



Colorado Department of Education
2019-20 School Redesign Request for Information

**Colorado Department of Education
2019-20 School Redesign Request for Information
Response from Education Resource Strategies, Inc**

Legal name and address of company: Education Resource Strategies, Inc. 480 Pleasant Street, Suite C-200, Watertown, MA 02472

Required Part 1: Cover Page Included at the end of this proposal

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Deadline: Tuesday 9/3 @ 5:00 pm

Submission Questions

- I. Cover Page (see appendix)
- II. Narrative Responses
Management Partner Category Submissions:
 1. Identify which of the following roles your organization can serve (list all that apply):
 1. **Partial management: Turnaround leadership**
 2. **Other:**
 - 3.
 2. Is your organization's primary interest and area of expertise in school-level management, district-level management, or both?

Some schools beat the odds by “doing school” in new ways. But for every school and every child to thrive, we need to change the odds by creating strategic school *systems*. Restructuring the use of people, time, and money makes this possible.

Education Resource Strategies (ERS) is a national nonprofit that partners with district, school and state leaders to transform how they use resources (people, time and money) to create strategic school systems that enable every school to prepare every child for tomorrow, no matter their race or income.

As our mission suggests, we take a system-level view of school improvement and turnaround. Our experience and research on national turnaround efforts emphasize the importance of system-level redesign in supporting sustainable school improvement. We believe that systems must be able to identify schools in need of support, sufficiently invest in their improvement, and empower high-capacity school leaders with flexibilities and supports. But how systems do this, and what individual schools' organize around, is highly dependent on the individual school and system context, which is why in our typical partnerships, we begin with a deep analysis of resource use and system-level enabling conditions, which helps to identify barriers to improve student outcomes. As we work at the district level to improve those conditions, we may also partner directly with a subset of schools to create proof-points within the district of what is possible for schools in reorganizing resources around strategic priorities. This dual approach enables us to identify and lift up additional challenges at the school level that the system must address in order to scale and sustainably support strategic school designs beyond just a few schools.

We've also partnered with multiple districts as part of state redesign and improvement efforts, in cases where the state has articulated a common instructional or programmatic strategy for systems. In this type of engagement, we still start with diagnostics at the systems level to understand the unique context and challenges in each district, and then provide tailored implementation support to multiple schools across districts that are working toward a common goal.



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3. How will you differentiate your services to meet the unique needs of schools and districts in Colorado, especially those with historically underserved students?

Since 2004, ERS has worked hand-in-hand with the leaders of over 40 school systems across the country on strategic school and system design. These systems range from small, rural districts in Louisiana to large urban districts such as Denver, Palm Beach County, Memphis, Baltimore and Boston, to mid-sized districts such as Hartford, Cambridge, and South Bend.

Our work starts with an analysis of existing strategy and resource allocation and enabling conditions in schools and systems mapped against best practice. This data-driven approach enables us to tailor our work to student and teacher needs, while marrying those needs with our deep understanding based on more than a decade of this work of what equitable resource use looks and what it takes to prioritize strategic investments within limited resource contexts to improve outcomes for students. As a result, our findings and guidance are highly customized to individual district contexts.

We've also worked with individual schools to help them make strategic decisions about their resources through a similar approach. We support cohorts of schools through a school design planning process that starts with a needs assessment and identification of resource priorities. Once schools have a deep understanding of their needs, and identify the strategies that will best address them, we provide tools and resources to help schools design sustainable budget, staffing, and schedule plans to implement their designs.

Our non-profit status enables a different kind of partnership with districts and schools: one where we participate in the transformation struggle, create insights together, and share lessons with others.

4. When considering partnering with a school or district that you have not partnered with before, what would be the key aspects or conditions of an agreement you would need to have in place with the district (or authorizer) to make your school successful?

When working with a new district, we must first develop a deep understanding of the district's needs and priorities, often through a set of diagnostics and analyses of their resource use patterns. Once we identify the most critical enabling conditions for the district to support school-level transformation, we are most successful in supporting implementation when the district has committed investment from its leadership team (including chief and cabinet level staff across finance, human capital, academics and others) to deeply engage with us on the work, and has demonstrated a growth-orientation towards improving the role of the system as a service provider and strategy partner to schools.

With individual school partnerships, we find the most impact in our work when schools (or the district) has articulated its theory of action of what effective teaching and learning looks like and has a partnership in place with a high-quality instructional provider (such as TNTP, SAP, Leading Educators, or others) to guide specific design decisions about how schools need to reorganize for improvement.



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ERS has defined a set of “readiness conditions” for school-level engagements, which we use not as prerequisites, but as a way for us to understand the nature of the challenge in schools, so that we can tailor our work appropriately. These include districts and schools having access to high-quality curricular materials, a rigorous and consistently applied evaluation systems for teachers and administrators, and a minimum set of school-level flexibilities that allow school leaders to make decisions about their resources in service of student need.

5. Describe your experience working with other third-party providers to support coherent school and district improvement.

Collaboration with change agents in the field is a core component of ERS’ mission and strategy. We are proud that we have cultivated a reputation as a strong partner. For example, our Alliance for Resource Equity project, funded by the Raikes, Hewlett and Kellogg Foundations, is built on a foundation of close partnership with The Education Trust to improve resource use equity in districts across the country. We are partnering with Empower Schools to create governance models in South Bend, Indiana and then develop the enabling conditions to create strategic school designs within that environment. We have worked with TNTP to incorporate their metrics on school instructional climate into our strategic assessments and monitoring in every district where we both work. There are many other examples.

Of particular relevance is that, as part of the Charles & Lynn Schusterman Family Foundation’s teacher professional learning PLC, we have partnered closely with Leading Educators, Instruction Partners and Student Achievement Partners to ensure the right set of conditions exist for professional learning for teachers and instructional improvement. Our approach to resource use strategy is an important complement to other third-party providers with specific design or instructional expertise. For example, in Tulsa Public Schools, we partner with Leading Educators to help schools implement rigorous content-based collaboration cycles. In that partnership, Leading Educators provides the instructional expertise and training for teachers and leaders, while we support schools in reorganizing their staffing plans, budgets, and schedules to enable 90 minutes of collaborative planning for content-based teams, and secure funding for teacher leader stipends in all participating schools. At the district level, we have helped Tulsa’s central office determine what types of district office roles need to exist to support different dimensions of school improvement based on their strategic priorities and how to reallocate resources to fund those roles.

In another example, we partnered with Student Achievement Partners (SAP) in Shelby County Schools to implement cycles of continuous improvement in schools where we helped execute new instructional designs. As a leader in standards-based instruction, SAP was able to provide expert feedback to teachers and school leaders based on classroom observations, while ERS provided the structures and routines for systematically reflecting on classroom data and action planning for changes to improve implementation, as well as identifying gaps in resource use to address in the next budgeting cycle.

For schools and districts operating on short-term grants or temporary infusions of support and capital, ERS provides a unique expertise in ensuring durable designs and sustainable capacity in improvement work after start-up and transition funds go away. We are currently supporting several Networks for



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School Improvement, including California Education Partners, CORE districts in California and High-Tech High Graduate School of Education, through a Bill & Melinda Gates-funded project to map out sustainable paths for their school improvement efforts.

In this sense, we are well positioned to partner with any third-party provider working with schools in turnaround environments to support coherent school and district improvement.

6. Describe your experience, if any, working with Alternative Education Campuses (AECs) or alternative high schools.

Through our district diagnostic and implementation work, we have analyzed resource contexts across all school types- including alternative schools- and have helped systems understand the unique needs of alternative schools with regard to funding and support structures.

We have had limited direct school support for alternative schools. Recently in Tulsa, we worked with Tulsa Learning Academy, an alternative high school offering flexible, non-traditional, virtual learning experiences, to implement a project-based learning pilot for a subset of students to improve students' feeling of belonging and deepen the virtual learning experience.

7. Describe your experience, if any, working with online schools

Similar to the response above, our district work cuts across all school types, including virtual and online schools. To date, we have not worked directly with a fully virtual or online school to support school improvement efforts.

III. Capacity

Does your organization currently have the capacity to serve additional schools and districts in Colorado? If yes, indicate how many new schools or districts your current capacity would allow for. If no, explain what additional capacity you would need to put in place, and any other constraints such as timelines or minimum participating schools or districts.

ERS is the only organization with more than ten years of experience working with the leading school systems in the country on strategic resource allocation. We are staffed by approximately forty district and state technical assistance providers with a unique blend of strengths: we look for talented, motivated individuals with both analytic expertise and a deep understanding of public education. Many of our team members have been public school teachers or administrators. Team members also bring experience and education in public policy and research, both before ERS and at ERS. We regularly publish research and findings in order to inform the broader field. Our leadership team brings a blended background from the top private-sector strategy consulting firms (Bain, McKinsey, and Parthenon) and district leadership (Budget Director of DC Public Schools).



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ERS has the capacity to serve districts and schools in Colorado across a range of supports and services. In a typical partnership, ERS works with a district to support a cohort of schools (typically 4-6 schools) with direct school planning and redesign support, while simultaneously engaging district staff in the priorities for improvement at the system level. As mentioned above, this hybrid approach allows us to use our direct school support to inform system-level enabling conditions that need to be addressed to support sustainable system-level improvements in student outcomes. Based on committed work for the 19-20 school year, ERS could reasonably support two districts with up to 10 schools in direct school-facing support with district-level enabling conditions diagnostic and implementation work. In future years, ERS could support 4 or more districts in a similar partnership, as long as there is sufficient notice (at least six months) of the intended partnership.

While ERS has structured engagements in different ways- for example, we've also supported individual schools across multiple districts with lighter-touch school design support on a common set of design choices- it is more difficult to quantify our capacity for those types of engagements, as they vary greatly in the scope and depth of the proposed work. We benefit from economies of scale- and have the greatest impact - when our work is organized around a single district or around a common improvement strategy across districts and schools. We encourage schools and districts to contact us if they are interested in partnership and we are confident we can work to design a project scope that meets their unique needs.

IV. Evidence of Track Record of Improved Student and School Outcomes

Describe your organization's track record in dramatically improving schools or districts and radically increasing outcomes for targeted groups of students. Include a description of the criteria and the data that you use to determine the impact of your work. Highlight the context and location of where this work has occurred.

ERS believes that by transforming the way resources are used at the system and school level, schools will more effectively organize to improve instructional practice, which in turn will improve student outcomes for all students. We are committed to assessing our impact in these areas using both leading and lagging indicators and industry-standard metrics.

To evaluate our success in advancing more strategically aligned resources in districts, ERS quantifies the percent of district budgets that are identified for savings and reallocation as a result of our work. ERS Strategic Resource Map analyses typically identify between 5%-10% of district budgets for savings or reallocation, which translates to \$30 million and \$70+ million. ERS data also helps districts advocate for crucial funding support. In Baltimore, our work was instrumental in making the case for a city and state deal that infused \$180 million of funding over three years to offset the district's significant budget gap and enable the district to make strategic investments.

Another way we assess changes in resource use is through measures of increased equity and flexibility over school-level resources. In Cleveland, for example, we helped design and implement a student-based budgeting model where dollars are allocated based on student enrollment and need. School



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leaders now control 71% of their school budgets, vs. 2% previously, and have significantly more flexibility in how they use their resources.

Through the use of our Strategic Snapshot assessment, ERS is able to collect and track improvements in system conditions and practice and resource use for over 20 districts for whom we've conducted the initial assessment. Out of the 150+ metrics in the assessment, which are based on industry research on the critical conditions for improving student learning in systems, ERS identifies and tracks a subset of metrics for each district based on the targeted areas of focus of our partnership with them. In a few districts- including Denver and Tulsa- we've recalculated all 150 metrics in order to help the district track its own continuous improvement efforts over time.

When our work involves direct coaching and support to schools, we can track specific school-level changes to resource use that lead to changes in instructional practice. Indicators of student improvement can take several years to see, so in the meantime, we use a set of leading indicators, such as teacher retention and principal satisfaction, when possible. In Oakland, our analysis revealed in 2015 that half of the district's high schools had schedules that prevented a typical student from taking the courses needed to graduate on time. We supported OUSD in changing the master schedule so that every student in Oakland today can access the courses required for graduation. The scheduling issue also catalyzed deeper school design work, such as staffing changes to support the new schedules.

In Tulsa, we've been able to track progress on school-level resource use changes and collect preliminary data on improvements to instructional practice. As of 2019, 100% of cohort schools had reorganized schedules for 90-minutes of collaborative planning time for shared-content teams, 100% of those teams were supported by an instructional expert, and ~90% of those experts demonstrated sufficient expertise in the content and grade band. For those schools, Leading Educators' observations have indicated that 70% of schools are on pace with instructional practice improvements. Teacher retention has also increased in those schools. Though it is too early to measure meaningful changes in student outcomes, those indicators suggest positive signs of future student learning improvements.

Similarly, in Memphis, we've been able to track school-level resource improvements and are in the process of measuring instructional practice and other leading indicators of student improvement. As of 2019, two-thirds of cohort schools secured 90 minutes of collaborative planning time in their schedule and have content experts supporting those teams, and 100% of schools secured an hour weekly for instructional experts to spend improving their own practice.

We also believe partner satisfaction is an important measure of our impact and value. Since 2016, 75% of superintendents we partnered with and 68% of district leaders at all levels answered 9 or 10 on a scale of 10 in answer to the question "How likely are you to recommend ERS to a peer?" We also have high levels of continued engagement; 70% of ERS partners in the past three years have renewed an initial engagement to focus deeply in a specific area, demonstrating the value of an ERS partnership.



Self-assess the evidence base for the interventions your organization provides using the following Evidence-Based Intervention (EBI) tiers as outlined in ESSA. Which EBI tier best describes your work, and why?

ERS's theory of action focuses on defining the repeatable school-level systems, structures, and routines—and the resource allocation decisions that follow them—that support delivery of high-quality and standards-aligned teaching and learning. To implement these strategic school designs at scale, a district must create enabling structures, such as: funding systems that ensure schools receive appropriate resources based on student needs and have the flexibility to organize them to achieve an instructional vision; a planning and budgeting process that integrates academic and resource decisions and sequences them logically; and support for school leaders and supervisors to help them develop, implement, and evolve strategic school designs.

Based on extensive review of research and more than a decade of ERS analysis we learned that high performing schools consistently address six key, interrelated resource strategies:

1. **High-quality teacher collaboration:** Organize teachers and teams to maximize student and teacher learning
2. **Talent management and teacher leadership:** Attract and retain the best teachers and design and assign roles and responsibilities to match skills to school and student need
3. **Personalized time and attention:** Match student grouping, learning time, technology and program to individual student needs
4. **Whole child:** Organize to ensure students are deeply known and integrate more intensive social and emotional support where necessary
5. **Growth-oriented adult culture:** Grow a collaborative culture where teachers and leaders share ownership of a common instructional vision and student learning
6. **Instructional core:** Rigorous, college-and-career-ready standards with effective curricula, instructional strategies, and assessments to achieve them

ERS' theory of action and project design is grounded in the existing research in two important ways. First, research demonstrates that each of the six essentials of school design have positive effects on student learning. It is more difficult to track the impact of system level interventions on individual students, but promising results are emerging. For example, in the District of Columbia Public Schools, a new evaluation system increased attrition of lower performing teachers and retention of higher performing teachers. Yet while each of these strategies yields improvements, none alone are sufficient to close achievement gaps and ensure that all students are college and career ready.

The second way that research informs ERS' theory of action is the mounting research showing the importance of coherency in design; that is, a comprehensive set of practices and conditions can lead to dramatic student achievement increases. While each of the approaches cited above have been demonstrated to be effective in individual studies, it has been more difficult to implement them successfully at scale across all teachers or schools in a district or across multiple districts. Why is this? Interventions are often undertaken in isolation, without fully understanding or accounting for the interdependencies among different pieces of the school ecosystems. For example, it is not enough to simply add learning time for



students or additional collaborative planning time for teachers. To make a difference, additional learning time must be accompanied by effective instructional practices, and collaborative planning time must be used effectively.

Therefore, ERS supports schools and districts looking to dramatically improve persistently low-performing schools by focusing on the essentials we know are backed by research, rather than prescribing a specific model or intervention, and by ensuring systems and schools are focused on transforming resources in support of a coherent set of design choices.

V. References

- Denver Public Schools, Mark Ferrandino, Chief Operating Officer, 720-423-3200
Mark_Ferrandino@dpsk12.org
- Indiana State Board of Education, Ron Sandlin, Senior Director, School Performance & Transformation, 317-232-0962, RSandlin@sboe.in.gov
- Los Angeles Unified School District, Hilda Maldonado, Associate Superintendent of Leadership Development and Partnerships, 213-241-1000, hilda.maldonado@lausd.net
- Tulsa Public Schools, Paula Shannon, Deputy Superintendent, 918-746-6800, Shannpa@tulsaschools.org



Part I: Cover Page – Organization Information

Organization Information		
Organization Name:	Education Resource Strategies	<input checked="" type="checkbox"/> New or <input type="checkbox"/> Continuation Submission
Primary Contact:	Julie Mullen	
Email Address:	jmullen@erstrategies.org	
Phone Number:	617-972-7906	
Mailing Address:	480 Pleasant Street, Suite C-200, Watertown, MA 02472	
Organization Category (select all that apply)		
<input type="checkbox"/> Charter Network, Charter Management Organization or Charter School <input checked="" type="checkbox"/> Turnaround Leader Development Provider <input checked="" type="checkbox"/> Management Partner <input type="checkbox"/> Stakeholder Engagement Specialist		
Preferred Geographical Region(s) in Colorado to Work In (select all that apply)		
<input checked="" type="checkbox"/> Metro Denver <input checked="" type="checkbox"/> Front Range (Colorado Springs, Ft. Collins) <input checked="" type="checkbox"/> Rural / Mountain / Western Slope		

Indicate the school district(s) or BOCES your organization is willing and able to engage with:

Highlights indicate YES

District name	City	County name
ANY SCHOOL DISTRICT or BOCES	ALL	ALL
Academy 20 School District	Colorado Springs	El Paso
Adams 12 Five Star Schools School District	Thornton	Adams
Adams County 14 School District	Commerce City	Adams
Adams-Arapahoe 28j School District	Aurora	Arapahoe
Agate 300 School District	Agate	Elbert
Aguilar Reorganized 6 School District	Aguilar	Las Animas
Akron R-1 School District	Akron	Washington
Alamosa Re-11j School District	Alamosa	Alamosa
Archuleta County 50 Jt School District	Pagosa Springs	Archuleta
Arickaree R-2 School District	Anton	Washington
Arriba-Flagler C-20 School District	Flagler	Kit Carson
Aspen 1 School District	Aspen	Pitkin
Ault-Highland Re-9 School District	Eaton	Weld
Bayfield 10 Jt-R School District	Bayfield	La Plata
Bennett 29j School District	Bennett	Adams
Bethune R-5 School District	Bethune	Kit Carson
Big Sandy 100j School District	Simla	El Paso
Boulder Valley Re 2 School District	Boulder	Boulder
Branson Reorganized 82 School District	Branson	Las Animas
Briggsdale Re-10 School District	Briggsdale	Weld
Brush Re-2(J) School District	Brush	Morgan



Buena Vista R-31 School District	Buena Vista	Chaffee
Buffalo Re-4j School District	Merino	Logan
Burlington Re-6j School District	Burlington	Kit Carson
Byers 32j School District	Byers	Arapahoe
Calhan Rj-1 School District	Calhan	El Paso
Campo Re-6 School District	Campo	Baca
Canon City Re-1 School District	Cañon City	Fremont
Centennial Board of Cooperative Educational Services	Greeley	Weld
Centennial R-1 School District	San Luis	Costilla
Center 26 Jt School District	Center	Saguache
Charter School Institute School District	Denver	Denver
Cheraw 31 School District	La Junta	Otero
Cherry Creek 5 School District	Greenwood Village	Arapahoe
Cheyenne County Re-5 School District	Cheyenne Wells	Cheyenne
Cheyenne Mountain 12 School District	Colorado Springs	El Paso
Clear Creek Re-1 School District	Idaho Springs	Clear Creek
Colorado Digital BOCES	Colorado Springs	El Paso
Colorado School For The Deaf And Blind School District	Colorado Springs	El Paso
Colorado Springs 11 School District	Colorado Springs	El Paso
Cotopaxi Re-3 School District	Cotopaxi	Fremont
Creede School District School District	Creede	Mineral
Cripple Creek-Victor Re-1 School District	Cripple Creek	Teller
Crowley County Re-1-J School District	Ordway	Crowley
Custer County School District C-1 School District	Westcliffe	Custer
De Beque 49jt School District	De Beque	Mesa
Deer Trail 26j School District	Deer Trail	Arapahoe
Del Norte C-7 School District	Del Norte	Rio Grande
Delta County 50(J) School District	Delta	Delta
Denver County 1 School District	Denver	Denver
Dolores County Re No.2 School District	Dove Creek	Dolores
Dolores Re-4a School District	Dolores	Montezuma
Douglas County Re 1 School District	Castle Rock	Douglas
Durango 9-R School District	Durango	La Plata
Eads Re-1 School District	Eads	Kiowa
Eagle County Re 50 School District	Eagle	Eagle
East Grand 2 School District	Granby	Grand
East Otero R-1 School District	La Junta	Otero
Eaton Re-2 School District	Eaton	Weld
Edison 54 Jt School District	Yoder	El Paso
Elbert 200 School District	Elbert	Elbert
Elizabeth C-1 School District	Elizabeth	Elbert
Ellicott 22 School District	Calhan	El Paso



Englewood 1 School District	Englewood	Arapahoe
Estes Park R-3 School District	Estes Park	Larimer
Falcon 49 School District	Peyton	El Paso
Fort Morgan Re-3 School District	Fort Morgan	Morgan
Fountain 8 School District	Fountain	El Paso
Fowler R-4j School District	Fowler	Otero
Fremont Re-2 School District	Florence	Fremont
Frenchman Re-3 School District	Fleming	Logan
Garfield 16 School District	Parachute	Garfield
Garfield Re-2 School District	Rifle	Garfield
Genoa-Hugo C113 School District	Limon	Lincoln
Gilpin County Re-1 School District	Black Hawk	Gilpin
Granada Re-1 School District	Granada	Prowers
Greeley 6 School District	Greeley	Weld
Gunnison Watershed Re1j School District	Gunnison	Gunnison
Hanover 28 School District	Colorado Springs	El Paso
Harrison 2 School District	Colorado Springs	El Paso
Haxtun Re-2j School District	Haxtun	Phillips
Hayden Re-1 School District	Hayden	Routt
Hi-Plains R-23 School District	Seibert	Kit Carson
Hinsdale County Re 1 School District	Lake City	Hinsdale
Hoehne Reorganized 3 School District	Trinidad	Las Animas
Holly Re-3 School District	Holly	Prowers
Holyoke Re-1j School District	Holyoke	Phillips
Huerfano Re-1 School District	Walsenburg	Huerfano
Idalia Rj-3 School District	Idalia	Yuma
Ignacio 11 Jt School District	Ignacio	La Plata
Jefferson County R-1 School District	Golden	Jefferson
Johnstown-Milliken Re-5j School District	Milliken	Weld
Julesburg Re-1 School District	Julesburg	Sedgwick
Karval Re-23 School District	Karval	Lincoln
Kim Reorganized 88 School District	Kim	Las Animas
Kiowa C-2 School District	Kiowa	Elbert
Kit Carson R-1 School District	Kit Carson	Cheyenne
La Veta Re-2 School District	La Veta	Huerfano
Lake County R-1 School District	Leadville	Lake
Lamar Re-2 School District	Lamar	Prowers
Las Animas Re-1 School District	Las Animas	Bent
Lewis-Palmer 38 School District	Monument	El Paso
Liberty J-4 School District	Joes	Yuma
Limon Re-4j School District	Limon	Lincoln
Littleton 6 School District	Littleton	Arapahoe



Lone Star 101 School District	Otis	Washington
Mancos Re-6 School District	Mancos	Montezuma
Manitou Springs 14 School District	Manitou Springs	El Paso
Manzanola 3j School District	Manzanola	Otero
Mapleton Public Schools, Adams County School District 1	Denver	Adams
Mc Clave Re-2 School District	McClave	Bent
Meeker Re1 School District	Meeker	Rio Blanco
Mesa County Valley 51 School District	Grand Junction	Mesa
Miami Yoder 60 Jt School District	Rush	El Paso
Moffat 2 School District	Moffat	Saguache
Moffat County Re:No 1 School District	Craig	Moffat
Monte Vista C-8 School District	Monte Vista	Rio Grande
Montezuma-Cortez Re-1 School District	Cortez	Montezuma
Montrose County Re-1j School District	Montrose	Montrose
Mountain Valley Re 1 School District	Saguache	Saguache
North Conejos Re-1j School District	La Jara	Conejos
North Park R-1 School District	Walden	Jackson
Norwood R-2j School District	Norwood	San Miguel
Otis R-3 School District	Otis	Washington
Ouray R-1 School District	Ouray	Ouray
Park County Re-2 School District	Fairplay	Park
Pawnee Re-12 School District	Grover	Weld
Peyton 23 Jt School District	Peyton	El Paso
Plainview Re-2 School District	Sheridan Lake	Kiowa
Plateau Re-5 School District	Peetz	Logan
Plateau Valley 50 School District	Collbran	Mesa
Platte Canyon 1 School District	Bailey	Park
Platte Valley Re-7 School District	Kersey	Weld
Poudre R-1 School District	Fort Collins	Larimer
Prairie Re-11 School District	Raymer	Weld
Primero Reorganized 2 School District	Weston	Las Animas
Pritchett Re-3 School District	Springfield	Baca
Pueblo City 60 School District	Pueblo	Pueblo
Pueblo County 70 School District	Pueblo	Pueblo
Rangely Re-4 School District	Rangely	Rio Blanco
Revere School District School District	Ovid	Sedgwick
Ridgway R-2 School District	Ridgway	Ouray
Roaring Fork School District No. Re-1	Glenwood Springs	Garfield
Rocky Ford R-2 School District	Rocky Ford	Otero
Salida R-32 School District	Salida	Chaffee
San Juan Board of Cooperative Educational Services	Durango	La Plata
Sanford 6j School District	Sanford	Conejos



Sangre De Cristo Re-22j School District	Mosca	Alamosa
Sargent Re-33j School District	Monte Vista	Rio Grande
School District 27j School District	Brighton	Adams
Sheridan 2 School District	Sheridan	Arapahoe
Sierra Grande R-30 School District	Blanca	Costilla
Silverton 1 School District	Silverton	San Juan
South Conejos Re-10 School District	Antonito	Conejos
South Routt Re 3 School District	Oak Creek	Routt
Springfield Re-4 School District	Springfield	Baca
St Vrain Valley Re 1j School District	Longmont	Boulder
Steamboat Springs Re-2 School District	Steamboat Springs	Routt
Strasburg 31j School District	Strasburg	Adams
Stratton R-4 School District	Stratton	Kit Carson
Summit Re-1 School District	Frisco	Summit
Swink 33 School District	Swink	Otero
Telluride R-1 School District	Telluride	San Miguel
Thompson R2-J School District	Loveland	Larimer
Trinidad 1 School District	Trinidad	Las Animas
Valley Re-1 School District	Sterling	Logan
Vilas Re-5 School District	Vilas	Baca
Walsh Re-1 School District	Walsh	Baca
Weld County Re-1 School District	La Salle	Weld
Weld County School District Re-3j School District	Keenesburg	Weld
Weld County School District Re-8 School District	Fort Lupton	Weld
Weldon Valley Re-20(J) School District	Weldona	Morgan
West End Re-2 School District	Nucla	Montrose
West Grand 1-Jt School District	Kremmling	Grand
Westminster 50 School District	Westminster	Adams
Widefield 3 School District	Colorado Springs	El Paso
Wiggins Re-50(J) School District	Wiggins	Morgan
Wiley Re-13 Jt School District	Wiley	Prowers
Windsor Re-4 School District	Windsor	Weld
Woodland Park Re-2 School District	Woodland Park	Teller
Woodlin R-104 School District	Woodrow	Washington
Wray Rd-2 School District	Wray	Yuma
Yuma 1 School District	Yuma	Yuma
Centennial BOCES	Greeley	
East Central BOCES	Limon	
Mountain BOCES	Leadville	
Mount Evans BOCES	Bailey	
Northeast Colorado BOCES	Haxtun	
Northwest Colorado BOCES	Steamboat Springs	



Pikes Peak BOCES
Rio Blanco BOCES
San Juan BOCES
San Luis Valley BOCES
Santa Fe Trail BOCES
South Central BOCES
Southeastern BOCES
Uncompahgre BOCES
Ute Pass BOCES

Colorado Springs
Rangely
Dolores
Alamosa
La Junta
Pueblo West
Lamar
Ridgway
Woodland Park