2012 Mill Levy Oversight Committee

Welcoming New Members, Arts Strategic Update and Planning, School Improvement Grants

Denver Public Schools

March 25, 2015
Agenda

• New Committee Member Introductions 15 minutes
• Committee Planning for Upcoming Meetings 10 minutes
• Strategic Arts Plan Update 45 minutes
• School Improvement Grant Awards 15 minutes
• Next Steps 5 minutes
Committee Member Introductions

- Name
- History / connection with DPS
- Any plans for Spring Break?
Proposed Upcoming Meetings/Timelines/Topics

• **Wednesday April 15th** ECE site visits (both DPS run and community partners)

• **Wednesday April 22nd Committee Meeting** – 2003 Scorecards, Discussion of Opportunities to Evolve/Improve Scorecards

• **Thursday April 23rd** – Mill Report to BoE

• **Wednesday May 6th** – Joint meeting with Bond Oversight Committee discussing Technology and 21st Century Classrooms

• **August/September** – Report out on 2012 Mill Scorecards for the 2014-15 school year [note: some outcome data won’t be available until 2016 due to new assessments]
Strategic Arts Plan 2020 - Update

• Planning and development process occurred in 2014 with inclusive steering committee and focus groups

• Objectives today to:
  o Increase committee understanding of Strategic Arts Plan 2020
  o Gather feedback on proposed research plan to activate plan implementation
Arts Strategic Plan Agenda

• 5-10 minutes on the Arts Goals with input from Mill Oversight Members who also served on Arts Steering Committee

• 15-20 minutes on Arts Research Plan

• 10-20 minutes of discussion

Committee Discussion Questions:
  o What research items from the Strategic Arts Plan 2020 need further discussion?
  o What other research considerations are needed to achieve the Strategic Arts Plan 2020?
  o Of the research items, which are higher priority for the Mill Levy Oversight Committee?
  o Have/will the research items elicit engagement for the Strategic Arts Plan 2020 amongst stakeholders (e.g., teachers, community partners, parents)?
Arts Research Plan

1st: Data Collection
- Administer Snapshot Survey
- Develop and Administer District-wide Census
- Develop and Administer City-wide Census
- Collect State and National Data
- Evaluate and Interpret AP Results

2nd: Analysis
- Administer and Analyze District-wide Census
- Develop and Analyze City-wide Census
- Administer and Analyze City-wide Census
- Collect State and National Data
- Evaluate and Interpret AP Results

3rd: Trends
- Administer and Analyze District-wide Census
- Develop and Analyze City-wide Census
- Administer and Analyze City-wide Census
- Collect State and National Data
- Evaluate and Interpret AP Results

Goal One
Develop a research plan to establish the current position of arts instruction and assess high-quality instructional practices in arts education.

Goal Two
Identify and implement arts professional development and pedagogy to effectively impact whole-child education.

Goal Three
Identify and implement arts professional development and pedagogy to effectively impact whole-child education.

Establish arts as a college and career pathway available to 100% of DPS students.
Currently, we have completed 10 of an estimated 20-25 semi-structured interviews with music teachers in Northwest Denver, defined as the schools that feed into North High School. This information will:

- **Ensure** we create and distribute a District-wide Census that best represents the state of the arts (including ECE-12 student pathways); and,

- **Provide** qualitative information around questions that are best asked in non-survey form. This will allow the arts department to better understand how teachers perceive instructional challenges, professional development, etc.
District-wide Census

The District-wide Census is our primary capture of the state of the arts programming in Denver. While teacher survey data has some drawbacks (e.g., ensuring representation), it is our most efficient mechanism to understand the state of the arts at the school level. We collect data at two different levels:

- **Teacher level information**, will provide us with a profile of our teachers (credentials, backgrounds, professional development) as well as the formal and informal experiences that lead them to their current position; and,
- **School level information**, will provide us with an understanding of what is offered, where, and how.
  - We can use this to identify “arts gaps,” and,
  - We can use this data as an upload on our density maps.
Density Maps

Note. Program location data and density mapping data derived from The Community Partnership System (CPS) are updated solely by the Community Partners with profiles in the system. DPS cannot update the Partners’ information in CPS. DPS requests that Partners update their profile information three times per year; prior to spring, summer and fall semesters. While most partners are diligent about updating their site information (which schools they are currently serving), approximately 20-30% of the partners update only sporadically. Data reconciliation protocols have recently been put into place to disable profiles that have not been updated within a designated timeframe. This data should be treated as a “snapshot” of program density and partner program location, but cannot be verified as 100% accurate.
This year’s Citywide Band event was held at Abraham Lincoln High School’s auditorium; 228 students from 32 DPS schools participated. Our advanced honor band conductor was Dr. Rebecca Phillips, the new director of bands at CSU and a recent inductee to the American Bandmasters Hall of Fame. As a prestigious and highly sought after clinician, she worked with our faculty and advanced students on challenging pieces such as *Cajun Folksong* and *Undertow*. She also conducted all students on a rendition of Journey’s *Don’t Stop Believin’*.

### Parent Satisfaction Survey

<table>
<thead>
<tr>
<th>% Agree or Strongly Agree</th>
<th>Adequate Preparation Time</th>
<th>Timely Communication</th>
<th>Appropriate Music Level</th>
<th>Wiksite was Helpful</th>
<th>My child was Engaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>85%</td>
<td>59%</td>
<td>90%</td>
<td>32%</td>
<td>86%</td>
<td></td>
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</tbody>
</table>

### Financial Snapshot

- **Supplies**: $3,074
- **Transportation**: $1,480
- **Extra Duty Pay/ Teachers**: $1,192
- **Substitute Teachers**: $1,184
- **Conductors**: $2,000

*Note: Draft data*
# AP College and Career Pathways

## AP COURSES

### AP Capstone
- AP Research
- AP Seminar

### Arts
- AP Art History
- AP Music Theory
- AP Studio Art: 2-D Design
- AP Studio Art: 3-D Design
- AP Studio Art: Drawing

### English
- AP English Language and Composition
- AP English Literature and Composition

### History & Social Science
- AP Comparative Government and Politics
- AP European History
- AP Human Geography
- AP Macroeconomics
- AP Microeconomics
- AP Psychology

### Math & Computer Science
- AP Calculus AB
- AP Calculus BC
- AP Computer Science A
- AP Statistics

### Sciences
- AP Biology
- AP Chemistry
- AP Environmental Science
- AP Physics C: Electricity and Magnetism
- AP Physics C: Mechanics
- AP Physics 1: Algebra-Based
- AP Physics 2: Algebra-Based

### World Languages & Cultures
- AP Chinese Language and Culture
- AP French Language and Culture
- AP German Language and Culture
- AP Italian Language and Culture
- AP Japanese Language and Culture
- AP Latin
- AP Spanish Language and Culture
- AP Spanish Literature and Culture

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**Note:** Link to [website](https://apstudent.collegeboard.org/apcourse/ap-Physics-1).
School Improvement Grants

As part of the 2003 Mill, a number of schools recently received SIG awards that start next school-year. These grants are intended to both help turnaround struggling schools and recognize innovative practices. A group of five Mill Oversight Committee members helped make recommendations to the schools team.

<table>
<thead>
<tr>
<th>School</th>
<th>Award</th>
<th>Proposal Overview</th>
<th>Funding Request</th>
<th>Number of Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centennial*</td>
<td>$120,000</td>
<td>Facilitated professional development and planning time to enhance Expeditionary Learning model</td>
<td>$120,000</td>
<td>3</td>
</tr>
<tr>
<td>Smith*</td>
<td>$91,000</td>
<td>Focus on reading proficiency by 3rd grade with investments in reading interventionist and guided reading partners program</td>
<td>$91,000</td>
<td>1</td>
</tr>
<tr>
<td>College View*</td>
<td>$75,000</td>
<td>Behavior coach to support ongoing Personal Success Factors work.</td>
<td>$75,000</td>
<td>2</td>
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<tr>
<td>Teller*</td>
<td>$79,000</td>
<td>Leverage differentiated roles personnel, intervention teacher and Achievement Network membership to support differentiation</td>
<td>$88,637</td>
<td>1</td>
</tr>
<tr>
<td>Colfax*</td>
<td>$33,758</td>
<td>Student advisor to help improve school culture</td>
<td>$115,758</td>
<td>1</td>
</tr>
<tr>
<td>DCIS Fairmont*</td>
<td>$35,000</td>
<td>Parent and Community Liaison to engage families, particularly native Spanish speakers, and Reading Interventionist to support targeted literacy needs</td>
<td>$99,000</td>
<td>2</td>
</tr>
<tr>
<td>DCIS Montbello*</td>
<td>$90,000</td>
<td>Creation of standards recovery center to support students make up for classes that they have struggled with previously</td>
<td>$100,516</td>
<td>1</td>
</tr>
<tr>
<td>MLK Early College*</td>
<td>$45,000</td>
<td>Introduce a credit recovery course for students and an Advanced Placement professional learning community for AP teachers</td>
<td>$43,678</td>
<td>1</td>
</tr>
<tr>
<td>CEC</td>
<td>$45,000</td>
<td>Extend early college model so that all students graduate with an associates degree in 5 years. Pays for more student tutoring and concurrent enrollment supports</td>
<td>$75,000</td>
<td>3</td>
</tr>
<tr>
<td>South HS</td>
<td>$90,000</td>
<td>Expand to Phase II of digital content initiative (all 9th and 10th graders participating) and later school-wide</td>
<td>$112,500</td>
<td>2</td>
</tr>
<tr>
<td>North HS*</td>
<td>$90,000</td>
<td>Build upon training with PEBC and Relay with a focus on literacy-based thinking strategies and argument writing</td>
<td>$120,000</td>
<td>3</td>
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*School that was recommended by the Mill Oversight Committee
Next Steps

• Planning for upcoming ECE site visit on April 15\textsuperscript{th} (first for committee)

• Next committee meetings on April 22\textsuperscript{nd} and May 7\textsuperscript{th}

• April 23\textsuperscript{rd} report out to the BoE
### Observation Overview: Leading Effective Academic Practice Framework

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>EXPECTATION</th>
<th>INDICATOR</th>
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<tbody>
<tr>
<td><strong>LEARNING ENVIRONMENT</strong></td>
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<tr>
<td>Positive Classroom Culture</td>
<td>LE.1 Demonstrates knowledge of, interest in and respect for diverse students’</td>
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<td>and Climate</td>
<td>communities and cultures in a manner that increases equity</td>
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<td></td>
<td>LE.2 Fosters a motivational and respectful classroom environment</td>
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<td>Effective Classroom</td>
<td>LE.3 Implements high, clear expectations for students’ behavior and routines</td>
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<tr>
<td>Management</td>
<td>LE.4 Classroom resources and physical environment support students and their</td>
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<tr>
<td></td>
<td>learning</td>
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<tr>
<td><strong>INSTRUCTION</strong></td>
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<tr>
<td>Masterful Content Delivery</td>
<td>I.1 Clearly communicates the standards-based content-language objective(s)</td>
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<td></td>
<td>for the lesson, connecting to larger rationale(s)</td>
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<td></td>
<td>I.2 Provides rigorous tasks that require critical thinking with appropriate</td>
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<td></td>
<td>digital and other supports to ensure students’ success</td>
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<td></td>
<td>I.3 Intentionally uses instructional methods and pacing to teach the</td>
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<tr>
<td></td>
<td>content-language objective(s)</td>
<td></td>
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<tr>
<td>High-Impact Instructional</td>
<td>I.4 Ensures all students’ active and appropriate use of academic language</td>
<td></td>
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<tr>
<td>Moves</td>
<td>I.5 Checks for understanding of content-language objective(s)</td>
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<td></td>
<td>I.6 Provides differentiation that addresses students’ instructional needs</td>
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<td></td>
<td>and supports mastery of content-language objective(s)</td>
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<td></td>
<td>I.7 Provides students with academically-focused descriptive feedback</td>
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<tr>
<td></td>
<td>aligned to content-language objective(s)</td>
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<td></td>
<td>I.8 Promotes students’ communication and collaboration utilizing appropriate</td>
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<td></td>
<td>digital and other resources</td>
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