

The 2016 Call for New Quality Schools

For New Schools Opening in Fall 2017 or Thereafter



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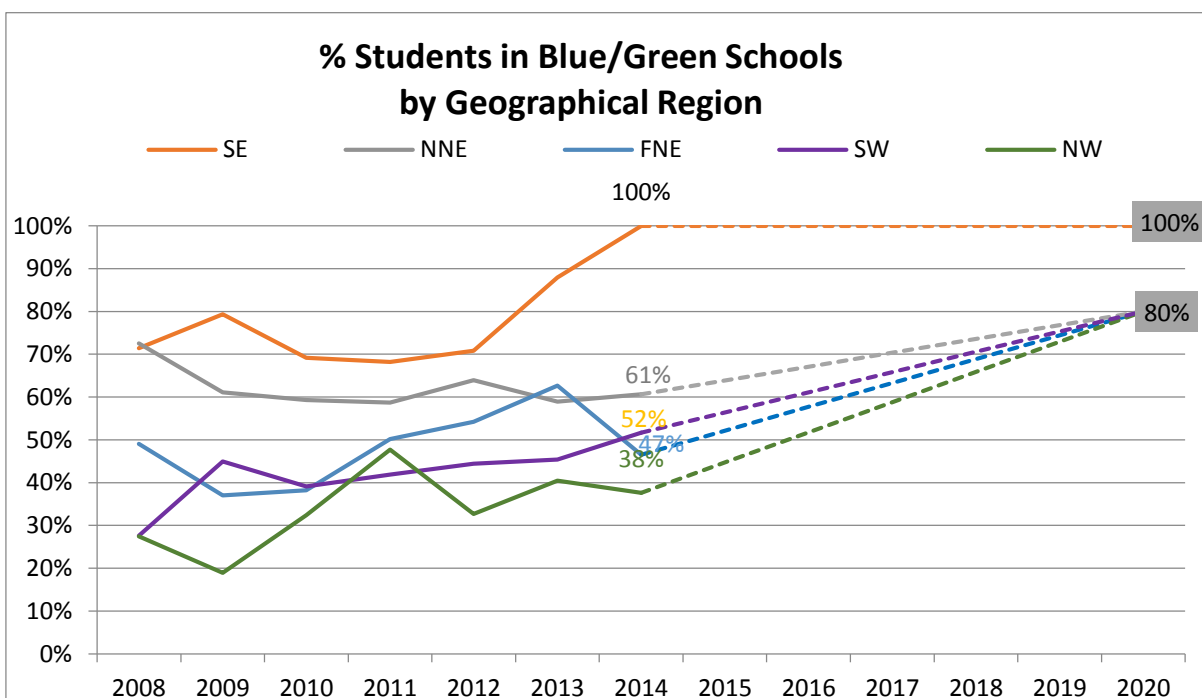
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Letter from Acting Superintendent Cordova

January 22, 2016

Community Members and School Developers,

In Summer 2014, Denver Public Schools (DPS) unveiled the [Denver Plan 2020](#), an ambitious new vision for the District that was developed in collaboration with nearly 3,000 educators, parents, students, community partners and city leaders from across Denver. The Denver Plan 2020 establishes one overarching goal: By 2020, 80% of students in each region of our city will attend a high-quality school. Based on the 2014 School Performance Framework, the report card the District issues for each of its schools, too few students have access to great schools, those that are rated as “green” or “blue.”



To make this goal a reality, DPS is committed both to strengthening existing schools and welcoming new quality schools into the District.

DPS identifies needs for new schools based on two primary factors: enrollment growth and school performance. For the past several years, DPS has been the fastest growing urban school District in the nation. Today, its growth is beginning to slow. In 2014-2015, for example, District enrollment grew 4.4%; this year, growth slowed by more 60%, to 1.8%. Still, some neighborhoods in Denver continue to grow, and it is in these places where new schools are needed. Additionally, we seek new schools to replace schools based on their performance, typically called for when the Denver Board of Education votes to close an existing school, or non-renew a charter authorization, due to persistently low performance, or when the board of directors of a charter school surrenders its charter contract.

The Call for New Quality Schools is the document and process through which the District invites proposals for new schools based on these considerations and through which it ultimately selects approved providers to be placed in district facilities or to receive other facility supports to meet the

needs specified. This Call document identifies needs for new or expanded public schools and provides relevant details, such as the location for these needed schools, the grade levels and the approximate student counts. This Call document also introduces the rigorous quality review process all new school proposals must undergo, whether they are for District-run or charter schools, provides important context for school developers, and outlines opportunities for community members to engage in the process. On or before February 12, 2016, DPS will release a guidance document specifically related to the placement process, which will include opportunities for community engagement. Placement applications and rubrics will be available at that time as well.

Thank you for your interest in our new schools process and for joining us in pursuit of our goal: “Great Schools in Every Neighborhood.”

Sincerely,

Susana

Susana Cordova, Acting Superintendent

About the Call for New Quality Schools

The Call for New Quality Schools is three things. The Call is:

1. **A document**, which transparently articulates the needs DPS has for new or expanded school programs.
2. **A quality review process**, through which proposals from school developers are evaluated for quality and then approved or denied by the Denver Board of Education through a public vote.
3. **A placement process**, through which approved programs compete for placement in a District facility or to receive facility support and are placed by the Denver Board of Education to meet identified needs through a public vote.

The Call as a Document

The Call document transparently articulates District needs for new schools and defines, within those needs, the requirements for placement in a District facility or for facility support to meet those needs. Given their autonomous nature, approved charter schools may open in privately secured facilities and need not compete for placement in a District facility. For this reason, and given slowing or declining enrollment in some areas of the city, the Call also provides information to help charter developers understand the District-wide enrollment landscape.

The Call as the Quality Review Process

As a quality review process, the Call follows guidance outlined by the Colorado State Board of Education in their rules concerning charter authorizing and by National Association of Charter School Authorizers’ best practice measures. The process also acts within the framework established by the Denver Board of Education in its Charter Authorizing Policy.

Importantly, the Call is open to both District-run and charter school developers:

A **District-run school** is a public school with a governance structure directly connected to DPS. It has DPS employees, and the principal is hired by the District. A District-run school may seek flexibilities around its mission, curriculum, staffing terms, school calendar, school day and other fundamental aspects of their school design. Depending on the type of flexibilities that the school requires in order to operate its model, the school's staff may choose to seek Innovation Status, under the terms of the Innovation Schools Act.

A **charter school** is a public school with a governance structure that is independent of the District. Charter schools are incorporated as non-profit entities in the state of Colorado and are overseen by a governing board established directly by the school. Charter schools are publicly funded, do not charge tuition and are open to the public without discrimination or selective criteria. Charter schools have the same responsibility to equitably serve students as District-run schools have and are held accountable through the same School Performance Framework employed throughout the District.

All public schools in Denver, regardless of governance type, operate within the "Three Equities:"

1. **Equity of Opportunity** means that the schools have access to equitable per pupil funding, support services from the District, and available facilities. Facility access is defined by the Facility Allocation Policy.
2. **Equity of Responsibility and Access** means that the schools must offer equitable and open access to all students—regardless of socio-economic status, disability, home language or other status—and share an equal obligation in District-wide responsibilities, such as the cost of District-wide special education services.

This equity takes shape in numerous ways, including:

- I. Access for students with more severe disabilities in high-quality schools. Historically, these students lacked access to charter schools, and, in recent years, numerous DPS charter schools have opened center programs to serve students with more significant disabilities.
 - II. Enrollment practices. DPS offers a common enrollment system, [SchoolChoice](#), helping to ensure families have equitable access to all schools in the city. Further, our charter contracts establish shared expectations around other enrollment issues, such as ensuring access for students who enter mid-year.
3. **Equity of Accountability** means that all schools are held to the same accountability system under our [School Performance Framework](#) and that standards of performance are applied evenly across all school types, especially through the School Performance Compact.

The "Three Equities" originated within the path-breaking District-Charter Collaboration Compact, signed in 2010, and are now actively governed and operationalized by the [District-Charter Collaborative Council](#).

Quality Review Process Steps

The quality review process includes:

1. Submission of a letter of intent and an application. New school applications and rubrics are available online. The application includes a letter of intent template.
2. Evaluation of the application by an Application Review Team (ART), which consists of internal and external experts including community representatives, against the rubric. The work of the ART is confidential and deliberative, as it works to support the deliberations of the Superintendent. The ART forms an opinion about an application's quality to share with the Superintendent.
3. Evaluation of the application by the [District Accountability Committee](#) (DAC), in the case of charter schools and as required by statute. The DAC works at the behest of the Denver Board of Education and issues its recommendation directly to the Board.
4. An interview with members of the ART and the DAC.
5. Participation in District-convened regional community meetings, at which each applicant has the opportunity to present to community. The District will collect community feedback.
6. Using inputs from the ART and community meetings and in consultation with senior District leaders, the Superintendent makes an evidence-based recommendation to the Board about whether an application should be approved or denied on a quality basis.
7. Participation in a meeting of the Denver Board of Education, in which each applicant has the opportunity to make a short presentation and answer questions from Board members
8. An opportunity for a program's supporters to provide testimony at a Public Comment session at a meeting of the Denver Board of Education
9. The Board of Education considers all of these inputs in making a final determination to approve or deny an application through a public vote.

Importantly, new school applicants are responsible for engaging community themselves and must include such evidence in their new school applications. Applicants must not rely on district-convened community processes to build a case for community support.

[The Call as the Placement Process](#)

The Placement Process is open only to applicants approved through the quality review process above and to those approved in previous Call cycles.

The Placement Process is defined by the Board's Facility Allocation Policy (FAP), which establishes three main criteria:

1. "Academic Growth and Student Achievement," upon which a "premium" is placed.
2. "Alignment to Priority District Needs," codified by the needs and placement requirements listed in the Call document; and
3. "Enrollment Demand."

As established in the FAP, "In the case of more than one school meeting criteria where only one option is needed ... the District will provide its recommendation based upon the 'best available option,' defined in alignment with the above criteria." The Placement Process is thus competitive.

[Implementation Guidelines for the Facility Allocation Policy](#) are in the process of being revised, based on feedback received following the policy's first use in [fall 2015](#). On or before February 12, 2016, DPS will release a guidance document for this Call, providing specific information about the 2016 Placement Process.

Generally speaking, applicants wanting to compete for placement can expect the process likely will include:

1. Submission of a letter of intent, executive summary and *placement* application. This application is distinct from the new schools application, as placement criteria differ from those defined in the new-schools rubrics for quality purposes. For example, the needs of students at a specific school site may require a particular form of English Language Acquisition programming. Placement applications and rubrics will be available online on or before February 12, 2016.
2. Evaluation of the application by a Placement Review Team (PRT), which is likely to consist of internal and external experts including community representatives. The work of the PRT is confidential and deliberative, as it works to support the deliberations of the Superintendent. The PRT forms an opinion about the *comparative strength* of each placement application against the FAP criteria and placement rubric to share with the Superintendent.
3. An interview with members of the PRT
4. Participation in certain aspects of the District's community matching process, including:
 - a. Participation in a district-convened community meeting, at which each placement applicant will have the opportunity to present their program to the community. The District will collect community feedback.
 - b. An opportunity to invite community members to a demonstration of your program. For providers already operating schools in DPS, this could entail a "welcome house" at an existing school. For providers without an existing DPS school, this could entail the screening of a video showing what your program will look like or the creation of a mock classroom.
5. Using these inputs and in consultation with senior District leaders, the Superintendent makes an evidence-based recommendation to the Board about which placement applicant is "the best available option."
6. An opportunity for program supporters to provide testimony at a Public Comment session at a meeting of the Denver Board of Education
7. The Board of Education considers all of these inputs in making a final determination as to which applicant is the "best available option" and will be placed through a public vote.

Applicants should also note that FAP requires the District to ensure "appropriate community engagement occurs in making school location decisions." As part of its due diligence, the District's community matching process is likely to include focus groups with highly impacted stakeholders, such as 4th grade families who might be served by a new middle school opening in 2017. In such convenings, community members will examine the Executive Summary submitted by each placement applicant against the FAP criteria.

Importantly, placement applicants are responsible for engaging community themselves and should include such evidence in their placement applications. Applicants should not rely on district-convened community processes to build a case for "strong enrollment demand and community support," as required by the FAP.

Applicants who compete for placement, but are not selected as the "best available option" by the Denver Board of Education, may compete in future placement processes. Given their autonomous

nature, approved charter schools may independently secure and open in [a non-District owned facility](#) that is appropriate for a public school.

A Special Consideration in the 2016 Call for New Quality Schools

As noted in the [2016 Call Guidance Document](#) released in December, the Denver Board of Education recently passed the [School Performance Compact](#), which establishes the expectation that DPS must identify [persistently underperforming](#) schools, both charter and District-run, for restart, replacement or closure. This policy will go into effect beginning in fall 2016.

In this context, DPS will accept proposals during the 2016 Call for New Quality Schools process from applicants interested in serving as replacement providers to meet future needs that may be identified following the first use of the School Performance Compact next fall. Such applicants, if approved through the 2016 quality review process, could complete placement applications as early as fall 2016 for potential service as a replacement provider. School developers interested in such service should contemplate school designs that include:

- a. English Language Acquisition models that provide Spanish-language instruction ([K-5](#), [6-8](#), and [9-12](#)) following research based language allocation guidelines;
- b. [Center program](#) service;
- c. Accelerated phase-in (i.e., opening K-2 in the first year, growing to K-5 in the second) or a full restart in which all existing students re-enroll in the new program;
- d. Enrollment practices that afford equitable access for late- and mid-year arrivals, across all grade levels being served, and immediate participation in an enrollment zone or service to a boundary; and
- e. A detailed research base for the “turnaround” approach incorporated in the design, including intended whole-child supports and community engagement strategies.

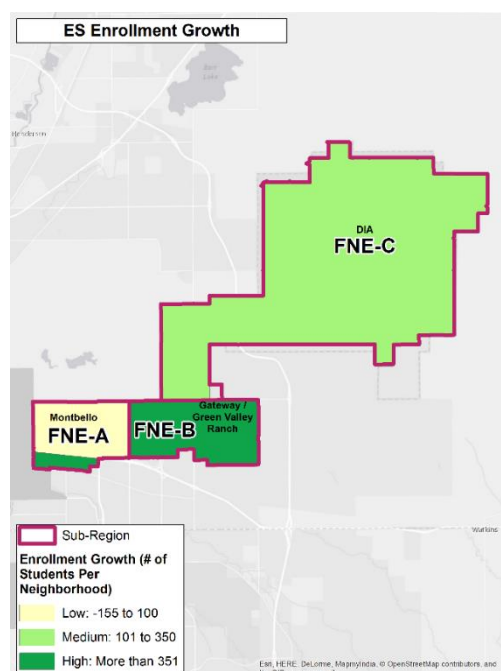
Priority District Needs: Far Northeast Region

As Acting Superintendent Cordova mentioned in her opening letter, enrollment in DPS is slowing, yet some areas in the District continue to experience significant growth. The Far Northeast region is one such area, stemming largely from continued development in Green Valley Ranch/Gateway and new housing construction north of 56th Avenue. As described previously in this document, DPS commits to ensuring appropriate community engagement occurs in making school creation and location decisions and explicitly invites active participation by families and community advocates.

DPS Calls for a New Far Northeast Elementary School.

To meet enrollment demand, DPS seeks a new elementary school to open in fall 2017 in the Far Northeast. In order to be considered for placement in a district facility to meet this need, this K-5 school must:

- Offer a strong, research-based ELA program. Charter applications must design a model that provides meaningful and appropriate language acquisition services including native language instruction elements, to be defined by the ELA placement rubric. District-run programs should design for [Transitional Native Language Instruction](#) as described in the District's language allocation guidelines.
- Demonstrate a capacity for, or demonstrated track record of, serving English Language Learners at any time of enrollment, as well as attracting and serving an equitable share of ACCESS level 1 to 3.5 students;
- Offer service to a center program in the future. The District will provide schools at least 12 months of planning time to develop future center programs.
- Demonstrate the capacity to open in fall 2017;
- Provide 450-500 seats on a phase-in basis or on a more accelerated timeline; and
- Eventually serve a boundary or enrollment zone and immediately offer equitable access for late- and mid-year arriving students across all offered grade levels.



Projected Demographics

76% of students will qualify for free or reduced lunch.

90% of students will be students of color.

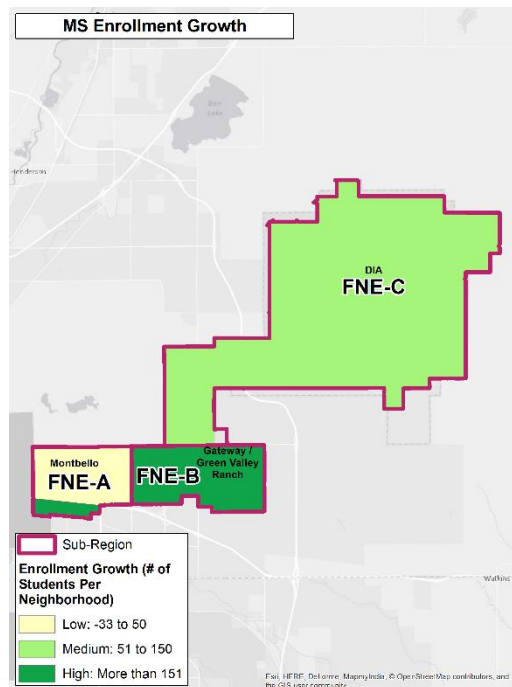
10% of students will be mobile.

45% of students will be English Language Learners, 76% of whom will be Spanish speakers.

DPS Calls for a New Far Northeast Middle School.

To meet enrollment demand, DPS seeks a new middle school to open in fall 2017 in the Far Northeast. In order to be considered for placement in a district facility to meet this need, a 6-8 school must:

- Offer a strong, research-based ELA program that is minimally designed to provide an [ELA-S resource program](#) that will provide meaningful and appropriate language acquisition services for students, including native language supports;
- Demonstrate a capacity for, or demonstrated track record of, serving English Language Learners at any time of enrollment, as well as attracting and serving an equitable share of ACCESS level 1 to 3.5 students;
- Offer an [MI-S Center program](#);
- Demonstrate the capacity to open in fall 2017;
- Provide 450 seats on a phase-in basis or on a more accelerated timeline; and
- Be eligible for immediate participation in the [Far Northeast Middle School Enrollment Zone](#) and offer equitable access for late- and mid-year arriving students across all offered grade levels.



Projected Demographics

86% of students will qualify for free or reduced lunch.

96% of students will be students of color.

12% of students will be mobile.

35% of students will be English Language Learners, 90% of whom will be Spanish speakers.

DPS Seeks an Additional 180-270 Middle School Seats in the Far Northeast.

[Performance gaps](#) persist in the Far Northeast, and, even with the addition of a new middle school in the region, middle schools in the Enrollment Zone are projected to operate at [99% capacity on the whole](#). In listing this additional seat need, DPS considered performance gaps and:

The risks of such high capacity rates -- specifically, large class sizes and a lack of scheduling flexibility to utilize shared spaces, as well as the specific challenges created for late-arriving students in terms of their access to high-quality schools.

The enrollment health of existing area schools -- Adding seats within this range will keep capacity levels above 90% in existing area schools. Adding another full, 350-seat school to the region could push some schools below 90% capacity, which could expose existing schools to financial risks.

The financial posture of the District -- A stand-alone middle school typically requires 350 seats in order to remain solvent without a centralized subsidy. Also, in a resource-constrained environment, the District must prioritize use of facility resources. In this Call, it is prioritizing facility resources for new schools that will meet the enrollment growth needs described previously.

DPS thus seeks creative solutions from existing, high-quality providers in the Far Northeast to meet this need. Possibilities include:

- Submitting a new school application to add a 6-8 to an existing K-5 or 9-12 program;
- Adding “rounds” to existing 6-8 programs, individually or jointly through a collaborative effort by a group of schools; or
- Other solutions presented by schools.

To meet this need, the proposed solution must:

1. Surface from existing provider(s) with green or blue ratings on the SPF in 2013 and 2014 and who are located in the Far Northeast;
2. Surface from existing provider(s) located in District facilities where reasonable expansions or renovations can accommodate the new seats;
3. Offer 180-270 seats on a phase-in basis beginning in 2017, or in a more accelerated manner;
4. Make seats available in the Far Northeast Middle School Enrollment Zone and offer equitable access for late- and mid-year arriving students across all offered grade levels;
5. Extend the current ELA model of the existing programs to the new seats so that all of the school’s ELLs will receive meaningful and appropriate language acquisition services. (Schools may not use seat expansion as a method to reduce service levels under threshold requirements of the Consent Decree.)
6. Anticipate service expansion of any center program that provider(s) currently offer and/or provision of service to a new center program model, based on student need; and
7. Put forward a reasonable cost analysis for any related facility expansion or renovation.

In making a recommendation to the Board of Education regarding the “best available option,” DPS will consider:

1. The criteria of the Facility Allocation Policy;
2. The defined requirements above;
3. The potential impacts to other programs in cases where a potential seat provider is on a shared campus; and
4. The financial impacts to the District.

Projected Demographics

84% of students will qualify for free or reduced lunch.

93% of students will be students of color.

12% of students will be mobile.

40% of students will be English Language Learners, 93% of whom will be Spanish speakers.

Considerations for Charter Developers Intending to Open in Private Facilities or in Areas Where DPS Has Not Identified a Need

In alignment with the Facility Allocation Policy, DPS will only consider facility support for programs, district-run or charter, that align to the needs identified in the Call for New Quality Schools and that participate in the competitive placement process.

Given their autonomous nature, approved charter schools may open in privately secured facilities that are appropriate for a public school. For this reason, and given slowing or declining enrollment in some areas of the city, DPS shares here its assessments of growth, capacity, real estate inventory and performance by grade levels and within neighborhood clusters for each region of the district. Charter developers should make informed decisions about the viability of a possible school, using analyses such as this and based on community interest and support.

- “Growth” refers to [enrollment growth](#). An “L” would indicate there is little, if any, growth in the school aged population or that enrollment is declining.
- “Capacity” refers to concerns about the ability of existing schools, or those already approved to open, to provide adequate seats for students expected to enroll. “L,” in this context, would mean the district has few, if any concerns, about seat capacity. An “L” also can represent an area where there are more seats available than there are students.

Generally, in looking at the following tables:

L means “low”

M means “medium”

H means “high”

- “Real Estate Inventory” refers to the availability of school-suitable facilities in the private market. An “L” in this context would mean there is low inventory, and facilities will be hard to secure.
- “School performance” refers to the overall quality of schools in the area. An “L” here would mean schools are serving students well on the whole; an “M” would mean some schools are performing well; and an “H” would mean few schools in the area are performing.

Near Northeast

Sub-Regions	Neighborhoods	Grade Level	Growth	Capacity Concerns	Real Estate Inventory	School Performance
NNE-A	Globeville, Elyria Swansea, Clayton, Cole, Skyland, Whittier, City Park West, North Capitol Hill, Five Points	ES	L	L	L	H
		MS	L	L	L	M
		HS	L	L	L	H
NNE-B	Northeast Park Hill, North Park Hill, South Park Hill	ES	L	L	L	L
		MS	L	M	L	L
		HS	L	L	L	L
NNE-C	Stapleton	ES	H	M	L	L
		MS	H	M	L	L
		HS	H	L	L	L

Central Denver

Sub-Regions	Neighborhoods	Grade Level	Forecasted Growth	Capacity Concerns	Real Estate Inventory	Academic Concerns
C-A	Capitol Hill, Cheesman Park, Speer, Baker, Washington Park West, Overland, Platt Park, Rosedale, University	ES	L	L	L	L
		MS	L	L	L	M
		HS	L	L	L	L
C-B	Country Club, Cherry Creek, Hilltop, Washington Park, Belcaro, Cory – Merrill, University Park, Wellshire	ES	L	M	L	L
		MS	L	L	L	L
		HS	L	L	L	L
C-C	City Park, Congress Park, Hale, Montclair, East Colfax, Lowry Field, Windsor	ES	L	M	L	L
		MS	L	L	L	L
		HS	L	L	L	L

Far Northeast

Sub-Regions	Neighborhoods	Grade Levels	Growth	Capacity Concerns	Real Estate Inventory	Academic Concerns
FNE-A	Montbello	ES	L	M	L	H
		MS	L	H	L	H

		HS	L	M	L	H
FNE-B	Gateway/ Green Valley Ranch	ES	H	M	L	L
		MS	H	H	L	H
		HS	H	M	L	H
FNE-C	DIA (North of 56 th Avenue)	ES	M	M	L	L
		MS	M	H	L	H
		HS	M	M	L	H

Northwest

Sub-Regions	Neighborhoods	Grade Level	Growth	Capacity Concerns	Real Estate Inventory	Academic Concerns
NW-A	Regis, Chaffee Park, Berkeley, Sunnyside, West Highland, Highland, Sloan Lake, Jefferson Park, West Colfax	ES	L	L	L	M
		MS	L	L	L	L
		HS	L	L	L	M
NW-B	Villa Park, Sun Valley, Auraria, Union	ES	L	L	L	H
		MS	L	L	L	H

	Station, CBD, Civic Center, Lincoln Park, Valverde, Barnum, Barnum West	HS	L	L	L	H
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Southwest

Sub-Regions	Neighborhoods	Grade Level	Growth	Capacity Concern	Real Estate Inventory	Academic Concerns
SW-A	Westwood, Athmar Park, Mar Lee, Ruby Hill	ES	L	L	L	H
		MS	L	L	L	H
		HS	L	L	L	H
SW-B	Harvey Park, College View/South Platte, Bear Valley, Harvey Park South, Fort Logan, Marston	ES	L	L	L	L
		MS	L	L	L	M
		HS	L	L	L	M

Southeast

Sub-Regions	Neighborhoods	Grade Level	Growth	Capacity Concerns	Real Estate Inventory	Academic Concerns
	University Hills,	ES	L	L	L	L

SE-A	Southmoor Park, Hampden South, Kennedy, Hampden, Goldsmith, Indian Creek, Virginia Village, Washington Virginia Vale	MS	L	L	L	L
		HS	L	L	L	L

Five Ways for Community to Get Involved in the New Schools Process

Successful new schools – and quality applications -- are formed through collaborations between parents/guardians, community members and exemplary school leaders who design rigorous programs tailored to student needs.

Parents/guardians and community members are encouraged to participate actively in developing and providing feedback on new school applications, and several opportunities are built in explicitly:

- (1) Work with a founding team to propose a new school;
- (2) Write a letter supporting a new school application, for inclusion in its application or [directly](#) to the Denver Board of Education;
- (3) Volunteer to serve on an [Applicant Review Team](#) (ART);
- (4) Meet new school applicants and provide feedback on their proposed schools at the regional community meetings being hosted by the Denver Board of Education (see the Timeline, below); and/or
- (5) Speak to the Denver Board of Education about the new school options during Public Comment (see the Timeline, below).

Note: No later than February 12, 2016, DPS will release a Guidance Document regarding the placement process, which will outline community engagement opportunities specific to placement decisions.

Timeline

DPS Responsibilities Applicant Responsibilities Shared Responsibilities

Tuesday, December 22	New School Applications released
Thursday, December 24	2016 Call Guidance Document released
Friday, January 22	2016 Call for New Quality Schools released New School Rubrics released
Thursday, February 11	Letters of intent due for new school applications
Friday, February 12	Guidance Document regarding the placement process released Placement Applications and Rubrics released
Friday, February 19	Letters of intent due for placement applications
Friday, April 8	New School Applications due
Friday, April 15	Executive Summaries of Placement Applications due
Week of April 18	Regional Community Meetings for New Schools
Week of April 18	First Group: Application Review Team convenes*
Week of April 25	First Group: ART Interviews First Group: Application Review Team reconvenes
Friday, May 6	Placement Applications due
Weeks of May 2 & May 9	Second Group: Application Review Team convenes **
Monday, May 16	Superintendent Recommendation on Quality to Denver Board of Education for First Group of New Schools New School Applicant Presentations to Denver Board of Education
Thursday, May 19	Public Comment Denver Board of Education Votes on First Group Quality
May 17-20	Placement Review Team convenes
Friday, May 20	Community matching process for placement launches (additional details to be provided in Guidance Document, to be released February 12.)
Week of May 23	Placement Review Team interviews
Week of May 23	Second Group: ART Interviews
Week of May 30	Placement Review Team reconvenes
Week of May 30	Second Group: Second Application Review Team reconvenes
Monday, June 13	Staff Recommendation to BOE Applicant Presentations to BOE

	Family and Community Engagement Team (FACE) report on community matching process
Thursday, June 16	Public Comment Denver Board of Education Votes on Second Group Quality & All Placements

*Group 1: New school applications that are aligned to a need in the 2016 Call for New Quality Schools and seek placement.

**Group 2: New school applications that are not aligned to a need in the 2016 Call for New Quality Schools.

Appendix A: Frequently Asked School Developer Questions about the Quality Review Process

Note: No later than February 12, 2016, DPS will release a Guidance Document regarding the placement process, which will include Frequently Asked Questions specific to that process.

Where do I find the new school applications and rubrics?

Right [here](#).

Wow. The new school applications and rubrics cover a lot. Do you really need all of this?

Yes, we really do -- per statute and/or Denver Board policy. Most importantly, we must ensure your proposed school will serve students well on day 1.

Wow. The application and rubrics cover a lot. Does DPS provide any support?

We do! We offer a series of workshops for prospective applicants, designed to:

- provide relevant information and ensure all applicants have equitable access to information regarding the Call for New Quality Schools (CNQS) process
- improve the overall quality of applications received by clarifying expectations

Please fill out this form¹ to denote interest in any or all of the workshops:

<http://goo.gl/forms/OOiRjHNv9g>

1. New School Application Overview Webinar

- Date and Time:** Tuesday, February 9th, 8:00-9:00 AM or 4:00-5:00 PM
- Location:** Call-in number and link to presentation TBD
- Description:** The New Schools Team will walk applicants through the new school applications and rubrics, as well as resources for applicants to access, changes from last

¹This survey is for planning purposes only. Invitations and confirmation emails will be sent one week prior to each workshop.

year's application, and provide an overview of the quality review process. Applicants will have two opportunities to view the webinar. The content presented in each webinar will be the same.

2. Application Review Workshop

- a. **Date and Time:** Wednesday, February 17, 3:30-5:00 PM
- b. **Location:** Emily Griffith Campus (1860 Lincoln St), room 1035
- c. **Description:** Prospective applicants will have a chance to review previous applications, evaluate sections of applications using the New School rubric, and participate in a mock Application Review Team (ART) meeting with other attendees.

3. Content-area Workshops

- a. **Date and Time:** Tuesday, March 23, 2:30-4:30 PM
- b. **Location:** Emily Griffith Campus (1860 Lincoln St), room 1035
- c. **Description:** Prospective applicants will hear presentations from DPS experts in Special Education, finance, English Language Acquisition, and Charter School governance. These experts will address application criteria, statutory compliance, and recommendations of best practices. *NOTE: These experts will be able to answer questions, but they will not be able to provide any design support on specific applications.*

4. New School Designer Panel discussion

- a. **Date and Time:** Tuesday, March 8, 3:00-5:00 PM
- b. **Location:** Emily Griffith Campus (1860 Lincoln St), room 1035
- c. **Description:** The New Schools Team is convening a panel of New School designers recently approved by the Denver Board. Participants will include charter and district leaders, charter Board members, and District Instructional Superintendents. The panel will speak from their experiences designing their school, engaging community members, and beginning the implementation phase leading up to their opening this fall. Participants TBD.

What are some common missteps in applications?

We cover a lot of this in the workshops, and, generally speaking, the best proposals are designed around student needs, demonstrate strong demand and community involvement, and offer exemplary approaches to teaching, leadership, education program, school culture and governance. We strongly encourage applicants to use all three tools – the new school application, rubric and ELA rubric – in developing their proposals.

Why do you want a letter of intent? Is it binding?

Knowing how many applications we may receive helps us plan. The letter of intent is not binding; if your team later decides not to submit a proposal, that's OK.

What is an “Application Review Team”? How do they assess a proposal’s quality?

All new school proposals are vetted by a team of 10-12 experts. We call these teams “Application Review Teams” (ARTs). ARTs include a parent/guardian from the region the proposed school aims to serve, an external consultant, and experts in English Language Acquisition, Special Education, curriculum and instruction, as well as legal, finance, governance, human resources and other areas. In making assessments about an application’s quality, all members of ARTs use the rubrics that are publicly available on our website.

What can we expect in the applicant interview?

A smaller group from the ART will ask a standard set of questions, along with any simple, clarifying questions about your proposal. (Applicants may not introduce new evidence during the interview.) We recommend several experts from your founding team attend the interview, including the proposed leader(s). For charter applicants, the founding board’s president and treasurer also should be present. Representatives from the District Accountability Committee will participate in charter interviews.

Why is the DPS hosting regional meetings? What can we expect?

DPS wants to hear directly from families and community members about schools being proposed in each region. Your team will be invited to present at the meeting in the region your school intends to serve. DPS will invite families and community members on its contact lists. Your team also can invite people who are excited about your proposed school. We’ll know more about the specific format as the event draws closer, and, typically, your team would give a short presentation and answer any immediate questions. Community members would complete a questionnaire.

What other kinds of community outreach are we expected to do?

As defined in the application and rubrics, community involvement in the development of your school’s plan is critical, as is producing sufficient evidence of demand for the program. How you undertake engagement is up to your team.

What will our presentation to the Denver Board entail?

We’ll know more once the meeting draws closer, and, typically, your team would make a short presentation to the Board and answer any questions its members may have.

What is Public Comment?

Public Comment is a time for families and community members to speak directly to the Board about their support for your proposed school. Your team will be asked to organize your supporters into a single group, which will have 10 minutes to speak.

Who makes the decision about an application’s approval?

The Denver Board of Education makes the decision through a vote. The Application Review Team provides its opinion about an application’s quality to the Superintendent and the senior leadership team. The Superintendent and his team consider the ART’s opinion, community input and other factors and deliver a public recommendation, with evidence, to the Board. The Board can agree or disagree with the staff’s recommendation in voting to approve or deny an application.

Have an additional question? Email Chris Dewitt, Manager of New Schools, at Christopher_dewitt@dpsk12.org

Appendix B: The Denver Board of Education

Anne Rowe, President

District 1

Anne_Rowe@dpsk12.org

Barbara O'Brien, Vice-President

At Large

barbara_o'brien@dpsk12.org

Happy Haynes, Secretary

At Large

Happy_Haynes@dpsk12.org

Mike Johnson, Treasurer

District 3

mike_johnson@dpsk12.org

Rosemary Rodriguez

District 2

rosemary_rodriguez@dpsk12.org

Landri Taylor

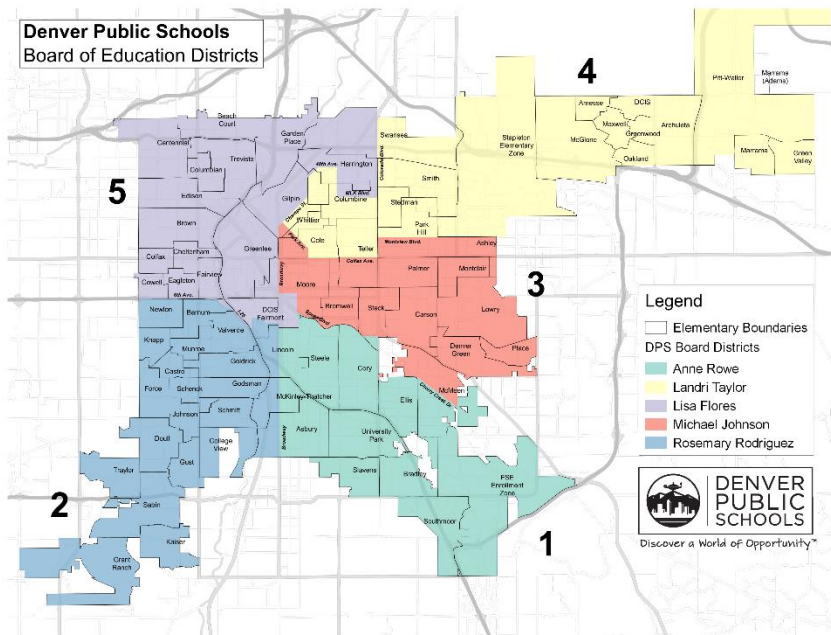
District 4

Landri_Taylor@dpsk12.org

Lisa Flores

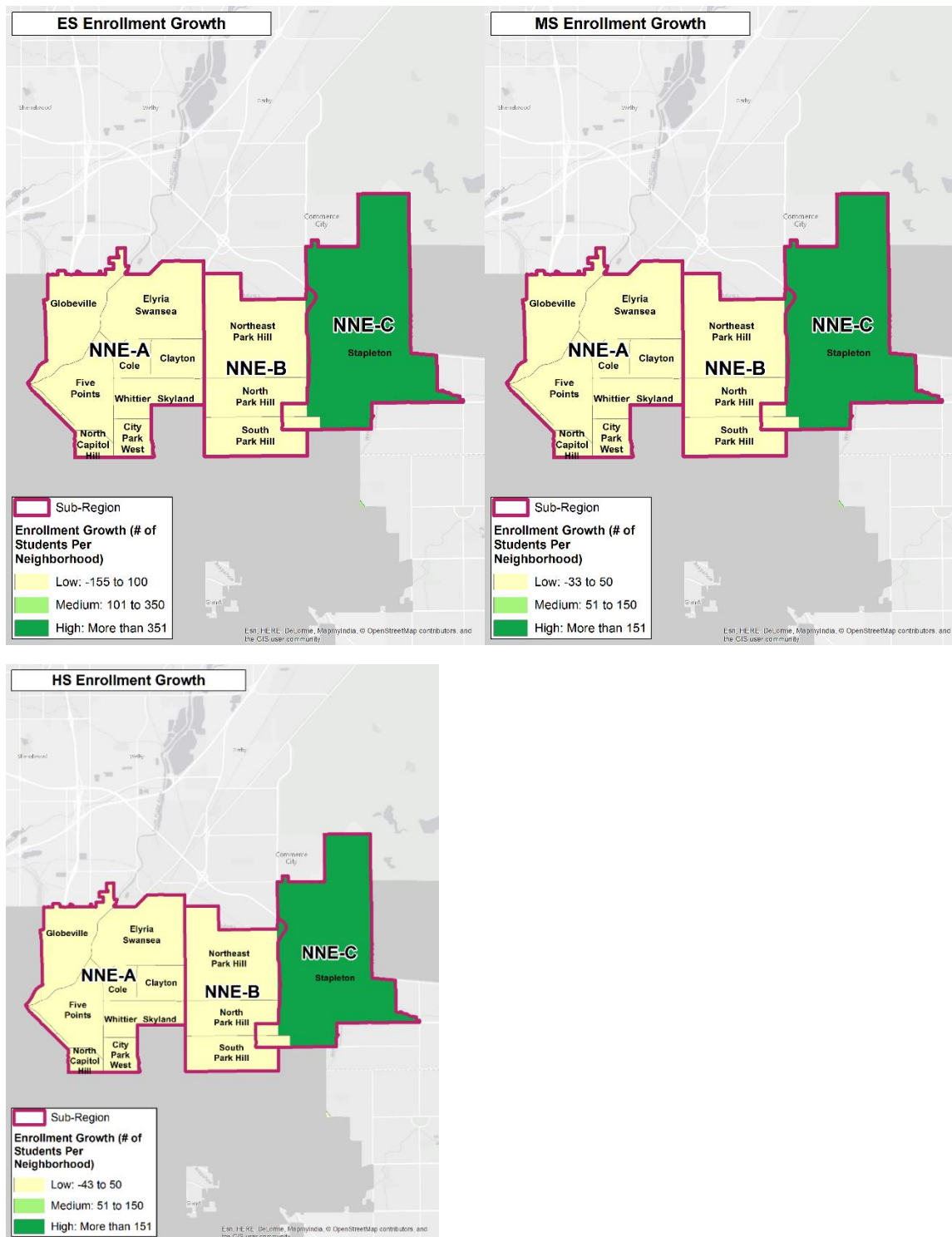
District 5

lisa_flores@dpsk12.org

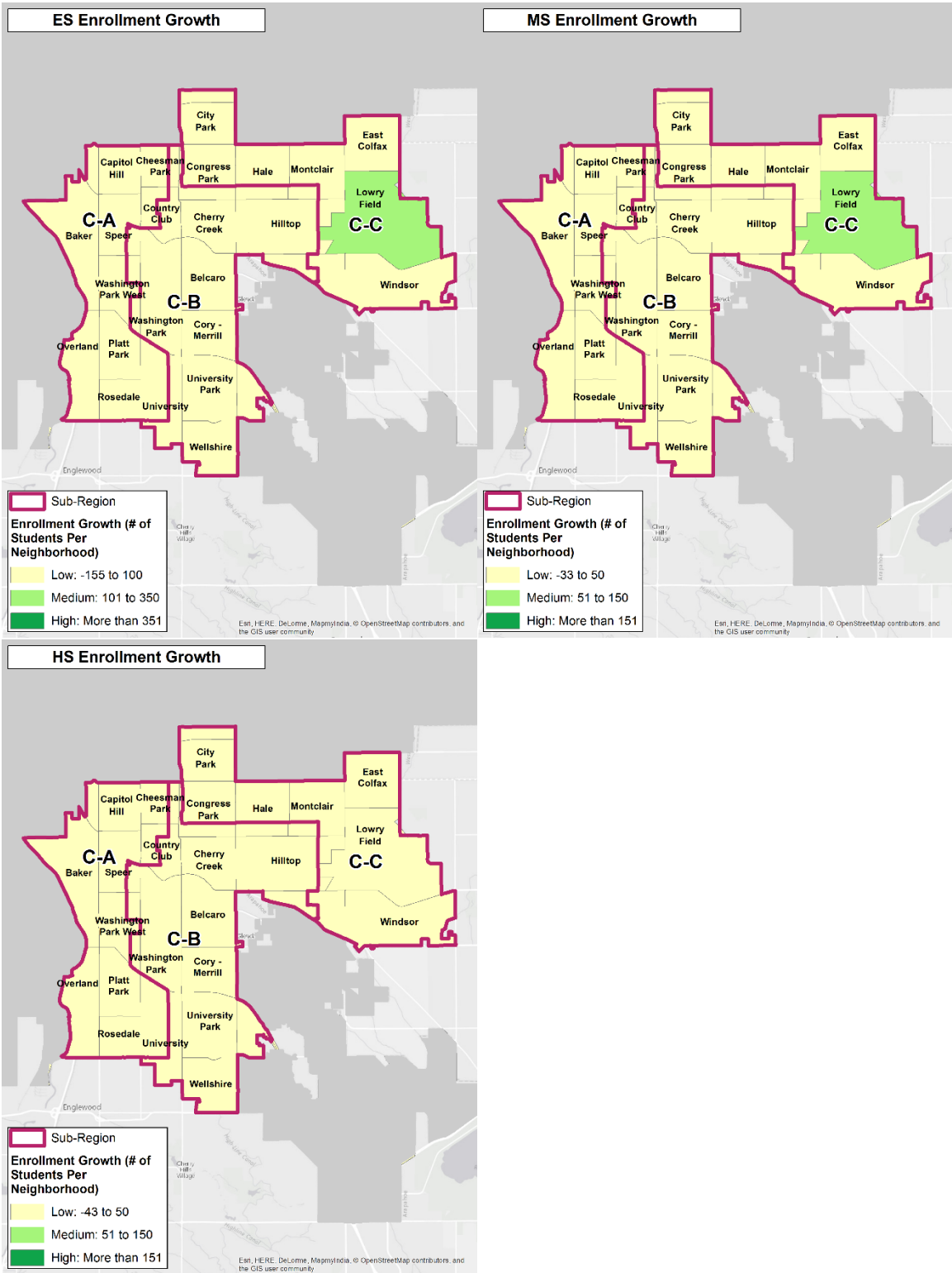


Appendix C: Enrollment Trends

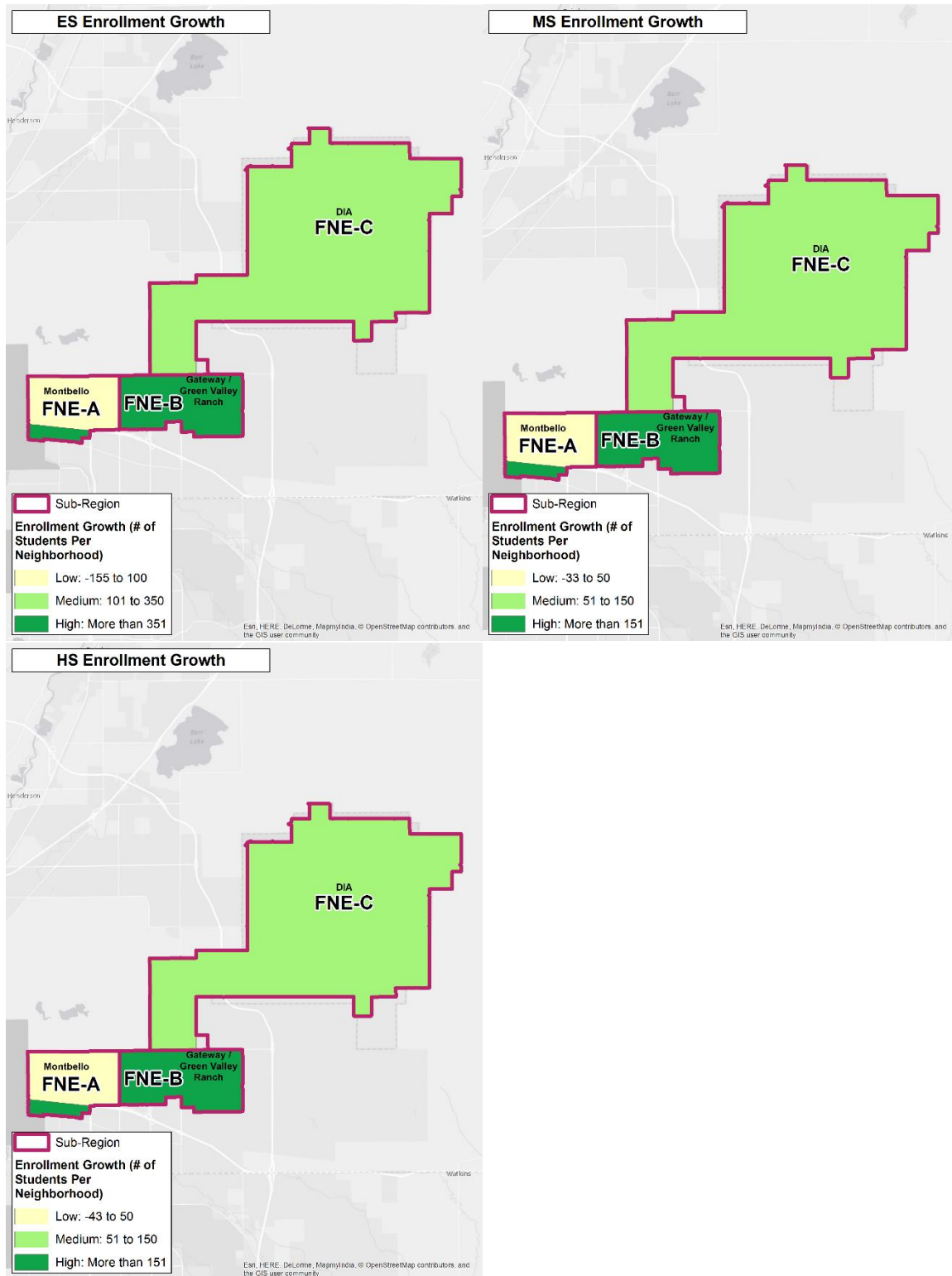
Near Northeast Region



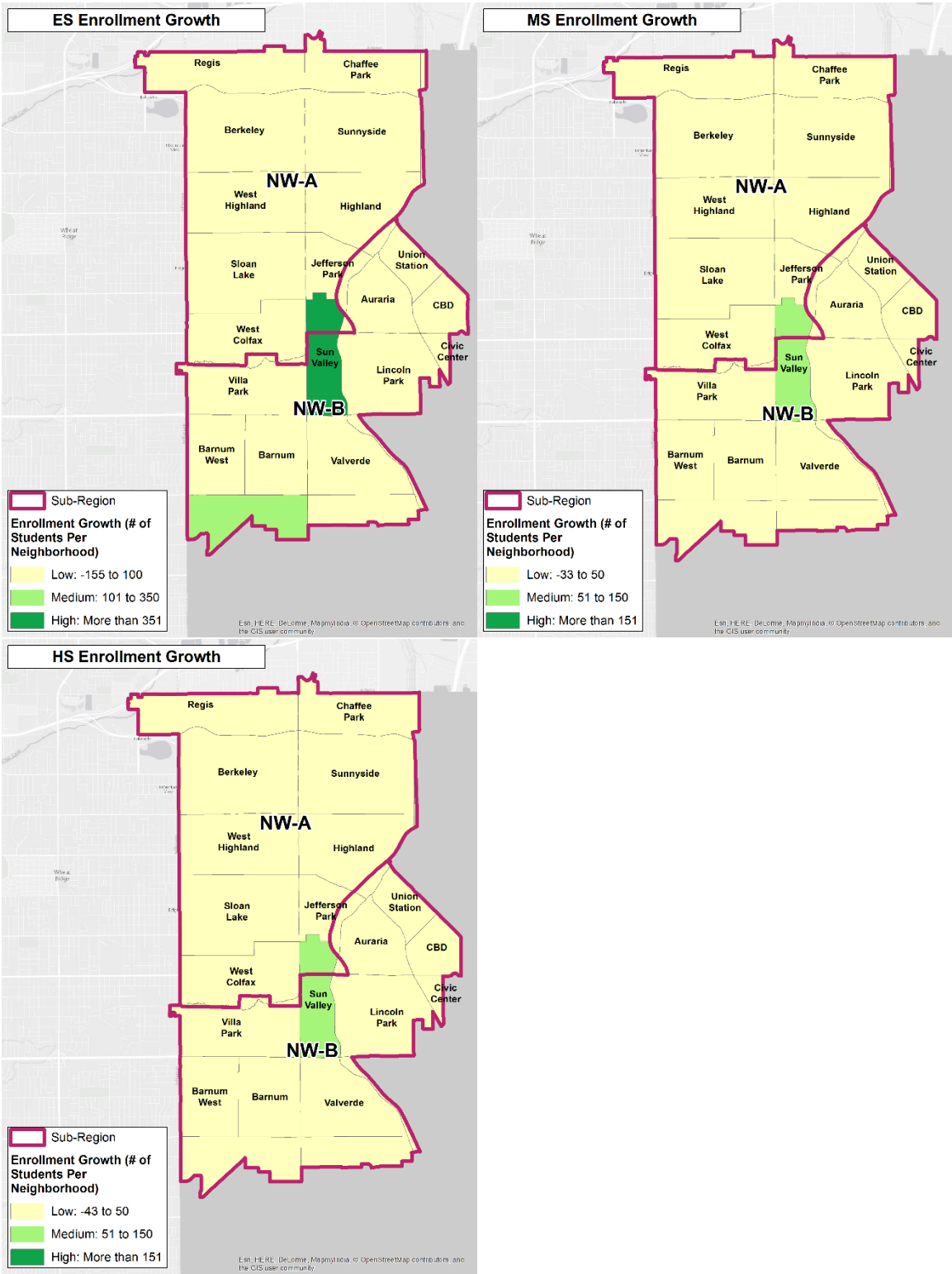
Central Denver



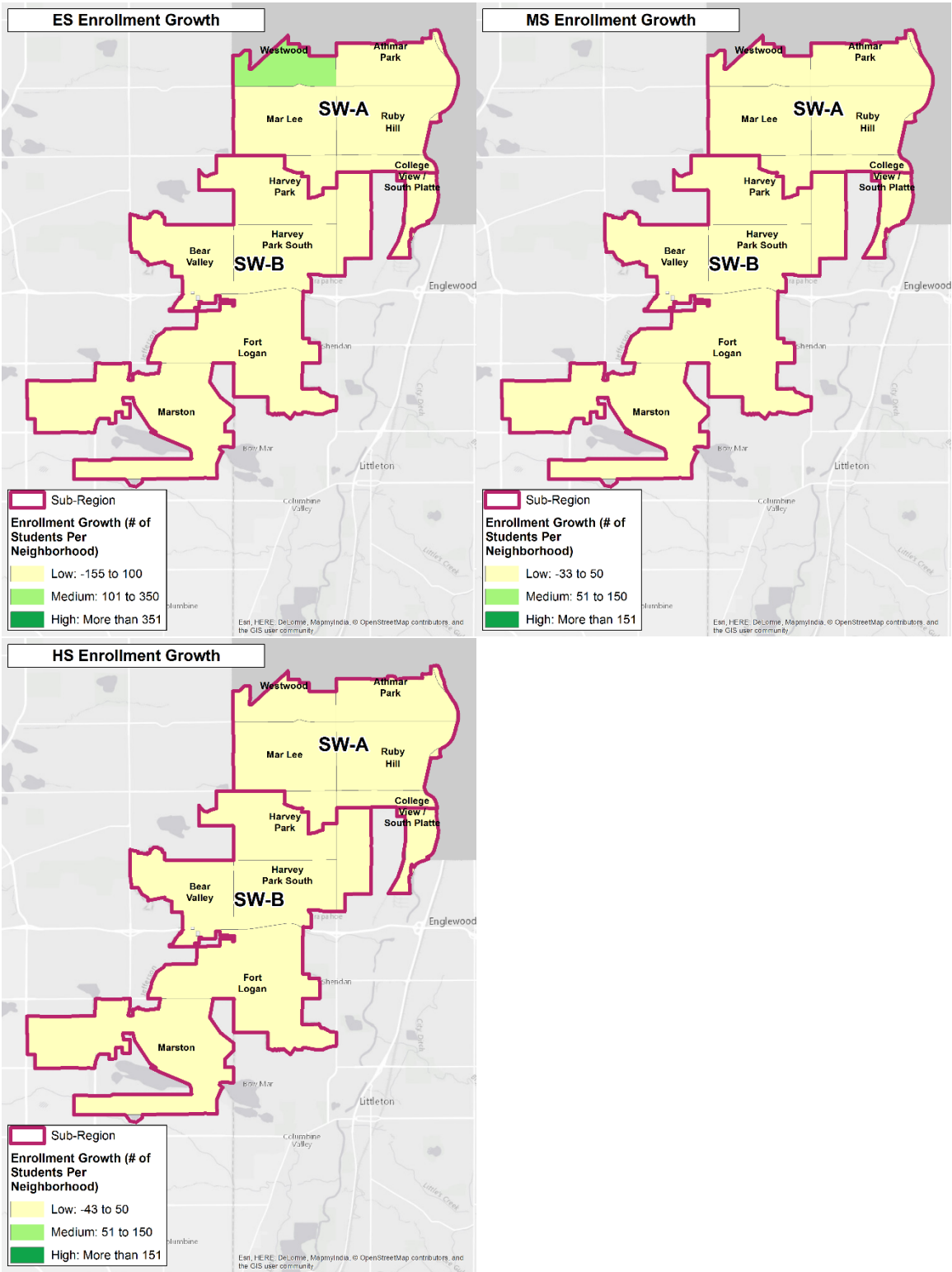
Far Northeast Denver



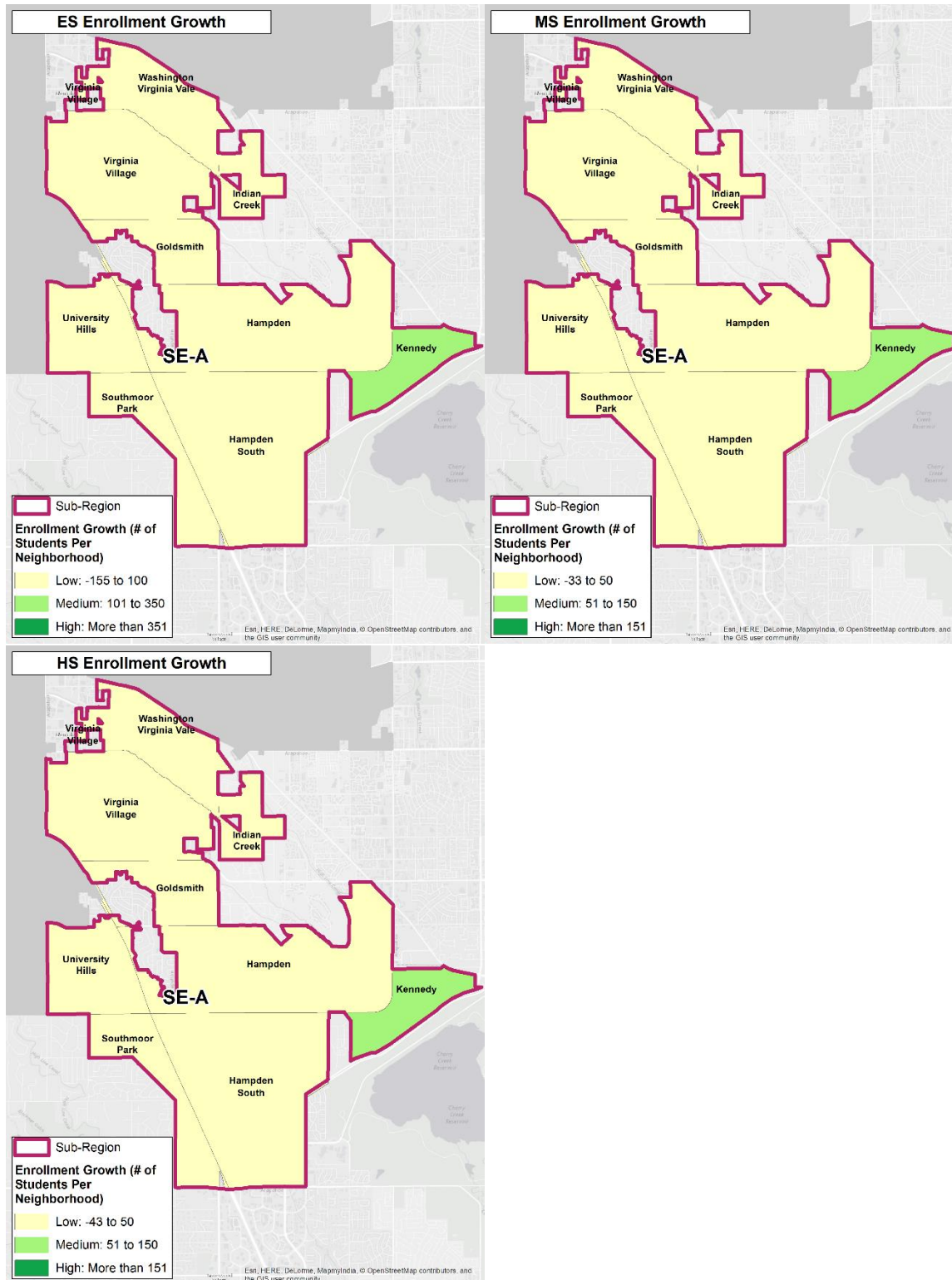
Northwest Denver



Southwest Denver



Southeast Denver



Appendix D: New Schools Opened Since 2008-2009 and Approved Schools Not Yet Open

Note: Approved schools not yet open or not placed in a District facility are eligible to participate in the 2016 Call for New Quality Schools placement process.

School Name	School Type	Grades	Region	School Focus
2008-2009				
Cole Arts and Sciences Academy	District-run (Innovation) ²	ECE-8	NE	Emphasizes learning through the arts and sciences
DSST Stapleton MS	Charter	6-8	NE	Emphasizes science and technology
Place Bridge Academy	District-run (Innovation) ³	ECE-8	SE	Serves newcomers to our country, with over 30 languages and 40 countries represented among Place students
Trevista	District-run (Innovation) ⁴	ECE-8	NW	Focuses on rigorous instruction and helping all students succeed
2009-2010				
Cesar Chavez Academy	Charter	K-8	NW	Focuses on scholarship, leadership, and community involvement
Denver Justice Academy	Charter	6-12	NW	Intensive pathway school with a focus on students who are involved with the criminal justice system or have not been successful in a traditional school setting
KIPP Denver Collegiate High School	Charter	9-12	SW	Provides a rigorous curriculum, more time in school, and a strong culture of achievement
Kunsmiller Creative Arts Academy	District-run	K-8	SW	Focuses on the integration of the arts
Math and Sciences Leadership Academy	District-run	K-5	SW	Emphasizes science, math and technology
STRIVE Westwood	Charter	6-8	SW	College preparatory school that replicates a high-performing middle school
Venture Prep	Charter	6-12	NE	Provides interactive student projects with an emphasis on arts and technology
2010-2011				
Denver Green School	District-run (Innovation) ⁵	ECE-8	SE	Offers a hands-on learning experience focused around issues of sustainability within the community

² Cole Arts and Sciences Academy received Innovation Status in Aug. 2009

³ Place Bridge Academy received Innovation Status in June 2015.

⁴ Trevista received Innovation Status in Sept. 2012

⁵ Denver Green School received Innovation Status in Apr. 2010

School Name	School Type	Grades	Region	School Focus
Denver Language School	Charter	K-8	SE	Offers full language immersion in Mandarin Chinese and Spanish
DSST GVR	Charter	6-12	FNE	Emphasizes science and technology and replicates one of Denver's highest performing high schools
GALS	Charter	6-12	SE	All-girls expeditionary learning school
Lake International	District-run	6-8	NW	Authorized International Baccalaureate Middle Years Program that prepares students for success in high school, college, and beyond
SOAR @ GVR	Charter	K-5	FNE	Offers holistic approach to education using the workshop model of instruction, extended learning time and added enrichment opportunities
STRIVE Sunnyside	Charter	6-8	NW	College preparatory school that replicates a high-performing middle school
STRIVE Lake	Charter	6-8	NW	College preparatory school that replicates a high-performing middle school
Summit Academy	District-run (Innovation) ⁶	6-12	SW	Multiple Pathways Center targeted for students who are at-risk, over-aged, under-credited, and/or who have dropped out of school
2011-2012				
Collegiate Preparatory Academy	District-run (Innovation) ⁷	9-12	FNE	Offers students academically rigorous programming aimed at meeting their individual needs and providing them with the skills and abilities to succeed at top colleges and universities
DCIS Elementary at Ford	District-run (Innovation) ⁸	ECE-5	FNE	Replicates Denver's world-class magnet program focused on international and cross-cultural affairs
DCIS Secondary at Montbello	District-run (Innovation) ⁹	6-12	FNE	Replicates Denver's world-class magnet program focused on international and cross-cultural affairs
Denver Center for 21 st Century Learning (DC21)	District-run (Innovation) ¹⁰	6-12	NE	Multiple Pathways Center offering accelerated and rigorous education for students seeking a relationship-oriented education
DSST Cole	Charter	6-12	NE	Emphasizes science and technology and replicates one of Denver's highest performing high schools

⁶ Summit Academy received Innovation Status in Aug. 2011

⁷ Collegiate Prep Academy received Innovation Status in June 2011

⁸ DCIS at Ford received Innovation Status in May 2011

⁹ DCIS at Montbello received Innovation Status in May 2011

¹⁰ DC21 received Innovation Status in June 2011

School Name	School Type	Grades	Region	School Focus
High Tech Early College	District-run (Innovation) ¹¹	9-13	FNE	Centers on applied rigorous learning and connections with industry professionals, and offers a 5 th year of high school leading to an Associate degree
KIPP Montbello	Charter	5-8	FNE	Offers students a rigorous curriculum, more time in school, and a strong culture of achievement
Kunsmiller Creative Arts Academy High	District-run	9-12	SW	Expands the existing successful K-8 arts-integrated magnet program
Noel Community Arts School	District-run (Innovation) ¹²	6-12	FNE	Offers academically rigorous programming complimented by a robust integrated arts focus
SOAR @ Oakland	Charter	ECE-5	FNE	Offers holistic approach to education using the workshop model of instruction, extended learning time and added enrichment opportunities
Swigert International School	District-run (Innovation) ¹³	ECE-5	NE	Focuses on international affairs and is shaped through a community engagement process with the Stapleton community
University Prep	Charter	K-5	NE	Offers an academically rigorous, results-driven program, particularly focused on literacy
Vista Academy	District-run (Innovation) ¹⁴	6-12	FNE	Multiple Pathways Center targeted for students who are at-risk, over-aged, under-credited, and/or who have dropped out of school
2012-2013				
Creativity Challenge Community (C3)	District-run (Innovation) ¹⁵	K-5	SE	Focuses on thinking creatively to solve problems, learning through partnerships with community organizations, and challenging each other
DSST College View MS	Charter	6-8	SW	Emphasizes science and technology and replicates one of Denver's highest performing high schools
McAuliffe International School	District-run (Innovation) ¹⁶	6-8	NE	Focuses on international affairs and is shaped through a community engagement process with the Stapleton community
Monarch Montessori	Charter	E-5	FNE	Offers a public Montessori educational program
Rocky Mountain Prep	Charter	ECE-8	SE	Emphasizes rigorous academic preparation, character development, and individualized support
Sims-Fayola International Academy	Charter	6-12	FNE	Provides a college preparatory, international studies program with daily character and leadership education

¹¹ High Tech Early College received Innovation Status in June 2011

¹² Noel Community Arts received Innovation Status in May 2011

¹³ Swigert International School received Innovation Status in Aug. 2011

¹⁴ Vista Academy received Innovation Status in Aug. 2011

¹⁵ C3 received Innovation Status in Apr. 2012

¹⁶ McAuliffe International School received Innovation Status in Mar. 2012

School Name	School Type	Grades	Region	School Focus
STRIVE Prep GVR MS	Charter	6-8	FNE	College preparatory school that replicates one of Denver's highest performing middle schools
STRIVE Prep Montbello MS	Charter	6-8	FNE	College preparatory school that replicates one of Denver's highest performing middle schools
STRIVE Prep SMART HS	Charter	9-12	SW	College preparatory school that provides a challenging and relevant liberal arts education of high standards, structure, and accountability
West Generation	District-run (Innovation) ¹⁷	6-12	NW	Nationally recognized Generation Schools model with a rigorous college- and career-readiness academic program
West Leadership Academy	District-run (Innovation) ¹⁸	6-12	NW	A rigorous, college- and career-focused education
2013-2014				
Academy 360	Charter	ECE-5	FNE	Expeditionary Learning with an emphasis on health and wellness
Downtown Denver Expeditionary School	Charter	K-5	NE (CBD)	Offers students a downtown Expeditionary Learning experience
STRIVE Prep NW High School	Charter	9-12	NW	College preparatory school that provides a challenging and relevant liberal arts education of high standards, structure, and accountability
DSST Byers MS	Charter	6-12	SE	Emphasizes science and technology and replicates Denver's highest performing 6-12
DCIS- Fairmont	District-run (Innovation) ¹⁹	ECE-5	NW	Replicates Denver's world-class magnet program focused on international and cross-cultural affairs
Denver Public Montessori Jr./ Sr. High School	District-run (Innovation) ²⁰	6-12	NE	Offers a public Montessori educational program at the secondary level
Compassion Road Academy	District-run (Innovation) ²¹	9-12	NE	Multiple Pathways Center targeted for students who are at-risk, over-aged, under-credited, and/or who have dropped out of school with an emphasis on supporting students who transition out of the Gilliam Detention Center
Excel Academy	District-run (Innovation) ²²	9-12	SW	Multiple Pathways Center targeted for students who are at-risk, over-aged, under-credited, and/or who have dropped out of school

¹⁷ West Generations Academy received Innovation Status in Mar. 2012

¹⁸ West Leadership Academy received Innovation Status in Mar. 2012

¹⁹ DCIS-Fairmont in currently received Innovation Status in Mar. 2013

²⁰ Denver Public Montessori Jr./Sr. High School received Innovation Status Mar. 2013

²¹ Compassion Road Academy received Innovation Status Mar. 2013

²² Excel Academy received Innovation Status Aug. 2013

2014-2015				
School Name	School Type	Grades	Region	School Focus
Denver Discovery Middle School	District-run (Innovation) ²³	6-8	NE	Offers a project-based learning environment with a rigorous 21 st century curriculum
DSST Cole High School	Charter	9-12	NE	Emphasizes science and technology and replicates one of Denver's highest performing high schools
GALS HS	Charter	9-12	NE	All-girls expeditionary learning school
Highline Academy Northeast	Charter	K-8	FNE	A charter replication school of the successful Highline Academy in SE Denver offering students a rigorous curriculum that incorporates Core Knowledge and character development
High Tech Elementary School	District-run (Innovation) ²⁴	ECE-5	NE	Offers a project-based learning environment with a rigorous 21 st century curriculum and high standards
Oakland Elementary	District-run (Innovation) ²⁵	ECE-5	FNE	DSSN/program TBD
STRIVE Prep Ruby Hill Elementary	Charter	K-5	SW	Offers high academic expectations, instructional rigor, character development and cultural enrichment in elementary environment in STRIVE Prep network
2015-2016				
Northfield High School	District-run (Innovation) ²⁶	9-12	NE	Comprehensive High School with an International Baccalaureate (IB) Diploma Program.
Legacy Options High School	District-run (Innovation) ²⁷	9-12	FNE	Multiple Pathways Center targeted for students who are at-risk, over-aged, under-credited, and/or who have dropped out of school
KIPP Montbello Collegiate High School	Charter	9-12	FNE	College prep high school program focused on blended learning
KIPP Montbello Elementary School	Charter	E-4	FNE	College prep elementary school program focused on blended learning
REACH Charter School	Charter	E-5	NE	A full inclusion elementary program with wraparound services and differentiated instruction
ROOTS Elementary	Charter	K-5	NE	A personalized learning elementary with mixed grade levels
Rise Up Community School	Charter	9-12	SW	A drop out recovery school serving as an Intensive Pathway program

²³ Denver Discover Middle School received Innovation Status March 2015.

²⁴ High Tech Elementary School received Innovation Status February 2015.

²⁵ Oakland Elementary School received Innovation Status June 2014

²⁶ Northfield High School received Innovation Status September 2015.

²⁷ Legacy Options High School received Innovation Status September 2015

School Name	School Type	Grades	Region	School Focus
Joe Shoemaker Expeditionary School	District-run (Innovation) ²⁸	E-5	SE	An expeditionary learning school integrating environmental sciences
Denver School of Innovation and Sustainable Design	District-run (Innovation) ²⁹	9-12	SE	A competency-based approach to a small school
Compass Academy	Charter	6-12	SW	A partnership with City Year and JHU to serve students with wrap around services and 21 st century learning opportunities
DSST College View HS	Charter	9-12	SW	Emphasizes science and technology and replicates one of Denver's highest performing high schools
Rocky Mountain Prep 2	Charter	E-5	SW	Emphasizes rigorous academic preparation, character development, and individualized support
2016-2017* Approved to Open				
Academia Lincoln	District-Run	6-8	NA	STEAM-focused middle school with emphasis on Spanish language acquisition and maintenance
Banneker Jemison STEM Academy	Charter	K-5	NE	This applicant has since surrendered its approval and will not open.
Bear Valley International School	District-run	6-8	SW	Focused on personalized learning and International Baccalaureate/ Middle Years Program
DSST Byers HS	Charter	9-12	SE	Emphasizes science and technology and replicates one of Denver's highest performing high schools
DSST Henry MS	Charter	6-8	SW	Emphasizes science and technology and replicates one of Denver's highest performing middle schools
High Tech Early College Middle School	District-run	6-8	FNE/NE	The District has since opted to not pursue the opening of this school.
Inspire Elementary	District-run	K-5	NE	Focused on building 21 st Century Skills and creative thinking through design and personalization
Kepner Beacon MS	District-run	6-8	SW	A blended learning approach that focuses on student leadership
McAuliffe at Manual MS	District-run	6-8	NE	College preparatory curriculum guided by the International Baccalaureate/ Middle Years Program
NNE Community Engagement School	Charter	6-8	NE	A personalized learning approach with an interdisciplinary project-based curriculum, focused on empowering students
STRIVE Prep FNE HS	Charter	9-12	FNE	College preparatory school that provides a challenging and relevant liberal arts education of high standards, structure, and accountability

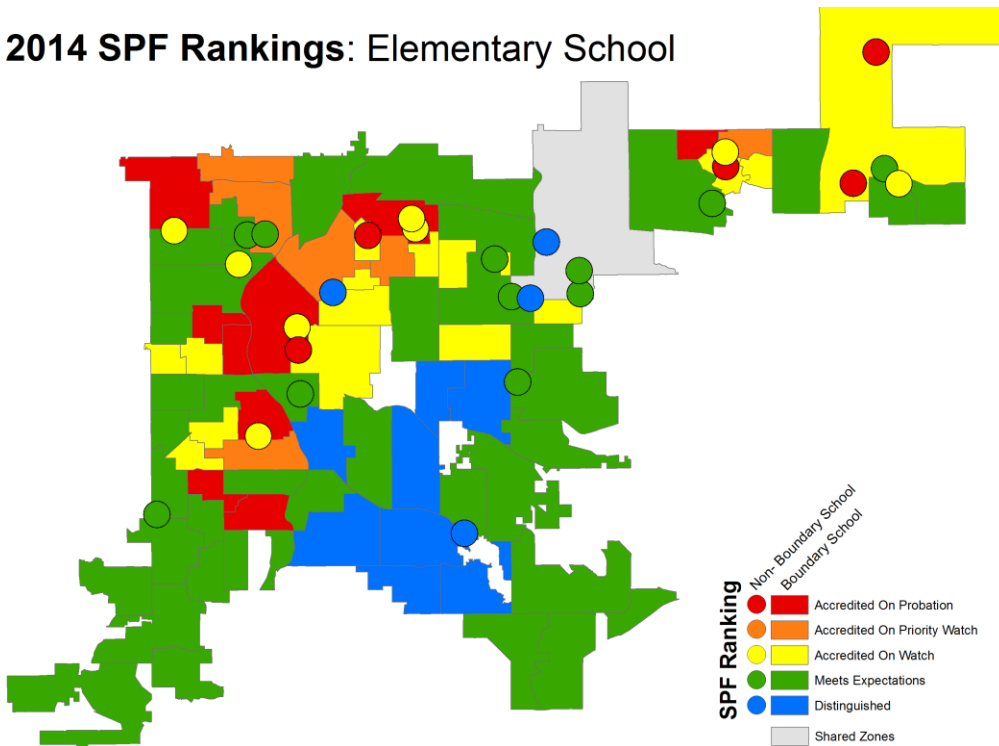
²⁸ Joe Shoemaker Expeditionary School received Innovation Status September 2015.

²⁹ Denver School of Innovation and Sustainable Design School received Innovation Status September 2015.

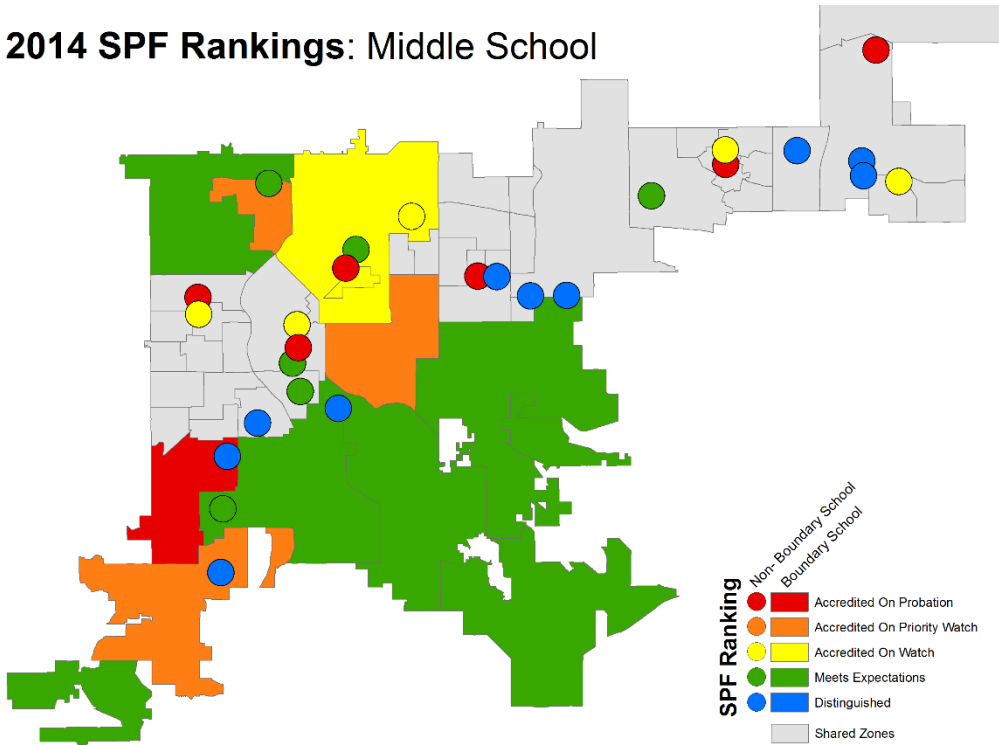
School Name	School Type	Grades	Region	School Focus
STRIVE Prep FNE ES	Charter	K-5	FNE	Offers high academic expectations, instructional rigor, character development and cultural enrichment in elementary environment in STRIVE Prep network
STRIVE Kepner MS	Charter	6-8	SW	College preparatory school that replicates one of the best secondary models in DPS
University Prep at Steele St.	Charter	K-5	NE	College preparatory model focused on rigorous academics and strong school culture
2017-2018* Approved to Open				
DSST VI HS	Charter	9-12	NE	Emphasizes science and technology and replicates one of Denver's highest performing high schools
DSST VIII MS	Charter	6-8	TBD	Emphasizes science and technology and replicates one of Denver's highest performing middle schools
DSST IX MS	Charter	6-8	TBD	Emphasizes Humanities
DSST X MS	Charter	6-8	TBD	Emphasizes science and technology and replicates one of Denver's highest performing middle schools
DSST XI MS	Charter	6-8	TBD	Emphasizes Humanities
Downtown Denver Expeditionary Middle School	Charter	6-8	NE	Expeditionary Learning middle school features project-based learning and field experiences
2019-2020* Approved to Open				
DSST VII HS	Charter	9-12	TBD	Emphasizes science and technology and replicates one of Denver's highest performing high schools
2020-2021* Approved to Open				
DSST VIII HS	Charter	9-12	TBD	Emphasizes science and technology and replicates one of Denver's highest performing high schools
DSST IX HS	Charter	9-12	TBD	Emphasizes Humanities
DSST X HS	Charter	9-12	TBD	Emphasizes science and technology and replicates one of Denver's highest performing high schools
DSST XI HS	Charter	9-12	TBD	Emphasizes Humanities

Appendix E: District Performance Maps

2014 SPF Rankings: Elementary School



2014 SPF Rankings: Middle School



2014 SPF Rankings: High School

