



COLORADO DEPARTMENT OF EDUCATION

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Annual Report Concerning Districts of Innovation

Introduction:

The Innovation Schools Act of 2008 (§ 22-32.5-102, C.R.S., et. seq.) was designed to provide a pathway for schools and districts to develop and implement innovative practices in a wide variety of areas for the purpose of improving student outcomes. The Act provides a process that allows schools to petition their local boards for waivers from district-level policies and for school boards to petition to the State Board of Education for waivers from certain state-level laws and regulations that would otherwise apply to the innovation schools and their districts. Upon agreement of affected employees at an innovation schools, collective bargaining provisions may be waived as well.

Information about the application process and applications from the schools that have applied to be designated as innovation schools can be found on the Colorado Department of Education's (CDE's) Web site at: <http://www.cde.state.co.us/cdegen/SB130.htm>.

In compliance with the reporting requirements provided in § 22-32.5-102, C.R.S., CDE has prepared the following report:

I. Number of school districts designated as districts of innovation in the preceding academic year and the total number of districts of innovation in the state.

The Denver Public School District (DPS) currently is the only designated district of innovation in the state.

Denver's first applications from schools seeking designation as Innovation Schools were approved by the Denver Board of Education in March of 2009 for Manual High School and Montclair School of Academics and Enrichment. Denver applied to the State Board of Education for and was granted waivers from state law and policy on behalf of these schools in March of 2009.

The Cole Academy of Science and Arts was approved as an Innovation School by the DPS local school board in May of 2009 and the State Board granted waivers of state law and policy to the district on behalf of Cole in August of 2009.

II. Number of innovation schools and the number of innovation school zones, including the number of schools in the zone, in each district of innovation and the number of students served in the innovation schools and innovation school zones, expressed as a total number and as a percentage of the students enrolled in the district of innovation.

The State Board has not yet received any applications for an innovation school zone.

The State Board has approved waivers for three innovation schools in the Denver Public School District:

- Manual High School;
- Montclair School of Academics and Enrichment; and
- Cole Academy of Science and Arts

Innovation School	Percentage of Free/Reduced Lunch Students	Percentage of Students by Race/Ethnicity	Number of Students Served
Manual High School	84.5%	Hispanic – 53.1%; Black – 40.9%; White – 5.6%; Asian – .3%	303
Montclair Elementary School	66%	White – 37.4%; Black – 35%; Hispanic – 23.1%; Asian – 2.4%; American Indian – 2.1%	469
Cole Arts and Sciences Academy	96.1%	Hispanic – 68.3%; Black -23.1%; White – 9.8%; American Indian – 2.6% Asian - .8%	643

III. Overview of the innovations implemented in the innovation schools and the innovation school zones in the districts of innovation.

The following is based on information furnished by Denver Public Schools.

Manual High School

- Staffing (People)
 - Managing own hiring, on-boarding and induction processes (waiving direct placements)
 - All teachers are on annual contracts and receive annual evaluations
 - Manual is using contract teachers for specialized positions (e.g. foreign language) and is utilizing teachers in non-traditional roles (e.g. student advisor duties)
 - Manual is managing their own professional development
 - Manual is managing their own student services staffing
- Time
 - Manual is using a trimester system with a built-in opportunity for credit recovery for students in the third trimester
 - Manual is using block scheduling (90 minute periods)
 - Manual has a longer school day
 - Money
- Manual is budgeting staffing based on actual teacher salaries instead of averages the way traditional schools do and investing the difference in additional instructional innovations
 - Manual is managing their own student services budget
- Instruction
 - Manual is developing their own course catalogue
 - Manual has additional graduation requirements in addition to the those required by the district (e.g. acceptance to college as a requirement of graduation)
 - Manual is utilizing some curricular autonomy

Montclair

- People
 - Montclair is managing their own hiring processes (waiving direct placements)
 - All teachers are on annual contracts and receive annual evaluations. Montclair is exploring the possibility of developing a peer-evaluation system
 - Instruction
 - Montclair is implementing a school-wide enrichment model with more diverse specials

Cole Arts and Sciences Academy

- People
 - Cole is managing their own hiring processes (waiving direct placement)
 - All teachers are on annual contracts and receive annual evaluations. Cole is exploring the possibility of developing a peer-evaluation system
- Time
 - Cole is piloting extended day and Saturday school for students who need additional support.
- Money
 - Cole is budgeting staffing based on actual teacher salaries instead of averages the way traditional schools do and investing the difference in additional instructional innovations.
 - Cole has established a foundation to leverage private investment in the school to support Innovation. To date Cole has attracted over \$250,000 in private investments.
- Instruction
 - Cole is utilizing an integrated science model (daily science instruction)

The chart below (prepared by Denver Public Schools) summarize the innovations implemented in the district’s innovation schools, categorized by innovations related to people, time, money, and instruction.

For a more complete listing of each school’s waivers from district policies, collective bargaining agreements, and state law, please see Attachment A.

	DCTA	District Policies	State Statutes
People	<u>Hiring, Assignments, Evaluation, and Dismissals</u>	<u>Hiring, Assignments, Evaluation, and Dismissals</u>	<u>Hiring, Assignments, Evaluation, and Dismissals</u>
	Article 13 – Assignments, schedules and transfers	GCF – Professional staff hiring	Sec 22-32-109(1)(f) – Board duties for selection of personnel and pay
	Article 14 – Summer school teaching positions (restricts hiring and moves decisions offsite)	GCF-2 – Professional staff hiring (athletic coaches)	Sec 22-9-106 – Board duties for performance evaluations for licensed personnel
	Article 20 – Reduction in Force (moves decisions for RIF offsite)	GDJ – Support staff assignments and transfers	Sec 22-32-110(1)(h) – Board powers – termination

	Article 25 – Job sharing and half-time	GDJ-R – Support staff assignments and transfers (facility managers)	Sec 22-63-201 – Employment license required (highly qualified) exception
	10-7 – Remediation plan (moves decisions offsite)	GDO – Evaluation of support staff	Sec 22-63-202 – contracts in writing – duration – damage provision
	Article 7 – Grievance Policy	GDQD-R – Procedures for dismissal of full-time classified employees	Sec 22-63-203 – probationary teachers – renewal/nonrenewal of contracts
		CFBA – Evaluation of evaluators	Sec 22-63-206 – transfer of teachers & compensation
		GCB – Professional staff contracts and compensation	Sec 22-63-301 – grounds for dismissal
			Sec 22-63-302 – procedures for dismissal of teachers and judicial review
			Sec 22-63-401 – teachers subject to adopted salary schedule
			Sec 22-63-402 – license, authorization of residency required to pay teachers
			Sec 22-63-403 – payment of salaries
Time	<u>Calendar/schedule</u>	<u>Calendar/schedule</u>	<u>Calendar/schedule</u>
	8-5-1 Teaching load (# of periods per day)	IC/ICA – School year/school calendar	Sec 22-32-109(1)(n) – schedule and calendar
	Article 8 – Professional standards (teacher calendar, work year/week/day, class size and load)	GDK – Support staff schedules and calendars	Sec 22-32-109(II)(A) – actual hours of teacher-pupil instruction/contact
	8-1 Contract year	EBCE – School closings and cancellations	Sec 22-32-109(II)(B) – school calendar
	8-2 Work week		
	8-2-1 – Lunch		
	8-2-2 Operations time		
	8-2-3 Professional time		
	8-3 – Planning time		
8-5 Number of preparations			

Money	<u>Expenses</u>	<u>Revenue</u>	<u>Revenue</u>
	Article 32 – Extra duty compensation	DF – Revenue from non-tax sources (sponsorships, activities)	Sec 22-32-109(1)(g) – handling/receipt of money
		DF-R – revenue from non-tax sources procedures for school-based sponsorships	
Instruction	<u>Educational Model/Design</u>	<u>Educational Model/Design</u>	<u>Educational Model/Design</u>
	8-5-1-10 – Maximum class size (max = 35)	IE – Organization of instruction	Sec 22-32-109(aa) – adopt content standards and plan for implementing standards
	8-6 – Department chairs & Committees - Articles 5, 8, 13 – Committees (development, professional standards, & personnel committee)	IEA – Alternative grade level organization in neighborhood schools (K-8 policies)	
		IF – Voluntary school initiated designs	
	8-5-1-1 Maximum students per day	BDFH – Collaborative school committees	
		IKB – Homework	
		IKE – Promotion, retention, acceleration of students	
		IKE-R – Promotion, retention and acceleration of students (elementary or middle procedures)	
		IKF – Graduation requirements	
		JC-R – Pupil assignment -secondary	

IV. Overview of the academic performance of the students served in the innovation schools and innovation school zones in each district of innovation, including a comparison between the students' academic performance before and since implementation of the innovations.

Although the state does not yet have comparative data for the period after the innovations have been implemented, the 2009 CSAP data below will provide a baseline for future comparisons. For further baseline information produced by the Colorado Growth Model, please see Attachment B.

Please note that post-secondary measures for Manual High School are not currently available. The school has been increasing grade spans served by one grade per year since opening in 2007-2008. The schools' first cohort of 11th graders will not take the assessment until April of 2010.

School	EMH	Year	Reading		Writing		Math	
			% Prof & Adv	MGP	% Prof & Adv	MGP	% Prof & Adv	MGP
Cole	E	2009	17.6	46.0	11.0	54.0	22.5	45.5
	M	2009	27.8	51.0	17.2	65.5	20.0	65.0
Manual	H	2008	30.6	51.0	18.2	60.0	5.8	46.0
		2009	38.2	53.0	19.0	53.0	5.4	58.0
Montclair	E	2007	43.9	55.0	30.5	51.0	48.8	48.0
		2008	40.2	59.0	22.0	47.5	34.1	41.0
		2009	50.0	59.5	33.3	55.5	55.5	60.0

Note: "MGP" signifies "median growth percentile." "EMH" signifies elementary, middle or high school.

V. Any recommendations for legislative changes based on the innovations implemented or to further enhance the ability of local school boards to implement innovations.

Matter for Legislative Consideration: Streamline Process for Obtaining Innovation Status for Schools and Districts Required to Implement a Turnaround Plan under the Education Accountability Act of 2009

The Education Accountability Act of 2009 (SB 09-163) lists the option to apply for and seek innovation status as an acceptable strategy for those districts and schools required to implement a turnaround plan under the State's new accountability system. See §§ 22-11-306(3)(d)(III) and 22-11-406(3)(d)(III), C.R.S. In developing the rules for the Education Accountability Act, the Department has realized that districts and schools, when faced with the requirement of developing and submitting a turnaround plan for State Board approval, have a very limited amount of time to comply with the procedural requirements of the Innovation Schools Act, which also require an application to the State Board.

For instance, the requirement that schools applying for innovation status ensure that a majority of the administrators and teachers, as well as a majority of the school accountability committee consent to designation as an innovation school may pose a significant challenge. Since, under the Education Accountability Act, schools may be *required* by their district to seek designation as an innovation school and may be required to implement changes that affect the staff at the school, it may be appropriate for this consent requirement to be removed in those instances.

Additionally, under the Education Accountability Act, a district that is Accredited with Turnaround Plan may be required by the state to seek designation of innovation status for one or more of their schools or to recognize a group of district schools as an innovation school zone. In those instances, it may be appropriate to waive the requirement that the schools apply for and receive approval of their innovation plans from the local school board.

Finally, for those schools and districts required to submit a turnaround plan under the Education Accountability Act that must be approved by the State Board, it may be appropriate to waive the requirement in the Innovation Schools Act that local schools boards applying for waivers from state law undergo a separate process to get State Board approval of those waivers.

Attachment A: Waivers Granted to Innovation Schools

Manual High School:

In its application to be designated as an innovation school, Manual High School described innovations that it planned to implement in the following areas: (1) school staffing; (2) curriculum and assessment; (3) class scheduling; (4) staffing and use of financial and other resources; (5) principal leadership; (6) participatory leadership; (7) implementation of a school leadership team; (8) development of a professional learning community; (9) creation of a positive work environment; (10) hours of work; (11) assignment of staff; (12) compensation); (13) leave; (14) budget; (15) management evaluation; (16) teacher evaluation; (17) dispute resolution; and (18) managed enrollment.

In order to implement these innovations, Manual sought waivers from the following DPS school board policies and DPS/DCTA agreement provisions:

Waivers from Denver Public Schools Board Policies Granted to Manual

DPS Policy Reference	Title	Replacement Policy or Practice
BDFH	Collaborative School Committees	Use statutory School Accountability Committee, with district oversight based on SPF
CFBA	Evaluation of Evaluators	School will prepare and evaluate its own evaluators
DF	Revenue from Non Tax Sources (Sponsorship of District/School Programs, Events & Activities)	School will directly collect revenue from sponsorships subject to district oversight through routine reporting to the Office of Budget
DF-R	Revenue from Non Tax Sources Procedures for School-Based Sponsorships (Sponsorship of District/School Programs, Events & Activities)	
GBEBA	Staff Dress, Accessories and Grooming for Certificated Staff (Teachers)	School will set its own policy for staff dress
GBEBA-R	Staff Dress, Accessories and Grooming for Certificated Staff (Teachers) Procedures	
GBEBB	Dress Code for Non Teaching Staff	
GCB	Professional Staff Contracts & Compensation	School will adapt the DPS employment contract in alignment with its Innovation Plan. School will pay teachers using DPS/DCTA Agreement, including the ProComp, as a minimum for teaching staff. The School will adopt a consistent policy for staff not covered by an existing DPS classification. Conforms with statutory considerations.
GCF	Professional Staff Hiring	School will develop and implement its own staff hiring policies. Conforms with statutory considerations.
GCF-2	Professional Staff Hiring (Athletic Coaches)	School will develop and implement its own hiring policies for athletic coaches.

DPS Policy Reference	Title	Replacement Policy or Practice
GCID	Professional Staff Training, Workshops and Conferences	School will develop and implement its own professional development plan aligned with the Innovation Plan.
GDD	Support Staff Vacations and Holidays	School will develop its own procedures for granting vacations and holidays.
GDJ	Support Staff Assignments and Transfers	School will develop process for staff assignment and transfer within the school, and, in collaboration with the Department of Human Resources, develop a method for current employees to apply for district assignments for which they are qualified.
GDJ-R	Support Staff Assignments and Transfers (Facility Managers)	
GDK	Support Staff Schedules and Calendars	School will develop its own schedules and calendars for employees
GDO	Evaluation of Support Staff	School will develop its own procedures for evaluating the performance of support staff
GDQD-R	Procedures for Dismissal of Full-time Classified Employees	School will develop its own procedures to dismiss full-time classified staff.
IC/ICA	School Year/School Calendar	School will develop a school calendar that exceeds district and state minimums
IE	Organization of Instruction	The school will be responsible for developing a “unified program of instruction
IEA	Alternative Grade Level Organization in Neighborhood Schools (K-8 Policies)	Waived. Does not apply
IF	Voluntary School Initiated Designs	Waives policy that requires board approval of “substantial modification to the current educational program or structure, such as length of instructional day, length of instructional year, grade level structure, or a major educational theme or instructional methodology” to remain in conformity with Innovation Schools Act
IGA	Curriculum Development	School will implement curricular expectations set forth in the Innovation Plan subject to oversight through the SPF
IGD	Curriculum Adoption	School will adopt changes curricular expectations set forth in the Innovation Plan subject to oversight through the SPF
IIA	Instructional Materials (Textbooks or their Equivalent Learning Materials)	School will adopt policy for selecting instructional materials in alignment with Innovation Plan subject to oversight through the SPF
IIA-R	Instructional Materials (Textbooks or their Equivalent Learning Materials) Procedures	
IJJ	Instructional Materials (textbooks) Selection or Adoption	
IJJ-R	Instructional Materials (textbooks) Selection or Adoption Procedures	
IJOA	Field Trips	School will develop and implement procedure for field trips and extended excursions.
IJOA-R-2	Field Trips (Guidelines for Extended Excursions)	
IKB	Homework	School will develop and implement homework exceeding

DPS Policy Reference	Title	Replacement Policy or Practice
		the district's in alignment with its Innovation Plan subject to oversight through the SPF.
IKE	Promotion, Retention and Acceleration of Students	School will develop and implement homework exceeding the district's in alignment with its Innovation Plan subject to oversight through district staff and the SPF.
IKE-R	Promotion, Retention and Acceleration of Students Elementary or Middle School Procedures	

DPS/DCTA Agreement Provisions Waived for Manual

Agreement Article	Description	Replacement Policy or Practice
Committees (Articles 5, 8, 13)	Development Committee (5-4-1), Professional Standards Committee (Article 8) and Personnel Committee (13-8).	Eliminate these various faculty committees and combine their functions into a single School Leadership Team. The SLT will fulfill the functions as outlined the Autonomy Agreement
Professional Standards (Article 8)	Sets teacher calendar, work year, work week, work day, class size and load (see below).	Waive Article 8 in favor of working conditions established at School
Contract Year (8-1)	181 days or extended at regular scheduled rate per day. New teachers may be required to attend orientation and paid in accordance with Article 32. 8-1-2 specifies how non-contact days shall be used. 1-7 Defines "school year" as official school calendar.	181 days or as set by the district calendar; any school days School adds to the calendar will be compensated in accordance with Article 32. All teachers may be required to attend orientation and professional development and will be paid in accordance with Article 32. Waive 8-1-2 to allow School how to determine best use of professional days; however, School recognizes the needs for teachers to have individual and small-group planning time in addition to school-directed professional development on non-contact days. The SLT will set and monitor the balance. Waive 1-7 in favor of school calendar adopted at School
Work Week (8-2)	40 Hour	Abide by the 40 hour work week and pay teachers for duties beyond 40 hours per week. Allow flextime (e.g., teaching four blocks on one day but two blocks on another day; or teaching 9 hours one day but 7 hours the next day) to accommodate variations in daily academic schedule.
Lunch (8-2-1)	45- minute lunch period duty-free lunch	Faculty may set time of lunch by a majority vote by secret ballot. The basis for the decision will be the needs of the instructional program, while recognizing that staff members need time to eat lunch and conduct personal business.
Operations time (8-2-2)	Up to 30 minutes per week	Currently two 75-minute meetings per week combining operations and professional development. School needs flexibility to set meeting times as needed, so long as meeting time does not encroach upon planning time or exceed the 40-hour week.
Professional time (8-2-3)	Up to 90 minutes per week	
Planning	Minimum 40 minutes per	90 minutes/one block per day

Agreement Article	Description	Replacement Policy or Practice
time (8-3)	day	
Number of preparations (8-5)	“number of preparations...should provide for effective instruction”	No restrictions
Teaching load (8-5-1)	5 teaching periods or the equivalent thereof if block scheduling is used 3 blocks (85-90 minutes each) per day; 30 minute advisory 3x per week; attend morning meeting (15 minutes) 3x per week.	3 blocks (85-90 minutes each) per day; 30 minute advisory 3x per week; attend morning meeting (15 minutes) 3x per week.
Maximum class size (8-5-1-10)	Maximum 35	Maximum 30 (design 25, current 27)
Department chairs (8-6)	Elected by department subject to principal approval; 3-year term	Waive 10-7 and bring the process on site. Teachers still have statutory protections. Also waive reference to 10-7 in 10-8-3 (last sentence).
Remediation Plan (10-7).	The process moves decisions off-site and creates unnecessary delays.	Waive 10-7 and bring the process on site. Teachers still have statutory protections. Also waive reference to 10-7 in 10-8-3 (last sentence).
Assignments, Schedules and Transfer (Article 13)	“Assignments... will be made in the best interest of the educational program for the students” (13-1). Criteria to be considered in determining suitability of candidates for a vacant position include: instructional practices, classroom management, academic preparation, experience, participation beyond the classroom, other relevant information, interview and references (13-8-6).	Keep these as guiding principles. Otherwise, waive Article 13 and go to a rolling hiring process. Post positions and hire as vacancies become known. Hiring process will be conducted by School and not by district human resources department.
Summer school teaching positions (Article 14)	Restricts hiring process and moves decision-making for hiring teachers off site. (14-1-1-1, 14-1-1-2, 14-1-1-3)	Consistent with waving Article 13, waive 14-1-1-1, 14-1-1-2, and 14-1-1-3. Hire teachers for summer programs based on criteria stipulated in 13-8-6.
Reduction in Force (RIF) (Article 20)	The process moves decisions off-site and allows DPS to RIF School teachers.	Waive Article 20 so the district can't RIF School staff members. Teachers are kept based on how well they perform, not on seniority. Statutes still apply.
Job Sharing and Half-Time (Article 25)		Waive Article 25 consistent with waiving Article 13. Job sharing and half-time employment should be handled on site.
Extra Duty Compensation	Sets rates for extra duty compensation.	Waive Article 32: nothing should prohibit the school from offering additional compensation.

Agreement Article	Description	Replacement Policy or Practice
on (Article 32.)		In lieu of hourly compensation, School should be able offer stipends for projects, essentially giving teachers same rights as independent contractors, so long as the teacher and the school agree on the rate for the project.

Additionally, DPS sought and was granted waivers by the State Board of Education from the following state statutes:

Waivers from State Statute for Manual

State Statute	Description	Action Called for by Innovation Plan	Replacement Policy or Practice
Section 22-9-106	local board duties concerning performance evaluations for licensed personnel	The school will fulfill the requirements of state law when conducting teacher evaluations. The school will have the authority to designate personnel who do not have administrative licenses to conduct teacher evaluations.	School will use district evaluation procedures, which comply with state law, but adapt the sub-standards so they are in alignment with the instructional program at the school. School will permit instructional leaders without administrative licenses to evaluate teachers.
Section 22-32-109(1)(f)	local board duties concerning selection of personnel and pay	Delegate authority to the school to select staff and set rates of pay (interacts with 22-63-201 & Section 22-63-206)	School will select teaching staff directly and set rates of pay based on school policy. School policy is in Innovation Plan.
Section 22-32-109(1)(g)	handling of moneys	Delegate authority to the school to manage its receipt of money	School will manage its receipt of money according to district procedure and subject to direct district in the form of an annual audit, and quarterly trial balances to the Office of Budget
Section 22-32-109(1)(n)	schedule and calendar	Delegate authority to the school to establish schedule and calendar	School will exceed statutory minimums for calendar, hours of teacher pupil contact and schedule, subject to district oversight based on the School Performance Framework.
Section 22-32-109(II)(A)	actual hours of teacher-pupil instruction and contact		
Section 22-32-109(II)(B)	school calendar		
Section 22-32-109(t)	determine educational program and prescribe textbooks	Delegate authority to the school to establish an educational program and textbooks, and require the school to align its instructional program to state and local standards	School educational program is set in the Innovation Plan. School will be able to adapt its instructional program in alignment with state and local standards, subject to district oversight based on the School Performance Framework.
Section 22-32-109(aa)	adopt content standards and plan for implementation of content standards		
Section 22-32-109(cc)	adopt dress code for employees	Delegate authority to the school to establish a dress code for employees	School will establish dress code for employees through school policy.
Section	identify areas in	Delegate authority to the school	School will direct its principal

State Statute	Description	Action Called for by Innovation Plan	Replacement Policy or Practice
22-32-109(jj)	which the principals(s) require training or development	to direct professional training and development for principals	development program, subject to district oversight based on School Performance Framework
Section 22-32-110(1)(h), C.R.S.	local board powers concerning employment termination of school personnel	Delegates to the school the ability to discharge employees; the school will have be responsible for complying with statutory due process expectations when applicable.	School has the authority to prosecute tenure dismissal cases on its own; may seek the support of the Legal Department when prosecuting tenure dismissal cases.
Section 22-63-201	Teacher Employment, Compensation and Dismissal Act of 1990; Employment-license required – exception	The school will comply with federal law and regulation on Highly Qualified Teacher. The board delegates to the school the duty to identify employees as administrators.	School will verify to the district the qualifications of teachers for the purpose of complying to federal law and the schools will face the same sanctions as other district schools.
Section 22-63-202	Teacher Employment, Compensation and Dismissal Act of 1990: contracts in writing – duration – damage provision	Delegates the authority to the school to issue its own employment contracts; the school will adapt the DPS employment contract to offer specialized	School will adapt DPS employment contract to comply with terms of Innovation Plan.
Section 22-63-203, C.R.S.	Teach Employment, Compensation and Dismissal Act of 1990: Probationary teachers – renewal and nonrenewal of employment contract	Delegates the authority to the school to terminate probationary employees.	School will dismiss probationary teachers in accordance with statute when applicable.
Section 22-63-206, C.R.S	Teacher Employment, Compensation and Dismissal Act of 1990; Transfer of teachers – compensation	Waives the chief administrative officer the ability to transfer teachers within, into or out of the school; empowers the principal to make all transfers within the school.	District will no longer make direct placement of teachers to the school, or direct placement within schools.
Section 22-63-301	Teacher Employment, Compensation and Dismissal Act of 1990: Grounds for dismissal	Delegates to the school the authority to dismiss its current tenured teachers according to the statute, and is waived in the case of any newly hired teachers. Interacts with Section 22-32-109(1)(f).	School will comply with state law when recommending dismissal of tenured teachers, when applicable under the Innovation Plan.
Section 22-63-302	Teacher Employment, Compensation and Dismissal Act of 1990: Procedures for dismissal of teachers and judicial review	Delegates to the school the authority to follow statutory procedure with its current tenured teachers according to the statute, and is waived in the case of any newly hired teachers.	School will comply with state law in the case of teachers hired before January 1, 2009. After January 1, 2009 school will hire teachers as at will employees.

State Statute	Description	Action Called for by Innovation Plan	Replacement Policy or Practice
Section 22-63-401	Teacher Employment, Compensation and Dismissal Act of 1990: Teachers subject to adopted salary schedule	The board delegates to the school the authority to set its own compensation system; the school proposes that it may need to pay people above, or adjunct faculty who will be compensated on a different pay scale.	School will adopt a consistent policy compensate teachers using the DPS/DCTA Agreement and ProComp as the minimum expectation for teacher compensation. The School will adopt a consistent policy for staff not covered by an existing DPS classification.
Section 22-63-402	Teacher Employment, Compensation and Dismissal Act of 1990: License, authorization of residency required in order to pay teachers	Waives the provision that requires teachers to hold licenses in order to be paid	School will adopt a policy for fair compensation of instructional staff.
Section 22-63-403	Teacher Employment, Compensation and Dismissal Act of 1990: Payment of salaries	Delegates to the school the authority to pay their pro rata share of their compensation up to the point that they are dismissed.	School will adopt a policy for fair compensation of staff upon dismissal.

Montclair School of Academics and Enrichment:

In its application to be designated as an innovation school, Montclair School of Academics and Enrichment described innovations that it planned to implement in the following areas: (1) school staffing; (2) curriculum and assessment; (3) class scheduling; (4) staffing and use of financial and other resources; (5) principal leadership; (6) participatory leadership; (7) implementation of a school leadership team; (8) development of a professional learning community; (9) creation of a positive work environment; (10) hours of work; (11) assignment of staff; (12) compensation; (13) leave; (14) budget; (15) management evaluation; (16) teacher evaluation; (17) employee handbooks; and (18) dispute resolution.

In order to implement these innovations, Montclair sought waivers from the following DPS school board policies:

Waivers from Denver Public Schools Board Policies Granted to Montclair

DPS Policy Reference	Title	Replacement Policy or Practice
BDFH	Collaborative School Committees	Use statutory School Accountability Committee, with district oversight based on SPF
CFBA	Evaluation of Evaluators	School will prepare and evaluate its own evaluators
DF	Revenue from Non Tax Sources (Sponsorship of District/School Programs, Events & Activities)	School will directly collect revenue from sponsorships subject to district oversight through routine reporting to the Office of Budget
DF-R	Revenue from Non Tax	

	Sources Procedures for School-Based Sponsorships (Sponsorship of District/School Programs, Events & Activities)	
GBEBA	Staff Dress, Accessories and Grooming for Certificated Staff (Teachers)	School will set its own policy for staff dress
GBEBA-R	Staff Dress, Accessories and Grooming for Certificated Staff (Teachers) Procedures	
GBEBB	Dress Code for Non Teaching Staff	
GCB	Professional Staff Contracts & Compensation	School will adapt the DPS employment contract in alignment with its Innovation Plan. School will pay teachers using DPS/DCTA Agreement, including the ProComp, as a minimum for teaching staff. The School will adopt a consistent policy for staff not covered by an existing DPS classification. Conforms with statutory considerations.
GCF	Professional Staff Hiring	School will develop and implement its own staff hiring policies. Conforms with statutory considerations.
GCF-2	Professional Staff Hiring (Athletic Coaches)	School will develop and implement its own hiring policies for athletic coaches.
GCID	Professional Staff Training, Workshops and Conferences	School will develop and implement its own professional development plan aligned with the Innovation Plan.
GDD	Support Staff Vacations and Holidays	School will develop its own procedures for granting vacations and holidays.
GDJ	Support Staff Assignments and Transfers	School will develop process for staff assignment and transfer within the school, and, in collaboration with the Department of Human Resources, develop a method for current employees to apply for district assignments for which they are qualified.
GDJ-R	Support Staff Assignments and Transfers (Facility Managers)	
GDK	Support Staff Schedules and Calendars	School will develop its own schedules and calendars for employees
GDO	Evaluation of Support Staff	School will develop its own procedures for evaluating the performance of support staff
GDQD-R	Procedures for Dismissal of Full-time Classified Employees	School will develop its own procedures to dismiss full-time classified staff.
IC/ICA	School Year/School Calendar	School will develop a school calendar that exceeds district and state minimums
IE	Organization of Instruction	The school will be responsible for developing a “unified program of instruction
IEA	Alternative Grade Level Organization in Neighborhood Schools (K-8 Policies)	Waived. Does not apply
IF	Voluntary School Initiated Designs	Waives policy that requires board approval of “substantial modification to the current educational program or structure, such as length of instructional day, length of instructional year, grade level structure, or a major educational theme or instructional methodology” to remain in conformity with Innovation Schools Act
IGA	Curriculum Development	School will implement curricular expectations set forth in the Innovation Plan subject to oversight through the SPF

IGD	Curriculum Adoption	School will adopt changes curricular expectations set forth in the Innovation Plan subject to oversight through the SPF
IIA	Instructional Materials (Textbooks or their Equivalent Learning Materials)	School will adopt policy for selecting instructional materials in alignment with Innovation Plan subject to oversight through the SPF
IIA-R	Instructional Materials (Textbooks or their Equivalent Learning Materials) Procedures	
IJJ	Instructional Materials (textbooks) Selection or Adoption	
IJJ-R	Instructional Materials (textbooks) Selection or Adoption Procedures	
IJOA	Field Trips	School will develop and implement procedure for field trips and extended excursions.
IJOA-R-2	Field Trips (Guidelines for Extended Excursions)	
IKB	Homework	School will develop and implement homework exceeding the district's in alignment with its Innovation Plan subject to oversight through the SPF.
IKE	Promotion, Retention and Acceleration of Students	School will develop and implement homework exceeding the district's in alignment with its Innovation Plan subject to oversight through district staff and the SPF.
IKE-R	Promotion, Retention and Acceleration of Students Elementary or Middle School Procedures	

DPS/DCTA Agreement Provisions Waived for Montclair

Agreement Article	Description	Replacement Policy or Practice
Committees (Articles 5, 8, 13)	Development Committee (5-4-1), Professional Standards Committee (Article 8) and Personnel Committee (13-8).	Eliminate these various faculty committees and combine their functions into a single School Leadership Team. The SLT will fulfill the functions as outlined the Autonomy Agreement
Professional Standards (Article 8)	Sets teacher calendar, work year, work week, work day, class size and load (see below).	Waive Article 8 in favor of working conditions established at School
Contract Year (8-1)	181 days or extended at regular scheduled rate per day. New teachers may be required to attend orientation and paid in accordance with Article 32. 8-1-2 specifies how non-contact days shall be used. 1-7 Defines "school year"	181 days or as set by the district calendar; any school days School adds to the calendar will be compensated in accordance with Article 32. All teachers may be required to attend orientation and professional development and will be paid in accordance with Article 32. Waive 8-1-2 to allow School how to determine best use of professional days; however, School recognizes the needs for teachers to have individual and small-group planning time in addition to school-directed professional development on non-contact days.

Agreement Article	Description	Replacement Policy or Practice
	as official school calendar.	The SLT will set and monitor the balance. Waive 1-7 in favor of school calendar adopted at School
Work Week (8-2)	40 Hour	Abide by the 40 hour work week and pay teachers for duties beyond 40 hours per week. Allow flextime (e.g., teaching four blocks on one day but two blocks on another day; or teaching 9 hours one day but 7 hours the next day) to accommodate variations in daily academic schedule.
Lunch (8-2-1)	45- minute lunch period duty-free lunch	Faculty may set time of lunch by a majority vote by secret ballot. The basis for the decision will be the needs of the instructional program, while recognizing that staff members need time to eat lunch and conduct personal business.
Operations time (8-2-2)	Up to 30 minutes per week	Currently two 75-minute meetings per week combining operations and professional development. School needs flexibility to set meeting times as needed, so long as meeting time does not encroach upon planning time or exceed the 40-hour week.
Professional time (8-2-3)	Up to 90 minutes per week	90 minutes/one block per day
Planning time (8-3)	Minimum 40 minutes per day	No restrictions
Number of preparations (8-5)	"number of preparations...should provide for effective instruction"	No restrictions
Teaching load (8-5-1)	5 teaching periods or the equivalent thereof if block scheduling is used 3 blocks (85-90 minutes each) per day; 30 minute advisory 3x per week; attend morning meeting (15 minutes) 3x per week.	3 blocks (85-90 minutes each) per day; 30 minute advisory 3x per week; attend morning meeting (15 minutes) 3x per week.
Maximum class size (8-5-1-10)	Maximum 35	Maximum 30 (design 25, current 27)
Department chairs (8-6)	Elected by department subject to principal approval; 3-year term	Waive 10-7 and bring the process on site. Teachers still have statutory protections. Also waive reference to 10-7 in 10-8-3 (last sentence).
Remediation Plan (10-7).	The process moves decisions off-site and creates unnecessary delays.	Waive 10-7 and bring the process on site. Teachers still have statutory protections. Also waive reference to 10-7 in 10-8-3 (last sentence).
Assignments, Schedules and Transfer (Article 13)	"Assignments... will be made in the best interest of the educational program for the students" (13-1). Criteria to be considered in determining suitability of candidates for a vacant position include: instructional practices, classroom management, academic preparation, experience, participation beyond the classroom, other relevant information,	Keep these as guiding principles. Otherwise, waive Article 13 and go to a rolling hiring process. Post positions and hire as vacancies become known. Hiring process will be conducted by School and not by district human resources department.

Agreement Article	Description	Replacement Policy or Practice
	interview and references (13-8-6).	
Summer school teaching positions (Article 14)	Restricts hiring process and moves decision-making for hiring teachers off site. (14-1-1-1, 14-1-1-2, 14-1-1-3)	Consistent with waving Article 13, waive 14-1-1-1, 14-1-1-2, and 14-1-1-3. Hire teachers for summer programs based on criteria stipulated in 13-8-6.
Reduction in Force (RIF) (Article 20)	The process moves decisions off-site and allows DPS to RIF School teachers.	Waive Article 20 so the district can't RIF School staff members. Teachers are kept based on how well they perform, not on seniority. Statutes still apply.
Job Sharing and Half-Time (Article 25)		Waive Article 25 consistent with waiving Article 13. Job sharing and half-time employment should be handled on site.

Agreement Article	Description	Replacement Policy or Practice
Extra Duty Compensation (Article 32.)	Sets rates for extra duty compensation.	in Article 32: nothing should prohibit the school from offering additional compensation. In lieu of hourly compensation, School should be able offer stipends for projects, essentially giving teachers same rights as independent contractors, so long as the teacher and the school agree on the rate for the project.

Additionally, DPS sought and was granted waivers by the State Board of Education from the following state statutes:

Waivers from State Statute for Montclair

State Statute	Description	Action Called for by Innovation Plan	Replacement Policy or Practice
Section 22-9-106	local board duties concerning performance evaluations for licensed personnel	The school will fulfill the requirements of state law when conducting teacher evaluations. The school will have the authority to designate personnel who do not have administrative licenses to conduct teacher evaluations.	School will use district evaluation procedures, which comply with state law, but adapt the sub-standards so they are in alignment with the instructional program at the school. School will permit instructional leaders without administrative licenses to evaluate teachers.
Section 22-32-109(1)(f)	local board duties concerning selection of personnel and pay	Delegate authority to the school to select staff and set rates of pay (interacts with 22-63-201 & Section 22-63-206).	School will select teaching staff directly and set rates of pay based on school policy. School policy is in Innovation Plan.
Section 22-32-109(1)(g)	handling of moneys	Delegate authority to the school to manage its receipt of money.	School will manage its receipt of money according to district procedure and subject to direct district in the form of an annual audit, and quarterly trial balances to the Office of Budget.
Section 22-32-109(1)(n)	schedule and calendar	Delegate authority to the school to establish schedule and calendar.	School will exceed statutory minimums for calendar, hours of teacher pupil contact and schedule, subject to district oversight based on the School Performance Framework.
Section 22-32-109(II)(A)	actual hours of teacher-pupil instruction and contact		
Section 22-32-109(II)(B)	school calendar		
Section 22-32-109(t)	determine educational program and prescribe textbooks	Delegate authority to the school to establish an educational program and textbooks, and require the school to align its instructional program to state and local standards.	School educational program is set in the Innovation Plan. School will be able to adapt its instructional program in alignment with state and local standards, subject to district oversight based on the School Performance Framework.
Section 22-32-109(aa)	adopt content standards and plan for implementation of content standards		
Section	adopt dress code for	Delegate authority to the school	School will establish dress code

State Statute	Description	Action Called for by Innovation Plan	Replacement Policy or Practice
22-32-109(cc)	employees	to establish a dress code for employees.	for employees through school policy.
Section 22-32-109(jj)	identify areas in which the principals(s) require training or development	Delegate authority to the school to direct professional training and development for principals.	School will direct its principal development program, subject to district oversight based on School Performance Framework.
Section 22-32-110(1)(h), C.R.S.	local board powers concerning employment termination of school personnel	Delegates to the school the ability to discharge employees; the school will have be responsible for complying with statutory due process expectations when applicable.	School has the authority to prosecute tenure dismissal cases on its own; may seek the support of the Legal Department when prosecuting tenure dismissal cases.
Section 22-63-201	Teacher Employment, Compensation and Dismissal Act of 1990; Employment-license required – exception	The school will comply with federal law and regulation on Highly Qualified Teacher. The board delegates to the school the duty to identify employees as administrators.	School will verify to the district the qualifications of teachers for the purpose of complying to federal law and the schools will face the same sanctions as other district schools.
Section 22-63-202	Teacher Employment, Compensation and Dismissal Act of 1990: contracts in writing – duration – damage provision	Delegates the authority to the school to issue its own employment contracts; the school will adapt the DPS employment contract to offer specialized.	School will adapt DPS employment contract to comply with terms of Innovation Plan.
Section 22-63-203, C.R.S.	Teach Employment, Compensation and Dismissal Act of 1990: Probationary teachers – renewal and nonrenewal of employment contract	Delegates the authority to the school to terminate probationary employees.	School will dismiss probationary teachers in accordance with statute when applicable.
Section 22-63-206, C.R.S	Teacher Employment, Compensation and Dismissal Act of 1990; Transfer of teachers – compensation	Waives the chief administrative officer the ability to transfer teachers within, into or out of the school; empowers the principal to make all transfers within the school.	District will no longer make direct placement of teachers to the school, or direct placement within schools.
Section 22-63-301	Teacher Employment, Compensation and Dismissal Act of 1990: Grounds for dismissal	Delegates to the school the authority to dismiss its current tenured teachers according to the statute, and is waived in the case of any newly hired teachers. Interacts with Section 22-32-109(1)(f).	School will comply with state law when recommending dismissal of tenured teachers, when applicable under the Innovation Plan.
Section 22-63-302	Teacher Employment, Compensation and Dismissal Act of	Delegates to the school the authority to follow statutory procedure with its current tenured teachers according to the	School will comply with state law in the case of teachers hired before January 1, 2009. After January 1, 2009 school will hire

State Statute	Description	Action Called for by Innovation Plan	Replacement Policy or Practice
	1990: Procedures for dismissal of teachers and judicial review	statute, and is waived in the case of any newly hired teachers.	teachers as at will employees.
Section 22-63-401	Teacher Employment, Compensation and Dismissal Act of 1990: Teachers subject to adopted salary schedule	The board delegates to the school the authority to set its own compensation system; the school proposes that it may need to pay people above, or adjunct faculty who will be compensated on a different pay scale.	School will adopt a consistent policy compensate teachers using the DPS/DCTA Agreement and ProComp as the minimum expectation for teacher compensation. The School will adopt a consistent policy for staff not covered by an existing DPS classification.
Section 22-63-402	Teacher Employment, Compensation and Dismissal Act of 1990: License, authorization of residency required in order to pay teachers	Waives the provision that requires teachers to hold licenses in order to be paid.	School will adopt a policy for fair compensation of instructional staff.
Section 22-63-403	Teacher Employment, Compensation and Dismissal Act of 1990: Payment of salaries	Delegates to the school the authority to pay their pro rata share of their compensation up to the point that they are dismissed.	School will adopt a policy for fair compensation of staff upon dismissal.

Cole Academy of Science and Arts:

In its application to be designated as an innovation school, Cole Academy of Science and Arts described innovations that it planned to implement in the following areas: (1) school staffing; (2) curriculum and assessment; (3) class scheduling; (4) staffing and use of financial and other resources; (5) principal leadership; (6) participatory leadership; (7) implementation of a school leadership team; (8) development of a professional learning community; (9) creation of a positive work environment; (10) hours of work; (11) assignment of staff; (12) compensation); (13) leave; (14) budget; (15) management evaluation; (16) teacher evaluation; (17) employee handbooks; and (18) dispute resolution.

In order to implement these innovations, Cole sought waivers from the following DPS school board policies:

Waivers from Denver Public Schools Board Policies Granted to Cole

DPS Policy Reference	Title	Replacement Policy or Practice
DF	Revenue from Non Tax Sources (Sponsorship of District/School Programs, Events & Activities)	School will directly collect revenue from sponsorships subject to district oversight through routine reporting to the Office of Budget

DPS Policy Reference	Title	Replacement Policy or Practice
DF-R	Revenue from Non Tax Sources Procedures for School-Based Sponsorships (Sponsorship of District/School Programs, Events & Activities)	
GCB	Professional Staff Contracts & Compensation	School will adapt the DPS employment contract in alignment with its Innovation Plan. School will pay teachers using DPS/DCTA Agreement, including the ProComp, as a minimum for teaching staff. The School will adopt a consistent policy for staff not covered by an existing DPS classification. Conforms with statutory considerations.
GCF	Professional Staff Hiring	School will develop and implement its own staff hiring policies. Conforms with statutory considerations.
GCID	Professional Staff Training, Workshops and Conferences	School will develop and implement its own professional development plan aligned with the Innovation Plan.
GDD	Support Staff Vacations and Holidays	School will develop its own procedures for granting vacations and holidays.
GDJ	Support Staff Assignments and Transfers	School will develop process for staff assignment and transfer within the school, and, in collaboration with the Department of Human Resources, develop a method for current employees to apply for district assignments for which they are qualified.
GDJ-R	Support Staff Assignments and Transfers (Facility Managers)	
GDK	Support Staff Schedules and Calendars	School will develop its own schedules and calendars for employees
GDO	Evaluation of Support Staff	School will develop its own procedures for evaluating the performance of support staff
GDQD-R	Procedures for Dismissal of Full-time Classified Employees	School will develop its own procedures to dismiss full-time classified staff.
IC/ICA	School Year/School Calendar	School will develop a school calendar that exceeds district and state minimums
IE	Organization of Instruction	The school will be responsible for developing a “unified program of instruction
IGA	Curriculum Development	School will implement curricular expectations set forth in the Innovation Plan subject to oversight through the SPF
IGD	Curriculum Adoption	School will adopt changes curricular expectations set forth in the Innovation Plan subject to oversight through the SPF
IIA	Instructional Materials (Textbooks or their Equivalent Learning Materials)	School will adopt policy for selecting instructional materials in alignment with Innovation Plan subject to oversight through the SPF
IIA-R	Instructional Materials (Textbooks or their Equivalent Learning Materials) Procedures	
IJJ-R	Instructional Materials (textbooks) Selection or Adoption Procedures	
IKB	Homework	School will develop and implement homework exceeding the district’s in alignment with its Innovation Plan subject to oversight through the SPF.

DPS/DCTA Agreement Provisions Waived for Cole

Agreement Article	Description	Replacement Policy or Practice
Definitions (Article 1-2)	Definition of teacher	Waiver provision, permitting broader definition of teacher in alignment with the Cole Innovation Plan
Grievance (Article 7)	Establishes dispute resolution procedures	Cole will develop a dispute resolution process that permits association representation of faculty members and appeal to the Superintendent's designee. Disputes between faculty members and the district may be brought directly to the Superintendent's designee. The faculty member is entitled to representation by the Association.
Committees (Articles 5, 8, 13, 29)	Development Committee (5-4-1), Professional Standards Committee (Article 8) and Personnel Committee (13-8).	Waive all of these various provisions and combine their functions into a single School Leadership Team. The Cole School Leadership Team will fulfill the functions.
Professional Standards (Article 8)	Sets teacher calendar, work year, work week, work day, class size and load (see below).	Waive Article 8 in favor of calendar, work year, work week, work day, class size and load established in alignment with the Innovation Plan by the school by the SLT.
Teacher Evaluation (Article 10)	Describes the evaluation process for teachers.	School will adhere to all procedural timelines and district developed standards, but will, if necessary, develop sub-standards aligned with the Innovation Plan and modify district forms appropriately. Should a teacher be placed on a remediation plan, the school will identify a member of the Cole staff to provide peer assistance.
Assignments, Schedules and Transfer (Article 13)	Describes district and school procedures for transfer and reassignment of teachers.	The school will adhere to the guiding principals set forth in Article 13-1 and 13-8-6. School will maintain a personnel committee and conduct interviews following the procedures set forth in Article 13. Otherwise, waive Article 13 to permit "realtime hiring of teachers"—i.e. post positions and hire as vacancies become known. Hiring processes will be conducted by Cole with assistance from the Human Resources Department and New Schools Office. Cole will not receive direct placement of teachers unless Cole makes a reduction in building staff resulting in a teacher placed in the unassigned teacher pool.
Summer school teaching positions (Article 14)	Restricts hiring process and moves decision-making for hiring teachers off site. (14-1-1-1, 14-1-1-2, 14-1-1-3)	Consistent with waving Article 13, waive 14-1-1-1, 14-1-1-2, and 14-1-1-3. Hire teachers for summer programs consistent with the mission and values of the Innovation Plan.
Reduction in Force (RIF) (Article 20)	Procedures for conducting reduction in force.	Waive Article 20 so the district can't RIF School staff members. Reductions in teaching staff will be made based on performance, and with the understanding that reduction of non-probationary staff due to program change or decline in enrollment into the unassigned teacher pool will make the school eligible for receiving direct placement teachers.
Job Sharing and Half-Time (Article	Procedures for arranging job-sharing assignments.	Job sharing and half-time employment should be handled on site in alignment with Innovation Plan.

Agreement Article	Description	Replacement Policy or Practice
25)		
Extra Duty Compensation (Article 32)	Sets rates for extra duty compensation.	Nothing should prohibit school from offering additional compensation. In lieu of hourly compensation, school should be able to offer stipends for projects, essentially giving teachers the same rights as independent contractors, so long as the teacher and the school agree on the rate for the project.

Additionally, DPS sought and was granted waivers by the State Board of Education from the following state statutes:

Waivers from State Statute for Cole Academy of Science and Arts

State Statute	Description	Action Called for by Innovation Plan	Replacement Policy or Practice
Section 22-9-106	local board duties concerning performance evaluations for licensed personnel	The school will fulfill the requirements of state law when conducting teacher evaluations. The school will have the authority to designate personnel who do not have administrative licenses to conduct teacher evaluations.	School will use district evaluation procedures, which comply with state law, but adapt the sub-standards so they are in alignment with the instructional program at the school. School will permit instructional leaders without administrative licenses to evaluate teachers.
Section 22-32-109(1)(f)	local board duties concerning selection of personnel and pay	Delegate authority to the school to select staff and set rates of pay (interacts with 22-63-201 & Section 22-63-206).	School will select teaching staff directly and set rates of pay based on school policy. Cole will meet or exceed the rates of pay set in the DPS/DCTA Agreement, including ProComp.
Section 22-32-109(1)(g)	handling of moneys	Delegate authority to the school to manage its receipt of money.	School will manage its receipt of money according to district procedure and subject to direct district in the form of an annual audit, and quarterly trial balances to the Office of Budget.
Section 22-32-109(1)(n)	schedule and calendar	Delegate authority to the school to establish schedule and calendar.	School will exceed statutory minimums for calendar, hours of teacher pupil contact and schedule, subject to district oversight based on the School Performance Framework. School will have authority to establish its own calendar, including professional development days, days off, or late starts/early releases that may differ from district.
Section 22-32-109(II)(A)	actual hours of teacher-pupil instruction and contact		
Section 22-32-109(II)(B)	school calendar		
Section 22-32-109(t)	determine educational program and prescribe textbooks	Delegate authority to the school to establish an educational program and textbooks, and require the school to align its instructional program to state and	School educational program is set in the Innovation Plan. School will be able to adapt its curriculum and instructional program in alignment with state
Section	adopt content		

State Statute	Description	Action Called for by Innovation Plan	Replacement Policy or Practice
22-32-109(aa)	standards and plan for implementation of content standards	local standards.	and local standards, subject to district oversight based on the School Performance Framework.
Section 22-32-109(cc)	adopt dress code for employees	Delegate authority to the school to establish a dress code for employees.	School will establish dress code for employees through school policy.
Section 22-32-109(jj)	identify areas in which the principals(s) require training or development	Delegate authority to the school to direct professional training and development for principals.	School will direct its principal development program, subject to district oversight based on School Performance Framework.
Section 22-32-110(1)(h), C.R.S.	local board powers concerning employment termination of school personnel	Delegates to the school the ability to discharge employees; the school will have to be responsible for complying with statutory due process expectations when applicable.	School has the authority to prosecute tenure dismissal cases on its own; may seek the support of the Legal Department when prosecuting tenure dismissal cases.
Section 22-63-201	Teacher Employment, Compensation and Dismissal Act of 1990; Employment-license required – exception	The school will comply with federal law and regulation on Highly Qualified Teacher. The board delegates to the school the duty to identify employees as administrators.	School will verify to the district the qualifications of teachers for the purpose of complying with federal law and the schools will face the same sanctions as other district schools.
Section 22-63-202	Teacher Employment, Compensation and Dismissal Act of 1990: contracts in writing – duration – damage provision	Delegates the authority to the school to issue its own employment contracts; the school will adapt the DPS employment contract to offer specialized.	School will adapt DPS employment contract to comply with terms of Innovation Plan.
Section 22-63-203, C.R.S.	Teacher Employment, Compensation and Dismissal Act of 1990: Probationary teachers – renewal and nonrenewal of employment contract	Delegates the authority to the school to terminate probationary employees.	School will dismiss probationary teachers in accordance with statute when applicable.
Section 22-63-206, C.R.S	Teacher Employment, Compensation and Dismissal Act of 1990; Transfer of teachers – compensation	Waives the chief administrative officer the ability to transfer teachers within, into or out of the school; empowers the principal to make all transfers within the school.	District will no longer make direct placement of teachers to the school, or direct placement within schools.
Section 22-63-301	Teacher Employment, Compensation and Dismissal Act of 1990: Grounds for dismissal	Delegates to the school the authority to dismiss its current tenured teachers according to the statute, and is waived in the case of any newly hired teachers. Interacts with Section 22-32-109(1)(f).	School will comply with state law when recommending dismissal of tenured teachers, when applicable under the Innovation Plan.

State Statute	Description	Action Called for by Innovation Plan	Replacement Policy or Practice
Section 22-63-302	Teacher Employment, Compensation and Dismissal Act of 1990: Procedures for dismissal of teachers and judicial review	Delegates to the school the authority to follow statutory procedure with its current tenured teachers according to the statute, and is waived in the case of any newly hired teachers.	School will comply with state law in the case of teachers hired before January 1, 2009. After January 1, 2009 school will hire teachers as at will employees.
Section 22-63-401	Teacher Employment, Compensation and Dismissal Act of 1990: Teachers subject to adopted salary schedule	The board delegates to the school the authority to set its own compensation system; the school proposes that it may need to pay people above, or adjunct faculty who will be compensated on a different pay scale.	School will adopt a consistent policy compensate teachers using the DPS/DCTA Agreement and ProComp as the minimum expectation for teacher compensation. The School will adopt a consistent policy for staff not covered by an existing DPS classification.
Section 22-63-402	Teacher Employment, Compensation and Dismissal Act of 1990: License, authorization of residency required in order to pay teachers	Waives the provision that requires teachers to hold licenses in order to be paid	School will adopt a policy and procedure to ensure that background checks are completed for all personnel and that fair compensation is provided to instructional staff.
Section 22-63-403	Teacher Employment, Compensation and Dismissal Act of 1990: Payment of salaries	Delegates to the school the authority to pay their pro rata share of their compensation up to the point that they are dismissed.	School will adopt a policy for fair compensation of staff upon dismissal.

Attachment B: Performance Data for Innovation Schools

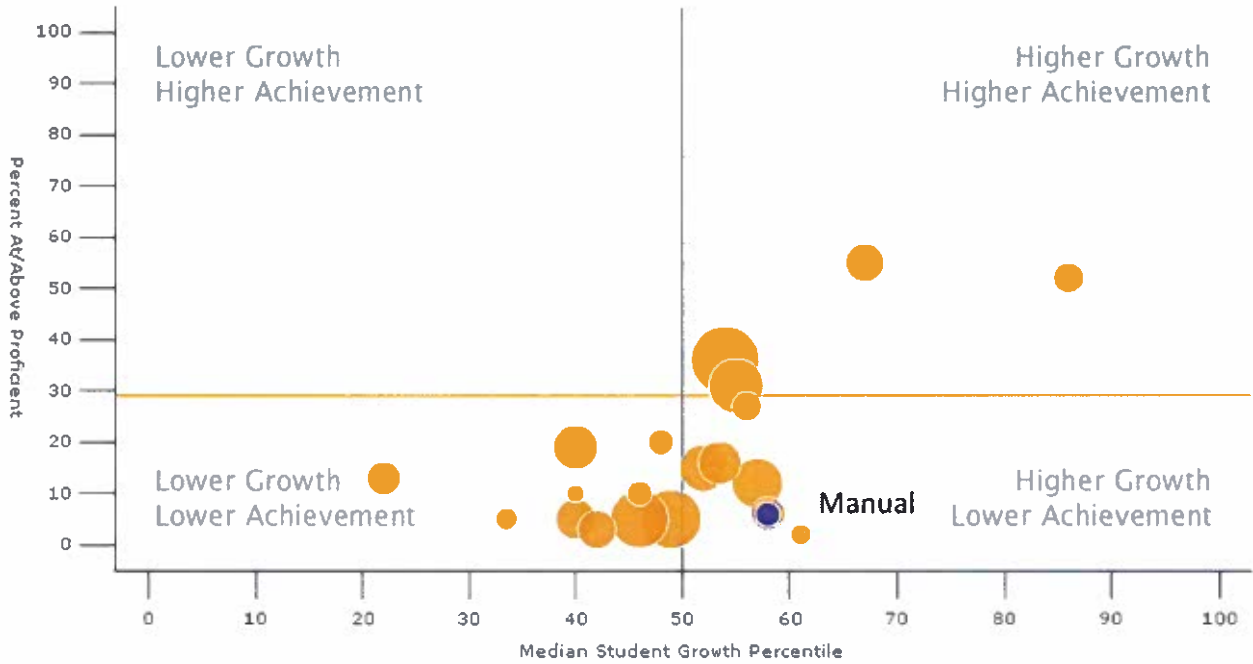
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Growth and Achievement

School Options

Year: 2009

Math Reading Writing

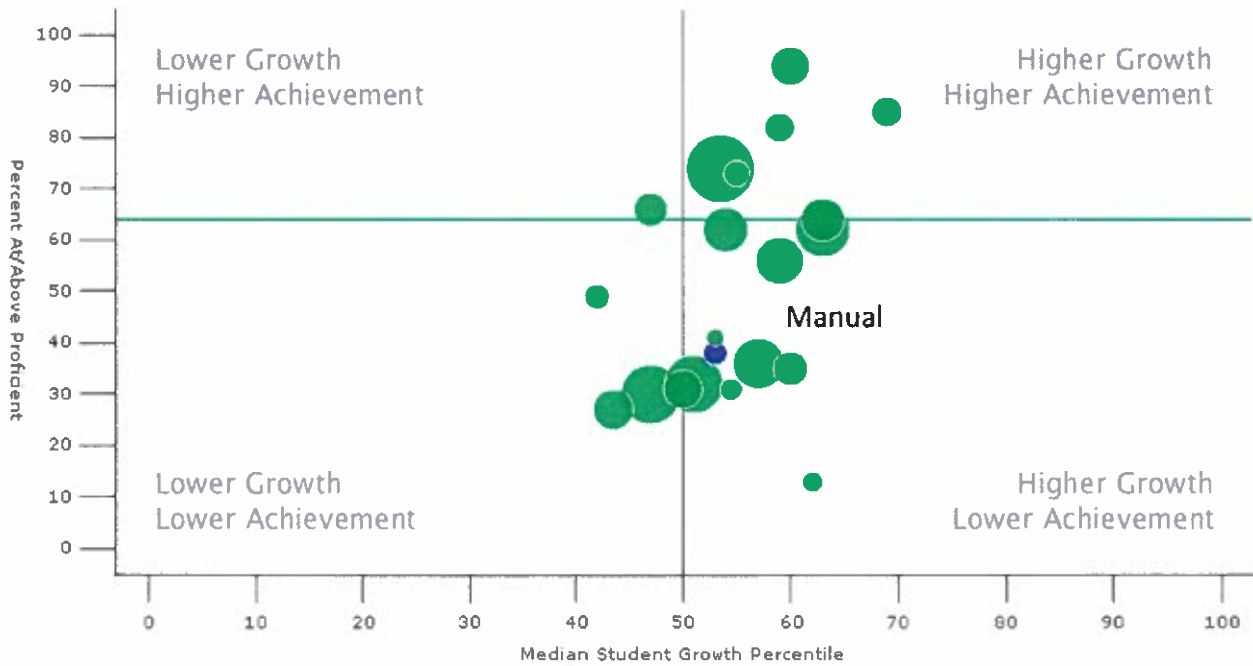


Growth and Achievement

School Options

Year: 2009

Math Reading Writing

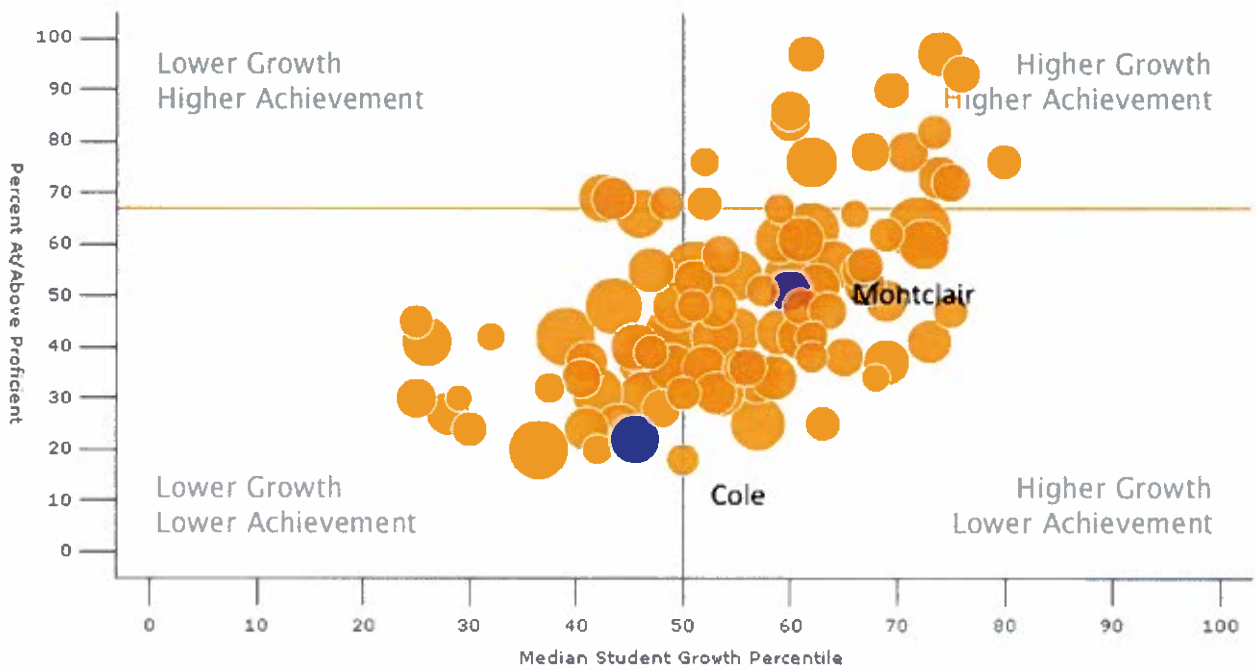


Growth and Achievement

School Options

Year: 2009

Math Reading Writing

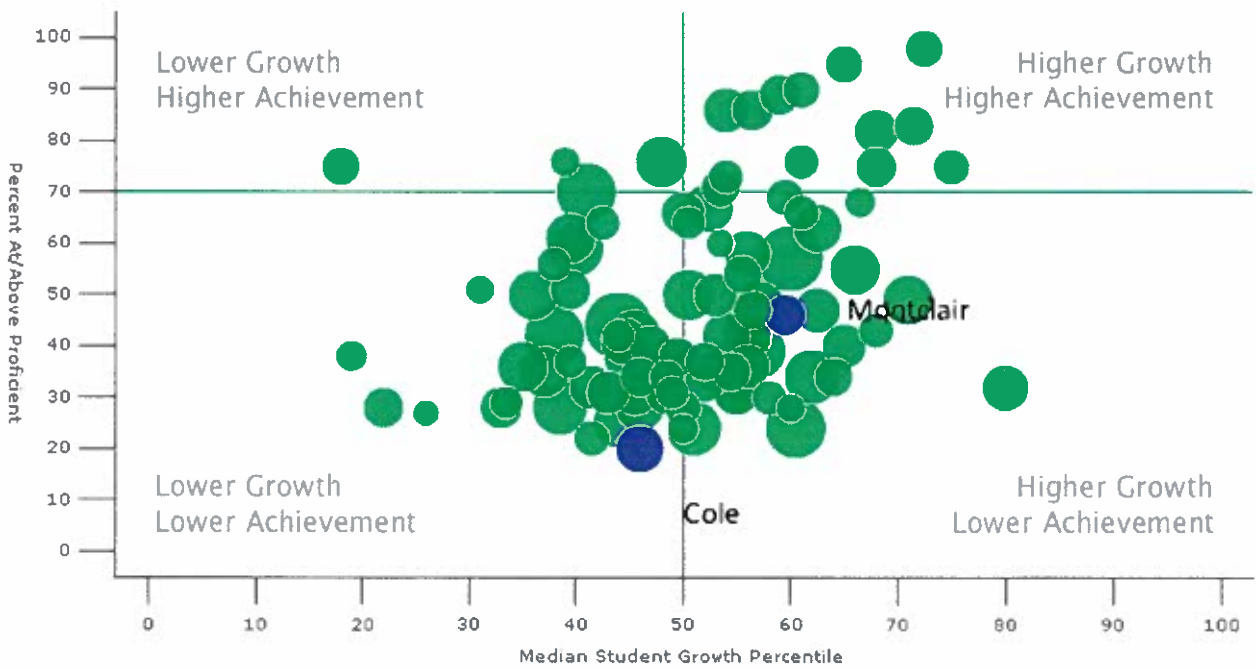


Growth and Achievement

School Options

Year: 2009

Math Reading Writing

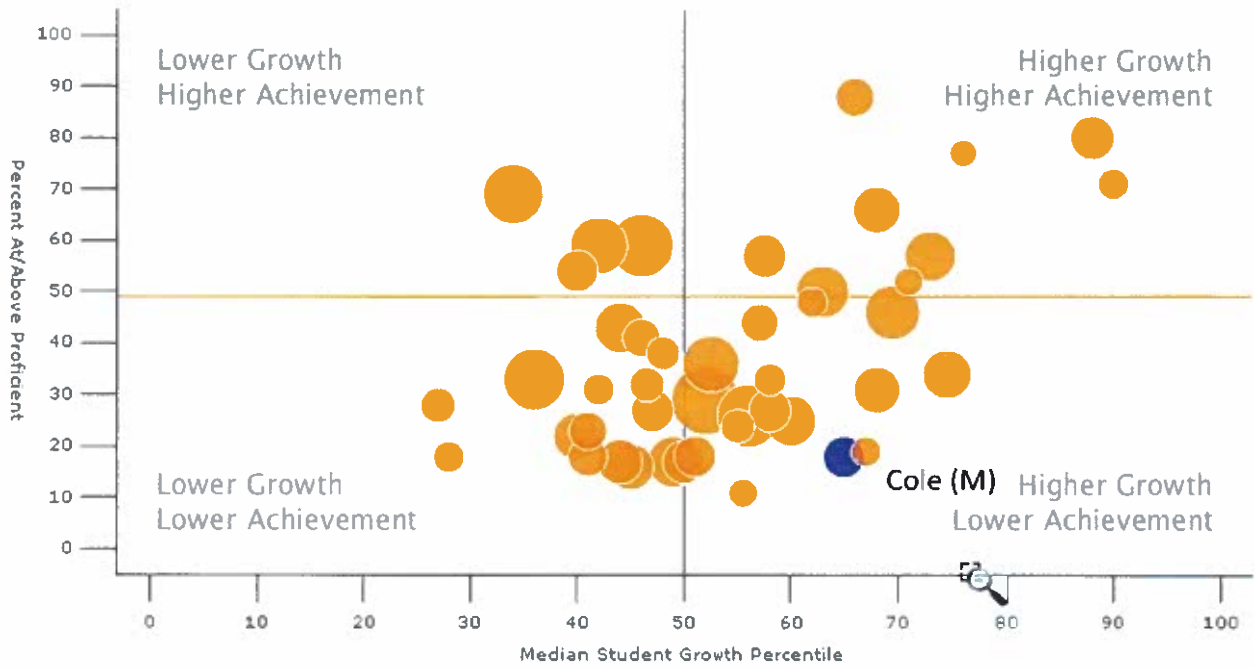


Growth and Achievement

► School Options

► Year: 2009

Math Reading Writing

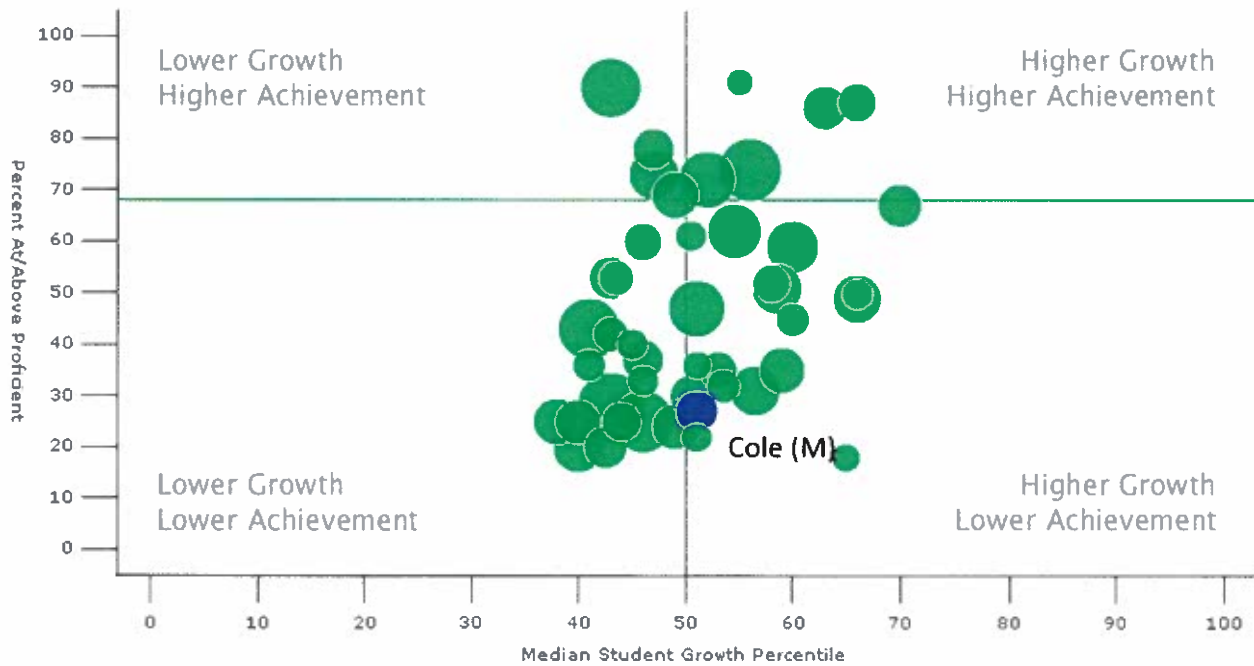


Growth and Achievement

► School Options

► Year: 2009

Math Reading Writing



Manual High School

School Growth Summary

Grades 9 to 12 Denver County 1

Reading

	2007		2008		2009		2007		2008		2009	
	School		School		School		District		District		State	
	Median Growth Percentile											
Total			51	53	47	55	53	50	50	50	50	50
Grade 9			51	44	47	55	51	50	50	50	50	50
Grade 10			-	58	46	56	55	50	50	50	50	50
Minority/Non	/		52/-	53/-	46/50	55/55	51/59	48/50	51/49	50/50	50/50	50/50
FRL/Non	/		59/39	54/46	45/51	55/55	53/54	47/50	50/50	48/51	48/51	48/51
IEP/Non	/		-/51	60/52	38/48	43/57	45/54	43/50	42/50	44/50	44/50	44/50
ELL/Non	/		53/51	54/48	49/45	59/52	53/53	51/49	56/49	53/49	53/49	53/49
Girls/Boys	/		60/48	54/47	50/43	60/49	56/50	52/47	55/44	53/47	53/47	53/47

	Percent Catching Up											
	Total	18	19	17	20	21	26	25	28			
Grade 9	18	19	21	23	24	29	30	32				
Grade 10	-	19	12	15	18	22	19	24				
Minority/Non	/	18/-	19/-	17/20	19/25	21/30	21/32	21/31	23/34			
FRL/Non	/	17/-	18/24	15/24	19/23	20/24	20/31	20/29	23/33			
IEP/Non	/	-/21	5/22	5/20	7/23	7/25	11/30	10/29	12/32			
ELL/Non	/	13/21	17/21	15/19	19/22	19/24	17/29	18/28	20/31			
Girls/Boys	/	27/7	24/14	20/15	23/17	24/19	29/24	29/22	31/26			

	Percent Keeping Up											
	Total	63	75	86	86	89	90	87	91			
Grade 9	63	62	86	84	85	89	86	88				
Grade 10	-	91	87	88	92	92	89	93				
Minority/Non	/	66/-	75/-	82/94	83/93	85/95	85/92	83/89	86/92			
FRL/Non	/	-/-	77/-	79/92	82/89	85/92	83/92	80/89	84/92			
IEP/Non	/	-/63	-/76	72/87	73/87	80/89	74/91	67/88	75/91			
ELL/Non	/	-/60	68/80	82/88	83/88	84/90	83/91	81/88	84/91			
Girls/Boys	/	-/-	71/80	88/84	88/84	90/87	92/88	91/84	92/88			

	Percent Moving Up											
	Total	0	3	9	15	9	10	15	9			
Grade 9	0	7	11	15	10	10	16	9				
Grade 10	-	0	8	14	9	9	14	9				
Minority/Non	/	0/-	2/-	5/17	10/24	5/19	6/11	10/16	6/10			
FRL/Non	/	-/-	2/-	4/14	8/19	4/14	5/11	8/16	5/10			
IEP/Non	/	-/0	-/3	8/9	3/15	8/9	4/10	6/15	5/9			
ELL/Non	/	-/-	5/3	5/11	9/17	5/11	5/10	9/15	5/9			
Girls/Boys	/	-/-	3/4	9/9	17/12	9/9	10/9	17/12	10/8			

A three-year summary of student growth using the Colorado Growth Model

School growth rates are determined by combining growth percentiles from individual students. Growth rates for individual students are calculated by comparing their Colorado Student Assessment Program (CSAP) scores in reading, writing, and mathematics over consecutive years. These individual growth scores are combined into a single number: the school's median growth percentile.

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Manual High School Grades 9 to 12 Denver County 1

Math

	School			District			State		
	2007	2008	2009	2008	2009	2007	2008	2009	
	Median Growth Percentile								
Total	46	58	52	52	49	50	50	50	
Grade 9	46	61	56	55	50	50	50	50	
Grade 10	-	56	48	51	49	50	50	50	
Minority/Non	/	46/-	57/-	51/54	51/58	49/54	47/52	47/51	
FRL/Non	/	44/52	57/61	52/53	51/55	49/51	47/51	46/52	
IEP/Non	/	-/44	34/63	45/53	49/53	44/51	45/50	45/51	
ELL/Non	/	32/52	57/60	54/51	52/53	53/49	50/50	49/50	
Girls/Boys	/	47/43	60/56	50/54	51/54	50/49	49/51	49/51	

	Percent Catching Up								
	0	1	3	3	2	4	5	5	4
Total	0	2	5	5	3	5	6	5	4
Grade 9	0	0	1	2	1	3	4	3	3
Grade 10	-	0	1	2	1	3	4	3	3
Minority/Non	/	0/-	3/7	3/9	2/6	2/6	3/7	2/5	2/5
FRL/Non	/	0/0	1/0	2/5	1/4	2/5	3/6	2/5	2/5
IEP/Non	/	-/0	4/1	2/4	1/2	1/5	2/6	1/4	1/4
ELL/Non	/	0/0	2/0	3/4	2/2	2/5	3/6	2/4	2/4
Girls/Boys	/	0/0	0/2	3/4	2/2	4/4	5/6	4/4	4/4

	Percent Keeping Up								
	32	62	67	59	67	70	66	66	66
Total	-	-	61	62	53	62	65	61	61
Grade 9	-	-	63	72	65	71	76	73	73
Grade 10	-	-	50/74	56/79	45/75	55/69	59/72	55/69	55/69
Minority/Non	/	-/-	52/67	51/75	41/70	51/69	54/72	49/70	49/70
FRL/Non	/	-/-	61/62	57/67	55/59	50/67	57/70	49/67	49/67
IEP/Non	/	-/32	54/64	57/71	43/65	54/67	56/70	53/67	53/67
ELL/Non	/	-/-	57/67	65/69	60/58	65/68	67/72	66/67	66/67
Girls/Boys	/	-/-	-/-	-/-	-/-	-/-	-/-	-/-	-/-

	Percent Moving Up								
	5	10	6	5	7	4	4	4	4
Total	-	-	7	16	10	8	10	7	7
Grade 9	-	-	2	2	1	1	2	1	1
Grade 10	-	-	4/6	8/12	4/8	3/5	5/7	4/5	4/5
Minority/Non	/	-/-	4/6	10/9	2/8	4/5	5/7	3/5	3/5
FRL/Non	/	-/-	-/5	-/10	-/6	6/5	9/7	6/4	6/4
IEP/Non	/	-/-	6/5	9/10	1/7	5/5	5/7	3/4	3/4
ELL/Non	/	-/-	5/5	8/11	5/6	4/5	6/7	4/5	4/5
Girls/Boys	/	-/-	-/-	-/-	-/-	-/-	-/-	-/-	-/-

Writing

	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
	Median Growth Percentile								
Total	60	51	48	54	55	50	50	50	
Grade 9	60	55	48	53	56	50	50	50	
Grade 10	-	48	49	54	54	50	50	50	
Minority/Non	/	60/-	51/-	48/50	53/58	55/57	47/51	48/51	
FRL/Non	/	60/60	51/54	48/50	53/55	54/57	46/51	48/51	
IEP/Non	/	-/61	48/54	39/50	42/55	49/56	42/51	44/51	
ELL/Non	/	62/59	57/49	52/46	57/51	57/53	50/50	53/50	
Girls/Boys	/	62/57	54/50	50/47	55/52	55/55	51/49	51/49	

	Percent Catching Up								
	12	11	10	10	13	17	15	18	
Total	12	16	12	12	16	20	17	21	
Grade 9	12	16	12	12	16	20	17	21	
Grade 10	-	7	8	8	10	14	12	16	
Minority/Non	/	12/-	11/-	9/19	13/22	12/22	10/19	13/24	
FRL/Non	/	11/17	10/18	9/16	8/15	12/18	11/21	10/18	
IEP/Non	/	-/15	0/13	2/12	4/11	3/15	4/20	5/21	
ELL/Non	/	16/10	13/10	9/12	9/11	12/15	9/19	11/21	
Girls/Boys	/	20/4	17/5	13/8	12/9	15/12	20/16	17/13	

	Percent Keeping Up								
	40	49	75	76	78	81	79	81	
Total	40	52	71	72	73	78	76	79	
Grade 9	40	52	71	72	73	78	76	79	
Grade 10	-	45	79	79	83	83	82	84	
Minority/Non	/	-/-	48/-	66/86	68/86	69/90	72/83	70/81	
FRL/Non	/	-/-	54/-	63/83	66/81	67/85	68/83	66/81	
IEP/Non	/	-/40	-/51	60/75	45/76	55/79	58/81	56/79	
ELL/Non	/	-/-	-/48	66/78	69/78	69/81	65/81	68/79	
Girls/Boys	/	-/-	55/-	76/73	78/72	79/76	83/77	82/75	

	Percent Moving Up								
	13	9	10	10	9	11	11	12	
Total	-	-	12	12	9	14	12	14	
Grade 9	-	-	7	9	9	9	9	10	
Grade 10	-	-	14/-	7/13	7/14	5/15	8/12	8/13	
Minority/Non	/	-/-	14/-	5/12	7/12	4/12	6/12	7/13	
FRL/Non	/	-/-	-/13	0/9	-/10	14/9	5/11	9/11	
IEP/Non	/	-/-	-/13	7/10	9/11	6/10	7/11	9/11	
ELL/Non	/	-/-	-/13	10/8	10/10	8/10	12/10	12/9	
Girls/Boys	/	-/-	-/13	10/8	10/10	8/10	12/10	12/9	

Montclair Elementary School

School Growth Summary

Grades 1 to 5 Denver County 1

Reading

	School					District					State				
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
	Median Growth Percentile														
Total	55	59	60	46	51	50	50	50	50	50	50	50	50	50	50
Grade 4	57	57	53	43	47	45	50	50	50	50	50	50	50	50	50
Grade 5	48	63	63	50	55	55	50	50	50	50	50	50	50	50	50
Minority/Non	57/-	59/-	62/-	44/56	48/60	49/56	46/53	47/52	48/52	46/53	46/53	46/53	46/53	46/53	46/53
FRL/Non	57/-	67/-	57/67	43/54	48/58	48/54	45/53	46/53	46/53	46/53	46/53	46/53	46/53	46/53	46/53
IEP/Non	-/54	-/59	-/61	38/48	38/53	39/52	42/51	40/51	41/51	40/51	40/51	40/51	40/51	41/51	41/51
ELL/Non	56/-	68/55	57/65	47/46	53/49	52/49	47/51	50/50	50/50	50/50	50/50	50/50	50/50	50/50	50/50
Girls/Boys	50/62	68/37	66/53	47/46	52/49	52/49	51/49	52/48	52/49	52/48	52/49	52/48	52/48	52/49	52/49

Percent Catching Up															
Total	32	35	35	26	33	31	33	38	36						
Grade 4	-	-	35	23	30	27	32	37	36						
Grade 5	-	-	-	29	35	34	33	38	37						
Minority/Non	35/-	32/-	35/-	25/37	32/43	30/38	28/40	34/44	33/41						
FRL/Non	35/-	37/-	29/-	24/37	31/42	30/38	28/40	33/45	32/43						
IEP/Non	-/32	-/38	-/41	11/31	14/38	16/36	19/37	22/43	21/41						
ELL/Non	38/-	41/-	30/-	26/26	34/31	31/31	27/36	34/40	33/38						
Girls/Boys	-/-	-/-	42/-	27/25	35/31	33/29	35/31	39/37	38/35						

Percent Keeping Up															
Total	68	67	73	70	73	74	75	77	77						
Grade 4	-	-	-	66	68	69	74	74	76						
Grade 5	-	-	-	74	80	79	77	79	78						
Minority/Non	-/-	-/-	-/-	63/84	67/86	68/85	66/79	68/80	70/80						
FRL/Non	-/-	-/-	-/-	60/82	65/82	66/83	64/80	66/81	67/81						
IEP/Non	-/68	-/67	-/76	66/70	65/74	63/75	59/76	59/77	59/78						
ELL/Non	-/-	-/-	-/-	64/73	70/75	68/76	63/77	67/78	68/78						
Girls/Boys	-/-	-/-	-/-	71/69	75/71	76/72	77/74	79/74	79/75						

Percent Moving Up															
Total	5	-	23	20	24	23	24	24	24						
Grade 4	-	-	-	20	22	23	26	25	27						
Grade 5	-	-	-	20	26	23	21	24	22						
Minority/Non	-/-	-/-	-/-	14/32	18/36	18/33	17/26	19/27	18/27						
FRL/Non	-/-	-/-	-/-	12/29	15/33	15/32	15/26	17/27	16/27						
IEP/Non	-/5	-/-	-/24	11/20	20/24	21/23	17/24	15/25	18/24						
ELL/Non	-/-	-/-	-/-	13/23	17/27	17/26	14/25	17/25	16/25						
Girls/Boys	-/-	-/-	-/-	21/19	25/23	25/21	24/23	26/23	25/23						

A three-year summary of student growth using the Colorado Growth Model

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Cole Arts And Science Academy

School Growth Summary

Grades 1 to 5 Denver County 1

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		Reading								
		School			District			State		
		2007	2008	2009	2007	2008	2009	2007	2008	2009
		Median Growth Percentile								
Total				46	46	51	50	50	50	50
Grade 4				43	43	47	45	50	50	50
Grade 5				53	50	55	55	50	50	50
Minority/Non	/	/	/	49/-	44/56	48/60	49/56	46/53	47/52	48/52
FRL/Non	/	/	/	46/-	43/54	48/58	48/54	45/53	46/53	46/53
IEP/Non	/	/	/	22/51	38/48	38/53	39/52	42/51	40/51	41/51
ELL/Non	/	/	/	51/32	47/46	53/49	52/49	47/51	50/50	50/50
Girls/Boys	/	/	/	50/42	47/46	52/49	52/49	51/49	52/48	52/49

		Percent Catching Up									
Total		27	26	33	31	33	38	36			
Grade 4		23	23	30	27	32	37	36			
Grade 5		31	29	35	34	33	38	37			
Minority/Non	/	28/-	25/37	32/43	30/38	28/40	34/44	33/41			
FRL/Non	/	26/-	24/37	31/42	30/38	28/40	33/45	32/43			
IEP/Non	/	-/35	11/31	14/38	16/36	19/37	22/43	21/41			
ELL/Non	/	33/18	26/26	34/31	31/31	27/36	34/40	33/38			
Girls/Boys	/	30/23	27/25	35/31	33/29	35/31	39/37	38/35			

		Percent Keeping Up									
Total		-	70	73	74	75	77	77			
Grade 4		-	66	68	69	74	74	76			
Grade 5		-	74	80	79	77	79	78			
Minority/Non	/	-/-	63/84	67/86	68/85	66/79	68/80	70/80			
FRL/Non	/	-/-	60/82	65/82	66/83	64/80	66/81	67/81			
IEP/Non	/	-/-	66/70	65/74	63/75	59/76	59/77	59/78			
ELL/Non	/	-/-	64/73	70/75	68/76	63/77	67/78	68/78			
Girls/Boys	/	-/-	71/69	75/71	76/72	77/74	79/74	79/75			

		Percent Moving Up									
Total		-	20	24	23	24	24	24			
Grade 4		-	20	22	23	26	25	27			
Grade 5		-	20	26	23	21	24	22			
Minority/Non	/	-/-	14/32	18/36	18/33	17/26	19/27	18/27			
FRL/Non	/	-/-	12/29	15/33	15/32	15/26	17/27	16/27			
IEP/Non	/	-/-	11/20	20/24	21/23	17/24	15/25	18/24			
ELL/Non	/	-/-	13/23	17/27	17/26	14/25	17/25	16/25			
Girls/Boys	/	-/-	21/19	25/23	25/21	24/23	26/23	25/23			

Cole Arts And Science Academy

School Growth Summary

Grades 6 to 7 Denver County 1

A three-year summary of student growth using the Colorado Growth Model

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		2007			2008			2009		
		School			District			State		
		2007	2008	2009	2007	2008	2009	2007	2008	2009
		Reading								
		Median Growth Percentile								
Total					45	53	49	50	50	50
Grade 6					43	50	45	50	50	50
Grade 7					47	56	52	50	50	50
Minority/Non	/	/	/	/	43 / 52	52 / 57	47 / 56	46 / 53	50 / 50	47 / 52
FRL/Non	/	/	/	/	43 / 49	52 / 56	47 / 52	46 / 53	48 / 51	47 / 52
IEP/Non	/	/	/	/	38 / 46	45 / 54	45 / 49	46 / 51	43 / 51	47 / 50
ELL/Non	/	/	/	/	46 / 43	54 / 53	50 / 48	49 / 50	52 / 50	51 / 50
Girls/Boys	/	/	/	/	45 / 45	56 / 50	48 / 49	50 / 50	55 / 46	51 / 49

		Percent Catching Up								
Total					23	31	26	33	35	35
Grade 6					21	28	23	33	35	34
Grade 7					24	34	30	34	34	36
Minority/Non	/	/	/	/	22 / 34	30 / 40	25 / 36	28 / 41	32 / 40	30 / 42
FRL/Non	/	/	/	/	22 / 27	29 / 39	26 / 28	28 / 41	31 / 41	31 / 42
IEP/Non	/	/	/	/	10 / 26	14 / 35	15 / 30	21 / 37	19 / 40	22 / 39
ELL/Non	/	/	/	/	25 / 28	29 / 34	26 / 26	27 / 36	30 / 37	31 / 37
Girls/Boys	/	/	/	/	24 / 29	35 / 28	27 / 25	33 / 33	39 / 31	35 / 34

		Percent Keeping Up								
Total					67	77	73	78	78	78
Grade 6					63	77	70	78	80	79
Grade 7					70	77	76	78	76	78
Minority/Non	/	/	/	/	60 / 83	72 / 86	67 / 87	68 / 82	72 / 80	70 / 82
FRL/Non	/	/	/	/	58 / 78	70 / 84	64 / 83	66 / 82	68 / 81	67 / 83
IEP/Non	/	/	/	/	58 / 67	60 / 78	66 / 73	62 / 79	58 / 78	64 / 79
ELL/Non	/	/	/	/	60 / 70	72 / 79	67 / 75	65 / 80	70 / 78	67 / 80
Girls/Boys	/	/	/	/	67 / 67	80 / 74	72 / 74	79 / 78	82 / 74	80 / 77

		Percent Moving Up								
Total					13	20	12	16	20	15
Grade 6					10	15	10	16	17	14
Grade 7					16	25	14	17	24	15
Minority/Non	/	/	/	/	8 / 24	17 / 28	8 / 22	10 / 18	18 / 21	10 / 17
FRL/Non	/	/	/	/	8 / 20	16 / 25	7 / 18	10 / 18	15 / 22	9 / 17
IEP/Non	/	/	/	/	7 / 13	11 / 20	12 / 12	12 / 16	12 / 20	9 / 15
ELL/Non	/	/	/	/	8 / 15	18 / 21	7 / 14	9 / 17	17 / 20	8 / 15
Girls/Boys	/	/	/	/	13 / 12	22 / 17	13 / 11	17 / 15	23 / 17	16 / 14

