



Indianapolis Local Education Alliance

October 22, 2025

Agenda

- Welcome and Opening Remarks
- Alyssa Whitehead-Bust, *Attuned Education Partners*, Presentation on Denver Public Schools
- ILEA Q&A – Denver Public Schools
- Paul Kihn, *Deputy Mayor for Education, D.C.*, Presentation on D.C. Public Schools
- ILEA Q&A – D.C. Public Schools
- Public Comment
- Closing and Next Steps

Welcome and Opening Remarks

Presentation on Denver Public Schools



Presentation to the Indianapolis Local Education Alliance

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A career educator, I currently co-lead Attuned Education Partners

Founded in 2016, Attuned is a team of nationally-respected practitioners with a proven record of guiding school systems to transformational outcomes.

Our vision

All students have access to educational excellence.

Our mission

Our experienced practitioners combine empathy and rigor to help PK-12 systems and leaders become well *aligned* and well *equipped* to deliver breakthrough outcomes for all students—especially those furthest from opportunity.



Over the past decade, Attuned has supported 300+ school systems

Attuned has partnered with over 300+ PK-12 school systems nationwide that are also committed to serving students and families historically marginalized by our education system.

300+ org partners

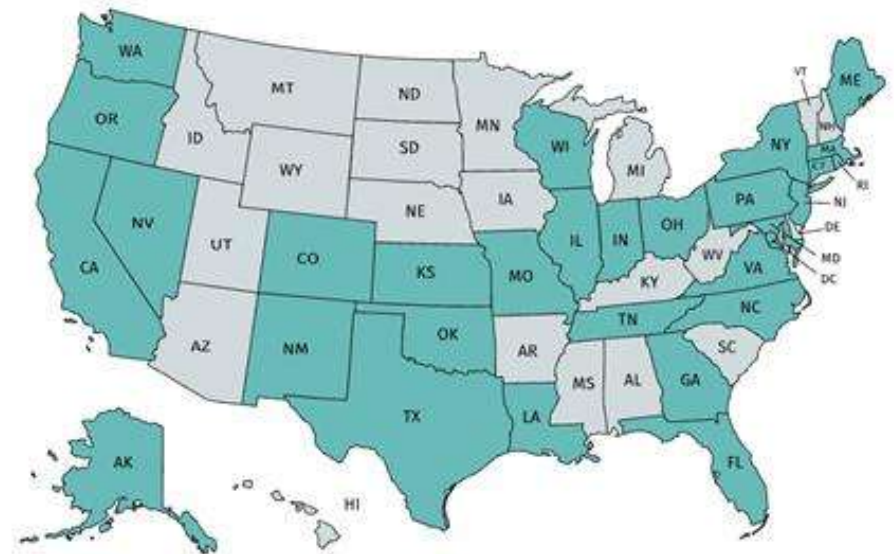
Including districts, CMOs, funders, state DOEs, and nonprofits (e.g., support or advocacy orgs)

31 states

31 states: Experience spans rural and urban districts, from small (<5k students) to large systems (>25k)

1.6+ million students served

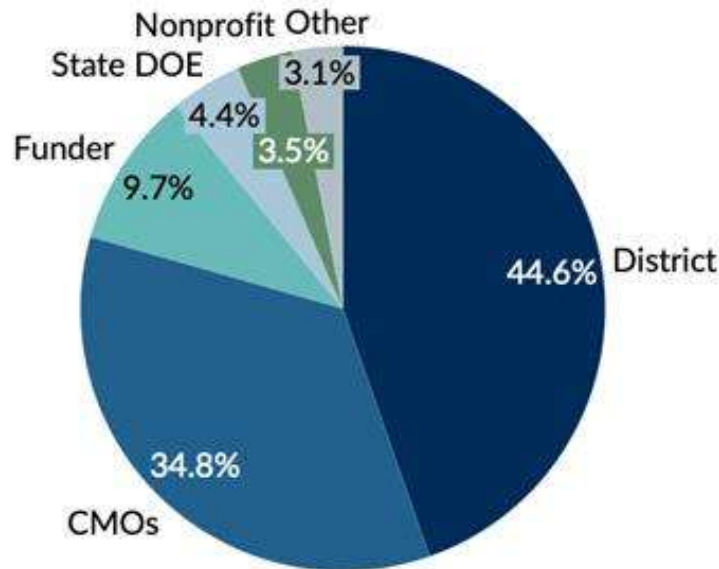
With over 1 million Black/Latinx students served and with systems that are on average ~75% Black/Latinx



We work across governance models, mostly with districts and charters

From state DOEs to Council of Great City Schools districts, leading CMOs, and smaller rural systems, our partnerships reflect the breadth of PK-12 education nationwide.

Breakdown of Org Partners by Type



Example Org Partners



Prior to launching Attuned, I led at the school and system levels in Denver



Chief Academic Innovation Officer (2011-2016 & independent consultant prior)

- Oversaw core academic functions for district
- Designed, launched, and/or improved systems for Denver's "family of schools" approach
- Launched and oversaw DPS' design thinking lab, the Imaginarium

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"family of schools" approach

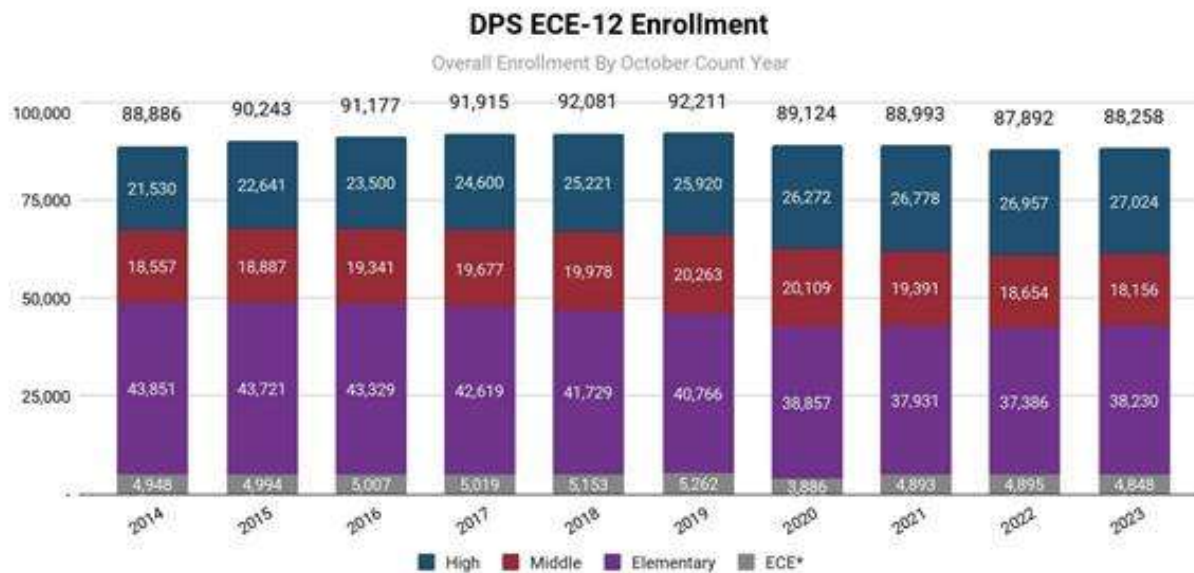
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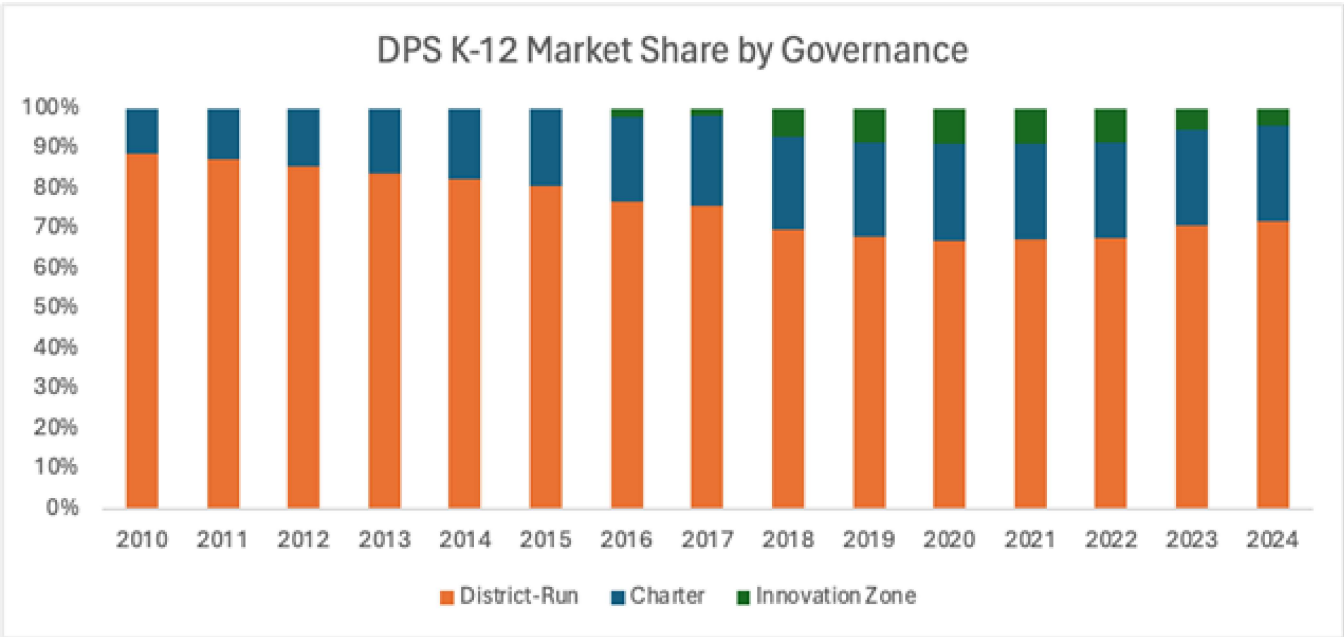
Denver Public Schools serves ~90,000 students in 212 schools; much of the work we'll discuss today happened during a period of enrollment growth



In 2024-25:

- **63%** of DPS students were eligible for free or reduced price lunch
- **41%** are multilingual learners (MLLs), with **28%** actively receiving supports
- **53%** are Hispanic / Latinx, **25%** White, **13%** Black

DPS has long operated as a “family of schools”, with ~30% of students served in charter or innovation zone schools



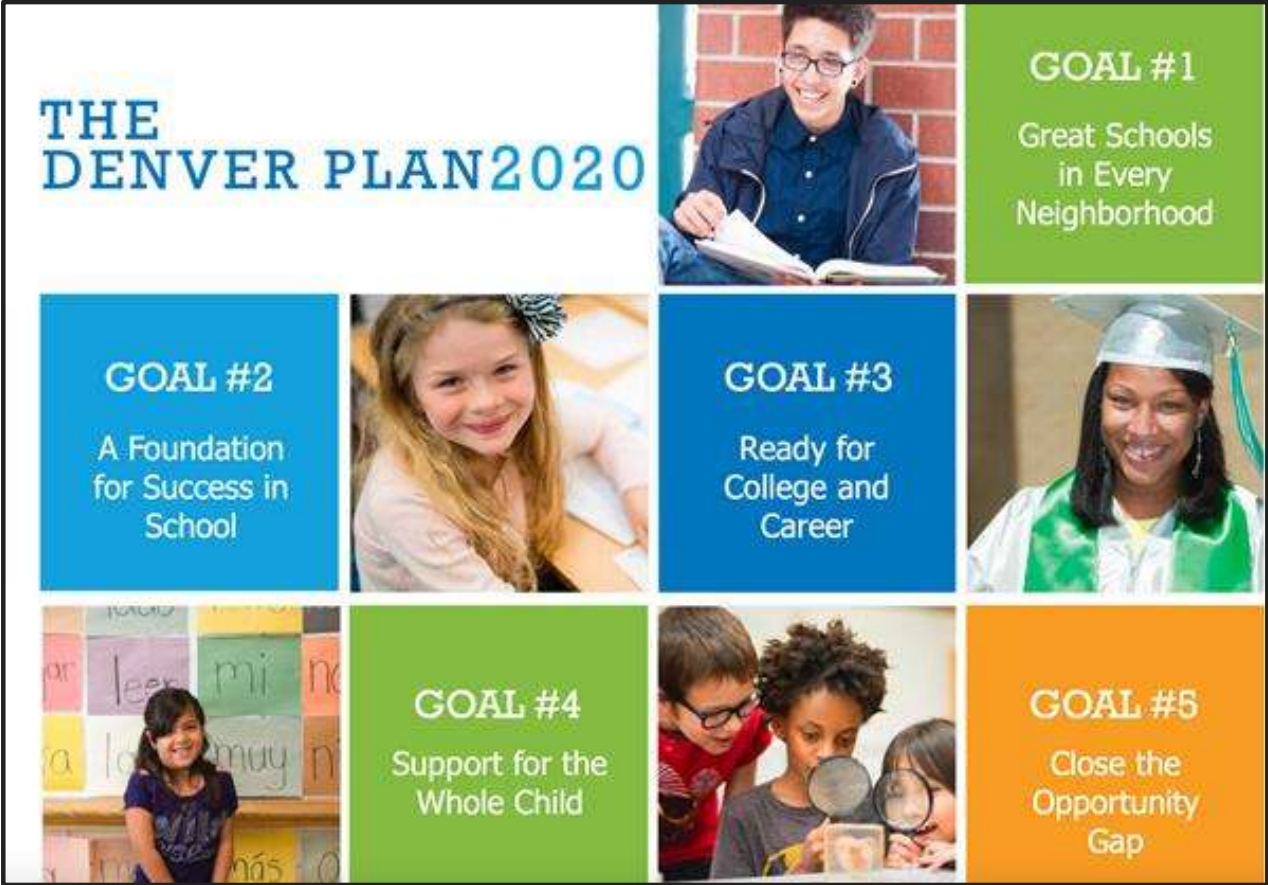
District-managed school: Operated by DPS directly

Innovation school: District-managed schools granted ability to waive certain requirements (e.g., schedules, hiring processes, curriculum)

Innovation zone school: Innovation schools formed together to be managed by independent non-profit boards.

Charter school: Non-profit entities with own boards of directors responsible for school operations.

DPS' family of schools approach was seen as a key driver to meeting 2020 Denver Plan Goals



By 2020, 80% of DPS students will attend a high-performing school, measured by region using the district's School Performance Framework.

The family of schools work was codified through the flexibility strategy and the family choice/access belief in The Denver Plan 2020

Flexibility Strategy Unpacked

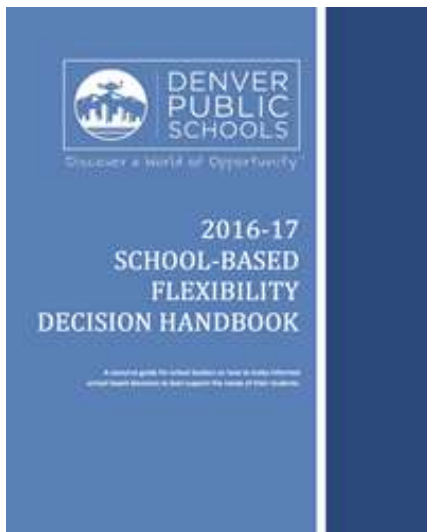
- Empower schools with **flexible, school-based decision-making** and resource use.
- Expand high-quality choices across all communities through **differentiated supports, new school strategies, turnarounds, and strong accountability systems.**
- **Encourage innovation** and create environments that meet **academic and social-emotional needs**, including **personalized learning opportunities.**



DPS developed systems to promote school-based flexibility while also relying on strong and consistent system-wide policies and processes

School-level Flexibility

“...School leaders and their teams, working with their communities, should have a strong ownership of all that happens within their buildings, encouraging innovation, flexibility and differentiation.”



AND

Consistent Policies

DPS also developed a coherent and connected set of policies and practices to support, hold accountable, and make decisions about individual schools and the family of schools, again applying consistent policies and processes across governance types.



While not sufficient to reach Denver Plan 2020 goals, multiple studies affirm the strategies led to significant outcome improvements

From 2006-2019, DPS made consistent and notable progress on a range of measures– including graduation and dropout rates, proficiency rates, student growth measures, and enrollment–thereby earning it national attention.

The study finds that compared to their matched peers in surrounding districts:

- DPS students who experienced two years of reform received the equivalent of at least six (6) months and as much as 18 months (2 years) of additional schooling.
- DPS students who experienced five years of reform received the equivalent of at least 18 months (2 years) and as much as 27 months (3 years) of additional schooling.

CHANGE IN DENVER'S AVERAGE GRADE EQUIVALENT UNITS IN ELA⁴
2009-2013, Districts serving more than 25,000 students



FINDINGS: AMONG THE MOST EFFECTIVE REFORM STRATEGIES IN U.S. HISTORY

The study's robust statistical analysis of student outcomes found the following:

The overall effects of the reforms over 11 years are among the largest ever observed in educational research. These findings demonstrate that not only were the district's reforms among the most comprehensive in American history, they were also among the most effective in size, scale and duration.



Adapted from Ford (2013) "Integrating Effect Size of Education Interventions"

Denver's family of schools approach played a significant role in boosting the district's performance

- **2009–2014:** DPS **closed 20 low-performing schools** (including **10 charters**)
- In the same period, DPS **opened 51 new schools** (including **28 charters**)
- Many new schools **introduced innovative models** and became **DPS's top performers**
- By **2018**, **half of DPS's "Blue"-rated schools** (its highest rating) **didn't exist a decade earlier**
- These schools offered **diverse programs** – IB, sustainability, college prep, science & technology
- Most opened as **charter or innovation schools**

Still today, many of DPS' top performers for students historically underserved are charter or innovation schools opened in that era

These schools scored **High ELA Proficiency on CMAS**

and also serve at least 25% Black and/or 25% Latino students

- 1 DSST: Cedar Middle School
- 2 DSST: Green Valley Ranch Middle School
- 3 Highline Academy Southeast
- 4 GALS Middle School
- 5 KIPP Northeast Elementary
- 6 Rocky Mountain Prep Creekside
- 7 Valdez Elementary

Top 10 DPS High Schools

with SAT Math proficiency amongst students qualifying for free or reduced lunch

- 1 Denver School of the Arts
- 2 DSST College View
- 3 DSST Conservatory Green
- 4 DSST Cedar
- 5 DSST Cole
- 6 DSST Green Valley Ranch
- 7 DSST Montview
- 8 DSST Elevate
- 9 Northfield High School
- 10 Rocky Mountain Prep SMART

Top 10 DPS High Schools

with SAT ELA Proficiency amongst students qualifying for free or reduced lunch

- 1 Denver School of the Arts
- 2 DSST College View
- 3 DSST Conservatory Green
- 4 DSST Cedar
- 5 DSST Cole
- 6 DSST Green Valley Ranch
- 7 DSST Montview
- 8 East High School
- 9 Rocky Mountain Prep RISE
- 10 Thomas Jefferson High School

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Leveraging the flexibility strategy to make progress towards *Great Schools in Every Neighborhood* required both adaptive and technical work

Sample policies, systems, and practices we'll dive into today:



- Checking progress: School Performance Framework (SPF)
- Supporting Schools: Flexibilities, Student Based Budgeting (SBB), and Tiered Support/Tiered Quality Assurance (TQA)
- Holding Ourselves Accountable: School Performance Compact (SPC)
- Starting New Schools: Strategic Regional Analyst (SRA) & Call
- Matching Schools with Communities: Facilities Allocation Policy (FAP)

All supported by the District-Charter Collaboration Compact and the Collaborative Council.

Signed in 2010, the District-Charter Collaboration Compact committed to 3 equities and grounded all related policies and practices

Denver's "Three Equities": All DPS schools – district-run, innovation, or charter – share the same responsibilities to serve all students and are held equitably accountable.

1. **Equity of Opportunity:** All schools receive **equitable per-pupil funding, district supports, and access to facilities.**
2. **Equity of Responsibility & Access**
 - a. **Open access** for all students regardless of income, disability, or language.
 - b. **Shared district duties, including:**
 - i. Programs for students with severe disabilities
 - ii. Strong supports for MLLs
 - iii. **Common enrollment system (SchoolChoice)**
 - iv. **Serving mid-year arrivals and transfers**
3. **Equity of Accountability:** All schools follow the **same performance standards**, measured through the **School Performance Framework** and **School Performance Compact.**

In part as a result of these 3 equities, in SY23-24, little variance existed in the demographics of students served in district-run and charter schools

Attendance	All Schools		District-Run Schools		Charters Only	
	2022-23 Result	2023-24 Result	2022-23 Result	2023-24 Result	2022-23 Result	2023-24 Result
All Students	88%	88%	88%	88%	89%	89%
Black Students	87%	87%	85%	85%	90%	90%
Hispanic/Latine Students	86%	86%	85%	86%	87%	88%
Asian Students	91%	92%	91%	92%	92%	93%
Native American Students	83%	83%	83%	82%	85%	85%
Native Hawaiian/Pacific Islander Students	80%	81%	79%	80%	84%	85%
White Students	92%	92%	92%	92%	92%	91%
Students of Two or More Races	89%	89%	89%	89%	89%	89%
In-program Multilingual Learners (MLLs)	87%	87%	86%	87%	88%	89%
Students on Individualized Education Plans (IEPs)	86%	87%	86%	86%	87%	87%

The Collaborative Council served as an advisory group to the Superintendent on relevant policies, frameworks, and systems

Collaborative Council Overview

Why: Brings together **charter leaders** and **DPS senior leaders** to advise on policies and initiatives that address the realities of a **mixed system** of district-run and charter schools. Serves as an **advisory body to the Superintendent**, shaping policy and processes that impact both the **charter sector** and the **broader education ecosystem**—advancing a **system of great schools for all students**.

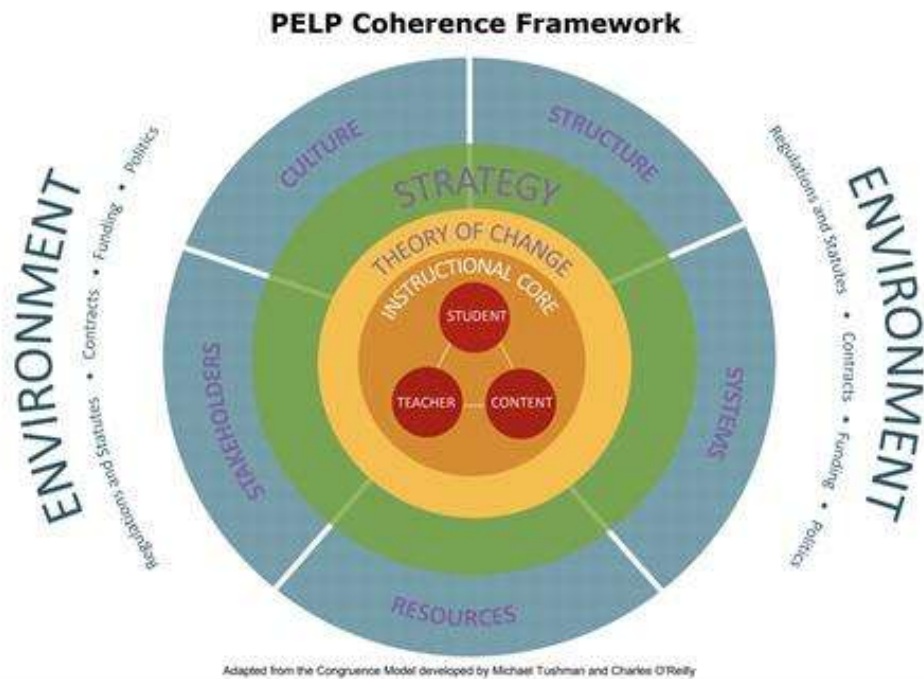
What: The Council (1) **promotes Denver’s Three Equities** (2) **encourages collaboration** and sharing of best practices and (3) **protects charter autonomy**. It also **guides working groups** of school and district leaders to solve shared challenges.

Who: Superintendent, **2 Cabinet members**, **1 Board member**, and **4 charter leaders** elected or appointed by charter community.

How: Meets **monthly** to address complex policy issues and advise the Superintendent on topics such as:

- Mid-year “backfill” of students
- Equitable special education services
- Enrollment and family support
- Fair discipline policies
- Facilities access and maintenance

Drawing on Collaborative Council recommendations, DPS' Superintendent and Board sought to create a coherent set of policies and practices



DPS attempted to create an integrated and coherent set of policies and practices focused on improving schools (and therefore the instructional core)



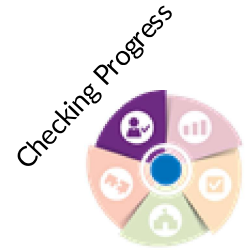
The School Performance Framework (SPF) supported DPS in checking progress and served as the foundation for other policies



In 2008, the SPF was developed to assess the overall effectiveness of schools. Over time, the SPF served to ground regular progress monitoring and support DPS to:

- **know how well schools were serving students and families** against a consistent and governance-agnostic set of criteria;
- **identify** possible **flexibilities and supports** using a tiered support system;
- **guide decisions about schools** that have not shown improvement even after extra time and intense support;
- **inform parents/guardians** during the school choice process;
- **assess progress on the overarching Denver Plan 2020 goal** of great schools in every neighborhood.

The SPF provided consistent data and accountability across governance types



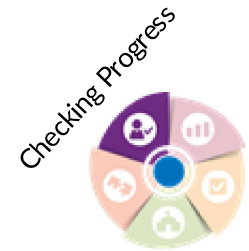
The SPF sought to help illuminate through data answers to several essential questions:

- How satisfied are students and families?
- How much have students improved their scores on state tests from year to year?
- How well does the school close academic gaps for all of its students?

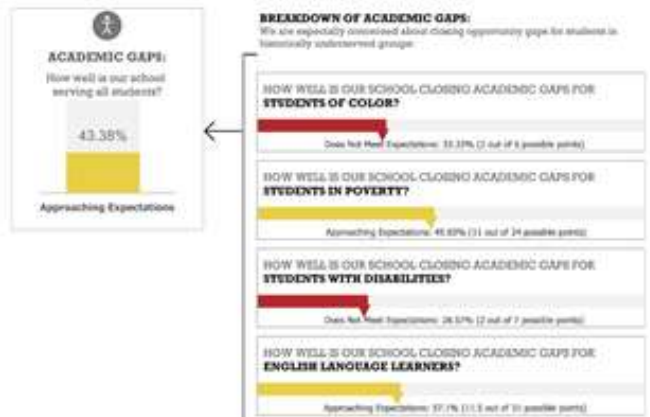
Specific measures and the weighting of those measures shifted over time, but typically included:

- Engagement
- Growth
- Status
- Post-Secondary Readiness
- Academic Gaps
 - MLLs
 - Students who qualify for free or reduced-price lunch
 - Students of color
 - Students with disabilities

School and district leaders both used SPF data to inform continuous improvement



Abraham Lincoln High School School Performance Framework 2018 | CONTINUED HIGH SCHOOL

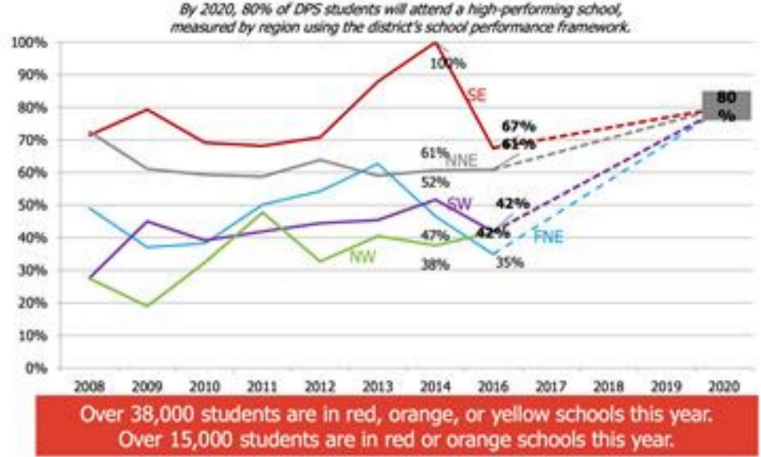


WHY DOES CLOSING ACADEMIC GAPS MATTER FOR ALL STUDENTS?
DPS believes in the potential of every child. We also believe that a great school is one that works, challenges and supports all students well. By highlighting the academic growth and performance of specific student groups, we all at DPS are more aware of the opportunities we have to help each student reach his or her full potential.
Each school's overall SPF rating is affected by the school's academic gaps rating. Schools must meet expectations in Academic Gaps in order to be eligible to receive our highest overall SPF ratings. If a school does not meet expectations in Academic Gaps, it cannot earn an overall SPF rating higher than yellow. We believe this approach will improve the quality of all schools in DPS, and ensure that every child succeeds.

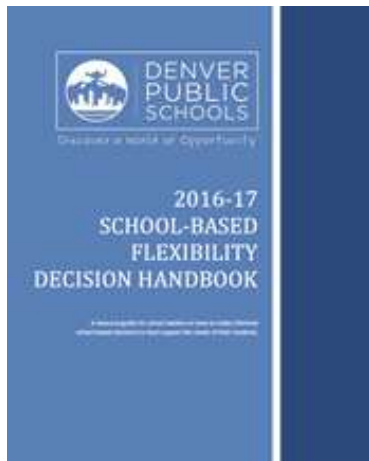
- Measure Indicators:**
Every school is evaluated on the following indicators, which are different components of a great school.
- STUDENT PROGRESS - GROWTH**
The indicator looks at how much progress students are making on state assessments in grades K-12 from one year to the next.
 - STUDENT ACHIEVEMENT - STATUS**
The indicator looks at performance on state assessments.
 - POSTSECONDARY READINESS - GROWTH**
This indicator looks at improvements in areas such as graduation and retention rates.
 - POSTSECONDARY READINESS - STATUS**
This indicator looks at several factors including graduation and retention rates.
 - FAMILY AND STUDENT ENGAGEMENT & SATISFACTION**
The indicator considers the school's attendance rates and results from the school's annual engagement survey.
 - ACADEMIC GAPS**
The indicator looks at performance and growth of historically underserved student groups, including English language learners, students with disabilities, students in poverty and students of color.

LEARN MORE ABOUT THE SPF
For more information about the SPF and to see your school's detailed report, please visit dps.org/spf.
Talk with your school leader to ask questions about your school's ratings. If you have additional questions, please email spfd@dpsschools.org.

School Name	% Exceed Expectations	SPF Rating	Academic Gap	Attendance	Family Satisfaction	Postsecondary Readiness
Adams Elementary School	20.0%	Needs Improvement	20%	20%	20%	20%
Adams Middle School	20.0%	Needs Improvement	20%	20%	20%	20%
Adams High School	20.0%	Needs Improvement	20%	20%	20%	20%
Adams Elementary School	20.0%	Needs Improvement	20%	20%	20%	20%
Adams Middle School	20.0%	Needs Improvement	20%	20%	20%	20%
Adams High School	20.0%	Needs Improvement	20%	20%	20%	20%
Adams Elementary School	20.0%	Needs Improvement	20%	20%	20%	20%
Adams Middle School	20.0%	Needs Improvement	20%	20%	20%	20%
Adams High School	20.0%	Needs Improvement	20%	20%	20%	20%



Based in part on SPF performance, DPS supported schools in both universal and tiered ways



2014-15 Innovation Budget Menu - Quick Reference Guide

Category	Item	Priority	Eligibility	Notes	Start Date	End Date
Tiered Support	Intensive Support	High	Yes	For schools with a 2013-14 SPF score of 1.0 or below. Schools with a 2013-14 SPF score of 1.0 or below are eligible for intensive support. Schools with a 2013-14 SPF score of 1.0 or below are eligible for intensive support.	8/1/14	7/31/15
	Strategic Support	Medium	Yes	For schools with a 2013-14 SPF score of 1.0 or below. Schools with a 2013-14 SPF score of 1.0 or below are eligible for strategic support. Schools with a 2013-14 SPF score of 1.0 or below are eligible for strategic support.	8/1/14	7/31/15
Universal Support	Universal Support	Low	Yes	For all schools. All schools are eligible for universal support. All schools are eligible for universal support.	8/1/14	7/31/15
	Charter Support	Low	Yes	For all charter schools. All charter schools are eligible for universal support. All charter schools are eligible for universal support.	8/1/14	7/31/15



Empowered all school leaders — not just charters or innovation — with flexibility to design responsive academic models.

Adopted student-based budgeting (SBB) to ensure funding follows students, shared revenue equitably, and offered added financial flexibility to charters and innovation zones.

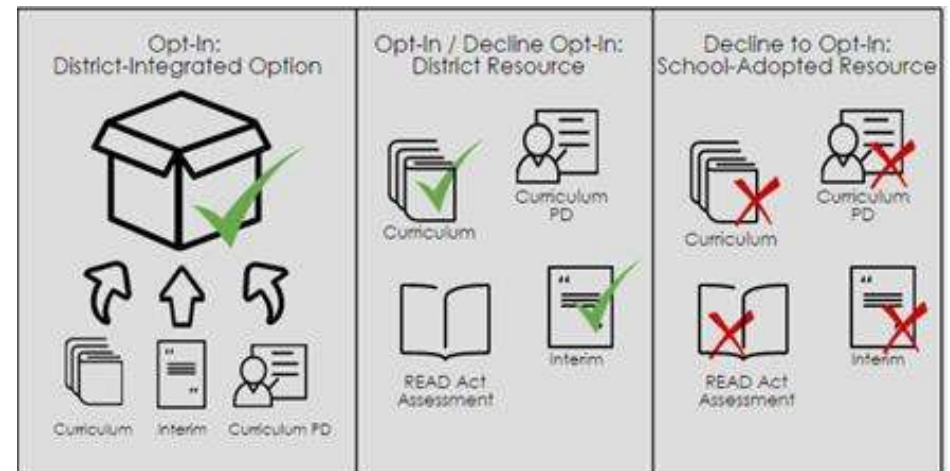
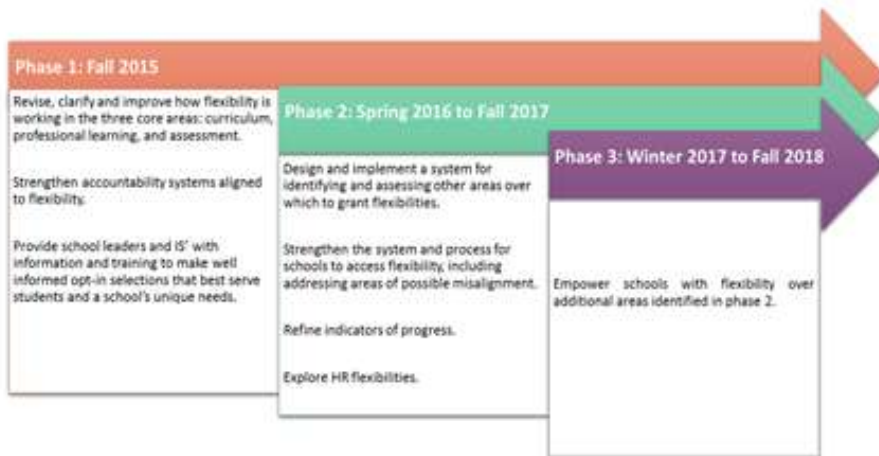
Provided tiered supports to all schools — district-run, innovation, and charter — based on overall quality and performance.

DPS' Flexibility Handbook sought to empower leaders of direct-run schools to make decisions related to the instructional core



DPS staged the roll-out of system-wide flexibilities...

...starting with the levers closest to the instructional core: curriculum, assessment, and PD



While offering school-based flexibility, DPS also sought to ensure its centralized options were compelling, ultimately leading to 90%+ of schools opting into the district-integrated option

DPS' Student Based Budgeting (SBB) sought to empower schools to make resource decisions aligned to their strategies & students



Based on the belief that funds belong to students and not schools or the district, through SBB money follows students regardless of the school–or the governance model–chosen



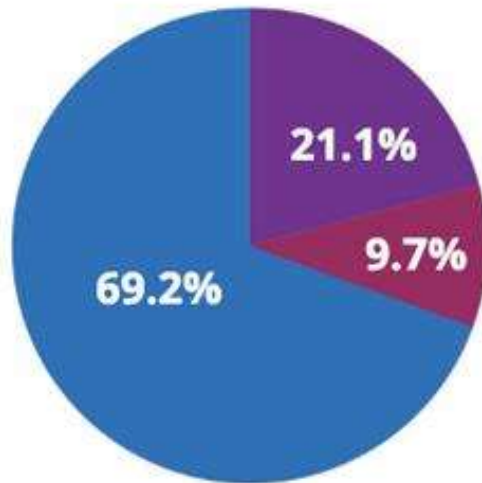
- Schools were allocated dollars based on their total number of students and the number of students who carried a specific weight or qualification. As an example, additional funds were allocated to schools on a per student basis for Free-Reduced Lunch (FRL), Language Learner, Mill Levy allocations*, and Title I.
- While all school leaders had autonomy over the majority of funds, innovation and charter leaders likely had more flexible funding.
- School leadership teams, including from charters, could “purchase” district services off a menu.

*Note: In 2013, through the recommendation efforts of the Collaborative Council and others, the DPS Board passed policy to distribute equitably on a per student basis mill levy funds (see fiscal management policy DEA)

Still today, the vast majority of DPS' budget goes directly to schools



**More than
\$1.463 Billion**



Our Budget

As part of building out an equitable and transparent system experience, DPS continues to invest heavily in ensuring our schools and students have the support they need.

\$1,039.3 Million

School Budgets (e.g., salary, materials, etc.)

\$316.2 Million

Field Supports (e.g., facilities, transportation, safety, textbooks, etc.)

\$146.3 Million

Central School Supports and Headquarters (e.g., Family and Community Engagement, Career and College Success, Payroll, etc.)

Historically, innovation school leaders had the opportunity opt in or out of a wider range of expense categories



2014-15 Innovation Budget Menu – Quick Reference Guide

Department	Service	Ability to Opt-Out?	Replacement Requirements if Opting Out	Dollars Received for Opting out	Service Flexibility
Teaching and Learning	New Educator Institute	Yes	Yes. Schools must submit an alternative plan for approval to OSRI and the Executive Director of Teaching and Learning. Mentor must be assigned to novice teachers; new to district teachers who hold a Professional License can opt out with principal approval.	\$180 per day for NEI (up to 4 days) for a total of up to \$720 per teacher	No
	Teacher Leadership Cohorts	Yes	The three-day standard institute is required, but schools can opt out of ongoing support.	\$0	No
Teaching and Learning	Summer Literacy Academy (READ Act)	Yes	Students who are identified as needing a READ Plan (reading significantly below grade level) should be provided one or more supports: summer school, tutoring, full-day kindergarten or direct intervention services.	\$0	No
Teaching and Learning	Textbooks	Yes	Yes. Funding must be used to purchase textbooks or textbook-related resources.	Depending on grade level (per student): ECE – 5: \$17 6-8: \$95 9-12: \$100	Yes
Postsecondary Readiness	High School Athletics	Yes	Yes. There are reporting and league membership requirements.	\$115.91 per student	No
Postsecondary Readiness	9 th Grade Academies	Yes	Yes. Funding must be used to support transition into HS. Must meet scheduling requirements and program guidelines.	\$65.78 per 9 th grade student	Yes
Postsecondary Readiness – College and Career Readiness	Career and Technical Education (CTE)	Yes	Yes. Must be a state approved program.	\$15 per student	Yes
	Concurrent Enrollment College Readiness Credit Recovery	N/A	N/A	\$0	Yes
Interdisciplinary Learning	Library Services	Yes	Yes. Funding must be used to purchase library books for a central library or classroom libraries.	\$7.03 per student	Yes

Per state statute, charter schools can be charged for a range central office expenditures, up to 5% of per pupil revenue



FY26 Admin Fee		
	FY23	FY24
A. Central Administrative Overhead Costs (C.R.S. 22-30.5-11 (2)(a.5)(I))		
Total Central Administrative Overhead	\$ 18,866,101	\$ 18,130,811
Total District Funded Pupil Count (less RMSEL) (FYXX)	89,291	84,470
Per Student Cost	\$ 211.29	\$ 214.64
B. Direct Costs (C.R.S. 22-30.5-112)(b.5)(II)		
1. Direct services to charter schools - employee salaries and benefits (GT removed FY24)	\$ 1,892,964	\$ 1,945,286
2. Portfolio and A&A services to charter schools - general non-salary expenses	\$ 28,306	\$ 31,160
Total Direct Costs	\$ 1,911,270	\$ 1,976,447
Total Charter School Enrollment (FYXX)	20,112	19,670
Per Student Cost	\$ 95.03	\$ 100.48
C. Additional Costs		
1. Safety and Security - Patrols, Emergency Response Training, Alarm Monitoring	\$ 2,408,926	\$ 2,532,537
2. Gifted & Talented (Universal Screenings in FY22 and FY23, shift in logic to all for FY24 - removed from Direct Costs)	\$ 355,056	\$ 1,287,367
3. Choice and Enrollment	\$ 1,435,205	\$ 1,259,956
Total Additional Costs	\$ 4,199,187	\$ 5,079,860
Total District Funded Pupil Count (less RMSEL) (FYXX)	89,291	84,470
Per Student Cost	\$ 47.03	\$ 60.14
Total Admin Fee	\$ 353.35	\$ 375.26

Grounded in the three equities, all schools—including charters—pay a proportional share of net SPED expenses



FY26 Special Education Fee			
	FY25 SpEd Fee (updated calculations)		FY26 SpEd Fee
	(FY23 Actuals)		(FY24 Actuals)
Special Education Revenues	\$ 57,826,305	\$	64,695,893
State ECEA	\$ 33,365,836	\$	37,173,134
PPOR-Pre-K Special Ed	\$ 3,457,794	\$	2,606,507
State Transportation	\$ 1,266,000	\$	3,424,262
IDEA - Part B	\$ 18,229,411	\$	20,022,320
IDEA - Preschool	\$ 478,680	\$	443,778
SWAP	\$ 1,028,584	\$	1,025,893
Total Special Education Expenses	\$ 91,553,382	\$	112,758,999
Total Special Education Revenues	\$ 57,826,305	\$	64,695,893
Net Special Education Expenses	\$ 33,727,077	\$	48,063,106
FYXX Funded Pupil Count (includes RMSEL)	89,180		84,848
Special Education Fee	\$ 378.19	\$	566.46

Grounded in the three equities, all schools—including charters—pay a proportional share of net SPED expenses



FY26 Special Education Fee		
	FY25 SpEd Fee (updated calculations) (FY23 Actuals)	FY26 SpEd Fee (FY24 Actuals)
General Fund Expenditures	\$ 62,913,266	\$ 80,997,311
School Center Programs	\$ 25,747,341	\$ 28,593,605
OT/PT (2399, 2400, 2401)	\$ 4,255,802	\$ 3,641,310
Speech Language (2104)	\$ 9,088,226	\$ 12,980,134
Low Incidence DIS (2099)	\$ 417,804	\$ 812,726
Central Office Support (Program 1700)		\$ 549,061
SpEd School Level Instruction and Support		\$ 2,036,034
Transition, Post Secondary, and Extended School		\$ 272,806
Compliance, Operations, and Special Services		\$ 737,747
Dedicated Adult Support (2101)	\$ 21,707,991	\$ 28,707,609
Translation/Interpretation (2238: Accts 9339, 9850)	\$ 1,507,853	\$ 2,364,298
Central Support (HR and TA)	\$ 111,687	\$ 169,430
Testing (Frontline)	\$ 76,562	\$ 132,551
Transportation Expenditures	\$ 8,903,441	\$ 10,269,697
3rd Party Service Providers (SpEd = 49%)		\$ 6,041,830
Paraprofessional Support		\$ 4,227,867
Federal Fund Expenditures	\$ 19,736,675	\$ 21,491,991
IDEA - Part B	\$ 18,229,411	\$ 20,022,320
IDEA - Preschool	\$ 478,680	\$ 443,778
SWAP	\$ 1,028,584	\$ 1,025,893

All schools located in district-owned facilities (the vast majority) contribute a pro-rata share of the net facility expense



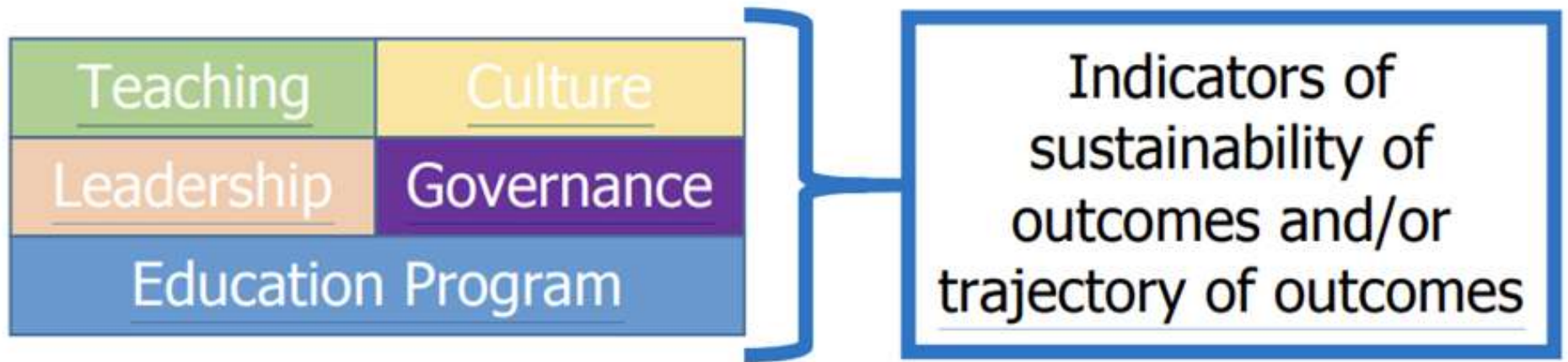
FY26 Facility Fee		FY23 Data	FY24 Data
Utilities		Applies to FY25 Fee	Applies to FY26 Fee
	Total	\$ 22,904,218	\$ 22,751,212
Maintenance			
	Total	\$ 17,821,370	\$ 25,564,170
Operations			
	Total	\$ 42,286,918	\$ 44,255,315
Facility Services			
	Total	\$ 1,604,238	\$ 2,378,733
Capital Projects			
	Total	\$ 4,370,978	\$ 4,863,753
Insurance - Property Premiums & Claims			
	Total	\$ 5,021,725	\$ 6,336,940
	Gross Expenditures	\$ 94,009,447	\$ 106,150,123
Mill Levy Credits			
	Total Mill Levy Credit	\$ (11,002,595)	\$ (11,002,595)
Admin Cost Offset			
	Total Central Admin Credit (25% of above)	\$ (533,504)	\$ (602,402)
	Net Expenditures	\$ 82,473,348	\$ 94,545,126
	Total Students in District Facilities (FYXX)	79,084	80,228
	Facility Fee (Per-Pupil Amount)	\$ 1,042.86	\$ 1,178.46

In addition to required expense allocations, charter schools were also able to purchase optional services from the district



Service	Required/Optional	Cost	
Special Education	Required	\$ 507.00	per funded student
Success Express	Required (if in a district facility)	\$ 61.85	per funded student -1st year of participation
		\$ 80.41	per funded student - 2nd year of participation
		\$ 98.96	per funded student - 3rd year of participation
		\$ 123.71	per funded student - full rate 4th year and beyond
Transportation	Optional	\$ 5.35	per mile
PACE Behavioral Intervention	Optional	\$ 1,067.50	per referred student
Transitions Team / CYC	Optional	\$ 13.01	per student
CEC Middle College	Optional	\$ 800.00	per student per semester
Safety & Security	Optional	\$ 29.04	per funded student
Campus Security Officer	Optional	\$ 25,000.00	per year
ELA Professional Development	Optional	Varies	by course
Teacher Effectiveness Coaches	Optional	\$ 36,000.00	0.5 FTE
Classroom/Professional/Video Library/Online Databases/Art, Music and P.E. Resources	Optional	\$ 1.00	per student
Library Online Databases Only	Optional	\$ 0.83	per student
LION Circulation, Online Catalog and Inter-School Loan	Optional	\$ 2,600.00	one time charge in year 1
LION Circulation, Online Catalog and Inter-School Loan	Optional	\$ 1,145.00	per year in years 2+
LION Networking via DoTS	Optional	\$ 207.21	per year
Cataloging of Library Materials	Optional	\$ 1.00	per item

DPS tiered schools, allocated resources and supports, and made accountability decisions using multiple measures



All DPS schools had access to tiered supports appropriate to their governance model



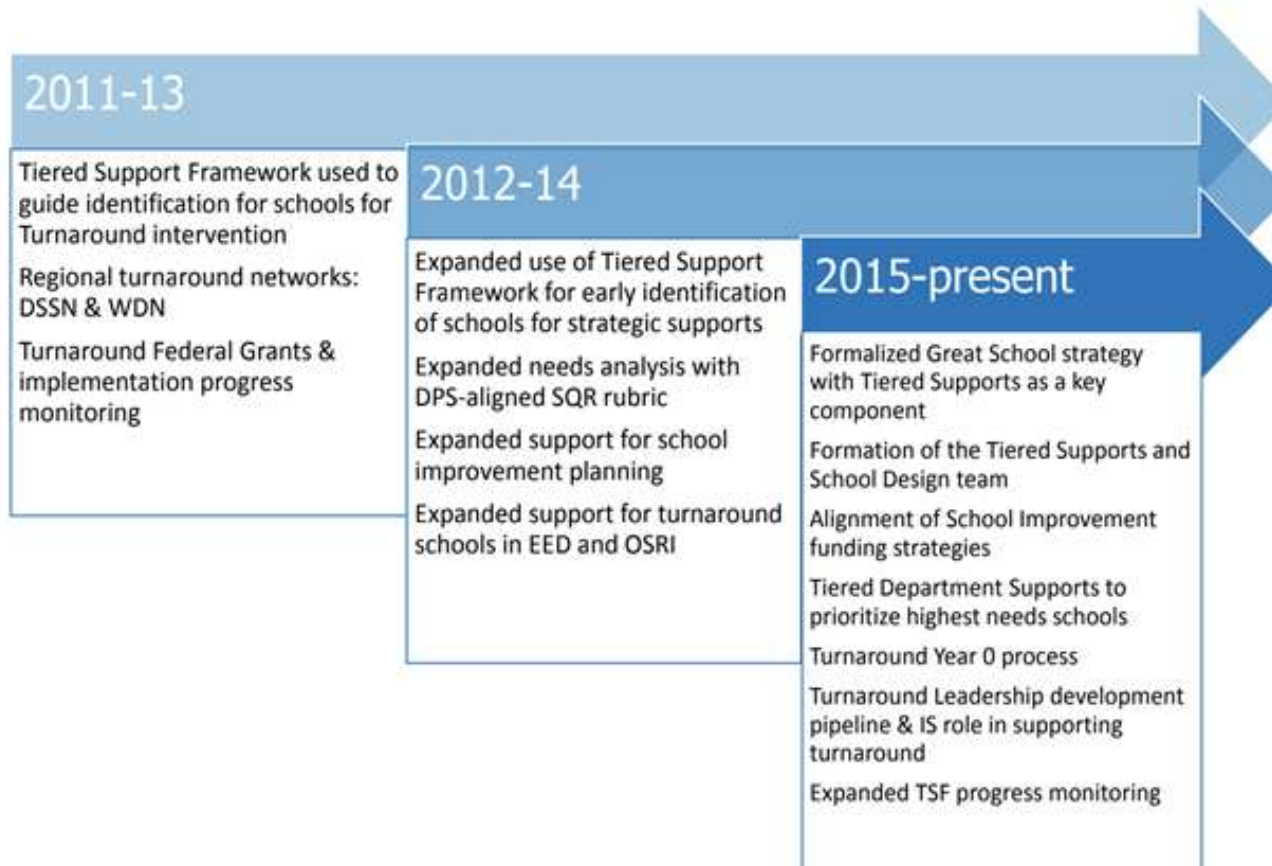
Universal supports for charter schools: All charter schools had the opportunity access supports

Tiered supports for district-run schools: Through Tiered Supports, DPS supported low-performing schools with extra resources, staff and time.

Increasing leadership capacity	Increasing Board capacity	Support with compliance and advocacy
Thought partnership: <ul style="list-style-type: none"> Review of instructional program tools, and protocols Review of planning documents Co-observation of classrooms Informal site visits and debriefs Staff/student culture Data support 	Thought partnership: <ul style="list-style-type: none"> Feedback on governance protocols and practices School leadership oversight and support Feedback on Board meetings 	Compliance supports: <ul style="list-style-type: none"> Directing escalation Communication/escalation concerning deadlines and district accountability expectations
Peer learning opportunities: <ul style="list-style-type: none"> Topic-based group school visits Targeted individual school visits Topic-based peer learning groups Connection with peer experts 	Peer learning opportunities: <ul style="list-style-type: none"> Referrals to peer experts 	Referral to district resources: <ul style="list-style-type: none"> Grant opportunities District PD Technical assistance (i.e. referral to DoTS/CISS)
	Referral to resources: <ul style="list-style-type: none"> Colorado League of Charter Schools Other resources, texts, and best practices 	



For district-run schools, tiered supports drove re-organization and re-prioritization of district resources and ways of working

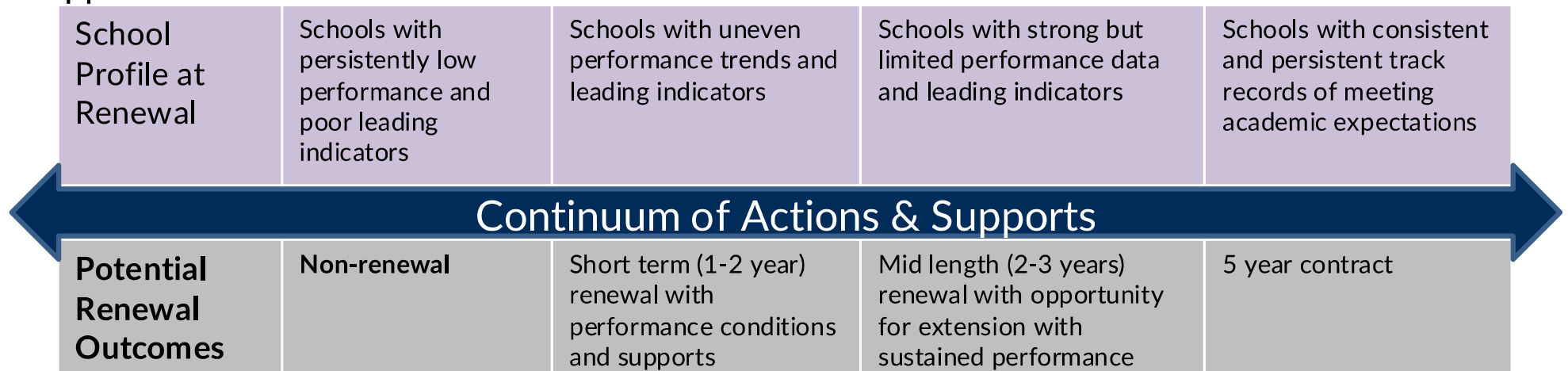


DPS' tiered support framework (TSF) prompted central office departments to contemplate: How might district supports and departments better serve DPS' highest needs schools?

Charter school tiers determined both accountability and support



Schools/Networks are tiered based on academic performance, organizational health, leadership/governance, and compliance identified through tools such as the School Performance Framework, Financial Performance Framework, and School Quality Framework. All schools/networks were placed into one of three tiers. Schools/networks at the higher tiers received both enhanced oversight, as well as additional opportunity for support



The School Performance Compact committed DPS to taking action on any school persistently not meeting expectations

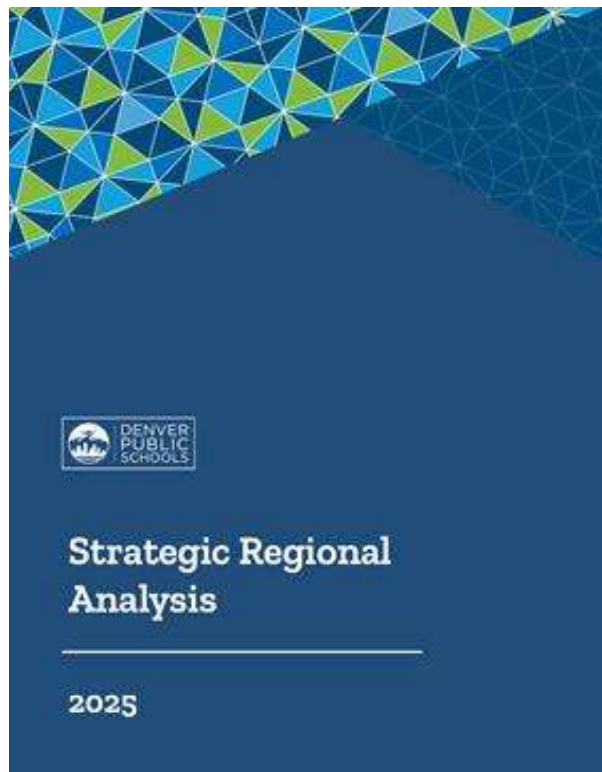


If a school continues its low performance over time, the DPS Board of Education votes on whether to restart or close the identified school using its School Performance Compact policy. Under the SPC, standards for charter schools and district-run schools are the same.

- Guides DPS in identifying the most persistently low-performing schools, both district-run and charter.
- Denver Board of Education uses policy to decide if the identified schools must be restarted or in rare cases, closed.
- For restarts, a Community Review Board will evaluate options and recommend provider. Board approves final provider determination.



DPS' Strategic Regional Analysis (SRA) has long been a cornerstone of strong data-driven decision making



Denver's SRA is an annual report that both assesses current state and forecasts future states across 6 regions for enrollment, demographic trends, school capacity, and facility utilization, while re-publicizing current SPF ratings. The SRA is used for long-term strategic planning, including to inform DPS' "Call for New Quality Schools".

Historically, the SRA focused both on capacity and quality, with the aim of ensuring all regions had sufficient and quality seats



Introduction

The Strategic Regional Analysis (SRA) details the current state of enrollment, capacity, Choice behavior, and school performance by region and identifies gaps in each area that may require district intervention.

Using comprehensive enrollment data for both district and charter schools, the SRA is able to utilize the cross-functional data below to look thoroughly at enrollment trends and forecasts. This yields an understanding of where performance and service gaps exist and which areas will need facility support due to growth or will need strategies for managing enrollment declines. To this end, the 2018 SRA includes a special section that provides an in-depth look at trends in Stapleton and the Far Northeast, areas that are expecting a mix of high growth and steep declines.

The information in the SRA also informs progress toward district goals. In fact, the SRA is a key planning document that supports the Denver Plan 2020 goal of having at least 80% of students attending SPF green or blue schools in every region in the district.

Enrollment
Forecasts

Choice
Participation and
Access

Student
Demographics

School
Performance

Programmatic
Choice

Facility
Utilization

Summary of Key Insights by Region

Both the Central and Northwest regions will continue to experience enrollment declines. Significant performance gaps persist in both regions.

Central

- Surplus capacity at all grade levels
- Performance gaps exist at ES and MS levels. HS are primarily low performing this year
- Match rates are high since there are fewer students than seats
- Enrollment declines forecast to continue leading to more empty capacity at all grade levels

Capacity: Surplus will continue to be the norm in this region as enrollment declines at all grade levels due to rising housing costs and declining birth rates. School budgets are being impacted by low enrollment, creating risks to several schools in the region.

Performance: Academic gaps exist at all levels.

Match Rates: First choice match rates are among the highest in the city due to the surplus of seats at all grade levels.

Forecast: Continued enrollment declines in the region are likely to impact schools at all grade levels.

Northwest

- Excess capacity at all grade levels except at the most in-demand programs
- Large performance gaps at all levels
- Relatively low match rates at kindergarten, but high for 6th and 9th
- Enrollment declines to continue, but at a slower pace

Capacity: Surpluses will remain as enrollment continues to decline due to rising housing costs. Surpluses are the largest at the elementary level and school budgets will continue to be impacted as a result.

Performance: Performance gaps exist at all education levels in this region.

Match Rates: Kindergarten match rates are comparatively low due to competition for schools. 6th and 9th grade match rates are relatively high due to enrollment zones and excess capacity.

Forecast: Enrollment declines will continue in this region but at a slower pace than in previous years and with some areas starting to stabilize as DPS schools become more popular with families living in the region.

Based on the SRA, DPS released a Call for New Quality Schools that identified specific regional and programmatic needs



2017 Call for New Quality Schools

Document

A public document that transparently articulates forecasted needs for new schools or additional capacity in the district. Informed by the Strategic Regional Analysis planning document used; to determine where students are and are going.

Quality Review Process

Evaluates new school proposals, engages community and supports board decision-making to approve or deny applications.

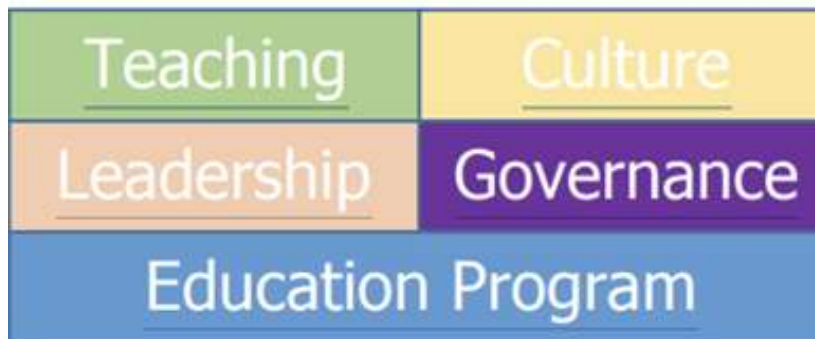
Community Matching Process*

Open *only* to quality applicants seeking to serve in a district facility to meet priority needs defined in the Call document.

Regardless of governance type, new school applications were evaluated on the same criteria used for tiering and renewal



Starting New Schools



- Executive Summary
- 1. School Culture
- 2. Educational Program
- 3. Teaching
- 4. Leadership
- 5. Governance, Operations, and Budget
- Optional Sections and Appendices

Passed in 2015, DPS' Facility Allocation Policy (FAP) ensures equity of opportunity to buildings



When need existed for one or more new schools based on the data in the SRA, **DPS provided access to facility support regardless of governance type.** Schools authorized through the new quality schools process were subsequently selected for facility placement through a community-based process.

The FAP aimed to ensure the equitable distribution of facilities based on school needs, community engagement, and fiscal stewardship, resulting in the vast majority of schools—including charters—being located in district owned and operated facilities.

80% of charter schools, representing 90% of charter school students, are located in district-owned facilities.

DPS Board Policy EEAA outlines transportation eligibility, which varies by ed level, school type, and transportation type

All Students

- All students can ride shuttle services in enrollment zones (E.g., Success Express in the Far Northeast)
- Transportation is provided as a related service through Individualized Education Programs (IEPs)
- Denver RTD "Zero Fare for Youth" program provides free rides on all buses and trains to anyone 19 years old and under

K-5 students

- Eligible for yellow bus if attending the boundary/home school and live more than 1 mile from it

6-12 students

- Eligible either for yellow bus (6-8) or RTD (9-12) if attending the boundary/home school and live more than 2.5 miles from it

Charters in Denver who serve as the assigned boundary/home school or are part of an enrollment zone share equitable access to district-run transportation. While non-boundary charters can buy into yellow bus services, the expense is prohibitive for most.

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18 DPS’ enabling policies and practices

48 **Lessons Learned**

50 Resources



Lessons Learned

- Creating quality schools and seats is the north star, regardless of governance type—particularly for students and families.
- Look around the corner to understand future portfolio needs based on an evolving landscape to ensure school viability and support quality.
- Transparently use a common data set and local context, not ideology, to drive policy and decisions.
- The journey is long. Pace the change.
- Sustained relationships matter. Attracting and retaining the right talent and codifying collaboration structures between and among schools and the community are essential.
- Less is more. Maintain as much equity and consistency across governance types as possible, differentiating when essential to preserving the essence of the governance model.
- Share benefits and responsibilities. Flexibility and autonomy at the site level must be balanced by responsibility and accountability to the system level.
- Engage broadly and deeply to set the vision, values, policy, and frameworks. Then, clarify which entity is responsible for executing against them and why.
- Build for coherence and integration between and among policies and practices.

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Resources

[Denver Plan 2020](#)

[ERS Case Study](#)

[CU Denver Study](#)

[Flexibilities Handbook](#) example

[Innovation Flexibilities Menu](#) example

[Strategic Regional Analysis](#) 2018

[Strategic Regional Analysis](#) 2025

[Call of New Quality Schools](#) example

Thank you.



ILEA Q&A

Presentation on D.C. Public Schools

Washington, DC



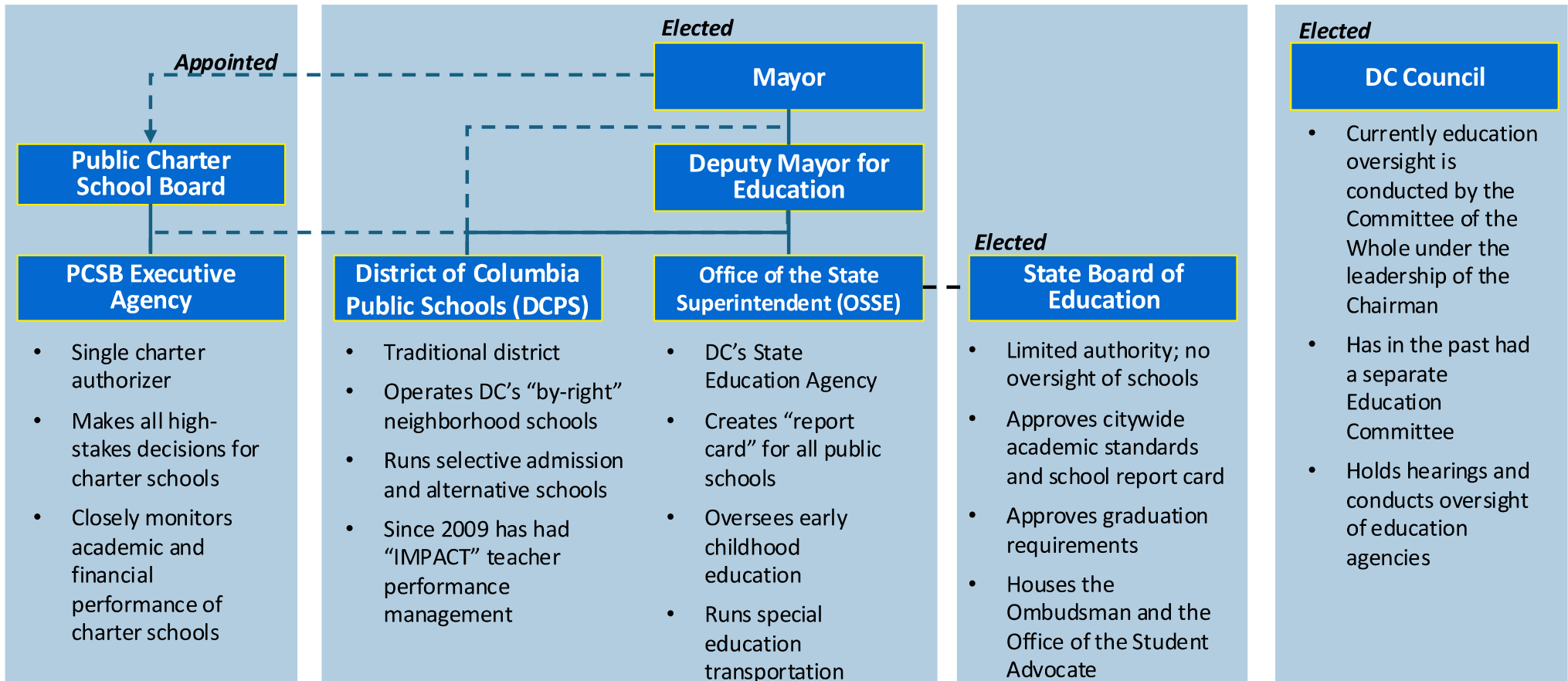
BENJAMIN BANNEKER
ACADEMIC HIGH SCHOOL

BENJAMIN BANNEKER
ACADEMIC HIGH SCHOOL
1400 14TH ST, NW
WASHINGTON, DC 20004

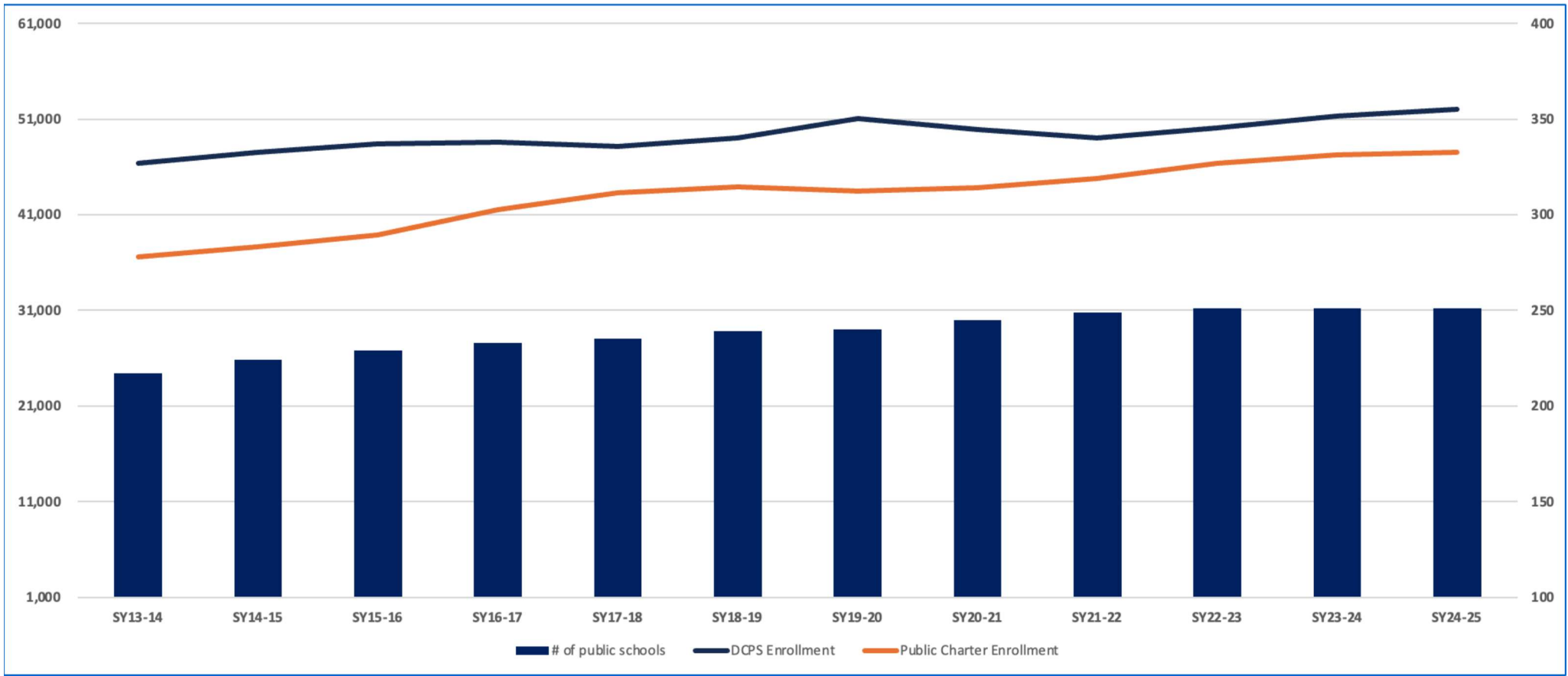
DME 
OFFICE OF THE DEPUTY MAYOR FOR EDUCATION

 **DC** GOVERNMENT OF THE
DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR

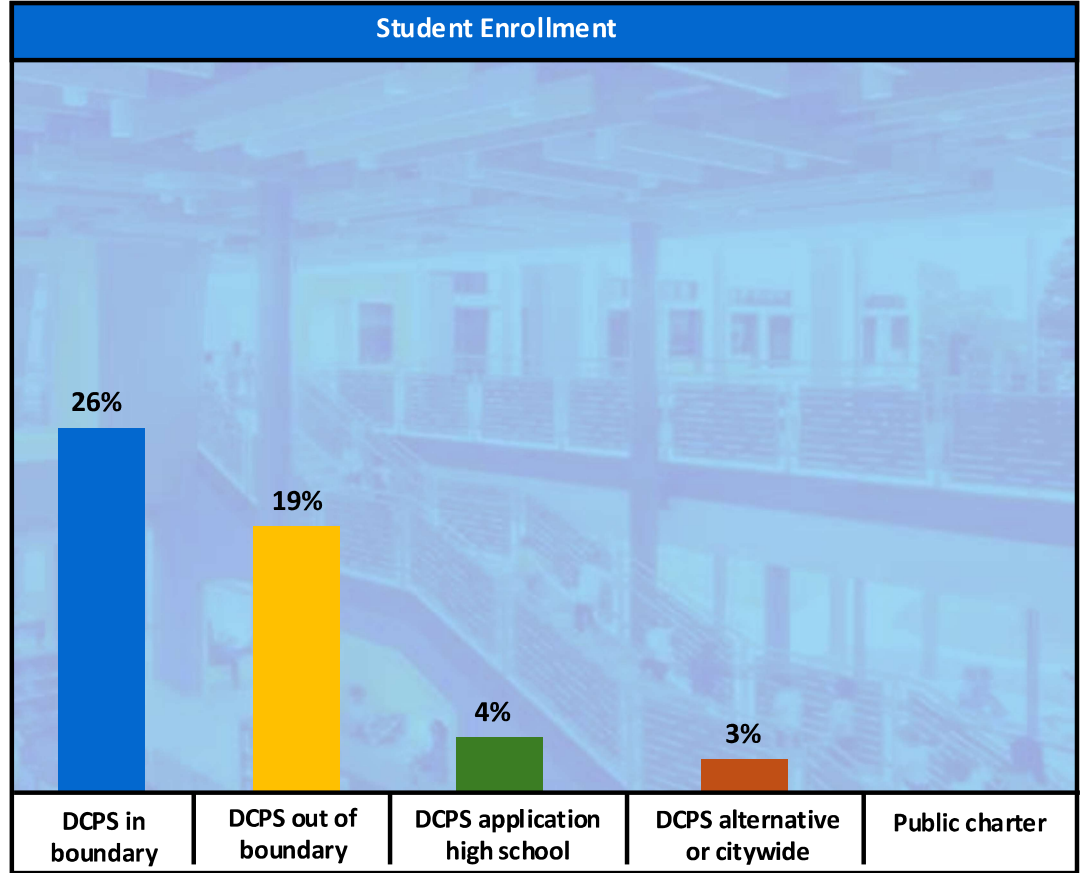
DC HAS STRONG, UNIQUE GOVERNANCE: AN INDEPENDENT CHARTER SECTOR SINCE 1996 AND MAYORAL CONTROL WITH CITY COUNCIL OVERSIGHT SINCE 2007



100,000 STUDENTS ARE EDUCATED IN 100 NEIGHBORHOOD AND 150 CITYWIDE SCHOOLS



CONSEQUENTLY, FAMILIES MAKE A WIDE VARIETY OF PUBLIC SCHOOL CHOICES



OUR **SYSTEM** RELIES ON EQUITABLE PER-STUDENT FUNDING, A UNIVERSAL LOTTERY, REGIONAL PUBLIC TRANSPORTATION AND FACILITIES SUPPORTS

FUNDING

- The **Uniform Per Student Funding Formula** starts with a “foundation weight” set annually.
- **Multipliers** then add additional funding for specific categories of students, e.g.:
 - Economically disadvantaged
 - English learners
 - Special education (4 tiers)
- Funding **flows to the schools** based on enrolled students.
- This year the average was **~\$28,000 per student.**

LOTTERY ADMISSIONS

- The **MySchoolDC** common lottery serves as a single point of entry to all public schools.
 - Students choosing to attend their assigned neighborhood school do not need to use the lottery.
- The lottery website provides a **school finder** to help families understand their options.
- Families entering the lottery can **rank up to 12 schools** in order of preference; a sophisticated algorithm delivers best options for the most families.

TRANSPORTATION

- The **Kids Ride Free** program offers mass transit cards to all students for use on Metro bus and Metro rail.
- **Special Education transportation** provided by the State Education Agency.

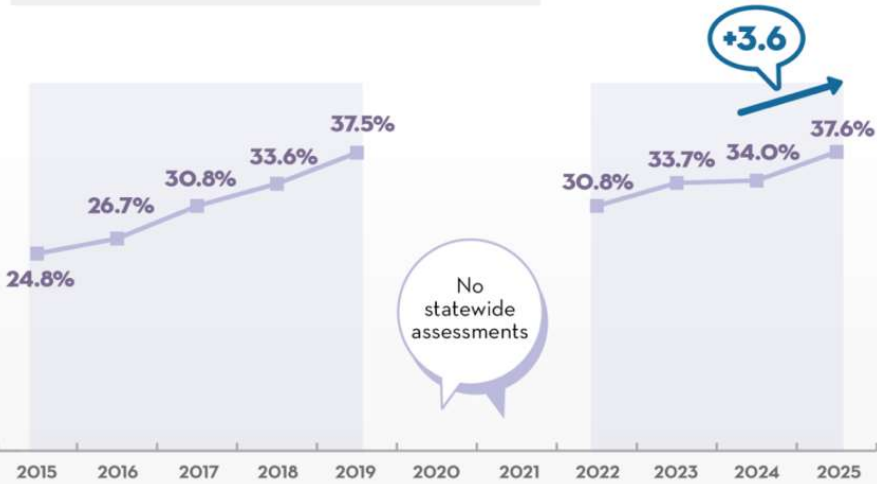
FACILITIES

- **“Request for offer”** process to provide empty school buildings to charters.
- Facilities **allowance.**

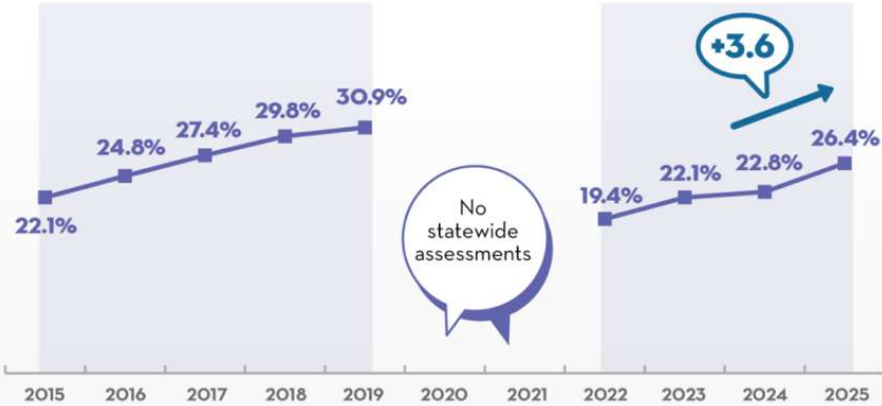
OUR SYSTEM HAS BEEN DELIVERING RESULTS

Statewide Assessment Results

ELA PROFICIENCY RATES by Year

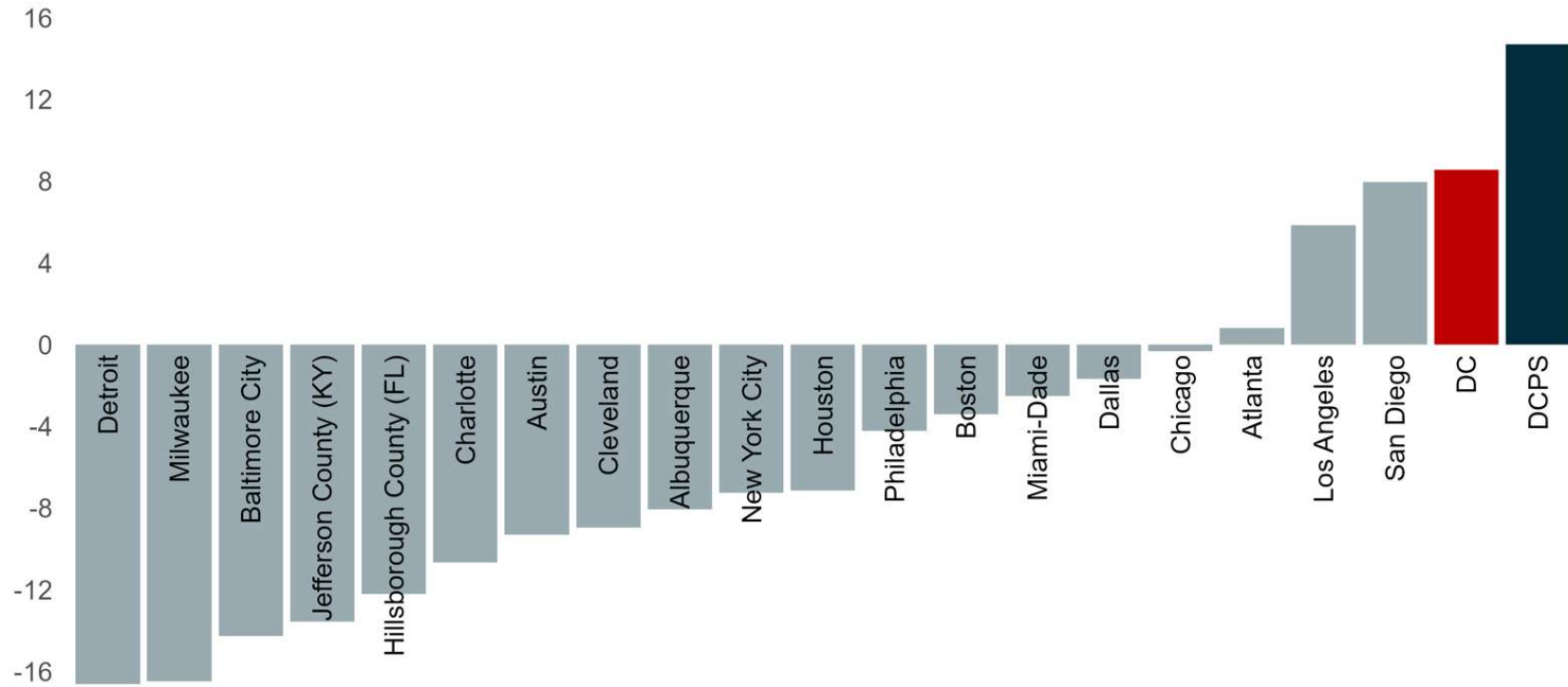


MATH PROFICIENCY RATES by Year



DC IS THE FASTEST IMPROVING URBAN SCHOOL SYSTEM IN THE NATION

NAEP 4th Grade Reading Growth Between 2011 and 2024



U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 and 2024 Reading Assessments.

THE NATION'S REPORT CARD

NAEP RESULTS

2011 vs. 2024

While the national average fell, DC improved or stayed steady across all grades and tested subject areas.

MATH

District of Columbia

National average

4th grade

↑ **9**
POINTS

↓ **-3**
POINTS

8th grade

no change

↓ **-10**
POINTS

READING

District of Columbia

National average

4th grade

↑ **9**
POINTS

↓ **-6**
POINTS

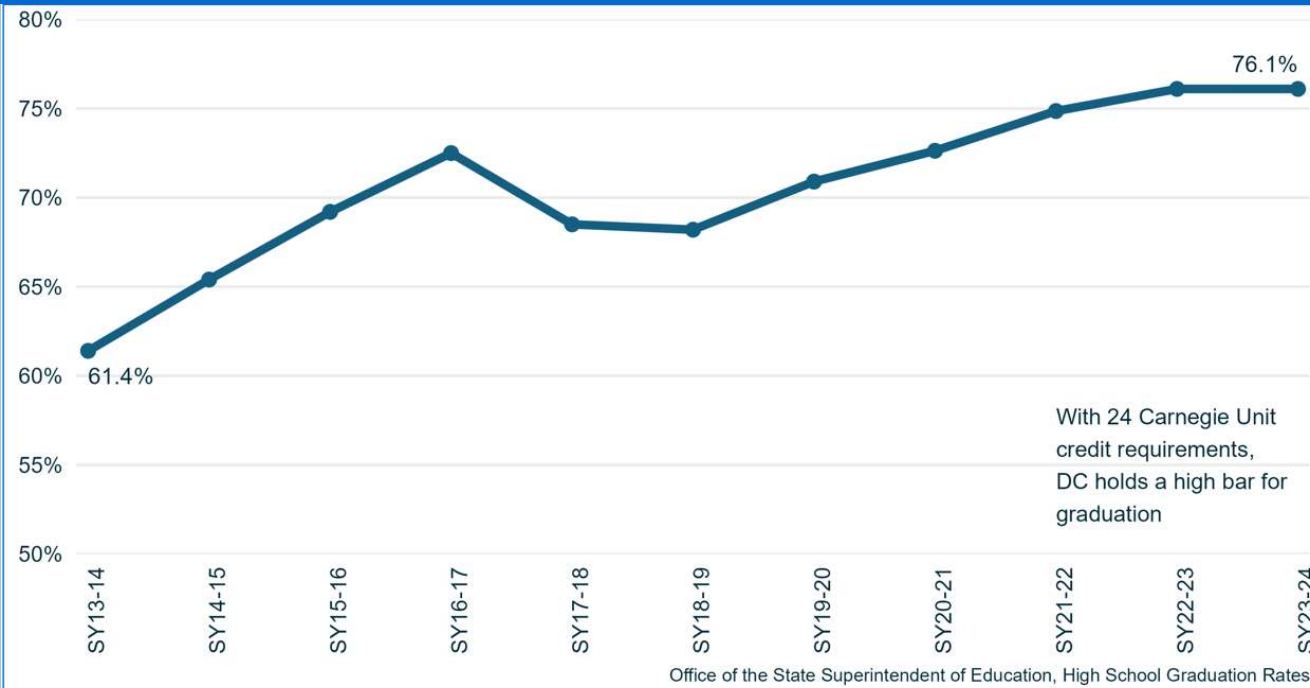
8th grade

↑ **9**
POINTS

↓ **-7**
POINTS

GRADUATION RATES

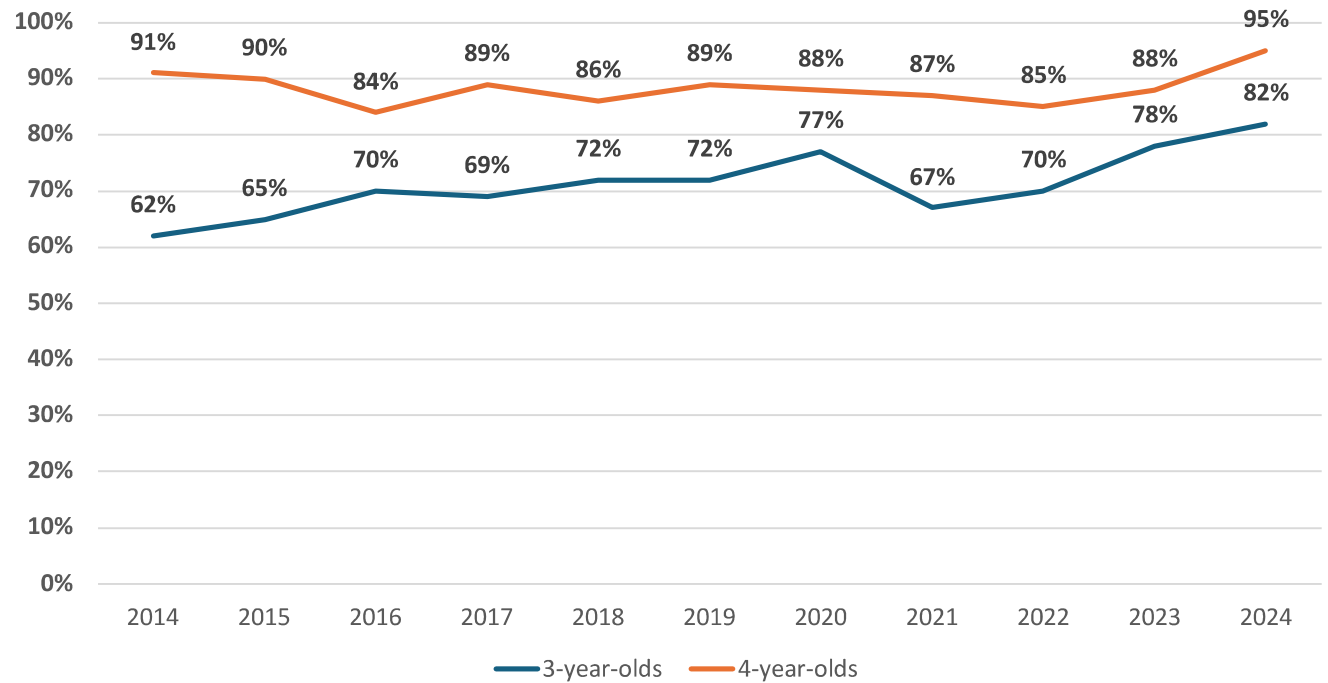
Graduation Rates Grew Almost 15 Points Since SY13-14



DC HAS STRONG **EARLY CHILDHOOD EDUCATION** AND UNIVERSAL PRE-K



Percentage of 3- and 4-year-olds Enrolled in Universal Pre-K



DC'S PARENT SATISFACTION WITH THEIR CHILDREN'S SCHOOLS AND COLLEGE AND CAREER PREPARATION IS WELL ABOVE THE NATIONAL AVERAGE

In 50CAN's "The State of Educational Opportunity in America" survey:

DC ranked top of the nation in parental satisfaction.

86%

of families reported sufficient school choice options

75%

reported they would make the same school choice no matter where they live

53%

of DC's parents reported being "very satisfied" with their child's school, 8 points above the national average.

Overall,

87%

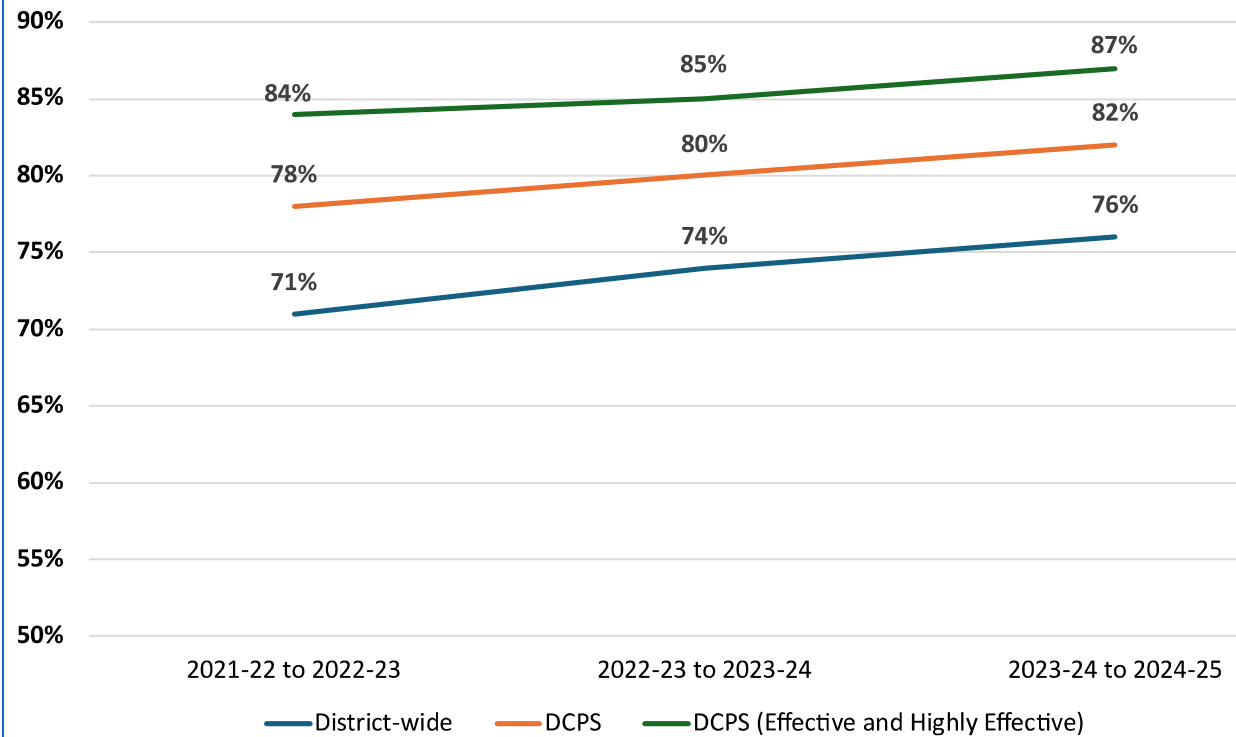
of parents were at least "somewhat satisfied."

DC OFFERS TOP **TEACHER** PAY, ATTRACTING AND RETAINING TALENT

DC offers nationally competitive salaries

- The starting DCPS educator salary is **\$63,373** (#1 across states).
- Average DCPS educator salary is **\$109,802** (not including benefits or bonuses).
- Charter teachers receive comparable pay.

More teachers are choosing to stay in their schools



RECENT TRENDS SUGGEST A MATURING SYSTEM

The era of enrollment and school growth is ending.



True cross-sector collaboration has begun.



Institutional roles within our governance system are sharpening.



LESSONS LEARNED: GOVERNANCE



- **Unified governance allows for more coherence: a coordinated vision and strategic investments** and policies/interventions to drive academic progress.
 - DC has made significant education investments under mayoral control, in people, programs, and buildings.
- **Accountability** is necessary at all levels; hard choices require strong infrastructure.
- **Consistency** through time is vital.
- The **quality of teachers** makes the biggest difference.
 - We have seen growth thanks to IMPACT and high teacher pay.
 - The charter sector attracts talent alongside the improvement we've seen in the traditional unionized environment.
- **Representation matters at the local level.**
 - There is a real need for charter school board capacity and training.
 - A strong nonprofit sector can be helpful (e.g., DC Charter Alliance).
 - Strong PTOs and school advisory boards help and are hard to build.

LESSONS LEARNED: LEADING A TWO-SECTOR SYSTEM

- **A rising tide lifts all boats:** A strong charter sector drives improvement in the traditional public system while also delivering innovation.
- **Coordination takes work:** Getting the two sectors to think as “one ecosystem” has taken decades. Coordination becomes even more critical in times of limited resources and population stagnation.
- **Pay attention to scale:** Having a large number of LEAs, including single site LEAs, can create challenges, especially around coordination and sustainability.
- **Stay innovative in the face of headwinds:** At a certain point, systems move toward entropy and bureaucracies form; leaders need to be intentional to reignite the promise of public schools.
- **Student and family experience is key:** While there can be vocal advocates for each sector, most families do not differentiate between traditional and charter schools – they just want a great school.

ILEA Q&A

Public Comment Procedure

For everyone to have a fair chance to speak and be heard, please observe the following rules:

First, each speaker will be limited to **1** minute. When the timer sounds, please conclude your statement.

Second, please ensure comments are reasonably related to the work of the ILEA and address the alliance as a whole.

Finally, please avoid repeating what a prior speaker has said so that we may hear from as many people as possible.

Public Comment

Tentative ILEA Roadmap

- **July/August:** Review current landscape, identify priority data around academics, transportation, facilities, etc.
- **September/October:** Issues deep dive to identify potential challenges and consider draft recommendations
- **November/December:** Continued analysis and refinement of recommendations
- **December:** ILEA adopts final recommendations. Plan submitted to state and local leaders by 12/31.

Closing

Next Meeting:

- 6 p.m., Wednesday, Nov. 19, 2025.
- Details and upcoming meeting schedule available at <https://www.indy.gov/activity/indianapolis-local-education-alliance>
- Contact ILEA@Indy.gov or IPSEExternalAffairs@myips.org with questions or comments.