td>
<td>$14-17M</td>
</tr>
<tr>
<td>• CareerConnect</td>
<td>$6-7M</td>
</tr>
<tr>
<td>• Dual Enrollment</td>
<td>$2-3M</td>
</tr>
<tr>
<td>• Classroom Technology</td>
<td>$6-7M</td>
</tr>
<tr>
<td><strong>Great Teachers in Every Classroom, Great Leaders in Every School</strong></td>
<td>$12-15M</td>
</tr>
<tr>
<td>• Teacher Leadership and Collaboration</td>
<td></td>
</tr>
<tr>
<td>• Principal Pipeline</td>
<td></td>
</tr>
<tr>
<td><strong>Support for the Whole Child</strong></td>
<td>$12-15M</td>
</tr>
<tr>
<td>• SBB Funding for Whole Child Supports</td>
<td></td>
</tr>
<tr>
<td>• Expanded Learning Opportunities</td>
<td></td>
</tr>
<tr>
<td><strong>Great Learning Environments</strong></td>
<td>$5-6M</td>
</tr>
<tr>
<td>• Preventative, proactive, deferred and predictive maintenance</td>
<td></td>
</tr>
<tr>
<td><strong>Bond Investments that require coordinated Mill Investments</strong></td>
<td>$1-2M</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$50-62M</td>
</tr>
</tbody>
</table>
Process for reviewing these recommendations

DPS Recommended Investments

- Invest Early
- Ready for College & Career
- Great Teachers, Great Leaders
- Support for the Whole Child
- Classroom Technology
- Great Learning Environments

CPAC Subcommittee Ideas

TBD  TBD  TBD  TBD

Details for Each Investment*

Current state / program overview

Evidence-base

Funding need

Mill Proposal

Expected Outcomes

*Will try to create these for as many as possible. May not be possible for all investments.
Agenda

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DPS MLO Investment Recommendations

<table>
<thead>
<tr>
<th>Proposed Investment Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>$6-7M</td>
</tr>
<tr>
<td>$14-17M</td>
</tr>
<tr>
<td>$12-15M</td>
</tr>
<tr>
<td>$12-15M</td>
</tr>
<tr>
<td>$5-6M</td>
</tr>
<tr>
<td>$1-2M</td>
</tr>
</tbody>
</table>

### Invest Early: Early Literacy Supports
- Teacher and Staff Training
- Planning and Collaboration Time
- Interventions

**$6-7M**

### Ready for College & Career
- CareerConnect
- Dual Enrollment
- Classroom Technology

**$14-17M**

#### • $6-7M
#### • $2-3M
#### • $6-7M

### Great Teachers in Every Classroom, Great Leaders in Every School
- Teacher Leadership and Collaboration
- Principal Pipeline

**$12-15M**

### Support for the Whole Child
- SBB Funding for Whole Child Supports
- Expanded Learning Opportunities

**$12-15M**

### Great Learning Environments
- Preventative, proactive, deferred and predictive maintenance

**$5-6M**

### Bond Investments that require coordinated Mill Investments

**$1-2M**
Jill Hawley
Associate Chief of Academics
Importance of Early Literacy

Research shows that attaining literacy proficiency by the end of third grade is critical to future success

- Children who do not read proficiently by the end of 3rd grade are four times more likely to leave school without a diploma than proficient readers.¹

- “Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives.”
  - Richard Vaca, *Content Area Reading: Literacy and Learning Across the Curriculum*

Our Vision: Every Child Succeeds

Great Schools in Every Neighborhood

Goals:

➢ A Foundation for Success in School
  • By 2020, 80% of third graders reading and writing at or above grade level.

• Support for the Whole Child

• Ready for College & Career

• Close the Opportunity Gap
We must significantly accelerate our progress in order to meet our Denver Plan goals.

We had significant gains to make, as depicted below, using our old state assessments. The gains are even more dramatic with the new CMASS-PARCC assessment.

* Literacy includes Reading, Writing, Lectura and Escritura
What we know about our work to date:

A synthesis of district data, early literacy research, and lessons learned from high-performing schools and states resulted in the following key findings:

- Research and DPS data show that **attaining literacy proficiency by the end of third grade is critical to future success**.

- The district has experienced **modest gains** in early literacy performance over time; however, the rate of growth for all students **must dramatically increase** for the district to reach the goal of college and career readiness.

- **Gaps are large and persistent** between student subgroups.

- There are **few outlier schools** in the district that are achieving noteworthy results on early literacy assessments and they are not demonstrating strong performance on the new third grade, standards-aligned (CMAS) assessments.

- While we have implemented a range of early literacy strategies over the years, we have **gaps in our approach to early literacy**.

- We have not been as **intentional, focused, comprehensive, and sustained** in our efforts as other systems have been that have realized dramatic gains.
What we know from research & best practice:

- Leadership, professional development, curriculum, assessments, interventions, and time are key **elements** of an evidence-based comprehensive early literacy strategy. All are needed to drive results.

- And, these components **cannot exist in a vacuum**.

- They must connect and converge in intentional ways through **coherency** with the district’s early childhood, language acquisition, family/community partnership endeavors, and more.
Comprehensive Early Literacy Plan

The district’s Early Literacy Plan 2020 is based on the following research-based key elements.

<table>
<thead>
<tr>
<th>Elements of a Comprehensive Literacy Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership</strong></td>
</tr>
<tr>
<td>• Intentional focus on early literacy as a priority for all educators in the school/system</td>
</tr>
<tr>
<td>• Clear, consistent, and focused literacy strategies</td>
</tr>
<tr>
<td>• A positive culture of high expectations and no excuses</td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
</tr>
<tr>
<td>• Intensive and sustained research-based training, job-embedded coaching, and instructional supports that build teacher expertise in high quality core literacy instruction</td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
</tr>
<tr>
<td>• Research-based core curriculum that supports quality instruction and is aligned to the state standards and language allocation guidelines</td>
</tr>
<tr>
<td><strong>Assessments</strong></td>
</tr>
<tr>
<td>• Quality screening, progress monitoring, diagnostic, and summative assessments aligned with the core program and state standards</td>
</tr>
<tr>
<td><strong>Interventions</strong></td>
</tr>
<tr>
<td>• Intensive, focused supports tailored to each student’s needs to promote growth</td>
</tr>
<tr>
<td><strong>Time</strong></td>
</tr>
<tr>
<td>• Dedicated time for core literacy instruction</td>
</tr>
<tr>
<td>• Additional time for interventions</td>
</tr>
<tr>
<td>• Additional, dedicated time for English language development for English learners</td>
</tr>
<tr>
<td>• Dedicated time for teachers to collaborate, review data, plan, and observe one another</td>
</tr>
</tbody>
</table>


Leadership

“To date we have not found a single case of a school improving its student achievement record in the absence of talented leadership. Why is leadership crucial? One explanation is that leaders have the potential to unleash latent capacities in organizations.”

Louis, Leithwood, Wahlstrom, and Anderson, 2010

Elements Outlined in the Plan

• Board support and commitment
• Cross-district early literacy team
• Shared early literacy goals
  • District-wide goal
  • School UIP goal for every elementary school in the district
  • Employee performance goals
• School leadership
  • Focus for every elementary leader
  • Identification of early literacy lead in every elementary school
• Communications plan
Professional Learning that Ensures Best First Instruction

“….In order to produce systemic change and change the outcomes for students, the members of the group need to study literacy and learning theories and research, examine their own and each other’s practices, reflect on those practices, and act on their learning.”


Transformative Strategy: Invest deeply & over time in high quality adult learning

This element of our early literacy plan is the primary component of the proposed mill levy investment.

The mill levy investment would fund and sustain ongoing summer and school-year professional learning for all ECE-3 grade educators on early literacy.
Curriculum & Assessments

The district has adopted high quality curriculum and aligned assessments to support early literacy that schools may choose to use. Professional learning specific to these resources will be provided on an ongoing basis.

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Aligned Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preschool Curriculum</strong></td>
<td><strong>PreK &amp; K School Readiness</strong></td>
</tr>
<tr>
<td>- Creative Curriculum for Preschool</td>
<td>- Teaching Strategies GOLD</td>
</tr>
<tr>
<td><strong>K-3 Early Literacy Curriculum for Opt-In</strong></td>
<td><strong>K-3 Early Literacy</strong></td>
</tr>
<tr>
<td>- Benchmark Advance/Adelante (K-2)</td>
<td>- Istation</td>
</tr>
<tr>
<td>- Expeditionary Learning (3)</td>
<td>- Other CDE-approved assessment of school’s choice</td>
</tr>
<tr>
<td><strong>English Language Development for Opt-In</strong></td>
<td><strong>Grade 3 Standards-based Interim</strong></td>
</tr>
<tr>
<td>- EL Achieve Systematic ELD</td>
<td>- Anet</td>
</tr>
<tr>
<td>- Benchmark ELD</td>
<td>- Item bank from Key Data Systems</td>
</tr>
<tr>
<td></td>
<td>- Schools may use other interim assessment of their choice</td>
</tr>
</tbody>
</table>
Interventions

Short-term Plan
• Early language & literacy certificate program
• Leveled Literacy Intervention (LLI/Ile)
• DPS Summer Academy
• Alignment of intervention partners

Long-term Plan
• Proposed mill investment to strengthen interventions
  • Deep professional learning for interventionists
  • Comprehensive intervention model developed and implemented
  • Identification of a set of high quality interventions for school use
  • Possible roll out of a literacy fellows program modeled after the math fellows program based on lessons learned from pilot
Time

In schools that close gaps, “time devoted to selected priorities is invested and protected. School leaders value and respect the time needed for effective instruction…and …collaboration.”

*Colorado Department of Education, High Achieving Schools Study, July 2015*

- District-wide expectation of a minimum of 140 minute literacy block
- Sample literacy block containing research-based elements
- Dedicated time for adults to collaborate on literacy (daily/weekly school time and district-provided ½ day monthly)
  - The ½ day monthly of time for learning and collaboration is part of the mill levy proposal
Questions?
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Prioritization Criteria

Decisions-making will occur through consensus whenever possible. When a decision cannot be reached through consensus, we will take a democratic vote.

- **Purpose**
  - Defining a set of prioritization criteria that we can refer back to will aid us in making tough decisions around the final mill package

- **Objective**
  - Define our prioritization criteria for determining 2016 MLO Investments

- **Process**
  - **Today:**
    - Review DPS’ internal prioritization criteria today
    - Discuss how it could be used, strengths and weaknesses, etc.
  - **Next meeting:**
    - Revisit discussion and begin process of defining criteria for this group
DPS’ Internal Prioritization Criteria

➢ We will align mill levy investments with Denver Plan 2020 strategies:
   Leadership, Teaching, Invest Early, Culture, Flexibility

➢ We will fund initiatives that we believe will:
  • provide the greatest level of **impact on student achievement**
  • meet the needs of the students with the largest academic gaps and **close the achievement gap**
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  • promote **equity for all students** across the district
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➢ Within investments that meet #2 criteria above, we will focus funds on specific areas that:
  • build off of existing DPS investments, leverage internal and/or external resources, and have demonstrated success
  • are able to be implemented and scaled
  • have outputs or outcomes that are measurable
  • have sufficient public appeal
Key Questions

• What are the strengths of this criteria?
• What are the weaknesses?
• Are there changes we can make to this criteria to better meet our needs?
• What process do we need in order to set our prioritization criteria?
Agenda

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Subcommittee Input

Are there other potential investment areas that you think this group should explore for the 2016 MLO?

- **Send your suggestions to our DPS staff lead, Lauren Dunn,** [lauren_dunn@dpsk12.org](mailto:lauren_dunn@dpsk12.org) **before March 16th**

- A list of suggestions will be shared with the group at the next meeting

- Additional topics will be explore in meetings 3 and 4
Next Steps

• Fill out the Exit Survey

• Meeting notes, presentation materials, and answers to outstanding questions will be circulated later this week.

• Additional questions should be emailed at any time to lauren_dunn@dpsk12.org

• Next meeting: Thursday, March 24th, 2016 at 5:00-6:30 PM (LocationTBD)
  • Topics: Great Teachers, Great Leaders and Ready for College & Career
Thank you!