



To: Members, DPS Board of Education
From: Dr. Ron Cabrera, Interim Superintendent
Jennifer Holladay, Associate Chief, Portfolio Management Team
Re: Recommendation concerning the Renewal Application of KIPP Northeast Denver Middle School
Date: November 15, 2018

Recommendation: Two-year renewal with the opportunity for a two-year extension if academic performance conditions are met

Rationale for Recommendation: This recommendation is grounded in C.R.S. § 22-30.5- 110 (renewal of charter – grounds for nonrenewal or revocation) and is based on a complete review of the school’s performance. For a complete list of the criteria of renewal, see Appendix A.

Based on the DPS Portfolio Management Team’s evaluations, the Interim Superintendent has determined that renewing KIPP Northeast Denver Middle School’s charter contract for a two-year renewal with the opportunity for a two-year extension if academic conditions are met would be in the best interest of pupils, the District and the community (C.R.S. § 22-30.5-108 & 22-30.5-110(1)-(2)).

School Overview: The school opened in SY 2011 - 2012. The school is located in the Far Northeast region of the District and serves 451 students in grades 6 - 8 for the 2018-2019 school year.¹

Overview of Analysis:

KIPP Northeast Denver Middle School’s contract states that, *“The School shall annually Meet Expectations or Exceed Expectations on the DPS School Performance Framework.” (Charter Contract, §10)*. The school improved from “Accredited on Probation” on the 2017 District SPF to “Accredited on Watch” on the 2018 District SPF, which was also reflected in positive leading indicators on the site visit. If the school is rated as “Meets Expectations” or “Distinguished” on the 2020 District SPF, then the contract should be extended for an additional two years.

¹ The 2018-2019 enrollment figures may be revised when the October count is finalized.

1. Summary of Analysis of KIPP Northeast Denver Middle School’s Academic Performance:

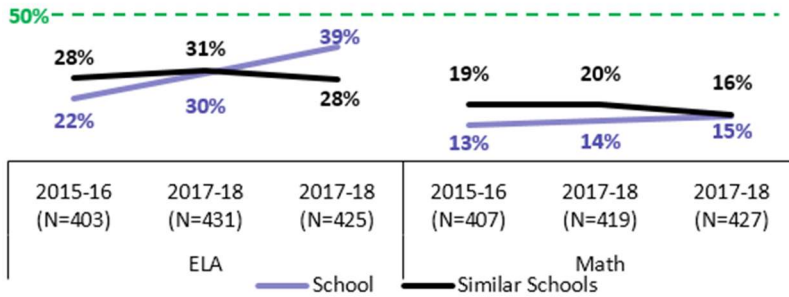
The following analysis of the school’s academic performance is based on the District’s SPF and supplementary data where applicable.

Detailed Academic Performance:

Historical SPF Performance																
District School Performance Framework (SPF)																
2017-18																
Overall	Growth	Status	Parent and Student Engagement and Satisfaction	Academic Gaps												
44%	49%	29%	33%	38%												
2016-17																
Overall	Growth	Status	Parent and Student Engagement and Satisfaction	Academic Gaps												
32%	31%	28%	38%	27%												
2015-16																
Overall	Growth	Status	Parent and Student Engagement and Satisfaction	Academic Gaps												
35%	29%	38%	50%	29%												
In the past year, the school improved from “Accredited on Probation” to “Accredited on Watch” on the SPF.																
Contract Goals																
<table border="1"> <tbody> <tr> <td>2016-2017 CMAS ELA: 30% of eligible students will show Catch-Up Growth as measured by the SPF on the CMAS ELA exam in 2016-2017.</td> <td style="text-align: center;">Met</td> </tr> <tr> <td>2016-2017 CMAS Math: 25% of eligible students will show Catch-Up Growth as measured by the SPF on the CMAS Math exam in 2016-2017.</td> <td style="text-align: center;">Did Not Meet</td> </tr> <tr> <td>2016-2017 ACCESS: The school will have an MGP of 50 or greater on the ACCESS exam in 2016-2017.</td> <td style="text-align: center;">Did Not Meet</td> </tr> <tr> <td>2017-2018 CMAS ELA: 35% of eligible students will show Catch-Up Growth as measured by the SPF on the CMAS ELA exam in 2017-2018.</td> <td style="text-align: center;">Met</td> </tr> <tr> <td>2017-2018 CMAS Math: 30% of eligible students will show Catch-Up Growth as measured by the SPF on the CMAS Math exam in 2017-2018.</td> <td style="text-align: center;">Did Not Meet</td> </tr> <tr> <td>2017-2018 ACCESS: The school will have an MGP of 50 or greater on the ACCESS exam in 2017-2018.</td> <td style="text-align: center;">Did Not Meet</td> </tr> </tbody> </table>					2016-2017 CMAS ELA: 30% of eligible students will show Catch-Up Growth as measured by the SPF on the CMAS ELA exam in 2016-2017.	Met	2016-2017 CMAS Math: 25% of eligible students will show Catch-Up Growth as measured by the SPF on the CMAS Math exam in 2016-2017.	Did Not Meet	2016-2017 ACCESS: The school will have an MGP of 50 or greater on the ACCESS exam in 2016-2017.	Did Not Meet	2017-2018 CMAS ELA: 35% of eligible students will show Catch-Up Growth as measured by the SPF on the CMAS ELA exam in 2017-2018.	Met	2017-2018 CMAS Math: 30% of eligible students will show Catch-Up Growth as measured by the SPF on the CMAS Math exam in 2017-2018.	Did Not Meet	2017-2018 ACCESS: The school will have an MGP of 50 or greater on the ACCESS exam in 2017-2018.	Did Not Meet
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Since the last renewal, the school met only two of its six contract goals. Therefore, the school was not eligible for a contract extension this year.																

CMAS Status

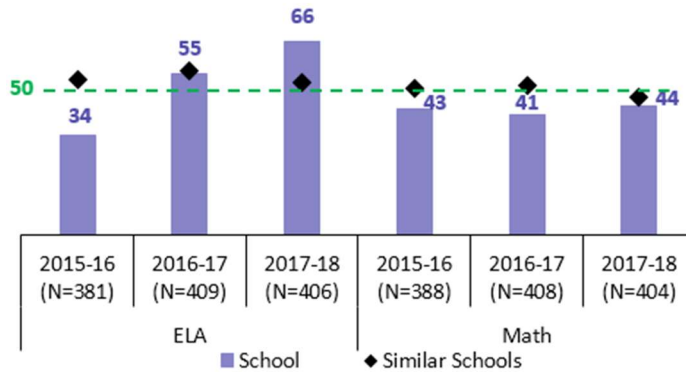
Percent of Students Who Met or Exceeded Expectations on CMAS



In the most recent academic year, the school scored below the “Meets Expectations” benchmark on CMAS English Language Arts and Math. On CMAS ELA, the school scored above similar schools, but not on CMAS Math.

CMAS Growth

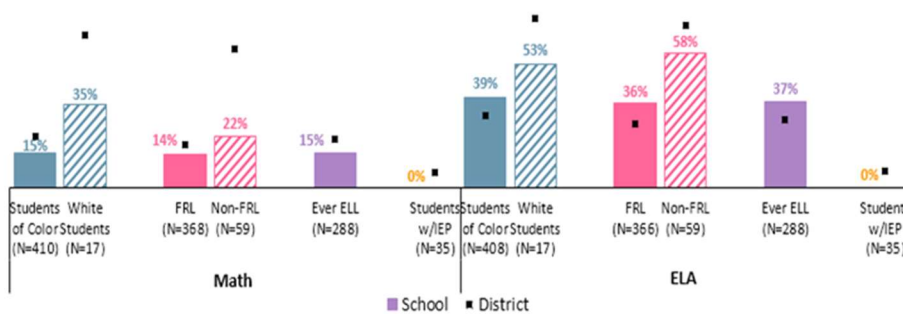
Median Growth Percentile (MGP) CMAS



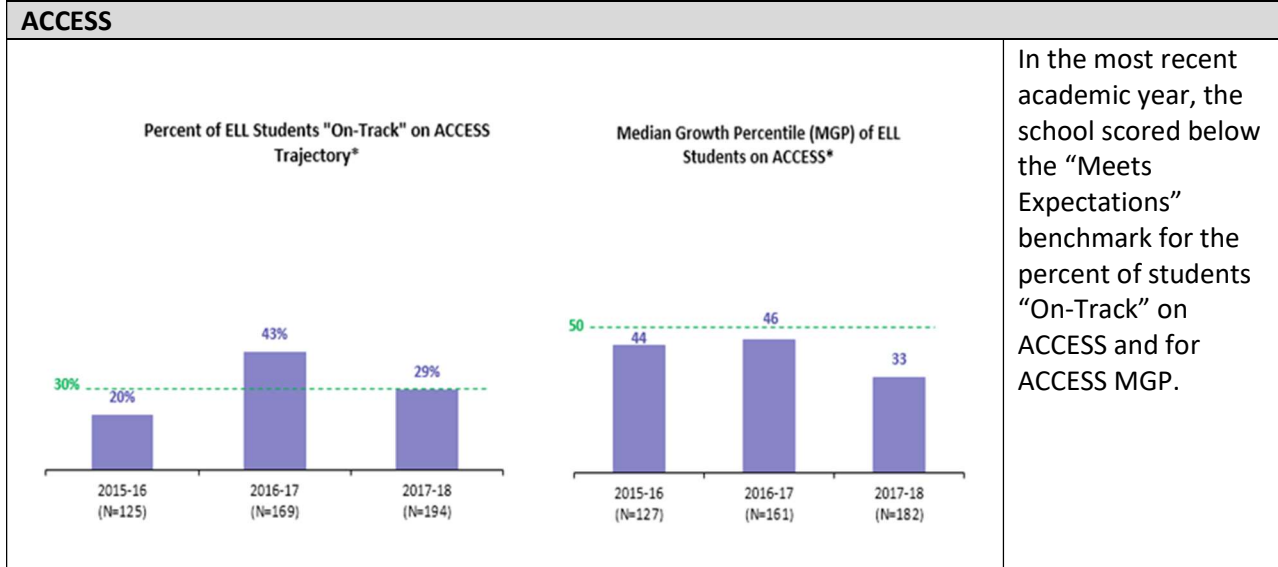
In the most recent academic year, the school’s MGP on CMAS English Language Arts was above the “Meets Expectations” benchmark and similar schools. The school’s MGP on CMAS Math was below the “Meets Expectations” benchmark.

CMAS Gaps

Percent of Students Who Met or Exceeded Expectations 2017-18 CMAS



In the most recent academic year, the school generally scored above or similar to the District on CMAS English Language Arts for its Students of Color, Students Qualifying for FRL and English Language Learners, but not on CMAS Math.



School Culture and Enrollment

	2015-2016	2016-2017	2017-2018	2018 SPF Benchmark
Attendance Rate	N/A	50%	58%	50%
Student Satisfaction Rate	80%	75%	79%	85%
Parent Satisfaction Rate	74%	76%	72%	79%

Behavior Events by Resolution Per 100 Students	16-17 School	17-18 School	17-18 District	District by Educ. Level
Out of School Suspension	35.2	10.5	4.6	13.8
In School Suspension	0.9	0.2	5.5	9.9

	2016-2017	2017-2018	2018-2019
First Choice	69	55	77
Waitlist	79	14	75

In the most recent academic year, the school scored below the "Meets Expectation" benchmark for parent and student satisfaction, but above for attendance.

2. Summary of Analysis of KIPP Northeast Denver Middle School’s Fiscal Health and Organizational Sustainability

To assess KIPP Northeast Denver Middle School’s financial health and associated organizational sustainability, the District conducted an analysis of its overall enrollment and financial performance using the Financial Performance Framework (FPF), which is based on the school’s 2018 Trial Balance submission.

Financial Health:

The Financial Performance Framework indicates the school has low financial risk.

<i>Overall FPF Rating</i>	Low Risk		
<i>Total Points Earned</i>	21		
<i>Total Points Possible</i>	24		

<i>Section</i>	<i>Rating</i>	<i>Points Earned</i>	<i>Points Possible</i>
Enrollment	Low Risk	6	6
Occupancy	Low Risk	6	6
Costs per Student	Medium Risk	3	6
Balance Sheet	Low Risk	4	4
Operating Margin	Low Risk	2	2

Enrollment:

In 2017-2018, KIPP Northeast Denver Middle School’s total enrollment was 455 students in grades 6 - 8, with 86.40% of students eligible free or reduced price lunch, 95.40% Students of Color, 65.30% English Language Learners, and 9.20% Students with IEPs.

3. Summary of Analysis of KIPP Northeast Denver Middle School’s Qualitative Leading Indicators:

To assess KIPP Northeast Denver Middle School’s organizational health and leading indicators of future performance, the District conducted a comprehensive and rigorous analysis of the school’s academic program and organizational sustainability. The following findings are based on the District’s qualitative evaluation of KIPP Northeast Denver Middle School from a site visit in fall 2018. The evaluation is aligned with the School Quality Framework, which assesses the following domains: Teaching, Leadership, Educational Program, School Culture, and Governance.

Domain #1: Teaching

Overall Rating:

Meets Expectations

Component	Rating	Evidence Points
Teacher Recruitment, Hiring and Retention	Meets Expectations	<ul style="list-style-type: none">• The school has a teacher recruitment and hiring process that is clearly defined and results in hiring decisions being made in alignment with the school calendar.• The interview process screens for aspects of school mission and culture through model teaching and intentional questioning.• The school has documented procedures and criteria around dismissal, including the opportunity for improvement.• Teacher turnover matches school goals.
Teacher Coaching	Meets Expectations	<ul style="list-style-type: none">• School leaders conduct observations and provide feedback to staff on a clear and consistent schedule. Teachers report weekly observations with follow-up sessions that are meaningful to improving their practice.• School leaders hold teachers accountable to implementing feedback by conducting regular cycles on a consistent topic until a teacher shows growth.
Teacher Evaluation	Meets Expectations	<ul style="list-style-type: none">• Teacher evaluations are consistently implemented on an annual basis using multiple measures, including observation rubrics on instruction and culture as well as 50% student outcome data.• Teachers report that criteria and process for evaluations are clearly communicated.
Professional Development	Meets Expectations	<ul style="list-style-type: none">• The school provides multiple forms of professional development, including coaching, data meetings, and facilitated sessions, that total at least 8 hours a month.• Professional development is differentiated for new and returning teachers.• Teachers are held accountable to strategies learned in professional development through coaching cycles.

Pedagogy: Content and Design	Meets Expectations	<ul style="list-style-type: none"> ● In all observed classrooms, there was evidence of planning, including posted objectives, lesson plans, student packets, and visual materials. ● In all observed classrooms, teachers taught meaningful, relevant objectives that were aligned to Colorado Academic Standards. ● In most classrooms, teachers gave clear directions and expectations for student work. Almost all students understood how to engage with instructional tasks. ● In most observed classrooms, teachers effectively paced instruction for most students, but a subset of students did not have time to finish work tasks or finished early without a meaningful extension.
Pedagogy: Instructional Strategies	Partially Meets Expectations	<ul style="list-style-type: none"> ● In most observed classrooms, teachers monitored student learning through varied and frequent checks for understanding, such as cold calling and circulating through the classroom. ● In many observed classrooms, teachers provided timely and accurate academic feedback by having individual check-ins with students and prompting students back to resources, such as texts and packets. ● In many observed classrooms, teachers verbally asked students higher-order questions, often having them explain, cite, and defend their thinking. ● Although teachers planned for language and content supports, such as student packets, there was little observed evidence of differentiation. Most teachers planned whole class learning experiences in which students individually completed the same task. ● While many verbal questions involved higher-order thinking, many of the written tasks students completed were scaffolded in a way that limited opportunities for analysis and strategic thinking.
Pedagogy: Student Engagement and Mastery	Meets Expectations	<ul style="list-style-type: none"> ● In almost all classrooms, teachers used a variety of strategies to involve students, which resulted in over 80% of students consistently engaged in learning. For example, teachers used cold calls, accountable talk, and segmented work tasks. ● In most observed classrooms, teachers used a mastery check that aligned to the objective. Most students were able to meet expected outcomes. ● Although students were highly engaged in whole group activities and individual work, there were few opportunities for high-quality peer-to-peer interactions.

Domain #2: Leadership

Overall Rating:

Meets Expectations

Component	Rating	Evidence Points
Organizational Structure	Exceeds Expectations	<ul style="list-style-type: none"> ● Roles and responsibilities, as well as channels of communication, are well-defined and clear to all stakeholders. ● There are transparent systems and structures in place to utilize the staffing structure for effective staff and student support, accountability, and decision making. For example, school leaders explained how they use grade-level culture leads to push decision-making about student culture more to teachers while still providing administrative feedback. ● The school intentionally builds the capacity of educators and leaders. For example, both teachers and operational staff have opportunities to take

		on responsibilities beyond their primary roles in order to prepare for future roles.
Leadership Team Coaching and Evaluation	Partially Meets Expectation	<ul style="list-style-type: none"> ● Job descriptions effectively capture the role of leadership team members. ● There is a schedule for leadership team member coaching and the leadership team activity engages in differentiated, need-based professional development, including network training, coaching, collaboration with peers in similar roles, and school visits. ● The leadership team members' evaluations are conducted on an annual basis but the criteria for evaluations are not clear to all school leaders.
Instructional Leadership Skills	Meets Expectation	<ul style="list-style-type: none"> ● The school vision for instruction is evident in most classrooms, as demonstrated by consistent implementation of guided notes, accountable talk moves, and monitoring of student progress. ● In the small subset of classrooms for which the instructional vision was not evident, there are clear plans underway to support improvement. ● School leaders build the capacity of teachers around data-driven instruction through professional development, coaching, and weekly content team meetings. ● All school stakeholders, including operational roles, described how the instructional vision guided their work.
School Culture Leadership Skills	Meets Expectation	<ul style="list-style-type: none"> ● The school vision for culture is evident in most classrooms, as demonstrated by consistent implementation of positive praise, management systems, and reference to the school values, consistent with the school focus on restorative practices. ● There are systems in place to develop shared attitudes, values, and goals. Students are recognized in weekly team/family meetings and in public displays in hallways. ● A transparent reward system encourages student and teacher efforts. For example, students report buy-in for a system of earning 'ganas' that they can spend on rewards. ● The school has clear systems to monitor and respond to school culture, including the use of school culture walks and on-going culture data systems.
Operational Leadership Skills	Meets Expectation	<ul style="list-style-type: none"> ● School leaders have a clear system for managing the operations at the school. Key personnel are identified in necessary roles to support operations. ● Regular communication is provided to key stakeholders in appropriate languages. ● School leaders consistently collect data to monitor operational systems, including attendance, budgets, and surveys of satisfactions. They adjust implementation based on their findings.
Financial Leadership Skills	Meets Expectations	<ul style="list-style-type: none"> ● Budget to actuals are monitored monthly by finance director. ● Strong internal controls exist for accounting practices, including cash collection and accounts payable. ● The finance team is new and is reviewing areas for improvement of practice.

Component	Rating	Evidence Points
Curriculum	Meets Expectations	<ul style="list-style-type: none"> ● The school uses curricula that are standards aligned. Teachers report being familiar with resources available to guide their planning. ● There is a well-defined feedback loop for revising curriculum on an interim and year-end basis. For example, a new math program was recently adopted and the school is adjusting planning structures to increase the rigor of implementation.
Assessment	Meets Expectations	<ul style="list-style-type: none"> ● The school uses multiple research-based assessments that align with the curriculum, standards, and goals, including MAP, SRI, SMI, and curriculum-based assessments. ● There are goals in place for student achievement that are in-line with district and state expectations. The school uses benchmarking systems to monitor progress towards these goals.
Academic Intervention and Acceleration	Not Sufficiently Assessed	<ul style="list-style-type: none"> ● The school set a priority of implementing an MTSS system to identify students in need of intervention. ● The school has a scaffolded behavior system to support students with behavior needs. For example, teachers and leaders were observed proactively checking-in with students.
ELL Instruction²	Partially Meets Expectations	<ul style="list-style-type: none"> ● In most observed classrooms, teachers used academic language and sheltering practices, including visuals, sentence stems, and direct instruction on vocabulary. ● In all observed classrooms, there were few opportunities for student interactions, which resulted in students having little chance to practice language. ● Observed ELD instruction, which was embedded in science classes, was content-based and not sufficiently language focused.
Special Education Instruction	Meets Expectations	<ul style="list-style-type: none"> ● Observed instruction is appropriate for student need, aligned with IEP goals, and provided in the least restrictive environment possible. ● Teachers provided individualized instruction across learning environments. For example, special education teachers were observed strategically circulating in general education classrooms to provide targeted supports to students with IEPs. ● Behavior management is aligned with student need. For example, students in a center-based program were observed receiving supports to be able inclusive participation with grade-level peers.

² Compliance with ELA programming is required of all charter schools. The ELA Program Review evaluates successful implementation of requirements from the Charter contract, the Consent Decree and growth on student outcomes for English Learners. Due to all of the components evaluated in the ELA Program Review, ratings that do not fully meet District expectations do not equate to non-compliance with the Consent Decree. All schools that do not meet expectations or only partially meet expectations on the ELA Program Review are required to submit remedy plans. These remedy plans are then monitored by the DPS ELA Department in coordination with the Portfolio Management Team. Follow-up program reviews are conducted until the school is rated as meeting expectations.

Cultural Competency	Meets Expectations	<ul style="list-style-type: none"> Teachers have received professional development on cultural competency that they use in the classrooms. For example, teachers report using advisory as a structure to have students learn about diverse cultures and social justice movements. The school has structures in place to create and maintain an inclusive environment for staff and students. For example, staff use restorative practices to address issues that have negatively impacted school culture. School leaders report regularly surveying students on whether they feel represented in the educational programming.
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Domain #4: School Culture

Overall Rating:

Meets Expectations

Component	Rating	Evidence Points
Family Involvement	Meets Expectations	<ul style="list-style-type: none"> The school has a clear process for receiving and acting upon feedback from families. For example, the dismissal procedure was recently updated as a result of family feedback. The school uses multiple methods of communicating with families, including a parent advisory committee, family nights, coffee with school leaders, and an app. Family members report that they receive regular communication from teachers on student performance, including phone calls and progress reports.
Discipline Systems	Meets Expectations	<ul style="list-style-type: none"> The school uses the DPS discipline policy, JK and JK-R. A clear ladder of consequences, including expulsion procedures, is published in the online family handbook. All discipline incidents are appropriately documented and analysis of disaggregated data ensures the policy is culturally sensitive. The school has added additional leadership positions, including grade-level culture leaders, to build teacher capacity and ensure consistent application of policy.
Classroom & School Management	Meets Expectations	<ul style="list-style-type: none"> In most observed classrooms, teachers consistently implemented effective classrooms routines that minimized lost learning time. When teachers did address behavior issues, they maintained students' dignity and were sensitive to students' needs. For example, teachers were seen checking-in with students away from peers in order to maintain privacy. School-wide routines and behavior expectations led to efficiency and safety outside the classroom. There was a small subset of classrooms where routines and procedures had not resulted in consistently maximizing learning time, but school leaders knew and had plans to support those classrooms.
Student Investment	Meets Expectations	<ul style="list-style-type: none"> Grade-level teams hold weekly assemblies to celebrate students in line with school values. There are school-wide rituals and routines with student and staff buy-in. For example, students reported that they liked being able to earn paychecks for actions that reflected school values.

		<ul style="list-style-type: none"> ● Systems and routines are used to ensure that students are known by their teachers, such as advisory classes. Students report having trusted adults at the school. ● Student engagement in class reflected a culture focused on academics. ● While there are strong systems in place for student engagement, multiple stakeholders reported that the school provides limited opportunities for student leadership.
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Domain #5: Governance

Overall Rating:

Meets Expectations

Component	Rating	Evidence Points
Drive the Mission and Vision	Meets Expectations	<ul style="list-style-type: none"> ● Board members interviewed indicated promoting the mission and vision as key parts of their work.
Academic Oversight	Meets Expectations	<ul style="list-style-type: none"> ● The Board has multiple members with academic expertise, including in ECE. ● The Network provided the Board with progress towards meaningful and SPF-aligned academic goals across schools. ● The Board received and discussed timely academic data in the observed Board meeting. Multiple Board members engaged in the academic discussion, including pushing for additional rigor in the goals. ● While the Board received a lot of timely academic data, it was primarily disaggregated by school or education level as opposed to further by subgroup, which may limit the Board’s understanding and oversight of academic equity gaps.
Financial Oversight	Meets Expectations	<ul style="list-style-type: none"> ● The Board has members with charter finance expertise. ● The Board has a finance committee that actively monitors the audit and budget and brings bigger issues to the whole Board. ● The Board finance committee monitors the financial health of its new schools especially closely.
Operational Oversight	Meets Expectations	<ul style="list-style-type: none"> ● The Board received a timely enrollment update in the observed Board meeting, and clearly has a practice of receiving those. ● The Board briefly discussed facilities at the observed Board meeting. ● There is not evidence that the Board consistently receives school culture data.
Human Capital Oversight	Meets Expectations	<ul style="list-style-type: none"> ● The Board received a human capital update in the observed Board meeting, focused on leader and teacher retention outcomes and strategies. ● The Executive Committee leads in the evaluation of the Network leader annually. The evaluation is aligned with Network goals. ● The Board described opportunities for professional development it offers to its Network leader.
Strategic Planning	Exceeds Expectations	<ul style="list-style-type: none"> ● The Network has a formal strategic plan, which is aligned with its mission and includes clear metrics. ● The Board spent the majority of its time in longer-term strategic planning conversations, appropriate for its life-stage.

Community Relations	Meets Expectations	<ul style="list-style-type: none"> ● The Board hosted an interested community member on the observed day. ● The Board spent considerable time in the observed meeting considering how to engage with a potential new community for the network. ● The Board has named a priority of having more Board members from community in which their schools are located.
Board Systems and Structures	Meets Expectations	<ul style="list-style-type: none"> ● The Board has systems to support its governance-level oversight including an agenda and a prepared Board packet. ● The Board has engaged in Diversity, Equity, Inclusion, and Liberation training in alignment with the Network-wide work on the same topic. ● The Board did not have quorum at the observed meeting; however, Board members handled it appropriately by delaying votes.

4. Summary of Analysis of KIPP Northeast Denver Middle School’s Contract Terms and Renewal Application

In addition to the analysis of performance as part of the renewal decision-making process, C.R.S. § 22-30.5-110(3)(a) provides that the school must not be in material violation of its contract. KIPP Northeast Denver Middle School has been found to be not in violation.

Furthermore, C.R.S. § 22-30.5- 110(2) provides that a renewal application must include:

- (a) A report on the progress of the charter school in achieving the goals, objectives, pupil performance standards, content standards, targets for the measures used to determine the levels of attainment of the performance indicators, and **other terms of the charter contract** and the results achieved by the charter school's students on the assessments administered through the Colorado student assessment program; and
- (b) A financial statement that discloses the costs of administration, instruction, and other spending categories for the charter school that is understandable to the general public and that will allow comparison of such costs to other schools or other comparable organizations, in a format required by the state board of education.

Per the statutory requirements for a renewal application, a review of the renewal application submitted by KIPP Northeast Denver Middle School found that it satisfactorily met the required submission elements.

Appendix A:

This recommendation is grounded in C.R.S. § 22-30.5- 110 (renewal of charter – grounds for nonrenewal or revocation) and is based on a complete review of the school’s performance, including but not limited to:

1. an analysis of the academic performance of the school; and
2. an analysis of the school’s fiscal health and management and organizational sustainability (C.R.S. § 22-30.5-110(3)(c)); and
3. a comprehensive and rigorous analysis of the school’s qualitative leading indicators; and
4. an analysis of the school’s renewal application; and
5. an analysis of whether the school violated the conditions, standards, or procedures set forth in KIPP Northeast Denver Middle School’s Charter Contract (C.R.S. § 22-30.5-110(3)(a)).