Applications Due: **Wednesday, December 6, 2017 by 11:59 pm**

Application Information Webinar: **Tuesday, October 31, 2017, 2:00 – 3:30 pm**

ESSA Application for School Improvement (EASI) Funds and Services

Pursuant to: The Every Student Succeeds Act (ESSA), Title I, Section 1003 Opportunity also coordinated with the School Turnaround Leaders Development Program, C.R.S. 22-13-101

For General Questions:
Laura Meushaw
303-866-6618 | Meushaw_L@cde.state.co.us

For Online Application Technical Assistance:
Anna Young
303-866-6250 | Young_A@cde.state.co.us

For Budget Questions:
Evan Davis
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Required
(To Obtain Benefit)
FORM # CGA-235
EDAC APPROVED
Approved 10/6/2017 for 2017-2018

Note: The following paper version of the application is intended only as a reference document for instructions and grant application planning purposes.

Applications for the ESSA Application for School Improvement (EASI) Grant will be submitted online at the link below.

To Access the Application: each interested LEA <u>must designate</u> an **Application Contact** and submit the name and contact information at the following link: https://www.surveymonkey.com/r/EASIappaccess.

Once contact information has been submitted, access instructions will be emailed to the Application Contact.

Application:
https://www.cde.state.co.us/apps/easiapp/

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Introduction

With the passage of the Every Student Succeeds Act (ESSA), Colorado is taking the opportunity to change the way school improvement (1003a) funds are awarded to LEAs. Rather than multiple applications on separate timelines, CDE is now streamlining school improvement opportunities into a single application and using a "needs-based approach" to award services and funding. This new approach has been designed to: maximize impact on student learning; incentivize innovative ideas; create fair and transparent processes; increase efficacy and efficiency; provide fairness and predictability to LEAs; and prioritize LEAs with high numbers or high percentages of low-performing schools. Ultimately, the intent is to develop a robust process of matching schools' needs with rigorous, evidence-based strategies and adequate resources. Awarded funds should be used to enhance districts' and schools' ability to meet the ESSA requirements (e.g., stakeholder engagement, improvement plan, implementation of evidence-based interventions) in a way that directly benefits students.

Colorado is committed to aligning federal and state accountability to the degree possible. These grants funds are aimed at districts with schools that are designated as Comprehensive Support and Improvement (CS) and Targeted Support and Improvement (TS) under Title I. Identification of schools through the state accountability system (i.e., Priority Improvement, Turnaround) overlaps with the ESSA identification process and will be considered in the application process, including the number of years that a school has been on the state accountability clock.

The application is to be completed by the LEA on behalf of any of its eligible schools. District activities in support of identified schools are also allowable. The application has been organized into five different routes: exploration supports, district designed and led, CDE offered supports, continuation and districtwide supports. The routes have different criteria and ways of awarding funds geared to a specific intent. A summary of the routes and the individual services or opportunities can be found below. They are also summarized in the Menu of Supports (Attachment A). Additional detail (e.g., eligibility criteria, prioritization guidelines, evaluation requirements, local commitments) for each program or opportunity are included in the links.

EASI Application Routes
Exploration Supports LEA is interested in funds and/or services to explore a solution (e.g., planning, community engagement) for the identified school(s). This is a planning phase and does not include implementation activities. The exploration supports include:
Diagnostic Review and Planning
Accountability Pathways Planning
Stakeholder and Community Engagement Planning

District Designed and Led Improvement Strategies LEA has a plan or is already implementing a plan that meets requirements for school(s) and is interested in pursuing grant funds to support activities.
District Designed and Led Requirements

CDE Offered Services LEA is interested in applying for an existing CDE program or support aimed at improving school systems. Services may include a comprehensive approach that includes planning and implementation phases.
Connect for Success
School Turnaround Network

Continuation of CDE Offered Services Identified school(s) is already participating in a program (e.g., Connect for Success, Turnaround Network, Tiered Intervention Grant). CDE and the LEA agree that continuing participation will result in improved results for the school.

Districtwide Supports LEA is interested in applying for existing CDE supports or consultation that will be focused at the district level or leveraged strategically for select schools. This is the only route that can work in tandem with another route.

    CDE Consultation
    Colorado Multi-Tiered System of Supports (CO-MTSS)
    School Turnaround Leaders Development Program

Eligible Applicants

Local Education Agencies (LEAs) with schools identified (1) under ESSA as Comprehensive Support (CS) or Targeted Support (TS) and/or (2) under state accountability as Priority Improvement or Turnaround are eligible to apply for funds and services. An LEA includes:

- A School District *applying as a district and on behalf of eligible schools and charter schools*;
- A Board of Cooperative Services (BOCES) *applying on behalf of districts with eligible schools and charter schools*; and
- The Charter School Institute (CSI) *applying on behalf of the LEA and eligible schools.*

Applications must be authorized and submitted through the LEA and will not be accepted from individual schools. Note: A charter school's authorizer will be the fiscal agent, if awarded funds.

Available grant funding will be distributed to LEAs that meet the criteria within their chosen route. LEAs should select the appropriate route for the school/district based upon current needs. Within a route, only one service should be chosen – with the exception of the districtwide supports route. It may stand alone or supplement another selected route. Within all routes, geographic representation (i.e., representative distribution of districts across the state are awarded funds) and meaningful stakeholder engagement will be taken into consideration. While CDE will work to ensure that all eligible LEAs have access to support services, some opportunities have limited space, capacity, or funding. In those cases, priorities for award are listed on the specific program information page.

The school's type of identification – whether federal (i.e., CS, TS, Additional TS), state (i.e., Priority Improvement, Turnaround) or both – determines the opportunities for services and for funding. Below is a table that illustrates program options and eligibility.

Program Options and Eligibility

Services and Funding Opportunities	ESSA Identified Only	ESSA and State Clock	State Clock Only
Exploration Supports Route			
Diagnostic Review and Planning *No DR in last 2 years*	Yes	Yes	No
Accountability Pathways Planning *Year 3-5 on clock*	No	Yes	CDE consultation only
Stakeholder and Community Engagement Planning	Yes	Yes	CDE consultation only
District Designed and Led Improvement Strategies Route			
District Designed and Led	Yes	Yes	No
CDE Offered Services Route			
Connect for Success – Must be elementary or K-8 – *No current Turnaround Network or Tiered Intervention Grant (TIG) participation*	Yes	Yes	No
Turnaround Network *No current Connect for Success or TIG*	Yes	Yes	Services only
Continuation of CDE Offered Services Route			
This route only applies to schools currently participating in CDE offered services, including the Turnaround Network, Tiered Intervention (TIG) and Connect For Success. Schools have already met continuation requirements, so LEAs do not need to reapply within this application.			

Districtwide Supports Route (May stand alone or work in tandem with another route)			
CDE Consultation	Yes	Yes	Services only
Colorado Multi-Tiered System of Supports (CO-MTSS)	Yes	Yes	Services only
School Turnaround Leaders Development	No	Yes	Yes

The list of identified schools meeting the criteria for each opportunity can be found here or in Attachment B. Specific program eligibility can also be found by visiting the links for the program summaries (supplied above in introduction) or the individual route information pages within Attachment C.

Program Priority
The EASI program is designed to provide support services for all eligible schools, however, in the event that the amount requested exceeds the amount available, LEAs will be given priority in the following order, unless stated otherwise in the program's eligibility requirements:

- Comprehensive Schools – lowest 5% and on the state accountability clock (i.e., Priority Improvement, Turnaround);
- Comprehensive Schools – low grad or completion rate and on the state accountability clock;
- Comprehensive Schools – low grad or completion rate and not on the state accountability clock (i.e., Improvement, Performance);
- Additional Targeted Schools that are on the state accountability clock;
- Additional Targeted Schools and an Improvement plan type;
- Additional Targeted Schools with a Performance plan type;
- Targeted Schools that are on the state accountability clock;
- Targeted Schools with an Improvement plan type; and then
- Targeted Schools with a Performance plan type.

Available Funds

Approximately $9.5 million is available for award through ESSA and $1.9 million for the state School Turnaround Leaders Development Grant. The amount of funding a LEA may apply for is dependent on the chosen route(s). Within the Menu of Supports (Attachment A), each support within the routes lists the number of available slots and amount of funds available.

Cross-Cutting Elements

To be awarded funds under this application, proposals must meet requirements under ESSA, including requirements for stakeholder engagement, planning, use of evidence-based interventions (EBI), and evaluation and reporting. Care has been taken to ensure that these requirements align with state accountability expectations, as well. While overarching expectations for each of these elements is described here, specific programs may have more detailed requirements outlined in the program portion of the application. In looking at the rubrics, note that expectations vary based upon the level of implementation (e.g., planning/exploration, early implementation, advanced implementation).

Stakeholder Engagement
State and federal expectations highlight the importance of stakeholder engagement (e.g., building leadership, teachers, parents) throughout the school improvement process. Schools identified under ESSA (i.e., Comprehensive, Targeted) and under the state accountability system (i.e., Priority Improvement, Turnaround) have specific requirements that serve as a common foundation to build from. For example, the state required school accountability committee could be one of the stakeholder groups consulted during the planning and the implementation phases. At a minimum in this application, all proposals will need to address how stakeholders are involved in a meaningful and relevant way in the development and implementation of proposed activities. Furthermore, stakeholder representatives are required to sign the proposal to verify support for the proposal.

Improvement Planning
Improvement plans are one of the tangible ways that districts and schools document their intentions for improving outcomes for students. As all opportunities within this application expect to have a solid plan in place, the Unified Improvement Plan (UIP) provides a convenient mechanism for capturing the specific ESSA requirements as it aligns well. Note that there are different planning expectations for CS schools and for TS schools within the planning process. The chart below lays out ESSA planning requirements and how they map to the state UIP process.

Planning Expectations

ESSA Planning Requirements	UIP Connection	CS	TS	Additional TS
LEA ensures a plan is developed with stakeholders (including school leaders, teachers and parents).	Data Narrative – Brief Description	◆	◆	◆
Plan is informed by student performance against state-determined long-term goals (i.e., School Performance Framework).	Data Narrative – Current Performance	◆	◆	◆
Plan includes evidence based interventions.	Major Improvement Strategy or Action Step	◆	◆	◆
Plan includes a school-level needs assessment.	Data Narrative – Trend Analysis, Priority Performance Challenge, Root Cause Analysis	◆		
Plan addresses resource inequities.	Data Narrative – Root Cause Analysis and Action Plan	◆		◆
School, LEA and SEA must approve plan.	ESSA requirements are documented within the UIP template.	◆		
Only LEA approves plan prior to implementation.	LEA may choose the format, including the UIP, to document ESSA requirements.		◆	◆
Upon approval and implementation, SEA monitors and periodically reviews plan.	CS schools on accountability clock submit Jan 15. CS schools not on accountability clock submit April 15 for CDE review.	◆		
LEA monitors and review plan, upon submission and implementation.	LEA sets timeline.		◆	◆

Evidence-Based Interventions
Evidence-Based Interventions (EBI) are practices or programs that have proven to be effective in leading to a particular outcome. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four levels of evidence:

Tier 1 – Strong Evidence	Supported by one or more well-designed and well-implemented randomized control experimental studies.
Tier 2 – Moderate Evidence	Supported by one or more well-designed and well-implemented quasi-experimental studies.
Tier 3 – Promising Evidence	Supported by one or more well-designed and well implemented correlational studies (with statistical controls for selection bias).
Tier 4 – Demonstrates a Rationale	Practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA or outside research organization to determine their effectiveness.

In making awards for this application, ESSA requires schools to have strong, moderate, or promising evidence (Tiers 1- 3) to support them. To ensure the best fit, selected strategies must also demonstrate an alignment to the contextual fit framework proposed by Horner, Blitz and Ross[1]:
- Need (student and school system priorities)
- Precision (clear definition of the proposed intervention)
- Efficiency (reasonable adoption period, sustainable after grant period)
- Skills (staff have the ability or will be trained to implement the strategy)
- Cultural relevance (the intervention and its outcomes are valued by stakeholders)

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[1] Horner, R., Blitz, C., Ross, S. (June 2014) *Investing in what works issue brief: The role of contextual fit when implementing evidence-based interventions*. Washington, D.C.: American Institutes of Research.

- Resources (time, funding, materials, staff)
- Organizational support (district and school leaders are invested and involved)

In determining best fit, other state and federal requirements should be considered. For example, reading interventions in early elementary grades should meet the more rigorous standards of the READ Act which has already vetted many reading interventions. For more information, see the READ Act website for additional information: http://www.cde.state.co.us/coloradoliteracy/readact/programming.

Furthermore, best practices should guide assessment of fit. CDE has adopted the four domains for rapid school improvement[2] from the Center for School Turnaround as a way to organize discussions around action plans. This includes culture shift, instructional transformation, leadership and talent development. For more information on each of the domains, go to: http://centeronschoolturnaround.org/wp-content/uploads/2017/02/CST_Four-Domains-Framework-Final.pdf.

CDE also acknowledges that high schools have complex structures and operate differently from elementary and middle schools. As such, proposals for high schools should provide a broader analysis of needs beyond the School Performance Framework to include other local measures unique to high schools. Within the proposed activities, it is expected that the school is working toward offering multiple postsecondary pathways or is expanding multiple postsecondary pathways.

Evaluation and Reporting
Each LEA that receives an EASI grant is required to report, at a minimum, the following information annually to the Department:
- A list or summary of grant-funded activities or strategies;
- A description of challenges, successes and lessons learned from implementation of grant-funded activities or strategies;
- Submit the Unified Improvement Plan (UIP)* that has been updated based on the results participation in the EASI Grant. The LEA's UIP will be reviewed during the typical UIP timelines (e.g., schools on the accountability clock by January 15 and all others by April 15) using the Quality Criteria; and
- An Annual Financial Report (AFR).

CDE is developing processes and protocols to monitor the implementation of the improvement plans of schools identified as Comprehensive Support for Improvement. LEAs will be notified regarding the timeline and expectations for this process. Monitoring will take place beginning with the 2018 – 2019 school year to track the implementation of plans. *For TS and Additional TS schools, the LEA may document requirements outside of the UIP.

CDE will also conduct evaluations of all school improvement-funded grants. As CDE evaluates its programs and offerings, districts may be contacted to participate in additional ways (e.g., brief surveys, site visits, including bright spot visits, and interviews). This will help the state to offer a broader array of effective supports. If any additional information becomes necessary, CDE will work with the LEA to ensure that information is collected with the permission of the grantee(s) and with as little burden on the schools and districts as possible.

Additional reporting requirements are indicated in the following specific route information pages and can be accessed via the links below or in Attachment C.

Exploration Supports
      Diagnostic Review and Planning
      Accountability Pathways Planning
      Stakeholder and Community Engagement Planning

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[2] Center for School Turnaround. (2017). *Four domains for rapid school improvement: A systems framework*. San Francisco, CA: Wested.

District Designed and Led Improvement Strategies
>   (No additional reporting requirements)

CDE Offered Services
>   Connect for Success
>   School Turnaround Network

Continuation of CDE Offered Services *(Current grantees will work directly with CDE staff on evaluation requirements)*

Districtwide Supports
>   CDE Consultation
>   Colorado Multi-Tiered System of Supports (CO-MTSS)
>   School Turnaround Leaders Development Program

Reasonable and Necessary

For any district applying for funds, the request must be grounded in the local needs. Given that there are a finite amount of resources, requests should be reasonable and necessary. The following guidance can be used in determining what is reasonable and necessary.

When determining what is *reasonable*, consider that the type and amount of cost should not exceed what a "prudent person" would pay under the same circumstances.

When determining what is *necessary*, consider that the cost should be for an activity or function that is generally recognized as ordinary and required for the institution to operate the program. The cost must be essential to fulfill regulatory requirements for proper and efficient administration of the program.

Generally allowable costs are:
- Customary (e.g., interventionist or coaching salaries and benefits, professional development opportunities based on need);
- Allowed by circulars, regulations, policy, and guidance;
- Disclosed in the budget submitted to the State agency; and
- Approved in advance through the budget.

Application Timeline

Oct 31	Application Information Webinar
Nov 7 **Nov 15** **Nov 21** **Nov 27**	Office Hours
Dec 6	Applications due to CDE
Dec 2017	Review of Applications
Jan 12, 2018	Applicants will be notified of application status.
Jan - Feb 2018	LEAs receiving grants will work with CDE to finalize grant activities, budget, and an implementation timeline.

Duration of Grants

Dependent on the support program and the availability of funds, grants may be awarded for up to three years. Districts and schools will participate through the 2018-2019 school year, with additional years contingent upon successful participation in program activities and commitments.

Data Privacy

CDE takes seriously its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) that is collected, used, shared, and stored. PII will not be collected through the EASI Grant. All grant program evaluation data will be collected in the aggregate and will be used, shared, and stored in compliance with applicable laws and CDE's privacy and security policies and procedures.

Documents submitted must not contain any personally identifiable student or educator information including names, identification numbers, or anything that could identify an individual. All data should be referenced/included in the aggregate and the aggregate counts should be redacted to remove small numbers under 16 for students or five for educators.

Technical Assistance

Technical Assistance will be offered throughout the application window in the form of:

Individual Technical Assistance

Individual Technical Assistance is available to applicants in the planning of proposals upon request. Note: responses will be made in the order of requests received. There may be a high volume of requests closer to the application due date; please allow adequate time for response. Technical assistance will be provided by CDE staff beginning **October 16, 2017**. To request technical assistance or to facilitate the planning process for the application from a CDE staff member, applicants may contact:

General Application Questions	Laura Meushaw (Meushaw_L@cde.state.co.us or 303-866-6618) Kim Burnham (Burnham_K@cde.state.co.us or 303-866-6916)
Online Application Technical Assistance	Anna Young (Young_A@cde.state.co.us or 303-866-6250) DeLilah Collins (Collins_D@cde.state.co.us or 303-866-6850)
Budget Questions	Evan Davis (Davis_E@cde.state.co.us or 303-866-6129)
Exploration Supports Route	
Diagnostic Review and Planning	Laura Meushaw (Meushaw_L@cde.state.co.us or 303-866-6618) Jennifer Morgan (Morgan_J@cde.state.co.us or 303-866-5499)
Accountability Pathways Planning	Brenda Bautsch (Bautsch_B@cde.state.co.us or 303-866-6174)
Stakeholder and Community Engagement Planning	Lisa Medler (Medler_L@cde.state.co.us or 303-866-6993) Darcy Hutchins (Hutchins_D@cde.state.co.us or 303-866-5921)
District Designed and Led Improvement Strategies Route	
District Designed and Led	Brad Bylsma (Bylsma_B@cde.state.co.us or 303-866-6937) Laura Meushaw (Meushaw_L@cde.state.co.us or 303-866-6618)
CDE Offered Services Route	
Connect for Success	Laura Meushaw (Meushaw_L@cde.state.co.us or 303-866-6618)
Turnaround Network	Lindsey Jaeckel (Jaeckel_L@cde.state.co.us or 303-866-4104)
Districtwide Support Route	
Colorado Multi-Tiered System of Supports (CO-MTSS)	Scott Ross, PhD (Ross_S@cde.state.co.us or 303-866-6853)
School Turnaround Leaders Development	Peter Sherman (Sherman_P@cde.state.co.us or 303-866-6758)

CDE Consultation	
Improvement Planning	Lisa Medler (Medler_L@cde.state.co.us or 303-866-6993) Erin Loften (Loften_E@cde.state.co.us or 303-866-6642) Jennifer Morgan (Morgan_J@cde.state.co.us or 303-866-5499)
Services for English Learners	Morgan Cox (Cox_M@cde.state.co.us or 303-866-6784)
Services for Students with Disabilities	Toby King (King_T@cde.state.co.us or 303-866-6964) Wendy Sawtell (Sawtell_W@cde.state.co.us or 303-866-6749)
Early Literacy	Alex Frazier (Frazier_A@cde.state.co.us or 303-908-1096) Donna Bright (Bright_D@cde.state.co.us or 303-866-6002)
Dropout Prevention and Student Re-engagement	Judith Martinez (Martinez_J@cde.state.co.us or 303-866-6127)
High Leverage Family and Community Engagement Strategies	Darcy Hutchins (Hutchins_D@cde.state.co.us or 303-866-5921)
School Board Training (in partnership with the Center for School Turnaround)	Peter Sherman (Sherman_P@cde.state.co.us or 303-866-6758)

Virtual Office Hours
Dedicated technical assistance time with CDE staff members (via web-conference) may be scheduled in 15-30 minute time slots on the following dates:

   Tuesday, November 7, from 10:00 am – 11:30 am
   Wednesday, November 15, from 12:30 pm – 2:30 pm
   Tuesday, November 21, from 12:00 pm – 2:00 pm
   Monday, November 27, from 2:00 pm – 3:00 pm

To register for office hours, visit www.SignUpGenius.com/go/5080545AAAA2AA2FE3-easi.

Application Information Webinar
An application training webinar will be held on **Tuesday, October 31, 2017, from 2:00 – 3:30 pm.** Register for this technical assistance via Eventbrite at https://easiwebinar.eventbrite.com. If you have questions or issues regarding registration, email CompetitiveGrants@cde.state.co.us.

Review Process and Timeline

Applications will be reviewed based on the applicable rubric associated with the support to ensure they contain all required components. T*o be considered for participation in each route selected, LEAs and schools must meet all the requirements listed in each applicable scoring section*. In cases where LEAs are applying for multiple schools, a single school with a weak application will not necessarily prevent awards or release of funds for other schools or the LEA. Applications that do not meet all requirements may be asked to submit revisions that would bring the application to an approvable level. There is no guarantee that submitting an application will result in funding or funding at the requested level. All award decisions are final.

Applicants will receive final notification of application status by **Friday, January 12, 2018**.

Submission Process and Deadline

Completed applications for the EASI Grant must be submitted online at the following link:
https://www.cde.state.co.us/apps/easiapp/ by **Wednesday, December 6, 2017 at 11:59 pm.**

Note: in order to access the application, each interested LEA <u>must designate</u> an **Application Contact** and submit the name and contact information at the following link: https://www.surveymonkey.com/r/EASIappaccess. Once contact information has been submitted, the LEA application contact will receive log-in instructions to access the application.

Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your application within 24 hours of the deadline, please email CompetitiveGrants@cde.state.co.us.

Application materials and resources are available for download on the CDE website at http://www.cde.state.co.us/fedprograms/easiapplication.

> Submit the electronic application, including all attachments, at:
> https://www.cde.state.co.us/apps/easiapp/
> By: **Wednesday, December 6, 2017 at 11:59 pm.**

Application Format

- Applications will be submitted online. Please see below for the required elements of the application.
- Assurances for program participation must be signed and uploaded within the online system. These assurances must include original signatures of the Authorized Representative for the LEA.
- If the LEA is requesting funds, the Electronic budget (Excel file) must be completed and uploaded within the online system.
- If the LEA is requesting to participate in the CO-MTSS Program, the CO-MTSS Membership Form (Attachment D) must be completed and uploaded within the online system.

Required Elements

The format outlined below must be followed to ensure consistent review of the evaluation criteria. See evaluation rubrics for specific selection criteria.

Part I: LEA Information and Assurances
District and School Information Pages
Assurances

Part II: LEA Application Summary
This section will be completed for any district applying for services and/or funds.

Part III: Application Narrative *(answered as applicable to routes selected)*
Exploration Supports
District Designed and Led Improvement Strategies
CDE Offered Services
Districtwide Supports

Attachments (to be uploaded in the online system)
Assurances
Electronic budget (Excel)
CO-MTSS Membership Form (if applying for MTSS)
Additional Supporting Documentation (up to 5 PDF pages to support LEA's application)

Part I: Applicant Information

Within the online system, you will be asked to complete the following information:

Lead Local Education Agency (LEA)/BOCES Information			
LEA/BOCES Name:		**LEA/BOCES Code:**	
Mailing Address:		**DUNS #:**	
Type of Education Provider (check box below that best describes your organization or authorizer)			
☐ School District ☐ BOCES ☐ Facility School ☐ Charter School Institute			
Program Contact Information			
Name:		**Title:**	
Telephone:		**E-mail:**	
Authorized Representative Information			
Name:		**Title:**	
Telephone:		**E-mail:**	
Fiscal Manager Information			
Name:			
Telephone:		**E-mail:**	

Note: CDE will populate the text in blue for each district and those boxes will not be editable.

Directions: Indicate the proposed route for your district and/or schools:

School Name	ESSA Designation	State Plan Type	Exploration	District Designed	CDE Offered Services	Districtwide Supports
District						
Ex: Mountain Top School District	*2 schools identified*	*Improvement*	☐	☐	☐	☐
Schools within District Eligible for New Supports						
Ex: Mountain Top Elementary	*Comprehensive – Low 5%*	*Turnaround – Year 2*	☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐

School Name	ESSA Designation	State Plan Type	Continuation of CDE Offered Services	Districtwide Supports
Schools within District Currently Participating in CDE Offered Services				
Ex: Valley Middle School	*Targeted – IEP*	*Priority Improvement – Year 1*	*Connect for Success – Cohort 2*	☐
				☐

Program Assurances

The appropriate Authorized Representatives must sign below to indicate their approval of the contents of the application for the **ESSA Application for School Improvement**, and the receipt of program funds.

On _____(date)_____ , 2017, the Board of _____(district)_____
hereby applies for and, if awarded, accepts the Every Student Succeeds Act (ESSA), Title I, Section 1003 school improvement funds requested in this application.

LEAs that accept 1003(g) School Improvement services and/or funding agree to the following:

- The LEA will provide the Colorado Department of Education (CDE) the evaluation information required for each applicable program selected.
- The LEA will work with and provide requested data to CDE for this grant within the timeframes specified.
- The LEA will include relevant internal and external program stakeholders (e.g., LEA Title I coordinator, participating school principal).
- The LEA agrees to involve stakeholders in a meaningful and relevant way in the development and implementation of the proposed activities. The LEA will keep records of meetings, outreach efforts and engagement activities.
- The LEA will use funds to supplement and not supplant any state and federal funds.
- The LEA will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
- Funded projects will maintain appropriate fiscal and program records and that fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
- If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
- The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.

In addition, if approved for participation and/or funding for programs within the Exploration, CDE Designed and/or Districtwide Support routes, the LEA will be asked to sign program specific assurances once participation begins. **Program specific assurances can be found in the Route Information Pages (Attachment C) or by following the links below.**

Exploration Supports
> Diagnostic Review and Planning
> Accountability Pathways Planning

District Designed and Led Improvement Strategies
> *(No additional assurances beyond the assurances stated above)*

CDE Offered Services
> Connect for Success
> School Turnaround Network

Continuation of CDE Offered Services
> *(Assurances have already been signed – no additional assurances needed)*

Districtwide Supports
> Colorado Multi-Tiered System of Supports (CO-MTSS)
> School Turnaround Leaders Development Program

The Colorado Department of Education may terminate a grant award upon thirty (30) days' notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

Project modifications and changes in the approved budget must be requested in writing and be approved in writing by the Colorado Department of Education <u>before</u> modifications are made to the expenditures. Please contact the identified program contact for the applicable support and Evan Davis (Davis_E@cde.state.co.us / 303-866-6129) of CDE's Grants Fiscal Management to request any modifications.

By signing below, the LEA indicates their approval of the contents of the application, and the receipt of program funds and supports for the 2017-2018 school year.

Name of School Board President/BOCES President/Charter School Board President (if applicable)	Signature

Name of District Superintendent or CSI Authorized Representative/BOCES Executive Director (if applicable)	Signature

Application Scoring
(CDE Use Only)

Application Introduction Included All Required Information ☐ Missing /More Information Needed ☐

LEA Application Summary Included All Required Information ☐ Missing /More Information Needed ☐

Exploration

Diagnostic Review and Planning N/A ☐ Included All Required Information ☐ Missing /More Information Needed ☐

Accountability Pathways Planning N/A ☐ Included All Required Information ☐ Missing /More Information Needed ☐

Improvement Planning Support N/A ☐ Included All Required Information ☐ Missing /More Information Needed ☐

Community Engagement N/A ☐ Included All Required Information ☐ Missing /More Information Needed ☐

District Designed N/A ☐ **/107**

CDE Offered Services

Connect for Success N/A ☐ **/60**

School Turnaround Network N/A ☐ **/73**

Districtwide Supports

Consultation N/A ☐ Included All Required Information ☐ Missing /More Information Needed ☐

CO-MTSS N/A ☐ **/9**

School Turnaround Leaders Development N/A ☐ **/40**

GENERAL COMMENTS: Please indicate support for scoring by including overall strengths and weaknesses. These comments will be provided to applicants with their final scores.

Strengths:
-
-

Weaknesses:
-
-

Required Changes:
-
-

Part I: Application Introduction

Contact Information and Assurances
Complete applicant information and program assurances.

Part II: LEA Application Summary

Provide a brief description (no more than one page) that addresses the questions below. This section should be completed for any LEA applying for funds. While points are not awarded, this section must be completed before any funds or services are released.

LEA Application Summary	Not Included/More Information Needed	Included
1) Provide context for the LEA's motivation for participating in the EASI program. Include: • A description of current accountability status for the LEA and its system of supports, especially for schools identified under the state and federal systems. • An overview of the challenges the LEA and the identified school(s) face. The description should be organized by the Four Domains for Rapid School Improvement (i.e., culture shift, instructional transformation, leadership and talent development).	☐	☐
2) Explain how, if awarded, the LEA will support its identified schools (i.e., CS or TS, Priority Improvement and/or Turnaround) to ensure that school improvement services, activities, and/or grants are on track and in alignment with their improvement plans.	☐	☐
3) Describe how the LEA will support its identified school(s) to ultimately exit the federal and/or state designations and sustain improvements.	☐	☐
Reviewer Comments:		

Part III: Application Narrative

> *Exploration*
> *District Designed and Led*
> *CDE Offered Services*
> *Districtwide Supports*

Applicants will be prompted to respond to the applicable following questions. **Note:** Applicants will only be prompted to respond to the remaining questions in the specific route and/or program they have selected on the cover page.

The criteria within each section will also be used by reviewers to evaluate the application as a whole. Applications will be reviewed based on the rubric to ensure they contain all required components. *To be considered for funding, applicants must meet all the requirements listed in each applicable route's scoring section*. Applications that do not meet all requirements may be asked to submit revisions that would bring the application to a fundable level. There is no guarantee that submitting an application will result in funding or funding at the requested level. All award decisions are final.

Application Scoring

Current Context　　　　　Included All Required Information ☐　　Missing Information/More Information Needed ☐

Grant Activities

　　Diagnostic Review and Planning　　Included All Required Information ☐　　Missing Information/More Information Needed ☐　　N/A ☐

　　Accountability Pathways Planning　　Included All Required Information ☐　　Missing Information/More Information Needed ☐　　N/A ☐

　　Community Engagement Planning　　Included All Required Information ☐　　Missing Information/More Information Needed ☐　　N/A ☐

　Budget　　　　　　Included All Required Information ☐　　Missing Information/More Information Needed ☐

GENERAL COMMENTS: Please indicate support for scoring by including overall strengths and weaknesses. These comments will be provided to applicants with their final scores.

Strengths:
-
-

Weaknesses:
-
-

Required Changes:
-
-

Review Decisions:

School:　　　　Approved _____　　More Information Needed _____　　Not Approved _____

Exploration Selection Criteria and Evaluation Rubric

Within the online system, the LEA will be prompted to select an option for each school applying for the Exploration Route in the table below. All exploration options will have a Current Context section, a Grant Activities section and an Electronic Budget section. The Current Context and Electronic Budget sections the same for all Exploration options. The Grant Activities section has been tailored for each option.

To be considered for approval for options within the Exploration route, applicants must meet all the requirements listed in the sections below with an 'included' designation. Applicants who do not receive an 'included' on an item or items may be asked to submit additional information that would bring the application to an approvable level.

Instructions: In the table below, select an option for each school applying for the Exploration Supports Route. Each selection indicates that the LEA is interested in funds and/or services (e.g., planning, community engagement) for the LEA's identified school(s). The Exploration Supports route is a planning phase and does not include implementation activities. For each service selected from the table below, the LEA will complete grant activities for each participating school.

1) Select one option for each school. The district may also select any of the supports.

School Name or District-Level	Diagnostic Review and Improvement Planning with a trained external partner	Accountability Pathways Planning	Stakeholder and Community Engagement Planning
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Current Context	Not Included/More Information Needed	Included
2) Describe why the LEA has selected "exploration" as the best route, at this time, for the identified school(s). Note: CDE may also consult publicly available documents (e.g., UIP, SPF) to better understand the current district/school environment.	☐	☐
Reviewer Comments:		

Grant Activities for Diagnostic Review and Planning Grant

Instructions: Complete each of the questions below for all schools participating in the Diagnostic Review and Planning Grant. If the grant activities, resources, key personnel, and timeline will be the same across the district and/or for multiple schools, then only one plan is needed in the table in Question 2 below. Otherwise, the plan will need to be completed for each school in the table in Question 2 below.

Grant Activities	Not Included/More Information Needed	Included
1) Indicate whether you are applying for Diagnostic Review and Improvement Planning or Improvement Planning *only*.	Diagnostic Review and Improvement Planning ☐	Improvement Planning Only ☐

2) Use the table below to organize activities, identify responsible individuals, develop a timeline with deliverables, and indicate the resources that will be leveraged. (See example below) • Identify **major grant activities**, **timeline**, **deliverables, resources** and the **person(s) responsible**. • Ensure that activities are aligned with the timeline (February 2018 through September 2018) and allowable use of funds (listed in the <u>Diagnostic Review and Planning Grant Route Information Sheet</u> (Attachment C)).	☐	☐

For example:

School Name	Grant Activity	Timeline and Deliverables	Resources	Person(s) Responsible
	Select Diagnostic Review Provider & Improvement Planning Partner.	February 2018	<$20,000 *(recommended budget for on-site review)*	Principal
	Notify CDE (meushaw_l@cde.state.co.us) with selected DR provider and Improvement Planning Partner.	February 2018	--	Principal
	Schedule and conduct Diagnostic Review on-site dates and all-staff debrief. *Note: please remember to include the improvement planning partner in the debrief.*	Review and debrief completed by March 2018	Staff stipends for attendance at after-school debrief: $4,000	Principal All staff Diagnostic Review Provider Improvement Planning Partner
	Schedule Improvement Planning Dates: • Pre-planning session with principal and leadership team to map out process over spring. (Late January/Early February) • Session 1: Gather and analyze data with principal and leadership team (February) • Session 1: Identify performance challenges with entire staff (February) • SAC Session: Review data analysis, share DR report summary, discuss potential root causes and major improvement strategies (March after DR report released) • Session 2: Root cause analysis, verification of root cause and Diagnostic Review Findings with entire staff (March after DR report released) • Session 2: Develop Major Improvement Strategies and action steps with principal and leadership team (March)	All planning sessions conducted late January through early April 2018	5 sessions: Improvement Planning Facilitator: $15,000 2 sessions: Staff stipends for stipends for after-school sessions: $4,000	Principal Leadership Team All staff School Accountability Committee (SAC) Improvement Planning Partner

	• UIP finalization: Partner reviews final draft of UIP and gives feedback with principal and leadership team (early April)			
	Send DR report from provider to CDE (meushaw_l@cde.state.co.us).	Report sent by April 2018	--	Principal
	Present final draft of UIP to local board, finalize UIP and submit plan through the online UIP system.	Submit UIP to CDE for review by April 16, 2018	--	Principal Improvement Planning Partner Local Board

Reviewer Comments:

Grant Activities for Accountability Pathways Planning

Instructions: Complete each of the questions below for all schools participating in the Accountability Pathways Planning Grant. If the grant activities, resources, key personnel, and timeline will be the same across the district and/or for multiple schools, then only one plan is needed in the table in Question 2 below. Otherwise, the plan will need to be completed for each school in the table in Question 2 below.

Grant Activities	Not Included/More Information Needed	Included
1) Identify which individual will be the point person and will lead the pathway planning process. This person must be a district employee that sits on the Superintendent's leadership team and has the authority to work with the local school board.	☐	☐
2) Provide a preliminary timeline for pathway planning activities. • Identify **major grant activities**, **action steps**, **timeline** and the **person(s) responsible**. • Ensure that activities are aligned with the timeline (January 1, 2018 through June 30, 2018) and allowable use of funds (listed in the Accountability Pathways Planning Information Sheet (Attachment C)).	☐	☐

For example:

School Name or District-Level	Grant Activity	Action Steps	Timeline	Person(s) Responsible
	Host four community meetings to gather feedback on pathway options	- Hire a meeting facilitator - Develop multi-pronged communication plan - Hire translator	Sept. – Oct. 2017	District leader, school leader
	Consult with CDE on initial pathway selection	- Consolidate themes from facilitated community discussions into a report before meeting with CDE - Begin to identify potential pathway	Oct. 2017	Grant team
	Site visit to another district/school implementing selected pathway	- Consult with CDE staff to identify district/schools to visit	Nov. 2017	Grant team
	Develop proposal for End-of-Clock hearing	- Draft proposal - Consult with CDE for feedback - Submit final proposal to State Board of Education by end of February	Dec. 2017 – Feb. 2018	District leader, school leader

Reviewer Comments:

Activities for Stakeholder and Community Engagement Planning

Instructions: Complete each of the questions below for all schools participating in stakeholder and community engagement planning activities. If the activities, resources, key personnel, and timeline will be the same across the district and/or for multiple schools, then only one plan is needed in the table in Question 3 below. Otherwise, the plan will need to be completed for each school in the table in Question 3 below.

Activities	Not Included/More Information Needed	Included
1) Provide an overall description of the selected strategy(s) that the LEA/school is exploring with the community. Include a description of the situation that led to this selection.	☐	☐
2) If selecting a partner or facilitator, provide a description of the selection process for that partner(s). Provide details on how the partner has the expertise and background knowledge to assist the LEA/school in engaging the community on this particular topic.	☐	☐

3) Use the table below to organize activities, identify responsible individuals, develop a timeline with deliverables, and indicate the resources that will be leveraged. (See example below) • Identify **major activities**, **timeline**, **deliverables, resources** and the **person(s) responsible**. • Ensure that activities are aligned with the timeline and allowable use of funds (listed in the [Community Engagement Planning Route Information Sheet](#) (Attachment C)).	☐	☐		

For example:

School Name or District-Level	Activity	Timeline and Deliverables	Resources	Person(s) Responsible
	Select Community Engagement partner that has expertise in facilitating community meetings and has knowledge of innovation planning and of turnaround issues.	February 2018	--	District Liaison Principal School leadership team
	Design community engagement sessions, including purpose, protocols and products.	March 2018 for completed protocols	$1,000 for planning with community partner	Community Engagement Partner District Liaison Principal School leadership team
	Schedule and conduct a series of community engagement meetings, including open sessions, and invitational sessions (e.g., School Accountability Committee, business leaders forum)	Review and debrief completed by March 2018	$2,000 for 4 facilitated sessions Staff stipends for evening events and travel: $1,000 $500 for translation services $250 for child care $500 for food at all events	Community Engagement Partner Superintendent District Liaison Principal School leadership team
	Analyze data, make recommendations and create report from community sessions	Analysis report available by late March 2018.	2 days of work ($1500)	Community Engagement Partner
	Analyze report, share out with stakeholders, and integrate recommendations into next steps for school.	Report sent by April 2018	--	Principal
	Identify and visit other schools engaging in similar school reform approach within a couple of hours drive.	Spring 2018	$2,000 for travel	District Liaison Principal School leadership team Community representatives

Reviewer Comments:

The [Electronic Budget Template](#) will be used to describe all projected costs for all route options.

Address the items below specifically for the *Exploration* route within the Electronic Budget Template. At the end of the online application on the Requested Funds page, applicants will be prompted to indicate whether they are requesting funds for each route or program selected. Once the online application has been completed, the applicant will be prompted to upload the Electronic Budget.

Electronic Budget	Not Included/More Information Needed	Included
Complete and submit the **Electronic Budget (Excel file)**. • List proposed costs that are reasonable, necessary and are calculated to show how amounts are determined. Costs should be detailed and clearly tied to the Action Plan. • The budget should be sufficient in relation to the objectives, design, scope, and sustainability of project activities and demonstrate how funds will be used for supplementary services. **Item Description Example:** $xxxxx for [item] at $xxxxx per [hour or month or year] times [x per hours or months or year]	☐	☐
Reviewer Comments:		

Application Scoring

CDE Use Only

Part I:	**Application Introduction**	No Points
Part II:	**Narrative**	
	Needs Assessment	/30
	Implementation	/37
	Targets & Progress Monitoring	/30
	Electronic Budget	/10
	Total:	**/107**

GENERAL COMMENTS: Please indicate support for scoring by including overall strengths and weaknesses. These comments will be provided to applicants with their final scores.

Strengths:
-
-

Weaknesses:
-
-

Required Changes:
-
-

RECOMMENDATION: Funded _____   Funded with Changes _____   Not Funded _____

District Designed and Led Improvement Strategies Selection Criteria and Evaluation Rubric

Note: The proposal can cover a single school, multiple schools and/or the district. If multiple schools, make sure to differentiate their unique needs in the needs assessment section. The scoring rubric is designed in a standards based format. Proposal must meet all criteria expectations to be considered for funding. Funds are awarded in a competitive manner.

This opportunity is a competitive process – <u>applicants must score at least 53 points out of the 107 possible points to be considered for funding.</u> Applications that score below 53 points *may* be asked to submit revisions that would bring the application up to an approvable level.

Directions: If multiple schools have similar findings in the needs assessment(s), then the proposal should note this and provide an overall description. If the needs assessment findings are vastly different, then the LEA will need to clearly describe each school.

Needs Assessment	Does not Meet *(Missing or did not address criteria)*	Partially Meets *(Met some criteria, but not all)*	Meets *(Adequate response)*	Meets at a High Level *(Concise, thoroughly developed response)*
1) Provide evidence of a previously conducted external review(s) (or equivalent), as well as a brief synopsis of the findings/results of the review(s) for the district and/or for each designated school.	**Not Included/More Information Needed** ☐		**Included** ☐	
2) Describe the source(s) of information used in the review(s) to identify needs. This could include: • Student data analysis (e.g., academic, behavior, attendance). This may already be available within the district/school UIP data narrative (e.g., trend analysis, priority performance challenges). • Systems analysis (e.g., findings from a Diagnostic Review, perception surveys, classroom observations). This may already be available within the district/school UIP data narrative (e.g., root cause analysis, including root cause verification discussion).	No Points	No Points	5	10
3) Provide evidence that stakeholders (e.g., building leaders, teachers, parents) have been consulted in a meaningful manner for the proposed activities.	No Points	No Points	5	10
4) Summarize the prioritized needs from the review(s) and data analysis that are informing the selection of this route. This should take into account the factors that led to the school's identification through ESSA. If the school(s) are on the state accountability clock, that should be explored as well.	No Points	No Points	5	10
Reviewer Comments:				
			Total:	**/30**

Directions: If multiple schools have a similar implementation approach, then the proposal should note this and provide an overall description. If the proposed implementation activities are vastly different, then the LEA will need to clearly delineate school by school activities, and the action plan will need to be completed for each school in the table in Question 4 below.

Implementation	Does not Meet *(Missing or did not address criteria)*	Partially Meets *(Met some criteria, but not all)*	Meets *(Adequate response)*	Meets at a High Level *(Concise, thoroughly developed response)*

1) Describe the Evidence-Based Interventions that will be used in the District Design and Led work. Strategies must meet the criteria for *Evidence-Based Interventions* and *demonstrate a reasonable fit for the context*, including:
  a. Evidence base: Provides evidence that strategy meets Tier 1-3 strategy
  b. Need: Strategy is linked to needs assessment
  c. Precision: A clear definition of the proposed intervention
  d. Efficiency: There is a reasonable adoption period and a likelihood of sustainability after the grant cycle
  e. Skill: Staff have the skills or will be trained adequately to obtain skills for implementation
  f. Cultural relevance: Intervention and outcomes are valued by stakeholders)
  g. Resources: Time, materials, staff
  h. Organizational support: District and school staff are supportive and involved
	No Points	No Points	7	15

2) Describe the process for implementing the District Designed and Led work at the LEA/school level. In alignment with the Four Domains for Rapid School Improvement, include how the district is prepared to support the identified schools in:
  • Developing a culture of improvement in district and schools
  • Providing guidance and/or flexibility in academic systems (e.g., curriculum, instruction, assessment)
  • Developing school leadership (e.g., hiring, mentoring)
  • Creating systems to support human capital for identified schools (e.g., recruiting, hiring, professional development)
 	
If selecting an external partner, describe:
  • The specific challenge the partner will address that cannot be addressed within the district;
  • The unique expertise this partner will bring;
  • The selection process used for this partner; and
  • How the partner will be accountable for outcomes that contribute to resolving the identified challenges.
	No Points	No Points	4	7

	Does not Meet	Partially Meets	Meets	Meets at a High Level
3) Include a description of how current students will be adequately served if the proposed plan will take years to fully implement. This may require additional actions in the action plan.	No Points	No Points	2	5
4) Provide an action plan. This includes key actions, timeline, deliverables or products, resources, and key personnel. Roles for stakeholders should be delineated in the proposed action plan. See chart below.	No Points	No Points	5	10

Actions	Timeline and Deliverables	Resources	Key Personnel

Reviewer Comments:

	Total:	/37

Targets and Progress Monitoring	Does not Meet *(Missing or did not address criteria)*	Partially Meets *(Met some criteria, but not all)*	Meets *(Adequate response)*	Meets at a High Level *(Concise, thoroughly developed response)*
1) Provide annual performance targets for students that are expected as a result of the proposal. This should extend over the course of the grant period and at least one additional year.	No Points	No Points	5	10
2) Provide a description of what success will look like if the proposed strategies and action plan are implemented. This should describe shifts in the school system.	No Points	No Points	5	10
3) Describe the plan for monitoring the progress of the District Design work at the LEA/school level throughout the school year. Include how the LEA/school(s) will evaluate whether the plan is being adequately implemented (implementation benchmarks) and on track to meet the student performance targets (interim measures).	No Points	No Points	5	10

Reviewer Comments:

	Total:	/30

The <u>Electronic Budget Template</u> will be used to describe all projected costs for all route options.
Address the items below specifically for the *District Designed and Led* route within the Electronic Budget Template. At the end of the online application on the Requested Funds page, applicants will be prompted to indicate whether they are requesting funds for each route or program selected. Once the online application has been completed, the applicant will be prompted to upload the Electronic Budget.

Electronic Budget	Does not Meet *(Missing or did not address criteria)*	Partially Meets *(Met some criteria, but not all)*	Meets *(Adequate response)*	Meets at a High Level *(Concise, thoroughly developed response)*
1) Complete and attach the **Budget Spreadsheet (Excel file)**. • List costs of the proposed project as presented that are reasonable, necessary and are calculated to show how amounts are determined. • The budget should be sufficient in relation to the objectives, design, scope, and sustainability of project activities and demonstrate how funds will be used for supplementary services. **Item Description Example:** $xxxxx for [item] at $xxxxx per [hour or month or year] times [x per hours or months or year]	No Points	No Points	5	10
Reviewer Comments:				
			Total:	/10

Application Scoring

CDE Use Only

CDE Offered Services

Connect for Success	**N/A** ☐	/60
School Turnaround Network	**N/A** ☐	/73

GENERAL COMMENTS: Please indicate support for scoring by including overall strengths and weaknesses. These comments will be provided to applicants with their final scores.

Strengths:
-
-

Weaknesses:
-
-

Required Changes:
-
-

RECOMMENDATION: Funded _____   Funded with Changes _____   Not Funded _____

CDE Offered Services Selection Criteria and Evaluation Rubric

School	Connect For Success	School Turnaround Network
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐

Connect for Success
*Schools selecting '**Connect for Success**' are asked to respond to the sections below.*

This opportunity is a competitive process – <u>applicants must score at least 42 points out of the 60 possible points to be approved for funding.</u> Applications that score below 42 points *may* be asked to submit revisions that would bring the application up to an approvable level.

Readiness	Not Addressed or Met No Criteria *(information not provided)*	Met One Criterion *(requires additional clarification)*	Met All Criteria *(concise and thoroughly developed, high quality response)*
1) Clearly articulate how you see this grant opportunity equipping you to strengthen the school's Title I program.	0	3	5
2) Describe any patterns, core issues of academic concern, and possible root causes for academic concerns you see in the school based on data from a comprehensive needs assessment. Submit the summary of findings.	0	3	5
3) Provide a statement that clearly indicates school and district commitment and willingness to work with CDE on the plan for implementation, goals, and budget for additional years of the grant. Identify the district partner who will be working with school leaders and CDE.	0	3	5
Reviewer Comments:			
Total:			**/15**

Capacity	Not Addressed or Met No Criteria (information not provided)	Met One Criterion (requires additional clarification)	Met All Criteria (concise and thoroughly developed, high quality response)
1) Describe how the district will provide support in strengthening the school's Title I program.	0	3	5
2) Describe any school or district structures, teams, or other mechanisms (e.g., networks, coaches) that will help monitor and implement plans for this grant.	0	3	5
3) Describe your designated implementation coach's experience as it relates to strategic planning, benchmarks and monitoring implementation. If you don't have an implementation coach, describe your process and timeline for hiring one. *(See the CFS Route Information page or in Attachment C for list of Implementation Coach competencies)*	0	3	5
4) Describe any other grant activities in which you are currently participating (e.g., ELAT). Outline how this program will align with current funding and will support existing initiatives.	0	3	5
Reviewer Comments:			
Total:			**/25**

The Electronic Budget Template will be used to describe all projected costs for all route options.
Address the items below specifically for the *Connect for Success* program within the Electronic Budget Template. At the end of the online application on the Requested Funds page, applicants will be prompted to indicate whether they are requesting funds for each route or program selected. Once the online application has been completed, the applicant will be prompted to upload the Electronic Budget.

Electronic Budget	Not Addressed or Met No Criteria (information not provided)	Met One Criterion (requires additional clarification)	Met All Criteria (concise and thoroughly developed, high quality response)
1) Complete and submit the **Budget Spreadsheet (Excel file)**. • Provide a budget for only Year 1 funding ($20,000). Subsequent years' funding will be requested as part of the end of year reporting. • Year 1 funding is limited to the FTE for an implementation coach, costs associated with the CDE on-site visit (surveys, translating, and substitutes), stipends for staff to debrief CDE report and plan for Year 2, travel to High Achieving Schools and a Kick Off Meeting in the Denver area. • Provide a detailed description (hourly rates of teachers, duration of scheduled meetings, break down of supply costs) in the budget narrative column to explain the use of funds. **Item Description Example:** • $xxxxx for [item] at $xxxxx per [hour or month or year] times [x per hours or months or year]	0	3	5
Reviewer Comments:			
Total			**/20**

Schools selecting 'School Turnaround Network' are asked to respond to the sections below.

This opportunity is a competitive process – underlined: applicants must score at least 51 points out of the 73 possible points to be approved for funding. Applications that score below 51 points *may* be asked to submit revisions that would bring the application up to an approvable level.

School **Needs Assessment**	Not Addressed or Met No Criteria *(information not provided)*	Met One Criterion Well *(requires additional clarification)*	Met All Criteria Well *(concise and thoroughly developed, high quality response)*
1) Provide a detailed explanation of why you are interested in joining the Turnaround Network. Address why you believe the Turnaround Network will be a good match for your school and your students. Describe your vision for the school in the next three years and the outcomes you would like to achieve.	0	5	10
2) Describe your schools' current strengths in relation to each of the Four Domains for Rapid School Improvement: school culture; instruction; leadership; and talent development.	0	5	10
3) Describe the most urgent needs at your school. Explain why you selected these areas as crucial to school success.	0	5	10
4) Describe how the district currently supports the school. Indicate who will be your district "partner" (principal supervisor) and why and how the person was selected.	0	5	10
Reviewer Comments:			
		Total	**/40**

Leadership	Not Addressed or Met No Criteria *(information not provided)*	Met One Criterion Well *(requires additional clarification)*	Met All Criteria Well *(concise and thoroughly developed, high quality response)*
The following questions should be completed by the principal(s) of potential Network school(s). *If there will be a transition in school leadership, these questions can be completed by the incoming principal. If a new leader is not yet identified, please have the current principal complete these questions.* *Principals* should address the following questions about leadership competencies for school turnaround. These questions cover competencies that*: ● Are likely to be most predictive of success for turnaround leaders ● Require the use of other critical leader competencies ● Distinguish principal candidates who would perform well in a turnaround effort versus other school situations. For this section, an adequate response is well-written, coherent and provides a concrete example of the question. An excellent response will include multiple relevant examples. *Adapted from the *University of Virginia* Behavioral Event Interview questions			

1) Briefly summarize the prior professional experience of your school's 2018-2019 principal, including their number of years at the school. If there will be a transition in school leadership, explain the district's process for recruiting and screening a new leader, or if a new leader has been identified, describe the new leader's background.	0	1	3
2) Impact and Influence: Describe a time when you influenced another person or people in a way that increased student learning.	0	5	10
3) Accountability for School Performance: Describe an example of how you demonstrate a performance mindset and how you monitor performance and hold teachers accountable to student learning.	0	5	10
4) Conceptual and Analytical Thinking: Describe an improvement initiative that you led and the multiple steps and considerations you took to ensure it was successful.	0	5	10
Reviewer Comments:			
	Total		**/33**

Application Scoring

CDE Use Only

Districtwide Supports

Consultation	**N/A** ☐	Included All Required Information ☐	Missing /More Information Needed ☐
Colorado Multi-Tiered System of Supports	**N/A** ☐		**/9**
School Turnaround Leaders Development	**N/A** ☐		**/40**

GENERAL COMMENTS: Please indicate support for scoring by including overall strengths and weaknesses. These comments will be provided to applicants with their final scores.

Strengths:
-
-

Weaknesses:
-
-

Required Changes:
-
-

RECOMMENDATION: Funded _____   Funded with Changes _____   Not Funded _____

Districtwide Supports Selection Criteria and Evaluation Rubric

Individual School, Multiple Schools, or District Level	Consultation	Colorado Multi-Tiered System of Supports	School Turnaround Leaders Development Program
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Consultation
Schools selecting 'Consultation' are asked to respond to the sections below.

To be considered for approval for consultation options within the Districtwide Supports route, applicants must meet all the requirements listed in the sections below with an 'included' designation. Applicants who do not receive an 'included' on an item or items may be asked to submit additional information that would bring the application to an approvable level.

Consultation Needs
*LEAs selecting **Consultation** are asked to respond to the applicable questions below.*

Consultation Needs	Not Included/More Information Needed	Included
Describe the challenges that your district and/or schools face.	☐	☐
Describe current supports, efforts, and initiatives and what additional resources or supports you would need to be successful. Consultation examples include, but are not limited to: • Improvement Planning; • Services for English Learners, • Services for Students with Disabilities, • Early Literacy; • Dropout Prevention and Student Re-engagement; • High Leverage Family and Community Engagement Strategies; • School Board Training (in partnership with the Center for School Turnaround).	☐	☐
Reviewer Comments:		

The Electronic Budget Template will be used to describe all projected costs for all route options.

Address the items below specifically for *Consultation* within the Electronic Budget Template. At the end of the online application on the Requested Funds page, applicants will be prompted to indicate whether they are requesting funds for each route or program selected. Once the online application has been completed, the applicant will be prompted to upload the Electronic Budget.

Electronic Budget	Not Included/More Information Needed	Included
Complete and submit the **Budget Spreadsheet (Excel file)**. • List proposed costs that are reasonable, necessary and are calculated to show how amounts are determined. Costs should be detailed and clearly tied to the Action Plan. • The budget should be sufficient in relation to the objectives, design, scope, and sustainability of project activities and demonstrate how funds will be used for supplementary services. **Item Description Example:** $xxxxx for [item] at $xxxxx per [hour or month or year] times [x per hours or months or year]	☐	☐
Reviewer Comments:		

<mark>**Colorado Multi-Tiered System of Supports**</mark>
LEAs selecting 'Colorado Multi-Tiered System of Supports' are asked to respond to the sections below.

This opportunity is a competitive process – <u>applicants must score at least 6 points out of the 9 possible points to be approved for funding.</u> Applications that score below 6 points *may* be asked to submit revisions that would bring the application up to an approvable level.

Strategic Goals	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
Identify the goals the LEA hopes to accomplish through involvement in CO-MTSS.	0	1	2	3
Reviewer Comments:				
			TOTAL POINTS	/3

Team-Driven Shared Leadership	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
Describe the current efforts of the LEA's MTSS Leadership Team (MLT) to align initiatives and provide high-quality professional development and technical assistance to local schools. If there is no MLT, address whether the LEA has the capacity to establish one focused on aligning initiatives and providing high-quality professional development and technical assistance to local schools.	0	1	2	3
Reviewer Comments:				
			TOTAL POINTS	/3

Commitment	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
Describe the current priorities of the LEA, and how CO-MTSS will fit within those priorities. Be sure to include the other state-level initiatives (e.g., School Turnaround Network, Connect for Success Grant Program, Early Literacy Grant Program) your LEA is currently involved in, the number of schools involved, and the timeline of their participation.	0	1	2	3

	Not Included/More Information Needed	Included
The CO-MTSS Membership Form (Attachment D) was submitted with all requested information.	☐	☐

Reviewer Comments:

	TOTAL POINTS	/3

School Turnaround Leaders Development (STLD) Program

LEAs selecting 'School Turnaround Leaders Development Program' are asked to respond to the sections below.

This opportunity is a competitive process – <u>applicants must score at least 20 points out of the 30 possible points to be approved for funding.</u> Applications that score below 20 points *may* be asked to submit revisions that would bring the application up to an approvable level.

Needs Assessment		
List each individual leader proposed to participate in a leadership development program. For each individual, describe: • Their current role • Assigned site(s) (or districtwide) • Which leadership provider seems to be the best fit for their needs For more information on each leadership provider, use the following links: • Catapult School Program • Generation Schools Network Program • Relay Principal Program • Relay Principal Manager Program • Relay Instructional Leadership Program • DU ELPS Program • DUTS Program • UVA Program	**Did not Include** ☐	**Included** ☐

Name	Current role	Assigned site(s)	Leadership provider selection

Reviewer Comments:

Turnaround Leadership Provider and LEA Plan	Not Addressed or Met No Criteria *(information not provided)*	Met One or More Criteria *(requires additional clarification)*	Met All Criteria *(concise and thoroughly developed, high quality response)*

For each identified provider(s) for which you are requesting funding, address the following: • Why each provider was selected; and • How the chosen program directly addresses the needs identified in the school(s) in the needs assessment section above.	0	5	10
Describe: • How will the LEA ensure that selected candidates are able to implement strategies from the chosen program? • What flexibility and support will the LEA offer school and district leaders in order to help ensure successful turnaround work? • How does this provider's services and training align with other efforts in the district?	0	5	10
• For each provider identified, include a clearly detailed timeline for implementation. Timeline should identify major implementation activities, progress indicators in relation to Providers' contract, the date by which they will be accomplished, and the person(s) responsible. (See School Turnaround Leaders Development program description or Attachment C.)	0	3	5

For example:
Provider A

Provider	Strategies /Activities	Progress Indicators of Implementation	Timeline	Person(s) Responsible

Reviewer Comments:

	Total	**/25**

Program Evaluation		
Identify the individuals in the district and school who will be responsible for submitting required evaluation data found in the School Turnaround Leaders Development program description (Attachment C).	**Did not Include** ☐	**Included** ☐
Reviewer Comments:		

The Electronic Budget Template will be used to describe all projected costs for all route options.

Address the items below specifically for the *School Turnaround Leaders Development* program within the Electronic Budget Template. At the end of the online application on the Requested Funds page, applicants will be prompted to indicate whether they are requesting funds for each route or program selected. Once the online application has been completed, the applicant will be prompted to upload the Electronic Budget.

Electronic Budget	Not Addressed or Met No Criteria *(information not provided)*	Met One Criterion *(requires additional clarification)*	Met All Criteria *(concise and thoroughly developed, high quality response)*

Complete and submit the **Electronic Budget (Excel file)**. • List proposed costs that are reasonable, necessary and are calculated to show how amounts are determined. Costs should be detailed and clearly tied to the Turnaround Leader Provider and LEA Plan. This may include costs associated with: tuition costs, travel, supplies, and stipends if outside of individual's employment contract, etc. • The budget should be sufficient in relation to the objectives, design, scope, and demonstrate how funds will be used for supplementary services. **Item Description Example:** • $xxxxx for [item] at $xxxxx per [hour or month or year] times [x per hours or months or year] *Amounts awarded for School Turnaround Leaders Development will be dependent on available funds and demand by other applicants. If greater demand exists than funds allow, CDE may limit awards to some or no costs for Other or Travel expenses.*	0	3	5
Reviewer Comments:			
		Total	**/5**

Attachments

Attachment A: Menu of Supports and Individual Program Info Sheets
Attachment B: Eligibility List
Attachment C: Individual Route Information Sheets
Attachment D: CO-MTSS Team Membership Signature Form
Attachment E: School Turnaround Network Performance Management Tool

Attachment A: Menu of Supports

Menu of Supports Available for Schools Identified for Improvement

The Colorado Department of Education (CDE) is committed to offering a range of supports to schools and LEAs that face student performance challenges. Schools may be identified through the emerging federal ESSA system [i.e., Comprehensive Schools (CS) or Targeted Schools (TS)] and/or through the existing state accountability system [i.e., Priority Improvement (PI) or Turnaround (T)]. Whereas many resources and supports are aimed at the school level, the Department seeks to engage collaboratively with LEAs, charter authorizers, BOCES, and other regional entities to help build capacity for supporting school leaders, educators, communities, and local school boards.

The state offers many different supports through multiple offices. This menu is intended specifically for schools identified under ESSA and/or the state accountability system. The services that CDE offers will continue to evolve in response to the needs of the field. It is CDE's goal to provide flexibility to LEAs to leverage ESSA, state, and local funds to meet the unique needs of each LEA and identified school. Per ESSA, CDE shall allocate and distribute ESSA funds to support schools identified for Comprehensive Support (CS), Targeted Support (TS), and Additional Targeted Support. Schools identified under the state accountability system but not under ESSA are not eligible to receive the ESSA school improvement funds but may apply to participate in services.

EXPLORATION SUPPORTS These supports are intended to help districts and schools assess their needs, explore improvement options, and plan for next steps. These supports are for districts and schools that are not clear about what steps to take next.				
Support	**Description**	**Eligibility***	**Duration**	**Funds Available ****
Diagnostic Reviews and Planning	The Diagnostic Review and Improvement Planning Grant is ideal for schools that are not sure of how to prioritize improvement efforts or that need time to explore options. LEAs are awarded funds on behalf of their schools to work with a CDE-trained partner to conduct a school-based diagnostic review process and/or a facilitated improvement planning process. Reviews result in a diagnostic report and recommended improvement actions. The facilitated improvement planning process is designed to assist the school in refining the Unified Improvement Plan (UIP) to build upon the diagnostic review recommendations. *Provided through the CDE Federal Programs and Improvement Planning offices.*	LEAs with schools identified for CS, TS or Additional TS	1 year	Up to $50,000 for both activities or $30,000 for planning only Federal funds
Accountability Pathway Planning	This grant is intended to incentivize LEAs and schools nearing the end of the Accountability Clock to explore pathway options (innovation status, management, charter conversion, closure, district reorganization) and to take thoughtful action, to increase readiness for discussions with the State Board of Education, and to see significant improvements.	LEAs with: • A school in year 3, 4 or 5 of PI or T AND identified as CS or TS • An LEA in year 3, 4 or 5 of PI or T AND	1 year	Range from $30,000 for single school to $100,000 for LEAs

	Provided through the CDE Accountability office.	has schools identified for CS/TS		Federal funds
Stakeholder and Community Engagement Planning	This grant offers LEAs and schools the opportunity to invest in engaging stakeholders more deeply within the planning phase. *Provided through the CDE Improvement Planning office.*	LEAs with schools identified for CS, TS, or Additional TS	1 year	Up to $20,000 per school Federal funds

DISTRICT DESIGNED AND LED IMPROVEMENT STRATEGIES
These resources are intended to provide guidance and resources for districts that have a strong understanding of improvements that need to be made and that present complete and evidence-based plans for improvement efforts. Districts may apply for new initiatives and/or to support existing initiatives. Districts may apply for these resources in addition to the opportunities described in other sections.

Support	Description	Eligibility*	Duration	Funds Available**
District Designed and Led Initiatives	Districts are encouraged to initiate and expand their own district-designed supports for schools in need of improvement. This grant is a good fit for districts and their schools that have invested in planning and are ready for implementation – or that have seen positive results and would like to expand programming. To be awarded funds under this application, proposals must meet requirements under ESSA.	Districts with schools identified for CS or TS.	1-3 years	See detailed sheets for funding guidelines *Supported with federal funds*

CDE-OFFERED SERVICES
These supports are intended to provide intensive and in-depth support, grants, and/or engagement with expert school improvement CDE staff and/or external organizations. These supports are for districts and schools that are ready to deeply engage in improvement work, have leadership and staff buy-in, and want to work collaboratively with CDE and other partners.

Support	Description	Eligibility*	Duration	Funds Available**
Connect for Success	Participating schools will have the opportunity to learn from high achieving schools in alignment with the High Achieving Schools (HAS) study. CDE conducts site visits to evaluate the school's current practices and make recommendations on how to better align strategies and practices with those of the HAS. The grant requires the hiring of an onsite implementation coach who works with CDE's Implementation Manager to replicate HAS strategies and practices. *Provided through the CDE Federal Programs office.*	Elementary or K-8 Schools identified for CS or TS.	2.5 years	$20,000 per school in year 1; $80,000 per school in years 2 & 3 *Supported with federal funds*

Turnaround Network	The Colorado Turnaround Network will accelerate student achievement for select schools through targeted support, resources, and flexibility. The Network is a highly collaborative and accountable endeavor between local schools, their LEAs, and the Colorado Department of Education. Schools in the Network will benefit from enhanced diagnostic reviews and planning support; personalized, professional learning opportunities with a cohort of peer schools; and additional resources through supplemental grant funding. CDE's Theory of Action is that by supporting both LEAs and schools together, we will see lasting, sustained improvement in our lowest-performing schools. Participating principals and principal managers engage in school and district systems improvement to effect rapid and significant gains in student achievement. *Provided through the CDE School and District Performance office.*	LEAs with schools identified for CS or TS and/or schools identified as PI or T. Only schools eligible for ESSA funding may receive grant funds.	3 years	$30,000 - $75,000 per school per year *Supported with federal funds*

DISTRICTWIDE SUPPORTS
These supports are offered by CDE to districts and schools to improve their ability to meet statutory requirements and implement high quality programs. Supports for technical assistance should be requested directly from each identified CDE office. These services can be accessed in addition to the opportunities described in other sections.

Support	Description	Eligibility*	Duration	Funds Available **
School Turnaround Leaders Development Program	Effective leadership is essential in low-performing systems. This state-funded grant opportunity funds and connects teachers, aspiring leaders, and school and district leaders to attend leadership development programs with identified providers. *Provided through the CDE School and District Performance office.*	Any school may participate in leadership training. State funding only available for schools identified with PI or T rating. ESSA funding may be available for CS or TS schools.	1-3 years	Depending on leadership provider program *Supported with state funds*
Colorado Multi-Tiered System of Supports	**Co**lorado **M**ulti-**T**iered **S**ystem of **S**upports **(CO-MTSS)** is defined as a prevention-based framework of team-driven data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, LEA, region, and state level. CDE consultation and support is available for district and school leaders. *Provided through the CDE MTSS office.*	Any LEA willing to commit to partnering with CDE. Only LEAs with ESSA eligible schools may receive grant funds.	3-5 years	$5,000 in the first 6 months; from $10,000 - $20,000 after the initial 6 months *Supported with federal funds*
CDE Consultation:	Customized improvement planning supports through the Improvement Planning Office. The office will work with	All districts and schools.	Ongoing	*$5,000 - $15,000*

Improvement planning Support	the district and school(s) to ensure plans include a needs assessment, evidence-based strategies, a progress monitoring process and involvement of stakeholders. Supports are available in person, through regional opportunities, online and via phone. *Provided through the CDE Improvement Planning office.*	Only LEAs with ESSA eligible schools may receive grant funds.		*per eligible LEA* *Supported with federal funds*
CDE Consultation: Services for English Learners	The Office of Culturally and Linguistically Diverse Education (CLDE) delivers a state-wide system of support for districts and schools in delivering programs that support English learners. Understanding that each school and district are unique according to the needs of their English learners, the CLDE provides a variety of learning opportunities and services. *Provided through the CDE Federal Programs office.*			
CDE Consultation: Services for Students with Disabilities	The staff of the Exceptional Student Services Unit's (ESSU) Office of Special Education is available to support districts and administrative units (AU) with consultative services to help them build capacity to meet the needs of students with disabilities. Understanding that schools, districts, and AU's are unique according to the needs of their students, the staff of the ESSU is available to provide direct and/or indirect support to schools in identifying evidenced-based practices for improved outcomes. These supports target schools identified for CS or TS based on low performance or low graduation rates of students with disabilities *Provided through the CDE Exceptional Students Services office.*			
CDE Consultation: Early Literacy	The Office of Literacy is primarily responsible for the implementation of state policy - the Colorado Reading to Ensure Academic Development Act. The READ Act offers K-3 technical assistance to any school or LEA in the state through professional development and consultation delivered by Regional Literacy Consultants. *Provided through the CDE Literacy office.*			
CDE Consultation: School Board Training	In partnership with the Center on School Turnaround, CDE will offer support and consultation for local school boards to build their own capacity to set effective policy and practices in support of low-performing schools. This can span 6-12 months and boards can proceed at their own pace. *Provided through the CDE School and District Performance office.*			

*Eligibility notes:
- *CS – schools identified for Comprehensive Supports and Improvement through ESSA*
- *TS – schools identified for Targeted Supports and Improvement through ESSA*
- *PI – districts or schools with a state accountability rating of Priority Improvement*
- *T - districts or schools with a state accountability rating of Turnaround*

See detailed support description sheets for prioritization specific to each support structure.

**Funding Notes:
Only schools identified for CS or TS are eligible for ESSA funding

Attachment B: EASI Eligibility

District Number	District Name	School Number	School Name	School Identification (Federal Accountability)	Disaggregated Group(s) that Led to Identification (TS & A-TS only)	2017 Preliminary Rating (as of 10/1/17)	Preliminary Year on Accountability Clock (as of 10/1/17)
20	ADAMS 12 FIVE STAR SCHOOLS	210	VANTAGE POINT	Targeted Support and Improvement	FRL	AEC: Improvement	--
20	ADAMS 12 FIVE STAR SCHOOLS	2582	ROCKY MOUNTAIN ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 3
20	ADAMS 12 FIVE STAR SCHOOLS	2918	FEDERAL HEIGHTS ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
20	ADAMS 12 FIVE STAR SCHOOLS	5816	THORNTON HIGH SCHOOL	N/A		Priority Improvement Plan: Low Participation	Year 1
20	ADAMS 12 FIVE STAR SCHOOLS	6376	NORTH STAR ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
20	ADAMS 12 FIVE STAR SCHOOLS	8842	THORNTON ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Performance Plan: Meets 95% Participation	--
20	ADAMS 12 FIVE STAR SCHOOLS	9682	WOODGLEN ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Performance Plan: Meets 95% Participation	--
30	ADAMS COUNTY 14	22	LESTER R ARNOLD HIGH SCHOOL	Comprehensive Support and Improvement - Low Completion		AEC: Improvement	--
30	ADAMS COUNTY 14	24	ADAMS CITY HIGH SCHOOL	N/A		Turnaround Plan: Decreased due to Participation	Year 7
30	ADAMS COUNTY 14	186	ALSUP ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Improvement Plan: Meets 95% Participation	--
30	ADAMS COUNTY 14	1426	CENTRAL ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 5
30	ADAMS COUNTY 14	2308	DUPONT ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Priority Improvement Plan: Meets 95% Participation	Year 4
30	ADAMS COUNTY 14	4516	KEARNEY MIDDLE SCHOOL	Additional Targeted Support	IEP	Performance Plan: Meets 95% Participation	--
30	ADAMS COUNTY 14	4536	KEMP ELEMENTARY SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		Priority Improvement Plan: Meets 95% Participation	Year 3
30	ADAMS COUNTY 14	5982	MONACO ELEMENTARY SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		Priority Improvement Plan: Meets 95% Participation	Year 2
30	ADAMS COUNTY 14	6534	HANSON ELEMENTARY SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		Priority Improvement Plan: Meets 95% Participation	Year 1
30	ADAMS COUNTY 14	7500	ROSE HILL ELEMENTARY SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		Turnaround Plan: Meets 95% Participation	Year 2
180	ADAMS-ARAPAHOE 28J	213	AXL ACADEMY	Targeted Support and Improvement	IEP	Performance Plan: Meets 95% Participation	--

District Number	District Name	School Number	School Name	School Identification (Federal Accountability)	Disaggregated Group(s) that Led to Identification (TS & A-TS only)	2017 Preliminary Rating (as of 10/1/17)	Preliminary Year on Accountability Clock (as of 10/1/17)
180	ADAMS-ARAPAHOE 28J	219	APS ONLINE SCHOOL	Comprehensive Support and Improvement - Low Completion		AEC: Improvement	--
180	ADAMS-ARAPAHOE 28J	458	AURORA ACADEMY CHARTER SCHOOL	Targeted Support and Improvement	IEP	Performance Plan: Meets 95% Participation	--
180	ADAMS-ARAPAHOE 28J	464	AURORA HILLS MIDDLE SCHOOL	Additional Targeted Support	IEP	Priority Improvement Plan: Meets 95% Participation	Year 2
180	ADAMS-ARAPAHOE 28J	1458	AURORA CENTRAL HIGH SCHOOL	Comprehensive Support and Improvement - Low Graduation		Turnaround Plan: Decreased due to Participation	Year 7
180	ADAMS-ARAPAHOE 28J	1470	CENTURY ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Turnaround Plan: Meets 95% Participation	Year 1
180	ADAMS-ARAPAHOE 28J	1948	CRAWFORD ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
180	ADAMS-ARAPAHOE 28J	3354	GATEWAY HIGH SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 3
180	ADAMS-ARAPAHOE 28J	3471	GLOBAL VILLAGE ACADEMY AURORA	Targeted Support and Improvement	IEP	Improvement Plan: Meets 95% Participation	--
180	ADAMS-ARAPAHOE 28J	4024	HINKLEY HIGH SCHOOL	N/A		Priority Improvement Plan: Decreased due to Participation	Year 1
180	ADAMS-ARAPAHOE 28J	4426	JEWELL ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 3
180	ADAMS-ARAPAHOE 28J	4646	KENTON ELEMENTARY SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		Turnaround Plan: Meets 95% Participation	Year 2
180	ADAMS-ARAPAHOE 28J	4970	LANSING ELEMENTARY COMMUNITY SCHOOL	N/A		Turnaround Plan: Meets 95% Participation	Year 1
180	ADAMS-ARAPAHOE 28J	5298	LOTUS SCHOOL FOR EXCELLENCE	Targeted Support and Improvement	FRL	Performance Plan: Meets 95% Participation	--
180	ADAMS-ARAPAHOE 28J	5361	LYN KNOLL ELEMENTARY SCHOOL	N/A		Turnaround Plan: Meets 95% Participation	Year 1
180	ADAMS-ARAPAHOE 28J	6160	MRACHEK MIDDLE SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
180	ADAMS-ARAPAHOE 28J	6310	NORTH MIDDLE SCHOOL HEALTH SCIENCES AND TECHNOLOGY	N/A		Priority Improvement Plan: Meets 95% Participation	Year 3
180	ADAMS-ARAPAHOE 28J	6728	PARIS ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 5
180	ADAMS-ARAPAHOE 28J	6869	PEORIA ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Improvement Plan: Meets 95% Participation	--
180	ADAMS-ARAPAHOE 28J	7932	SIXTH AVENUE ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Performance Plan: Meets 95% Participation	--
180	ADAMS-ARAPAHOE 28J	8078	SOUTH MIDDLE SCHOOL	Additional Targeted Support	IEP	Improvement Plan: Meets 95% Participation	--
180	ADAMS-ARAPAHOE 28J	8858	TOLLGATE ELEMENTARY SCHOOL OF EXPEDITIONARY LEARNING	Additional Targeted Support	IEP	Performance Plan: Meets 95% Participation	--

District Number	District Name	School Number	School Name	School Identification (Federal Accountability)	Disaggregated Group(s) that Led to Identification (TS & A-TS only)	2017 Preliminary Rating (as of 10/1/17)	Preliminary Year on Accountability Clock (as of 10/1/17)
180	ADAMS-ARAPAHOE 28J	9059	VASSAR ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Performance Plan: Meets 95% Participation	--
180	ADAMS-ARAPAHOE 28J	9060	VAUGHN ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Improvement Plan: Meets 95% Participation	--
180	ADAMS-ARAPAHOE 28J	9140	VIRGINIA COURT ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Priority Improvement Plan: Meets 95% Participation	Year 3
1620	AGUILAR REORGANIZED 6	58	AGUILAR ELEMENTARY SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		Turnaround Plan: Meets 95% Participation	Year 3
1620	AGUILAR REORGANIZED 6	66	AGUILAR JUNIOR-SENIOR HIGH SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		Priority Improvement Plan: Meets 95% Participation	Year 7
100	ALAMOSA RE-11J	368	ALAMOSA OMBUDSMAN SCHOOL OF EXCELLENCE	Comprehensive Support and Improvement - Low Completion		AEC: Priority Improvement	Year 1
50	BENNETT 29J	770	BENNETT ELEMENTARY SCHOOL	Targeted Support and Improvement	IEP	Improvement Plan: Meets 95% Participation	--
50	BENNETT 29J	775	BENNETT HIGH SCHOOL	Targeted Support and Improvement	IEP	Improvement Plan: Decreased due to Participation	--
480	BOULDER VALLEY RE 2	1842	COLUMBINE ELEMENTARY SCHOOL	Targeted Support and Improvement	IEP	Priority Improvement Plan: Low Participation	Year 1
480	BOULDER VALLEY RE 2	3499	HALCYON SCHOOL (SPECIAL EDUCATION)	N/A		AEC: Priority Improvement	Year 1
480	BOULDER VALLEY RE 2	4496	JUSTICE HIGH CHARTER SCHOOL	Comprehensive Support and Improvement - Low Completion		AEC: Improvement	--
1750	BRANSON REORGANIZED 82	978	BRANSON SCHOOL	Targeted Support and Improvement	FRL	Performance Plan: Meets 95% Participation	--
3146	BRIGGSDALE RE-10	1008	BRIGGSDALE ELEMENTARY SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		Priority Improvement Plan: Low Participation	Year 1
2395	BRUSH RE-2(J)	1094	BRUSH MIDDLE SCHOOL	Additional Targeted Support	IEP	Performance Plan: Meets 95% Participation	--
2395	BRUSH RE-2(J)	1096	BRUSH HIGH SCHOOL	Targeted Support and Improvement	IEP	Improvement Plan: Low Participation	--
2395	BRUSH RE-2(J)	1438	BEAVER VALLEY ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Turnaround Plan: Low Participation	Year 2
490	BUENA VISTA R-31	1508	CHAFFEE COUNTY HIGH SCHOOL	Comprehensive Support and Improvement - Low Completion		AEC: Performance	--
1500	BURLINGTON RE-6J	1150	BURLINGTON MIDDLE SCHOOL	Targeted Support and Improvement	FRL, MIN	Priority Improvement Plan: Low Participation	Year 1
190	BYERS 32J	1752	COLORADO VIRTUAL ACADEMY (COVA)	Comprehensive Support and Improvement - Low Graduation		Improvement Plan: Decreased due to Participation	--
190	BYERS 32J	2356	ELEVATE ACADEMY	Comprehensive Support and Improvement - Lowest 5 Percent		Turnaround Plan: Decreased due to Participation	Year 2
190	BYERS 32J	6241	COLORADO DIGITAL ACADEMY - ELEMENTARY	N/A		Priority Improvement Plan: Low Participation	Year 1
270	CAMPO RE-6	1248	CAMPO ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1

District Number	District Name	School Number	School Name	School Identification (Federal Accountability)	Disaggregated Group(s) that Led to Identification (TS & A-TS only)	2017 Preliminary Rating (as of 10/1/17)	Preliminary Year on Accountability Clock (as of 10/1/17)
1140	CANON CITY RE-1	5704	MCKINLEY ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
9035	CENTENNIAL BOCES	1607	CENTENNIAL BOCES HIGH SCHOOL	Comprehensive Support and Improvement - Low Completion		AEC: Performance	--
2810	CENTER 26 JT	51	THE ACADEMIC RECOVERY CENTER OF SAN LUIS VALLEY	Comprehensive Support and Improvement - Low Completion		AEC: Improvement	--
8001	CHARTER SCHOOL INSTITUTE	2837	EARLY COLLEGE OF ARVADA	Targeted Support and Improvement	MIN	Improvement Plan: Low Participation	--
8001	CHARTER SCHOOL INSTITUTE	4699	NEW AMERICA SCHOOL - THORNTON	Comprehensive Support and Improvement - Low Completion		AEC: Improvement	--
8001	CHARTER SCHOOL INSTITUTE	6219	NEW AMERICA SCHOOL - LOWRY	Comprehensive Support and Improvement - Low Completion		AEC: Improvement	--
8001	CHARTER SCHOOL INSTITUTE	8929	PIKES PEAK PREP	N/A		Priority Improvement Plan: Decreased due to Participation	Year 1
130	CHERRY CREEK 5	242	ANTELOPE RIDGE ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Performance Plan: Meets 95% Participation	--
130	CHERRY CREEK 5	2897	FALCON CREEK MIDDLE SCHOOL	Additional Targeted Support	IEP	Performance Plan: Low Participation	--
130	CHERRY CREEK 5	3988	HIGHLINE COMMUNITY ELEMENTARY SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		Priority Improvement Plan: Meets 95% Participation	Year 3
130	CHERRY CREEK 5	4189	HERITAGE HEIGHTS ACADEMY	N/A		Priority Improvement Plan: Low Participation	Year 1
130	CHERRY CREEK 5	4276	INDEPENDENCE ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Improvement Plan: Low Participation	--
130	CHERRY CREEK 5	7116	PONDEROSA ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Improvement Plan: Low Participation	--
130	CHERRY CREEK 5	9108	VILLAGE EAST COMMUNITY ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Improvement Plan: Meets 95% Participation	--
9170	COLORADO DIGITAL BOCES	1550	COLORADO PREP ACADEMY	Comprehensive Support and Improvement - Low Graduation		Priority Improvement Plan: Low Participation	Year 2
9170	COLORADO DIGITAL BOCES	6971	PIKES PEAK ONLINE SCHOOL	N/A		Priority Improvement Plan: Low Participation	Year 2
9000	COLORADO SCHOOL FOR THE DEAF AND BLIND	1924	COLORADO SCHOOL FOR THE DEAF AND BLIND	Targeted Support and Improvement	FRL, MIN	AEC: Performance	--
1010	COLORADO SPRINGS 11	269	ACHIEVE ONLINE	Targeted Support and Improvement	FRL	AEC: Performance	--
1010	COLORADO SPRINGS 11	871	THE BIJOU SCHOOL	Targeted Support and Improvement	FRL	AEC: Performance	--
1010	COLORADO SPRINGS 11	1625	MCAULIFFE ELEMENTARY	Additional Targeted Support	IEP	Improvement Plan: Meets 95% Participation	--
1010	COLORADO SPRINGS 11	1885	COMMUNITY PREP CHARTER SCHOOL	Comprehensive Support and Improvement - Low Completion		AEC: Performance	--
1010	COLORADO SPRINGS 11	2400	EARLY COLLEGE HIGH SCHOOL	Comprehensive Support and Improvement - Low Graduation		Improvement Plan: Meets 95% Participation	

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1010	COLORADO SPRINGS 11	2528	NIKOLA TESLA EDUCATION OPPORTUNITY CENTER	Targeted Support and Improvement	FRL, MIN	AEC: Improvement	--
1010	COLORADO SPRINGS 11	3218	FREMONT ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Performance Plan: Meets 95% Participation	--
1010	COLORADO SPRINGS 11	3360	GALILEO SCHOOL OF MATH AND SCIENCE	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
1010	COLORADO SPRINGS 11	3890	ADAMS ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
1010	COLORADO SPRINGS 11	4090	MANN MIDDLE SCHOOL	N/A		Priority Improvement Plan: Low Participation	Year 1
1010	COLORADO SPRINGS 11	5146	LIFE SKILLS CENTER OF COLORADO SPRINGS	Comprehensive Support and Improvement - Low Completion		AEC: Improvement	--
1010	COLORADO SPRINGS 11	5404	MADISON ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
1010	COLORADO SPRINGS 11	5948	MITCHELL HIGH SCHOOL	N/A		Priority Improvement Plan: Decreased due to Participation	Year 2
1010	COLORADO SPRINGS 11	5988	MONROE ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 2
1010	COLORADO SPRINGS 11	6306	NORTH MIDDLE SCHOOL	N/A		Turnaround Plan: Low Participation	Year 1
1010	COLORADO SPRINGS 11	7556	SABIN MIDDLE SCHOOL	N/A		Turnaround Plan: Meets 95% Participation	Year 1
1010	COLORADO SPRINGS 11	8457	JACK SWIGERT AEROSPACE ACADEMY	Additional Targeted Support	IEP	Priority Improvement Plan: Meets 95% Participation	Year 1
1010	COLORADO SPRINGS 11	9445	WEST ELEMENTARY SCHOOL	N/A		Turnaround Plan: Meets 95% Participation	Year 1
1010	COLORADO SPRINGS 11	9618	ROGERS ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
3010	CRIPPLE CREEK-VICTOR RE-1	2024	CRIPPLE CREEK-VICTOR JUNIOR-SENIOR HIGH SCHOOL	N/A		Priority Improvement Plan: Decreased due to Participation	Year 1
3010	CRIPPLE CREEK-VICTOR RE-1	9080	CRESSON ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Low Participation	Year 1
170	DEER TRAIL 26J	2136	DEER TRAIL ELEMENTARY SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		Turnaround Plan: Meets 95% Participation	Year 2
170	DEER TRAIL 26J	2140	DEER TRAIL JUNIOR-SENIOR HIGH SCHOOL	Targeted Support and Improvement	FRL	Improvement Plan: Low Participation	--
880	DENVER COUNTY 1	40	RIDGE VIEW ACADEMY CHARTER SCHOOL	Targeted Support and Improvement	FRL, MIN	AEC: Improvement	--
880	DENVER COUNTY 1	67	ACADEMY OF URBAN LEARNING	Comprehensive Support and Improvement - Low Completion		AEC: Priority Improvement	Year 2
880	DENVER COUNTY 1	99	ACADEMY 360	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
880	DENVER COUNTY 1	220	AMESSE ELEMENTARY SCHOOL	Targeted Support and Improvement	IEP	Improvement Plan: Meets 95% Participation	--

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880	DENVER COUNTY 1	388	ASBURY ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Performance Plan: Meets 95% Participation	--
880	DENVER COUNTY 1	418	ASHLEY ELEMENTARY SCHOOL	Targeted Support and Improvement	IEP	Turnaround Plan: Meets 95% Participation	Year 2
880	DENVER COUNTY 1	520	BARNUM ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Priority Improvement Plan: Meets 95% Participation	Year 1
880	DENVER COUNTY 1	650	BEACH COURT ELEMENTARY SCHOOL	Targeted Support and Improvement	IEP	Improvement Plan: Meets 95% Participation	--
880	DENVER COUNTY 1	1076	BROWN INTERNATIONAL ACADEMY	Additional Targeted Support	IEP	Performance Plan: Meets 95% Participation	--
880	DENVER COUNTY 1	1295	COLLEGIATE PREPARATORY ACADEMY	Targeted Support and Improvement	IEP	Priority Improvement Plan: Decreased due to Participation	Year 1
880	DENVER COUNTY 1	1400	CENTENNIAL A SCHOOL FOR EXPEDITIONARY LEARNING	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
880	DENVER COUNTY 1	1489	COMPASSION ROAD ACADEMY	Comprehensive Support and Improvement - Low Completion		AEC: Priority Improvement	Year 1
880	DENVER COUNTY 1	1748	COLORADO HIGH SCHOOL CHARTER	Comprehensive Support and Improvement - Low Completion		AEC: Improvement	--
880	DENVER COUNTY 1	1785	COLE ARTS AND SCIENCE ACADEMY	N/A		Turnaround Plan: Meets 95% Participation	Year 1
880	DENVER COUNTY 1	1816	COLUMBIAN ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Improvement Plan: Meets 95% Participation	--
880	DENVER COUNTY 1	2115	DSST: STAPLETON MIDDLE SCHOOL	Additional Targeted Support	IEP	Performance Plan: Meets 95% Participation	--
880	DENVER COUNTY 1	2129	DENVER CENTER FOR INTERNATIONAL STUDIES AT FAIRMONT	Targeted Support and Improvement	IEP	Improvement Plan: Meets 95% Participation	--
880	DENVER COUNTY 1	2183	DENVER CENTER FOR INTERNATIONAL STUDIES	Targeted Support and Improvement	IEP	Performance Plan: Low Participation	--
880	DENVER COUNTY 1	2188	DENVER CENTER FOR 21ST LEARNING AT WYMAN	Comprehensive Support and Improvement - Low Completion		AEC: Improvement	--
880	DENVER COUNTY 1	2209	DCIS AT MONTBELLO	Targeted Support and Improvement	IEP	Improvement Plan: Meets 95% Participation	--
880	DENVER COUNTY 1	2364	EAGLETON ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 2
880	DENVER COUNTY 1	2506	EDISON ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Performance Plan: Meets 95% Participation	--
880	DENVER COUNTY 1	2641	EXCEL ACADEMY	Comprehensive Support and Improvement - Low Completion		AEC: Improvement	--
880	DENVER COUNTY 1	2652	ELLIS ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Performance Plan: Meets 95% Participation	--
880	DENVER COUNTY 1	2726	EMILY GRIFFITH HIGH SCHOOL	Comprehensive Support and Improvement - Low Completion		AEC: Priority Improvement	Year 1

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880	DENVER COUNTY 1	2757	HIGH TECH EARLY COLLEGE	Targeted Support and Improvement	IEP	Improvement Plan: Meets 95% Participation	--
880	DENVER COUNTY 1	3000	FLORENCE CRITTENTON HIGH SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		AEC: Priority Improvement	Year 1
880	DENVER COUNTY 1	3655	GREENLEE ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Improvement Plan: Meets 95% Participation	--
880	DENVER COUNTY 1	4383	JOE SHOEMAKER SCHOOL	N/A		Turnaround Plan: Low Participation	Year 2
880	DENVER COUNTY 1	4494	DENVER JUSTICE HIGH SCHOOL	Targeted Support and Improvement	FRL, MIN	AEC: Priority Improvement	Year 6
880	DENVER COUNTY 1	4507	KIPP NORTHEAST DENVER MIDDLE SCHOOL	Targeted Support and Improvement	IEP	Improvement Plan: Meets 95% Participation	--
880	DENVER COUNTY 1	4730	KIPP DENVER COLLEGIATE HIGH SCHOOL	Targeted Support and Improvement	IEP	Performance Plan: Meets 95% Participation	--
880	DENVER COUNTY 1	4782	HALLETT ACADEMY	Additional Targeted Support	IEP	Improvement Plan: Meets 95% Participation	--
880	DENVER COUNTY 1	5255	LAKE INTERNATIONAL SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
880	DENVER COUNTY 1	5578	MARRAMA ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Improvement Plan: Meets 95% Participation	--
880	DENVER COUNTY 1	5621	MONARCH MONTESSORI	Targeted Support and Improvement	IEP	Improvement Plan: Low Participation	--
880	DENVER COUNTY 1	5844	CONTEMPORARY LEARNING ACADEMY	Targeted Support and Improvement	FRL, MIN	AEC: Priority Improvement	Year 6
880	DENVER COUNTY 1	6002	MONTCLAIR ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Performance Plan: Meets 95% Participation	--
880	DENVER COUNTY 1	6308	NORTH HIGH SCHOOL ENGAGEMENT CENTER	N/A		AEC: Priority Improvement	Year 1
880	DENVER COUNTY 1	6508	OMAR D BLAIR CHARTER SCHOOL	Targeted Support and Improvement	IEP	Performance Plan: Meets 95% Participation	--
880	DENVER COUNTY 1	7188	MONTBELLO CAREER AND TECHNICAL HIGH SCHOOL	Targeted Support and Improvement	MIN	AEC: Priority Improvement	Year 4
880	DENVER COUNTY 1	7361	RISEUP COMMUNITY SCHOOL	N/A		AEC: Turnaround	Year 2
880	DENVER COUNTY 1	7496	ROOTS ELEMENTARY	N/A		Insufficient State Data: Small Tested Population^	Year 1
880	DENVER COUNTY 1	7694	CHARLES M. SCHENCK (CMS) COMMUNITY SCHOOL	Targeted Support and Improvement	IEP	Performance Plan: Meets 95% Participation	--
880	DENVER COUNTY 1	7698	SCHMITT ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Performance Plan: Meets 95% Participation	--
880	DENVER COUNTY 1	8006	SMITH ELEMENTARY SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		Turnaround Plan: Meets 95% Participation	Year 2
880	DENVER COUNTY 1	8054	HENRY WORLD SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		Turnaround Plan: Low Participation	Year 4

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880	DENVER COUNTY 1	8145	SUMMIT ACADEMY	Comprehensive Support and Improvement - Low Completion		AEC: Improvement	--
880	DENVER COUNTY 1	8347	STRIVE PREP - EXCEL	N/A		Priority Improvement Plan: Decreased due to Participation	Year 2
880	DENVER COUNTY 1	8422	SWANSEA ELEMENTARY SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		Priority Improvement Plan: Meets 95% Participation	Year 2
880	DENVER COUNTY 1	8888	TRAYLOR ACADEMY	Additional Targeted Support	IEP	Performance Plan: Meets 95% Participation	--
880	DENVER COUNTY 1	8995	VISTA ACADEMY	Targeted Support and Improvement	FRL	AEC: Performance	--
880	DENVER COUNTY 1	9050	VALVERDE ELEMENTARY SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		Priority Improvement Plan: Meets 95% Participation	Year 4
880	DENVER COUNTY 1	9496	CASTRO ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Performance Plan: Meets 95% Participation	--
880	DENVER COUNTY 1	9639	STRIVE PREP - SMART ACADEMY	Targeted Support and Improvement	IEP	Improvement Plan: Meets 95% Participation	--
2055	DOLORES RE-4A	2204	DOLORES ELEMENTARY SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		Turnaround Plan: Low Participation	Year 1
2055	DOLORES RE-4A	2206	DOLORES MIDDLE SCHOOL	Additional Targeted Support	FRL	Turnaround Plan: Low Participation	Year 2
900	DOUGLAS COUNTY RE 1	267	MESA MIDDLE SCHOOL	Additional Targeted Support	FRL	Priority Improvement Plan: Low Participation	Year 2
900	DOUGLAS COUNTY RE 1	3847	HOPE ONLINE LEARNING ACADEMY MIDDLE SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 7
900	DOUGLAS COUNTY RE 1	3863	HOPE ONLINE LEARNING ACADEMY ELEMENTARY	Additional Targeted Support	IEP	Priority Improvement Plan: Meets 95% Participation	Year 7
900	DOUGLAS COUNTY RE 1	3995	HOPE ONLINE LEARNING ACADEMY HIGH SCHOOL	Comprehensive Support and Improvement - Low Completion		AEC: Performance	--
900	DOUGLAS COUNTY RE 1	4292	IRON HORSE ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Performance Plan: Low Participation	--
900	DOUGLAS COUNTY RE 1	6164	MOUNTAIN RIDGE MIDDLE SCHOOL	Additional Targeted Support	IEP	Performance Plan: Low Participation	--
1520	DURANGO 9-R	1526	COLORADO CONNECTIONS ACADEMY @ DURANGO	N/A		Priority Improvement Plan: Decreased due to Participation	Year 1
1520	DURANGO 9-R	3571	DURANGO BIG PICTURE HIGH SCHOOL	Comprehensive Support and Improvement - Low Completion		AEC: Performance	--
910	EAGLE COUNTY RE 50	5742	HOMESTAKE PEAK SCHOOL	Targeted Support and Improvement	EL	Performance Plan: Meets 95% Participation	--
910	EAGLE COUNTY RE 50	9701	WORLD ACADEMY	Comprehensive Support and Improvement - Low Graduation		Insufficient State Data: Low Participation^	--
2520	EAST OTERO R-1	4841	LA JUNTA INTERMEDIATE SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		Turnaround Plan: Meets 95% Participation	Year 1
2520	EAST OTERO R-1	5015	LA JUNTA JR/SR HIGH SCHOOL	Targeted Support and Improvement	IEP	Improvement Plan: Low Participation	--

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120	ENGLEWOOD 1	206	COLORADO'S FINEST HIGH SCHOOL OF CHOICE	Comprehensive Support and Improvement - Low Completion		AEC: Improvement	--
120	ENGLEWOOD 1	1514	CHARLES HAY WORLD SCHOOL	Targeted Support and Improvement	EL	Priority Improvement Plan: Meets 95% Participation	Year 1
120	ENGLEWOOD 1	1556	CHERRELYN ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
120	ENGLEWOOD 1	1652	CLAYTON ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Performance Plan: Meets 95% Participation	--
120	ENGLEWOOD 1	2746	ENGLEWOOD HIGH SCHOOL	N/A		Priority Improvement Plan: Decreased due to Participation	Year 1
120	ENGLEWOOD 1	2752	ENGLEWOOD MIDDLE SCHOOL	Additional Targeted Support	FRL	Turnaround Plan: Low Participation	Year 3
120	ENGLEWOOD 1	9620	WM E BISHOP ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
1570	ESTES PARK R-3	2792	ESTES PARK MIDDLE SCHOOL	Additional Targeted Support	IEP	Performance Plan: Low Participation	--
1570	ESTES PARK R-3	2794	ESTES PARK HIGH SCHOOL	Targeted Support and Improvement	IEP	Improvement Plan: Decreased due to Participation	--
1110	FALCON 49	3475	GOAL ACADEMY	Comprehensive Support and Improvement - Low Completion		AEC: Improvement	--
1110	FALCON 49	6653	POWER TECHNICAL EARLY COLLEGE	N/A		Priority Improvement Plan: Low Participation	Year 1
1110	FALCON 49	6810	PATRIOT HIGH SCHOOL	N/A		AEC: Priority Improvement	Year 1
1110	FALCON 49	8791	VISTA RIDGE HIGH SCHOOL	Additional Targeted Support	IEP	Performance Plan: Low Participation	--
2405	FORT MORGAN RE-3	1009	BAKER ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
2405	FORT MORGAN RE-3	5180	LINCOLN HIGH SCHOOL	Comprehensive Support and Improvement - Low Completion		AEC: Priority Improvement	Year 1
1150	FREMONT RE-2	3002	FLORENCE HIGH SCHOOL	Additional Targeted Support	IEP	Improvement Plan: Meets 95% Participation	--
1195	GARFIELD RE-2	7356	RIFLE MIDDLE SCHOOL	Targeted Support and Improvement	EL, IEP, MIN	Priority Improvement Plan: Low Participation	Year 2
1195	GARFIELD RE-2	7388	RIVERSIDE SCHOOL	Targeted Support and Improvement	IEP	Improvement Plan: Low Participation	--
3120	GREELEY 6	52	HEIMAN ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Improvement Plan: Meets 95% Participation	--
3120	GREELEY 6	54	BELLA ROMERO ACADEMY OF APPLIED TECHNOLOGY	Targeted Support and Improvement	IEP	Improvement Plan: Meets 95% Participation	--
3120	GREELEY 6	1384	CENTENNIAL ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Priority Improvement Plan: Meets 95% Participation	Year 4
3120	GREELEY 6	2222	DOS RIOS ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1

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3120	GREELEY 6	3880	HEATH MIDDLE SCHOOL	Additional Targeted Support	IEP	Improvement Plan: Meets 95% Participation	--
3120	GREELEY 6	4425	JEFFERSON JUNIOR/SENIOR HIGH	Targeted Support and Improvement	FRL	AEC: Improvement	--
3120	GREELEY 6	4438	PRAIRIE HEIGHTS MIDDLE SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 7
3120	GREELEY 6	5620	MAPLEWOOD ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
3120	GREELEY 6	5752	MEEKER ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Priority Improvement Plan: Meets 95% Participation	Year 1
3120	GREELEY 6	6774	MARTINEZ ELEMENTARY SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		Priority Improvement Plan: Meets 95% Participation	Year 6
3120	GREELEY 6	7700	SCOTT ELEMENTARY SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		Priority Improvement Plan: Meets 95% Participation	Year 4
3120	GREELEY 6	8467	SALIDA DEL SOL ACADEMY	Targeted Support and Improvement	IEP	Improvement Plan: Meets 95% Participation	--
3120	GREELEY 6	8965	UNION COLONY PREPARATORY SCHOOL	Targeted Support and Improvement	IEP	Performance Plan: Meets 95% Participation	--
1360	GUNNISON WATERSHED RE1J	3690	GUNNISON ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Performance Plan: Meets 95% Participation	--
980	HARRISON 2	1306	CARMEL MIDDLE SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
980	HARRISON 2	6018	MONTEREY ELEMENTARY SCHOOL	N/A		Turnaround Plan: Meets 95% Participation	Year 1
980	HARRISON 2	7882	SIERRA HIGH SCHOOL	N/A		Priority Improvement Plan: Decreased due to Participation	Year 1
2760	HAYDEN RE-1	2522	HAYDEN VALLEY ELEMENTARY SCHOOL	Targeted Support and Improvement	IEP	Improvement Plan: Meets 95% Participation	--
2670	HOLLY RE-3	4069	HOLLY JUNIOR HIGH SCHOOL	N/A		Priority Improvement Plan: Low Participation	Year 1
2670	HOLLY RE-3	7794	HOLLY ELEMENTARY SCHOOL	N/A		Turnaround Plan: Meets 95% Participation	Year 1
1390	HUERFANO RE-1	3306	GARDNER ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Low Participation	Year 3
1390	HUERFANO RE-1	9212	JOHN MALL HIGH SCHOOL	N/A		Priority Improvement Plan: Decreased due to Participation	Year 2
1540	IGNACIO 11 JT	4252	IGNACIO ELEMENTARY SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		Turnaround Plan: Meets 95% Participation	Year 1
1540	IGNACIO 11 JT	4254	IGNACIO MIDDLE SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
1540	IGNACIO 11 JT	4258	IGNACIO HIGH SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
1420	JEFFERSON COUNTY R-1	33	MC LAIN HIGH SCHOOL	Targeted Support and Improvement	MIN	AEC: Improvement	--

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1420	JEFFERSON COUNTY R-1	34	MC LAIN COMMUNITY HIGH SCHOOL	Comprehensive Support and Improvement - Low Completion		AEC: Improvement	--
1420	JEFFERSON COUNTY R-1	109	ARVADA K-8	Comprehensive Support and Improvement - Lowest 5 Percent		Turnaround Plan: Meets 95% Participation	Year 2
1420	JEFFERSON COUNTY R-1	370	ARVADA HIGH SCHOOL	N/A		Priority Improvement Plan: Decreased due to Participation	Year 1
1420	JEFFERSON COUNTY R-1	724	BELMAR ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Improvement Plan: Meets 95% Participation	--
1420	JEFFERSON COUNTY R-1	3622	GREEN GABLES ELEMENTARY SCHOOL	Targeted Support and Improvement	IEP	Performance Plan: Low Participation	--
1420	JEFFERSON COUNTY R-1	4408	JEFFCO'S 21ST CENTURY VIRTUAL ACADEMY	Comprehensive Support and Improvement - Low Graduation		Turnaround Plan: Decreased due to Participation	Year 1
1420	JEFFERSON COUNTY R-1	4422	JEFFERSON JUNIOR/SENIOR HIGH SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		Priority Improvement Plan: Low Participation	Year 1
1420	JEFFERSON COUNTY R-1	5892	MILLER SPECIAL EDUCATION	Comprehensive Support and Improvement - Low Completion		AEC: Performance	--
1420	JEFFERSON COUNTY R-1	6090	MOORE MIDDLE SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 2
1420	JEFFERSON COUNTY R-1	6237	NEW AMERICA SCHOOL	Comprehensive Support and Improvement - Low Completion		AEC: Improvement	--
1420	JEFFERSON COUNTY R-1	8793	TWO ROADS CHARTER SCHOOL	Targeted Support and Improvement	MIN	Performance Plan: Low Participation	--
1420	JEFFERSON COUNTY R-1	8834	THOMSON ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Priority Improvement Plan: Meets 95% Participation	Year 1
2862	JULESBURG RE-1	4369	DESTINATIONS CAREER ACADEMY OF COLORADO	Comprehensive Support and Improvement - Low Graduation		Improvement Plan: Low Participation	--
930	KIOWA C-2	4726	KIOWA MIDDLE SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
290	LAS ANIMAS RE-1	4990	LAS ANIMAS HIGH SCHOOL	N/A		Priority Improvement Plan: Decreased due to Participation	Year 1
1030	MANITOU SPRINGS 14	9010	UTE PASS ELEMENTARY SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		Priority Improvement Plan: Low Participation	Year 1
10	MAPLETON 1	502	MEADOW COMMUNITY SCHOOL	N/A		Priority Improvement Plan: Low Participation	Year 1
10	MAPLETON 1	1796	COLORADO CONNECTIONS ACADEMY	Targeted Support and Improvement	IEP	Priority Improvement Plan: Decreased due to Participation	Year 2
10	MAPLETON 1	3623	GLOBAL PRIMARY ACADEMY	N/A		Turnaround Plan: Meets 95% Participation	Year 1
10	MAPLETON 1	9036	VALLEY VIEW K-8	Targeted Support and Improvement	IEP	Improvement Plan: Meets 95% Participation	--
2000	MESA COUNTY VALLEY 51	361	FRUITA 8/9 SCHOOL	Additional Targeted Support	EL, MIN	Turnaround Plan: Low Participation	Year 1
2000	MESA COUNTY VALLEY 51	363	PEAR PARK ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1

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2000	MESA COUNTY VALLEY 51	1450	CENTRAL HIGH SCHOOL	N/A		Priority Improvement Plan: Decreased due to Participation	Year 1
2000	MESA COUNTY VALLEY 51	1520	CHATFIELD ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Improvement Plan: Low Participation	--
2000	MESA COUNTY VALLEY 51	1686	CLIFTON ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Performance Plan: Low Participation	--
2000	MESA COUNTY VALLEY 51	2224	DOS RIOS ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Improvement Plan: Meets 95% Participation	--
2000	MESA COUNTY VALLEY 51	2392	EAST MIDDLE SCHOOL	Additional Targeted Support	EL	Improvement Plan: Low Participation	--
2000	MESA COUNTY VALLEY 51	3262	FRUITVALE ELEMENTARY SCHOOL	N/A		Turnaround Plan: Meets 95% Participation	Year 1
2000	MESA COUNTY VALLEY 51	6264	NISLEY ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
2000	MESA COUNTY VALLEY 51	7236	R-5 HIGH SCHOOL	Comprehensive Support and Improvement - Low Completion		AEC: Performance	--
2000	MESA COUNTY VALLEY 51	8876	TOPE ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
1130	MIAMI/YODER 60 JT	5854	MIAMI-YODER MIDDLE/HIGH SCHOOL	N/A		Priority Improvement Plan: Decreased due to Participation	Year 1
2020	MOFFAT COUNTY RE:NO 1	2374	EAST ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
2740	MONTE VISTA C-8	6036	BILL METZ ELEMENTARY SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		Turnaround Plan: Meets 95% Participation	Year 3
2740	MONTE VISTA C-8	6520	MONTE VISTA ON-LINE ACADEMY	N/A		Turnaround Plan: Low Participation	Year 1
2035	MONTEZUMA-CORTEZ RE-1	609	BATTLE ROCK CHARTER SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		Turnaround Plan: Meets 95% Participation	Year 1
2035	MONTEZUMA-CORTEZ RE-1	1888	CORTEZ MIDDLE SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
2035	MONTEZUMA-CORTEZ RE-1	5436	MANAUGH ELEMENTARY SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		Turnaround Plan: Meets 95% Participation	Year 6
2035	MONTEZUMA-CORTEZ RE-1	5836	MESA ELEMENTARY SCHOOL	Additional Targeted Support	MIN	Priority Improvement Plan: Meets 95% Participation	Year 4
2035	MONTEZUMA-CORTEZ RE-1	6026	MONTEZUMA-CORTEZ HIGH SCHOOL	Targeted Support and Improvement	EL	Improvement Plan: Low Participation	--
2035	MONTEZUMA-CORTEZ RE-1	8133	SOUTHWEST OPEN CHARTER SCHOOL	Comprehensive Support and Improvement - Low Completion		AEC: Improvement	--
2180	MONTROSE COUNTY RE-1J	6366	NORTHSIDE ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Turnaround Plan: Meets 95% Participation	Year 1
2180	MONTROSE COUNTY RE-1J	6466	OAK GROVE ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Performance Plan: Meets 95% Participation	--
2180	MONTROSE COUNTY RE-1J	7106	POMONA ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Priority Improvement Plan: Meets 95% Participation	Year 1

District Number	District Name	School Number	School Name	School Identification (Federal Accountability)	Disaggregated Group(s) that Led to Identification (TS & A-TS only)	2017 Preliminary Rating (as of 10/1/17)	Preliminary Year on Accountability Clock (as of 10/1/17)
2180	MONTROSE COUNTY RE-1J	9149	VISTA CHARTER SCHOOL	Comprehensive Support and Improvement - Low Completion		AEC: Performance	--
550	NORTH CONEJOS RE-1J	1276	CENTAURI MIDDLE SCHOOL	Targeted Support and Improvement	IEP	Performance Plan: Meets 95% Participation	--
3050	OTIS R-3	6582	OTIS ELEMENTARY SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		Turnaround Plan: Low Participation	Year 1
1060	PEYTON 23 JT	6900	PEYTON JUNIOR HIGH SCHOOL	N/A		Priority Improvement Plan: Low Participation	Year 1
1440	PLAINVIEW RE-2	6992	PLAINVIEW ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
2600	PLATTE CANYON 1	7046	PLATTE CANYON HIGH SCHOOL	Targeted Support and Improvement	IEP	Performance Plan: Meets 95% Participation	--
1550	POUDRE R-1	612	BAUDER ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Performance Plan: Meets 95% Participation	--
1550	POUDRE R-1	678	BEATTIE ELEMENTARY SCHOOL	Targeted Support and Improvement	IEP	Performance Plan: Meets 95% Participation	--
1550	POUDRE R-1	3760	CENTENNIAL HIGH SCHOOL	Targeted Support and Improvement	FRL	AEC: Performance	--
1550	POUDRE R-1	4282	IRISH ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
1550	POUDRE R-1	5068	LESHER MIDDLE SCHOOL	Additional Targeted Support	IEP	Performance Plan: Low Participation	--
1550	POUDRE R-1	7127	POUDRE COMMUNITY ACADEMY	Targeted Support and Improvement	FRL, MIN	AEC: Performance	--
1550	POUDRE R-1	7161	PRESTON MIDDLE SCHOOL	Additional Targeted Support	IEP	Performance Plan: Low Participation	--
1550	POUDRE R-1	7198	PSD GLOBAL ACADEMY	Comprehensive Support and Improvement - Low Graduation		Performance Plan: Low Participation	--
2690	PUEBLO CITY 60	822	BESSEMER ELEMENTARY SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		Priority Improvement Plan: Meets 95% Participation	Year 7
2690	PUEBLO CITY 60	954	BRADFORD ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
2690	PUEBLO CITY 60	1454	CENTRAL HIGH SCHOOL	N/A		Priority Improvement Plan: Low Participation	Year 3
2690	PUEBLO CITY 60	1488	CHAVEZ/HUERTA K-12 PREPARATORY ACADEMY	Targeted Support and Improvement	IEP	Improvement Plan: Meets 95% Participation	--
2690	PUEBLO CITY 60	1504	GOODNIGHT ELEMENTARY SCHOOL	Targeted Support and Improvement	IEP	Performance Plan: Meets 95% Participation	--
2690	PUEBLO CITY 60	2394	EAST HIGH SCHOOL	Additional Targeted Support	IEP	Turnaround Plan: Decreased due to Participation	Year 1
2690	PUEBLO CITY 60	3206	HEROES MIDDLE SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		Priority Improvement Plan: Low Participation	Year 7
2690	PUEBLO CITY 60	3976	HIGHLAND PARK ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Improvement Plan: Meets 95% Participation	--

District Number	District Name	School Number	School Name	School Identification (Federal Accountability)	Disaggregated Group(s) that Led to Identification (TS & A-TS only)	2017 Preliminary Rating (as of 10/1/17)	Preliminary Year on Accountability Clock (as of 10/1/17)
2690	PUEBLO CITY 60	4376	RISLEY INTERNATIONAL ACADEMY OF INNOVATION	Comprehensive Support and Improvement - Lowest 5 Percent		Turnaround Plan: Meets 95% Participation	Year 7
2690	PUEBLO CITY 60	5048	PUEBLO ACADEMY OF ARTS	N/A		Turnaround Plan: Meets 95% Participation	Year 1
2690	PUEBLO CITY 60	5916	MINNEQUA ELEMENTARY SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		Turnaround Plan: Meets 95% Participation	Year 5
2690	PUEBLO CITY 60	6770	PARK VIEW ELEMENTARY SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		Priority Improvement Plan: Meets 95% Participation	Year 1
2690	PUEBLO CITY 60	7481	RONCALLI STEM ACADEMY	N/A		Turnaround Plan: Meets 95% Participation	Year 1
2690	PUEBLO CITY 60	8030	HEROES ACADEMY PREK-5	Comprehensive Support and Improvement - Lowest 5 Percent		Priority Improvement Plan: Meets 95% Participation	Year 3
2700	PUEBLO COUNTY 70	5990	70 ONLINE	Comprehensive Support and Improvement - Low Completion		AEC: Performance	--
2700	PUEBLO COUNTY 70	7534	RYE HIGH SCHOOL	Targeted Support and Improvement	IEP	Performance Plan: Meets 95% Participation	--
2700	PUEBLO COUNTY 70	9130	VINELAND ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Priority Improvement Plan: Meets 95% Participation	Year 1
1180	ROARING FORK RE-1	570	BASALT HIGH SCHOOL	N/A		Priority Improvement Plan: Decreased due to Participation	Year 1
1180	ROARING FORK RE-1	1006	BRIDGES	N/A		AEC: Priority Improvement	Year 1
1180	ROARING FORK RE-1	8038	SOPRIS ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Improvement Plan: Meets 95% Participation	--
9050	SAN JUAN BOCES	8121	SOUTHWEST COLORADO E-SCHOOL	Comprehensive Support and Improvement - Low Graduation		Insufficient State Data: Meets 95% Participation^	--
40	SCHOOL DISTRICT 27J	1021	BRIGHTON HERITAGE ACADEMY	Comprehensive Support and Improvement - Low Completion		AEC: Improvement	--
40	SCHOOL DISTRICT 27J	1052	BROMLEY EAST CHARTER SCHOOL	Targeted Support and Improvement	IEP	Improvement Plan: Meets 95% Participation	--
40	SCHOOL DISTRICT 27J	6395	NORTHEAST ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
123	SHERIDAN 2	8123	SOAR ACADEMY	Comprehensive Support and Improvement - Low Completion		AEC: Priority Improvement	Year 2
740	SIERRA GRANDE R-30	7880	SIERRA GRANDE K-12 SCHOOL	Targeted Support and Improvement	FRL, MIN	Performance Plan: Meets 95% Participation	--
580	SOUTH CONEJOS RE-10	248	GUADALUPE ELEMENTARY SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		Turnaround Plan: Meets 95% Participation	Year 2
580	SOUTH CONEJOS RE-10	252	ANTONITO HIGH SCHOOL	N/A		Priority Improvement Plan: Decreased due to Participation	Year 1
470	ST VRAIN VALLEY RE 1J	1844	COLUMBINE ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Performance Plan: Meets 95% Participation	--
470	ST VRAIN VALLEY RE 1J	2761	ERIE HIGH SCHOOL	Targeted Support and Improvement	IEP	Performance Plan: Low Participation	--

District Number	District Name	School Number	School Name	School Identification (Federal Accountability)	Disaggregated Group(s) that Led to Identification (TS & A-TS only)	2017 Preliminary Rating (as of 10/1/17)	Preliminary Year on Accountability Clock (as of 10/1/17)
470	ST VRAIN VALLEY RE 1J	3192	THUNDER VALLEY PK-8	Targeted Support and Improvement	IEP	Improvement Plan: Meets 95% Participation	--
470	ST VRAIN VALLEY RE 1J	5284	LONGMONT ESTATES ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Performance Plan: Meets 95% Participation	--
470	ST VRAIN VALLEY RE 1J	6404	NORTHRIDGE ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Performance Plan: Meets 95% Participation	--
470	ST VRAIN VALLEY RE 1J	6498	OLDE COLUMBINE HIGH SCHOOL	Comprehensive Support and Improvement - Low Completion		AEC: Priority Improvement	Year 1
470	ST VRAIN VALLEY RE 1J	7584	SANBORN ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Performance Plan: Meets 95% Participation	--
470	ST VRAIN VALLEY RE 1J	7839	ST. VRAIN GLOBAL ONLINE ACADEMY	Comprehensive Support and Improvement - Low Completion		AEC: Performance	--
60	STRASBURG 31J	8334	STRASBURG HIGH SCHOOL	Targeted Support and Improvement	IEP	Performance Plan: Meets 95% Participation	--
3000	SUMMIT RE-1	8375	SNOWY PEAKS HIGH SCHOOL	N/A		Turnaround Plan: Decreased due to Participation	Year 1
1560	THOMPSON R2-J	510	CONRAD BALL MIDDLE SCHOOL	N/A		Turnaround Plan: Low Participation	Year 1
1560	THOMPSON R2-J	1323	CARRIE MARTIN ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Performance Plan: Low Participation	--
1560	THOMPSON R2-J	5235	LOVELAND CLASSICAL SCHOOL	Targeted Support and Improvement	IEP	Performance Plan: Low Participation	--
1560	THOMPSON R2-J	8824	THOMPSON VALLEY HIGH SCHOOL	Targeted Support and Improvement	EL	Performance Plan: Low Participation	--
1560	THOMPSON R2-J	8918	TRUSCOTT ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Improvement Plan: Low Participation	--
1560	THOMPSON R2-J	9228	WALT CLARK MIDDLE SCHOOL	Additional Targeted Support	IEP	Priority Improvement Plan: Low Participation	Year 1
1580	TRINIDAD 1	2944	FISHER'S PEAK ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
3140	WELD COUNTY S/D RE-8	3066	FORT LUPTON MIDDLE SCHOOL	Additional Targeted Support	IEP	Priority Improvement Plan: Meets 95% Participation	Year 1
3090	WELD COUNTY SCHOOL DISTRICT RE-3J	1446	WELD CENTRAL SENIOR HIGH SCHOOL	N/A		Priority Improvement Plan: Decreased due to Participation	Year 1
3090	WELD COUNTY SCHOOL DISTRICT RE-3J	3090	LOCHBUIE ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
3090	WELD COUNTY SCHOOL DISTRICT RE-3J	9347	WELD CENTRAL MIDDLE SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
70	WESTMINSTER PUBLIC SCHOOLS	1622	CLARA E. METZ ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 2
70	WESTMINSTER PUBLIC SCHOOLS	2876	FAIRVIEW ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 2
70	WESTMINSTER PUBLIC SCHOOLS	3144	FRANCIS M. DAY ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 2

District Number	District Name	School Number	School Name	School Identification (Federal Accountability)	Disaggregated Group(s) that Led to Identification (TS & A-TS only)	2017 Preliminary Rating (as of 10/1/17)	Preliminary Year on Accountability Clock (as of 10/1/17)
70	WESTMINSTER PUBLIC SCHOOLS	3792	HARRIS PARK ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Improvement Plan: Meets 95% Participation	--
70	WESTMINSTER PUBLIC SCHOOLS	3931	HIDDEN LAKE HIGH SCHOOL	Targeted Support and Improvement	FRL	AEC: Improvement	--
70	WESTMINSTER PUBLIC SCHOOLS	5834	MESA ELEMENTARY SCHOOL	Additional Targeted Support	IEP	Improvement Plan: Meets 95% Participation	--
70	WESTMINSTER PUBLIC SCHOOLS	7305	IVER C. RANUM MIDDLE SCHOOL	Comprehensive Support and Improvement - Lowest 5 Percent		Priority Improvement Plan: Meets 95% Participation	Year 2
70	WESTMINSTER PUBLIC SCHOOLS	7952	SKYLINE VISTA ELEMENTARY SCHOOL	N/A		Priority Improvement Plan: Meets 95% Participation	Year 1
70	WESTMINSTER PUBLIC SCHOOLS	9466	WESTMINSTER HIGH SCHOOL	N/A		Turnaround Plan: Decreased due to Participation	Year 2
990	WIDEFIELD 3	9560	DISCOVERY HIGH SCHOOL	Comprehensive Support and Improvement - Low Completion		AEC: Improvement	--

Attachment C: Route Information Sheets

Supports for Schools Identified for Improvement
DIAGNOSTIC REVIEW AND PLANNING

EASI Route: Exploration Supports

INTRODUCTION

The Diagnostic Review and Improvement Planning Grant is ideal for schools that are not sure of how to prioritize improvement efforts or that need time to explore options. LEAs are awarded funds on behalf of their schools to work with a CDE-trained partner to conduct a school-based diagnostic review process and/or a facilitated improvement planning process. Reviews result in a diagnostic report and recommended improvement actions. The facilitated improvement planning process is designed to assist the school in refining the Unified Improvement Plan (UIP) to build upon the diagnostic review recommendations.

CDE-trained partners will provide the following services:
1. Conduct and report on a comprehensive, evidence-based review and report detailing how the school is functioning in the areas of:
   - Culture of Performance
   - Instructional Transformation
   - Talent Development
   - Leadership
2. In-person staff debrief including:
   - Key findings from the review
   - High level observations
   - Opportunities for improvement
3. Assistance with Improvement Planning Support through the UIP process, which may include:
   - Support for data gathering and organizing (pre-planning for data analysis)
   - Review of student performance data
   - Identification of trends and performance challenges
   - Prioritization of performance challenges
   - Root cause analysis
   - Target setting
   - Action planning
   - Progress monitoring
   - Involving relevant stakeholders (e.g., staff, school accountability committee) in data analysis and action planning

Applicants may apply for a diagnostic review and improvement planning support or improvement planning only.

ELIGIBLE APPLICANTS AND PRIORITIZATION

Eligibility: Eligible applicants are LEAs with schools that are identified for Comprehensive Support (CS), Targeted Support (TS), or Additional Targeted (Additional TS). Schools that have been awarded this grant in the last two years, and schools currently participating in the Tiered Intervention Grant and Connect for Success grant are not eligible.

Prioritization: If CDE is unable to fund all applications, then a prioritization process will be used. Unlike some of the other opportunities within the EASI, requests for this service will not be scored competitively. Consideration will be given to: (1) geographic representation, and (2) school identification type in the following order:
1. Comprehensive Schools – lowest 5% of Title I schools

Who Can I Contact For More Information?
Laura Meushaw
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Jennifer Morgan
Planning Specialist
Improvement Planning Unit
(303) 866-5499
Morgan_J@cde.state.co.us

2. Comprehensive Schools – low grad or completion rate and on the state accountability clock
3. Comprehensive Schools – low grad or completion rate and not on the state accountability clock (i.e., Improvement, Performance)
4. Additional Targeted Schools that are on the state accountability clock (i.e., Priority Improvement, Turnaround);
5. Additional Targeted Schools with an Improvement plan type
6. Additional Targeted Schools with a Performance plan type
7. Targeted Schools that are on the state accountability clock
8. Targeted Schools with an Improvement plan type
9. Targeted Schools with a Performance plan type

AVAILABLE FUNDS

LEAs may apply on behalf of eligible schools for up to $50,000 for a diagnostic review and improvement planning support. An LEA may choose to apply only for improvement planning support for an award of up to $30,000.

ALLOWABLE USE OF FUNDS

Funding for this opportunity may be used for:
- Cost of contracting with a CDE-trained partner or partners willing to be trained after the award
- Costs associated with the review visit (e.g., substitutes), an all staff debrief of the findings (e.g., stipends, copying)
- An improvement planning facilitator that has been or is willing to be trained by CDE, staff time (e.g., substitutes, stipends) and any other costs associated with the planning process (e.g., hosting a community meeting)

Funds from this opportunity must be used to **supplement and not supplant** any federal, state, and local funds currently being used to provide activities. There will be no carryover of funds. Unobligated funds at the end of the fiscal year will be returned to the CDE to be redistributed.

IMPORTANT PROGRAM DATES

January	Award notifications
February	Kick-off meeting in Denver for new grantees
February – April	Diagnostic visit from CDE-approved partner
April	UIP due for LEAs/schools for public posting and CDE review of plan for documentation of grant requirements
June 30	Grant funds must be obligated
September 30	All grant funds must be requested from CDE or will be returned

EVALUATION AND REPORTING

Schools receiving funds under this grant opportunity are required to:
- Submit the UIP that has been updated based on the results of the diagnostic review and/or improvement planning support for review by CDE. The school's UIP will be reviewed during the April submission timelines;
- Use the findings of the diagnostic review to inform the comprehensive needs assessment as part of the ESSA school improvement identification (i.e., CS schools, TS schools, Additional TS schools) and/or Title I Schoolwide Plan; and
- Submit the Annual Financial Report (AFR) to CDE.

CDE-trained providers are required to submit the final report to CDE for review and then to the grantee, within 30 days of the review date. Note that the final report is paid for with public funds and must be shared with the public, if requested.

PROGRAM ASSURANCES

In addition to the assurances found on pages 14 - 15 of the EASI, LEAs that accept School Improvement services and/or funding for Diagnostic Review and Planning agree to the following:

1. The grantee will annually provide CDE the evaluation information outlined above.
2. The grantee will work with and provide the evaluation requested data to CDE for this grant within the timeframes specified above.

Where can I learn more?

- Diagnostic Review and Planning: www.cde.state.co.us/fedprograms/diagnosticreviewandplanninggrant

Supports for Schools Identified for Improvement
ACCOUNTABILITY PATHWAYS PLANNING

EASI Route: Exploration Supports

COLORADO
Department of Education

INTRODUCTION

The Accountability Pathways Planning grant is intended to support Local Educational Agencies (LEAs) and schools nearing the end of the Accountability Clock to explore pathway options, take thoughtful action, and increase readiness for discussions with the State Board of Education.

ELIGIBLE APPLICANTS AND PRIORITIZATION

Eligibility: LEAs are eligible to apply on behalf of schools with the following eligibility criteria:

- A school that is in Year 3, 4 or 5 of Priority Improvement or Turnaround AND is identified for Comprehensive Support (CS) or Targeted Support (TS)
- An LEA that is in Year 3, 4 or 5 of Priority Improvement or Turnaround AND has schools that are identified for CS or TS; if the LEA is awarded a grant, funds can only be used at those schools that are identified for CS TS

LEAs who have not begun to plan for the end of the Accountability Clock or who are in the early stages of pathway planning are encouraged to apply.

AVAILABLE FUNDS

Awards range from $30,000 for single school applications to $100,000 for LEA applications.

ALLOWABLE USE OF FUNDS

Funding from this opportunity may be used for:

- Consulting and technical assistance for pathway planning
- Visiting other sites with successful or promising implementation of a pathway option
- Diagnostic reviews for the purpose of identifying systemic issues and determining pathway fit
- Events, facilitated meetings, or community gatherings
- Translation services
- Stipends for teachers to attend pathway planning activities
- Travel to CDE-led convenings or meetings regarding grant activities and pathway planning
- Technical assistance on strategic resource allocation for pathway planning

Note: These funds are not intended to pay third party vendors/providers for implementation of the plan or administration of the grant. This opportunity is intended to be a collaborative project in which LEAs develop the application and commit to the activities of the grant.

Funds from this opportunity must be used to **supplement and not supplant** any federal, state, and local funds currently being used to provide activities. There will be no carryover of funds. Unobligated funds at the end of the fiscal year will be returned to the CDE to be redistributed.

EVALUATION AND REPORTING

Who Can I Contact For More Information?
Brenda Bautsch
Accountability Specialist
Accountability, Performance and Support Division
(303) 866-6174
Bautsch_B@cde.state.co.us

Each LEA that receives an Accountability Pathways Planning grant is required to report, at a minimum, the following information to CDE:

- An end-of-grant report that includes:
    - A list of program activities that were implemented during the grant period;
    - A description of lessons learned from grant activities;
    - An overview of the identified pathway and the plan for implementing the pathway;
    - An assessment of the process of developing the pathway plan in terms of challenges and successes; and
    - A reflection on the level of satisfaction with the supports received during this process.
- An Annual Financial Report (AFR).

In addition, the LEA will be expected to present their pathway plan (developed with the support of CDE staff) to the State Board of Education prior to any end-of-clock statutory deadlines, if the school or LEA remains on the Accountability Clock.

PROGRAM ASSURANCES

LEA/Administrative Unit Commitments:

- Identify a point person with decision-making authority who will lead the planning process for the school(s) being served by the grant. This person must be an LEA employee that sits on the Superintendent's leadership team and has the authority to work with the local school board.

School Leadership Commitments:

- School leader will participate on the LEA "team" in all grant activities
- School leadership team and staff representatives attend events, meetings, and community gatherings
- School leader collaborates with LEA and CDE on developing a timeline for pathway planning and implementation

Where can I learn more?

- Accountability Clock: www.cde.state.co.us/accountability/accountability_clock

Supports for Schools Identified for Improvement
STAKEHOLDER AND COMMUNITY ENGAGEMENT PLANNING

EASI Route: Exploration Supports

INTRODUCTION
State and federal expectations highlight the importance of stakeholder engagement (e.g., building leadership, teachers, parents) throughout the school improvement process. Schools identified under ESSA (i.e., Comprehensive, Targeted) and under the state accountability system (i.e., Priority Improvement, Turnaround) have specific requirements that serve as a common foundation to build from. With this in mind, the grant offers LEA and schools the opportunity to invest in engaging stakeholders more deeply within the planning phase.

ELIGIBLE APPLICANTS AND PRIORITIZATION
Eligibility: Eligible applicants are LEAs with schools that are identified for Comprehensive Support (CS), Targeted Support (TS), or Additional Targeted (Additional TS).

Prioritization: If CDE is unable to fund all applications, then a prioritization process will be used. Unlike some of the other opportunities within the EASI, requests for this service will not be scored competitively. Consideration will be given to: (1) geographic representation, and (2) school identification type in the following order:
1. Comprehensive Schools – lowest 5% and on the state accountability clock (i.e., Priority Improvement, Turnaround)
2. Comprehensive Schools – low grad or completion rate and on the state accountability clock
3. Comprehensive Schools – low grad or completion rate and not on the state accountability clock (i.e., Improvement, Performance)
4. Additional Targeted Schools that are on the state accountability clock
5. Additional Targeted Schools and an Improvement plan type
6. Additional Targeted Schools with a Performance plan type
7. Targeted Schools that are on the state accountability clock
8. Targeted Schools with an Improvement plan type
9. Additional Targeted Schools and Targeted Schools with a Performance plan type

Who Can I Contact For More Information?
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Family School Partnership Director
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AVAILABLE FUNDS
LEAs may apply on behalf of eligible schools for up to $20,000.

ALLOWABLE USE OF FUNDS
Funding for this opportunity may be used for:
- Cost of contracting with a facilitator that has knowledge of working with the selected stakeholders and background knowledge of the content area
- Costs associated with the proposed activities (e.g., substitutes, stipends, copying, translation services, child care, food for community events, travel)

Funds from this opportunity must be used to **supplement and not supplant** any federal, state, and local funds currently being used to provide activities. There will be no carryover of funds. Unobligated funds at the end of the fiscal year will be returned to the CDE.

See the EASI for an example of an LEA/school proposing activities to engage their community as it seeks Innovation Status.

IMPORTANT PROGRAM DATES

January	Award notifications
September 30	All grant funds must be requested from CDE

EVALUATION AND REPORTING

There are no additional evaluation and reporting requirements beyond the general ones referenced in the EASI, including:

- Submit the Unified Improvement Plan (UIP) that has been updated based on the results participation in the EASI. The LEA's UIP will be reviewed during the typical UIP timelines (e.g., schools on the accountability clock by January 15 and all others by April 15) using the Quality Criteria; and
- An Annual Financial Report (AFR).

PROGRAM ASSURANCES

There are no additional program assurances beyond the general ones listed on pages 14 - 15 of the EASI.

Where can I learn more?

- ESSA Comprehensive and Targeted Support: www.cde.state.co.us/fedprograms/essa_csi_tsi

Supports for Schools Identified for Improvement

DISTRICT DESIGNED AND LED IMPROVEMENT STRATEGIES

EASI Route: District Designed and Led

COLORADO
Department of Education

INTRODUCTION

Districts are encouraged to initiate and expand their own district-designed supports for schools in need of improvement. This grant is a good fit for districts and their schools that have invested in solid planning and are ready for implementation – or that have seen positive results and would like to expand programming.

To be awarded funds under this application, proposals must meet requirements under ESSA. This includes requirements for stakeholder engagement, planning, use of evidence-based interventions (EBI), and evaluation and reporting. Because this is an implementation grant, scoring is designed in a standards-based manner – meaning that all elements must meet expectations to be considered for an award. CDE may request changes before making the award, however, this is expected to be a more competitive grant.

Who Can I Contact For More Information?
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Stakeholder Engagement

State and federal expectations highlight the importance of stakeholder engagement (e.g., building leadership, teachers, and parents) throughout the school improvement process. Schools identified under ESSA (i.e., Comprehensive, Targeted) and under the state accountability system (i.e., Priority Improvement, Turnaround) have specific requirements that serve as a common foundation to build from, such as the state expectation that school accountability committees provide feedback on school plans. For the District Designed and Led route, applications should address how stakeholders (e.g., school leaders, teachers, parents, local board) will be involved in the proposed activities in meaningful and relevant ways.

Improvement Planning

Improvement plans are one of the tangible ways that districts and schools document their intentions for improving outcomes for students. All opportunities within this application revolve around this documentation process. The Unified Improvement Plan (UIP) provides a convenient mechanism for capturing the specific ESSA requirements. Note that there are differences for Comprehensive Support (CS) schools and for Targeted Support (TS) schools within the planning process. Districts applying for this route will need to be explicit about how planning requirements will be documented for the overall district and participating schools (e.g., timelines, documentation outside of the UIP process). If awarded, the plans will serve as an important part of the grant accountability process. More details on ESSA planning requirements are shared at the end of the document.

Evidence-Based Interventions

Evidence-based interventions are practices or programs that have proven to be effective in leading to a particular outcome. The kind of evidence required by ESSA generally has been produced through formal studies and research. Under ESSA, there are four levels of evidence:

Tier 1 – Strong Evidence	Supported by one or more well-designed and well-implemented randomized control experimental studies.
Tier 2 – Moderate Evidence	Supported by one or more well-designed and well-implemented quasi-experimental studies.
Tier 3 – Promising Evidence	Supported by one or more well-designed and well implemented correlational studies (with statistical controls for selection bias).
Tier 4 – Demonstrates a Rationale	Practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

In making awards for this application, ESSA requires schools to have strong, moderate, or promising evidence (Tiers 1- 3) to support them. To ensure the best fit, selected strategies must also demonstrate an alignment to:
- Need (student and school system priorities)
- Precision (clear definition of the proposed intervention)
- Efficiency (reasonable adoption period, sustainable after grant period)
- Skills (staff have the ability or will be trained to implement the strategy)
- Cultural relevance (the intervention and its outcomes are valued by stakeholders)
- Resources (time, funding, materials, staff)
- Organizational support (district and school leaders are invested and involved)

In determining best fit, CDE will also consider other state and federal requirements. For example, reading interventions in early elementary grades should meet the more rigorous standards of the READ Act which has already vetted many reading interventions. For more information, see the READ Act website for additional information: http://www.cde.state.co.us/coloradoliteracy/readact/programming.

CDE will consider best practices to guide its assessment of fit. CDE has adopted the *Four Domains for Rapid School Improvement* from the Center for School Turnaround as a way to organize discussions around action plans. The domains include: culture shift, instructional transformation, leadership, and talent development. For more information on each of the domains, go to: http://centeronschoolturnaround.org/wp-content/uploads/2017/02/CST_Four-Domains-Framework-Final.pdf.

CDE also acknowledges that high schools have complex structures and operate differently from elementary and middle schools. As such, proposals for high schools should provide a broader analysis of needs beyond the School Performance Framework to include other local measures unique to high schools. Within the proposed activities, it is expected that the school is working toward offering multiple postsecondary pathways or is expanding multiple postsecondary pathways.

ELIGIBLE APPLICANTS AND PRIORITIZATION

Eligibility: Districts with schools identified for Comprehensive Support (CS) or Targeted Support (TS). This route within the EASI is standards-based, so all scored elements must meet expectations. Proposals will be evaluated based on the criteria and rubrics within the application on a competitive basis.

Prioritization: In the event that a tie breaker is needed between multiple applications, priority will be given to: (1) geographic representation, and (2) school identification type in the following order:
1. Comprehensive Schools – lowest 5% of Title I schools
2. Comprehensive Schools – low grad or completion rate and on the state accountability clock
3. Comprehensive Schools – low grad or completion rate and not on the state accountability clock (i.e., Improvement, Performance)
4. Additional Targeted Schools that are on the state accountability clock (i.e., Priority Improvement, Turnaround);
5. Additional Targeted Schools with an Improvement plan type
6. Additional Targeted Schools with a Performance plan type
7. Targeted Schools that are on the state accountability clock
8. Targeted Schools with an Improvement plan type
9. Targeted Schools with a Performance plan type

AVAILABLE FUNDS

Funding will depend on the proposals and magnitude of change requested by districts. CDE offers these approximate ranges of funding as guidelines for district proposals. These amounts may include multiple-year awards but would need to be re-evaluated each year through the EASI.

Comprehensive Schools	$0 - $150,000 per school
Targeted and Additional Targeted Schools	$0 - $50,000 per school

ALLOWABLE USE OF FUNDS

Awarded funds may be applied toward the improvement activities approved in the proposal. Applications within this route may be funded for up to three years pending evidence that implementation is occurring as approved in the application. Subsequent year funding is dependent upon meeting reporting requirements and availability of funds.

Funds from this opportunity must be used to **supplement and not supplant** any federal, state, and local funds currently being used to provide activities. There will be no carryover of funds. Unobligated funds at the end of the fiscal year will be returned to the CDE for redistribution.

IMPORTANT PROGRAM DATES

January	Award notifications
January and beyond	Implementation and consultative support, as needed

EVALUATION AND REPORTING

Each LEA that receives an EASI grant is required to report, at a minimum, the following information to CDE:
- For districts with TS schools, districts are expected to review and approve improvement plans.
- For districts with schools with Priority Improvement or Turnaround plan types, regardless of ESSA designation, UIPs will be reviewed during the typical UIP timelines (e.g., schools on the accountability clock by January 15 and all others by April 15).
- For districts with CS schools, CDE is developing processes and protocols to monitor the implementation of the improvement plans of schools identified for CS. LEAs will be notified regarding the timeline and expectations for this process.
- An Annual Financial Report (AFR).

PROGRAM ASSURANCES

There are no additional assurances for this route beyond the general assurances covered on pages 14-15 of the EASI.

Where can I learn more?

- ESSA Comprehensive and Targeted Support: www.cde.state.co.us/fedprograms/essa_csi_tsi

Supports for Schools Identified for Improvement
CONNECT FOR SUCCESS

EASI Route: CDE-Offered Services

INTRODUCTION

In 2014, five schools were identified for a comprehensive study of how they are attaining higher academic achievement than other schools in the state for English Learners, students with disabilities, students experiencing poverty, and minority students. The school and LEA leadership, personnel, families and students participated in surveys, focus groups, and interviews to help identify the factors contributing to the schools' success with the identified groups. The following High Achieving Schools (HAS) Study summarizes the study purpose and methods, overall findings highlighting effective strategies common across the five schools, and effective strategies unique within each school:
http://www.cde.state.co.us/fedprograms/dper/evalrpts

> **Who Can I Contact For More Information?**
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The HAS study findings were used to develop the Connect for Success grant which is an opportunity for grantees to network with and learn from the HAS in order to replicate the effective practices and strategies common across the HAS. Currently, 28 Colorado Title I schools have a Connect for Success grant.

Schools that participate in the Connect for Success grant receive a diagnostic visit and a report that includes recommendations from a CDE team based on the findings of the HAS study. Additionally, schools visit one of the HAS to see the effective practices in person. Schools identify and/or hire an implementation coach who works with a CDE Implementation Manager to replicate HAS strategies as well as monitor the implementation of those practices.

Schools and LEAs that have benefited from this program have a demonstrated readiness, willingness, and commitment to change and refine their practices to improve the academic achievement of English Learners, students with disabilities, students experiencing poverty, and minority students.

ELIGIBLE APPLICANTS AND PRIORITIZATION

Eligibility: Eligible applicants are elementary schools that show readiness and willingness to rethink current strategies and practices to align with those of the HAS and meet the following criteria:
1. Identified for Comprehensive Support (lowest 5% of Title I Schools)
2. Identified for Additional Targeted Support
3. Identified for Targeted Support

This grant opportunity is not a good fit for schools that currently have a Tiered Intervention Grant, Pathways, and/or are in the Turnaround Network. In addition, generally this support is not a good fit for any schools that are in year 4 or later on the state accountability clock with a Priority Improvement or Turnaround School Performance Framework Play Type as it takes over two years to implement targeted changes under this grant.

Prioritization: In the event that all proposals cannot be funded, priority will be given to schools in the following order:
1. First priority will be given to schools identified for Comprehensive Support (lowest 5% of Title I Schools)
2. If funds remain to support schools identified for Additional Targeted Support, priority will be given to schools
   a. Identified for Additional Targeted Support for more than one student group
   b. On the state accountability clock in years 1 through 3
3. If funds remain to support schools identified for Targeted Support, priority will be given to schools

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a. Identified for Targeted Support and Improvement for more than one student group
b. On the state accountability clock in years 1 through 3

AVAILABLE FUNDS

For the 2017-2018 school year, up to 20 proposals will be funded. In Year 1, schools are eligible to apply for up to $20,000 (January 1, 2018 – June 30, 2018). An additional $80,000 may be requested for Year 2 (July 1, 2018 – June 30, 2019) and Year 3 (July 1, 2019 – June 30, 2020). A budget and plan will be jointly developed with CDE. Subsequent year funding is dependent upon demonstrated fidelity to processes, implementing a plan that aligns with the HAS study findings and recommendations from the CDE diagnostic report, meeting reporting requirements, and availability of funds.

ALLOWABLE USE OF FUNDS

Funding from this opportunity **must** be used for:
- Costs related to visits to the High Achieving School sites
- Costs for school/LEA leadership to attend state meetings in Denver area
- Strategies and practices that align with the findings of the CDE site visit and the High Achieving Schools Study

Funding from this opportunity **may** be used for:
- Costs for Implementation Coach (appointed or hired by LEA)
- Staff stipends and/or substitute pay to create time for job-embedded learning opportunities and/or time for collaboration
- Leadership development
- Costs associated with the CDE diagnostic visit (surveys, translating, and substitutes)

Funds from this opportunity must be used to **supplement and not supplant** any federal, state, and local funds currently being used to provide activities. There will be no carryover of funds. Unobligated funds at the end of the fiscal year will be returned to the CDE.

IMPORTANT PROGRAM DATES

January	Award notifications
February	Kick-off meeting for new grantees
February – April	CDE conducts school visits and provides recommendations for HAS strategies and practices to be implemented
May	School, LEA and CDE collaborate to conduct initial planning, goal setting, and budget development
June	School submits Year 2 plan, budget, and baseline monitoring indicators
August	Planning and learning opportunity for all Connect for Success grantees

EVALUATION AND REPORTING

Each LEA that receives a grant through the Connect for Success program is required to report, at a minimum, the following information to the CDE as follows:
1. The following data will be collected by CDE as part of the diagnostic visit after grant is awarded but before planning and implementation:
   - Parent surveys – distributed by the school; collected and analyzed by CDE;
   - Personnel surveys – distributed by the school; collected and analyzed by CDE;

- Observation/walkthrough data – collected by a team from CDE and/or the CDE Implementation Manager; and
- Interviews with school leadership, teachers, staff, families, and students – collected by a team from CDE and/or the CDE Implementation Manager.

2. At the end of Year 1, the following data will be collected:
   - Description of planning process and the plans for the next year of the grant, including an implementation plan to replicate the HAS strategies and practices and based on CDE recommendations from the diagnostic visit.

3. During and at the end of Years 2 and 3 of the grant, the following data will be collected:
   - Implementation plan and, when available, implementation data to demonstrate the extent to which implementation occurred with fidelity;
   - Quarterly progress monitoring report submitted using the CDE Progress Monitoring Template;
   - Parent surveys – distributed by the school; collected and analyzed by CDE;
   - Personnel surveys – distributed by the school; collected and analyzed by CDE;
   - Observation/walkthrough data – collected by a team from CDE and/or the CDE Implementation Manager; and
   - Interviews with school leadership, teachers, staff, families, and students – collected by a team from CDE and/or the CDE Implementation Manager.

PROGRAM ASSURANCES
If approved for participation in the program the LEA will be asked to submit signatures indicating agreement with the following assurances:

Teacher Commitments:
- Rethink current practices and modify those that are ineffective based on examination of student data
- Develop theoretical and practical knowledge of best practices
- Administer screening, diagnostic, and classroom progress monitoring assessments to inform instructional practice
- Help shape the culture of the school in a positive way

School Commitments:
- Provide CDE with the annual evaluation and quarterly progress monitoring information required
- School leadership team with LEA representation will attend the state sponsored professional development and/or networking opportunities
- School leadership will collaborate with the Implementation Coach, hired or designated by the LEA, to develop and implement a plan to replicate HAS practices and strategies based on the CDE recommendations from the diagnostic visit
- Reevaluate use of Title I and IDEA funds (e.g., Coordinated Early Intervening Services - CEI) to meet needs of minority students, students experiencing poverty, students with disabilities, and English Learners
- School Leadership will:
  o Conduct regular instructional walkthroughs
  o Perform ongoing performance monitoring of instructional staff and provide timely feedback to teachers
  o Ensure ongoing data analyses and participating in data meetings
  o Ensure that time for data meetings, analysis, and use is protected
  o Ensure time for collaboration is created and protected

EASI Route: CDE-Offered Services

- o   Make student-centered decisions (including grouping of students, class schedules, etc.)
- o   Set high expectations of staff, families, and students
- o   Budget sufficient funds and time to participate in required grant activities
- o   Address issues of teacher stability and training
- o   Exercise leveraging of Title I, IDEA, and other funding sources
- o   Evaluate the impact of these funds on student achievement and participate in the external evaluation of the initiative

LEA /Administrative Unit Commitments:

- Hire or designate an Implementation Coach that meets the minimum competencies
- Ensure both district and building leadership possess the qualifications and have committed the time necessary to accomplish grant activities to lead to student achievement gains
- Allow flexibility for school to adjust for mid-course corrections if data does not indicate progress toward increasing achievement
- Support school in using data to monitor student progress to inform instructional practice to accelerate performance
- Conduct monthly instructional rounds at school site (LEA /school/implementation coach, if applicable)
- Foster principal's leadership in the school and support leadership growth opportunities
- Ensure that funds are being leveraged with other local, state, and federal funds (e.g., Titles I, II, III, V, and IDEA) and that accountability for cost-effective management is provided
- Work with and provide requested data to CDE for the Connect for Success funding opportunity within the periods specified
- Will not discriminate against anyone regarding race, gender, national origin, color, disability, or age;
- Use funds to supplement and not supplant any moneys currently being used to provide services and grant dollars will be administered by the appropriate fiscal agent
- Maintain appropriate fiscal and program records on funded projects and conduct fiscal audits of this program as a part of regular audits
- Maintain sole responsibility for the project even though subcontractors may be used to perform certain services
- Misuse of these funds will result in the revocation of funds

Where can I learn more?

- Connect for Success: www.cde.state.co.us/fedprograms/ti/sitig#cfsg

Supports for Schools Identified for Improvement

SCHOOL TURNAROUND NETWORK

EASI Route: CDE-Offered Services

INTRODUCTION

The Colorado Turnaround Network will accelerate student achievement for select schools through targeted support, resources, and flexibility. The Network is a highly collaborative and accountable endeavor between local schools, their LEAs, and the Colorado Department of Education. Schools in the Network will benefit from enhanced diagnostic reviews and planning support; personalized, professional learning opportunities with a cohort of peer schools; and additional resources through supplemental grant funding. CDE's Theory of Action is that by supporting both LEAs and schools together, we will see lasting, sustained improvement in our lowest-performing schools.

> **Who Can I Contact For More Information?**
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> School Turnaround Support, District and School Performance Unit
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The Network uses a guiding framework to support schools in developing a rigorous improvement plan around four research-based conditions to improve school performance and student achievement:

- **Culture Shift**: Build a school culture focused on student learning and parent and community engagement.
- **Instructional Transformation**: Design and implement a rigorous, aligned, and engaging academic program that is responsive to student learning needs, is driven by data, and is flexible to meet the needs of all students.
- **Talent Development**: Employ systems and strategies to recruit, develop, evaluate and retain excellent teachers and staff.
- **Leadership**: Customize and target leadership development to meet the improvement needs at all levels of the educational system.

All participating Network schools will receive access to specialized professional development, on-site performance management sessions, quarterly Network events, and principal supervisor cohort gatherings.

Each Network school will be assigned a Turnaround Support Manager from CDE, who will serve as a resource and partner to the LEA and school. All participating Network schools will be required to engage a "district partner" to serve as a key support and advocate for the school at the LEA level. The district partner must be a senior-level LEA staff member who will attend all Network professional development opportunities and events with the school team. The district partner should remain assigned to the school for the duration of the Turnaround Network participation and will be responsible for ensuring the conditions for turnaround success are established at the school and supported by the LEA.

ELIGIBLE APPLICANTS AND PRIORITIZATION

Eligibility: Eligible applicants are LEAs with schools that are identified for Comprehensive Support (CS) or Turnaround Support (TS) and/or schools identified for Priority Improvement or Turnaround. Only CS or TS schools are eligible for grant funds to support participation and implementation.

This grant opportunity is not a good fit for schools that currently have a Tiered Intervention Grant and/or are participating in the Connect for Success grant. The Network is a good fit for schools with systemic challenges and the following characteristics:

- Strong LEA support and buy-in, and
- School leadership demonstrates a mindset of learning and growth

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Prioritization: In 2017-18, 39 schools are participating in the Turnaround Network – nearing CDE's capacity for this service. As a result, this will be a competitive process with limited available spots. For the 2018-19 school year, proposals will be considered for new schools on a limited basis. Priority will be given in this order:

1. Priority may be given to schools in LEAs currently engaged with the Network
2. Comprehensive Schools – lowest 5% and on the state accountability clock (i.e., Priority Improvement, Turnaround)
3. Schools on the state accountability clock but not designated under ESSA (may not be eligible for funding, but may receive services)
4. Comprehensive Schools – low graduation or completion rate and on the state accountability clock
5. Additional Targeted Schools that are on the state accountability clock
6. Targeted Schools that are on the state accountability clock
7. Targeted Schools that are not on the state accountability clock
8. Comprehensive Schools – low grad or completion rate and not on the state accountability clock

AVAILABLE FUNDS

Schools identified under ESSA are eligible for funding between $30,000 and $75,000 per school per year. If a school is not identified under ESSA, they are still eligible to participate in the Network without funding. The amount of funding available to LEAs is dependent upon the number of participating schools in that LEA. A budget and plan will be jointly developed with CDE. Subsequent year funding is dependent upon demonstrated fidelity to processes, meeting reporting requirements, and availability of funds.

ALLOWABLE USE OF FUNDS

Funding from this opportunity may be used for:

- Costs related to Network events: convenings, professional development, and site visits to bright spot schools
- Costs related to staff planning and collaboration
- Strategies and practices that align with the findings of the CDE diagnostic review

Funds from this opportunity must be used to **supplement and not supplant** any federal, state, and local funds currently being used to provide activities. There will be no carryover of funds. Unobligated funds at the end of the fiscal year will be returned to the CDE to be redistributed.

IMPORTANT PROGRAM DATES

January	Award notifications
February – April	CDE conducts half-day school visits
April – May	School, LEA, and CDE collaborate to conduct initial planning, goal setting, budget development; optional professional development sessions
May	Kick-off convening
January	Award notifications

EVALUATION AND REPORTING

All participating Network schools are required to engage in Network performance management routines, protocols, and documentation. Participating LEAs and schools must utilize an online Performance Management (PM) tool (see Attachment G of the EASI) which will require entering, managing, and sharing schools' UIP action steps and interim data.

Because the online PM tool which will be used is not a secure platform, no personally identifiable information of students or educators will be entered or shared. Only aggregate data will be entered or shared. In entering or sharing

aggregate data, LEAs and schools will use an n-size which preserves the privacy of student level data. CDE will work with each participating school and LEA to ensure that any data entered and shared does not contain PII or violate n-size privacy concerns. Participating LEAs are responsible for ensuring that the data entered or shared by LEA personnel complies with the respective LEA's data privacy and security policies.

Each school will be asked to frequently track key school improvement indicators and will be asked to submit final data for the first year by June 30, 2018.

Key school improvement data to be collected in the PM tool includes:
- School improvement plan implementation;
- Student daily attendance rates;
- Student chronic absenteeism rates;
- Student suspension data; and
- Student achievement and growth on local, interim assessments.

Turnaround Network schools will also be asked to participate in Network-wide surveys to provide feedback to CDE about the Network services.

PROGRAM ASSURANCES
The Role of the District Partner (participating principal's supervisor):
- Attend and participate in all Network convenings and professional development events.
- Attend and participate in quarterly visits with principal and CDE staff at the school. District partner will play an active role in facilitating weekly school site visits. The district partner may be asked to maintain a district partner site visit log.
- Provide actionable feedback weekly to principal based on classroom observations, review of student work, observation of weekly data teams, etc. Weekly visit should be documented in Network online tools.
- Engage in performance management process throughout the year.
- Ensure school has systems for observation and feedback, weekly data teams, and short cycle assessments.
- Commit to establish, protect, and support necessary and identified conditions such that the principal is able to make dramatic improvements at the school.
- Take ownership and hold oneself accountable for the results at the school.

The Role of the Principal:
- Attend and participate in all Network convenings and professional development events.
- Attend and participate in quarterly visits with district partner and CDE staff at the school.
- Visit with district partner at the school every week and document visit in online tracker tool.
- Engage in performance management process throughout the year - providing and entering data into the tracker tool as relevant data becomes available.
- Ensure every teacher receives observations and actionable feedback.
- Ensure data teams meet weekly and review student work.
- Establish systems for short-cycle assessments and planning.
- Participate in an annual qualitative review site visit.
- Share aggregate progress monitoring and leading indicator data, which may include: student attendance rates, student behavior data, local interim assessment data, teacher attendance data, TELL survey results, teacher evaluation data, principal evaluation data, budget analyses, use-of-time audits, or other relevant indicators.
- Commit to establish, protect, and support necessary and identified conditions in order to make dramatic improvements at the school.

- Take ownership and hold oneself accountable for the results at the school.

The Role of the CDE Turnaround Support Manager:
- Support and coach school and district partners during professional development and on-site supports.
- Attend and facilitate monthly visits with district partner and principal at the school.
- Gradually release responsibility of quarterly visits to district partner and principal.
- Facilitate use of online tracker tool.
- Advocate within CDE and in the LEA to establish, protect, and support necessary and identified conditions in order to see dramatic improvements at the school.
- Initiate honest conversations about the school's performance and potential impact with regards to the state accountability system.
- Identify and negotiate additional resources and supports for identified conditions.

Successful participation in the Turnaround Network will result in:
- Dramatic increases in student achievement as measured by ambitious and specific goals.
- Meeting and improving on identified school goals through implementation of prioritized strategies as measured by local culture and academic data indicators.
- Active engagement by all parties to find productive, collaborative, and innovative solutions to challenges.
- Demonstration of commitment, by school and LEA, to urgent and dramatic improvements to result in increased student learning.
- Successful school efforts will be recognized and advocated for if the school remains on the state Accountability Clock.

Where can I learn more?

- Turnaround Network: www.cde.state.co.us/accountability/turnaroundnetwork

Supports for Schools Identified for Improvement

MULTI-TIERED SYSTEM OF SUPPORTS (CO-MTSS)

EASI Route: Districtwide Supports

INTRODUCTION

Colorado **M**ulti-**T**iered **S**ystem of **S**upports (**CO-MTSS**) is defined as a prevention-based framework of team-driven data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, LEA, region, and state level. Our mission is to shape, develop, and increase the collective capacity of schools and LEAs to implement and sustain a multi-tiered system of supports through a problem-solving culture that integrates data, practices, and systems to improve educational outcomes for every student.

CO-MTSS includes 5 Essential Components:

1. **Team-Driven Shared Leadership**: Teaming structures and expectations to distribute responsibility and shared decision-making across school, LEA, and community members (e.g. students, families, generalists, specialists, and LEA administrators) to organize coordinated systems of training, coaching, resources, implementation, and evaluation for adult activities.
2. **Data-Based Problem Solving and Decision-Making**: A consistent process is used by stakeholder teams and applied at multiple levels to analyze and evaluate relevant information to plan and implement strategies that support sustainable improved student and system outcomes.
3. **Family, School, and Community Partnering**: The collaboration of families, schools, and communities as active partners in improving learner, classroom, school, LEA, and state outcomes.
4. **Layered Continuum of Supports**: Ensuring that every student receives equitable academic and behavioral support that is culturally responsive, matched to need, and developmentally appropriate, through layers that increase in intensity from universal (every student) to targeted (some students) to intensive (few students).
5. **Evidence-Based Practices**: Approaches to instruction, intervention, and assessment that have been proven effective through research indicating improved outcomes for students.

Who Can I Contact For More Information?

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ELIGIBLE APPLICANTS AND PRIORITIZATION

Eligibility: Eligible applicants are those who commit to partnering with CDE Implementation Consultants (ICs) to focus on systemic change through professional learning and capacity-building related to CO-MTSS. ICs will be integral to implementation efforts and will work primarily with an MTSS Leadership Team (MLT); in coordination with MLTs, ICs may offer additional support to school teams. The IC support is offered at no cost to the MLT; ICs are employed by CDE, are members of the CO-MTSS team, and will work with CDE partners to provide effective and timely technical assistance. In order to create sustainable change at the building level, it will be necessary for each MLT to select cohorts of schools (within the LEA, BOCES, or CSI) to actively participate in the grant program. School-level participation will include developing a school-based leadership teaming structure and active engagement in MLT-coordinated professional learning and technical assistance with the support of the CO-MTSS staff.

AVAILABLE FUNDS

Funds are available to LEAs for supporting LEA infrastructure. In the first 6 months, $5,000 is available per LEA. Additional funding from $10,000 to $20,000 is available after the initial 6 months, dependent upon LEA size, implementation, and investment in the CO-MTSS work.

ALLOWABLE USE OF FUNDS

Funding from this opportunity may be used for reimbursement of activities related to professional development, including training fees, curricula, implementation tools, outcome measurement, time for collaboration, staff stipends, substitute pay to create time for job embedded learning opportunities, or other planned activities. Funding from this opportunity may not be used to purchase food or pay salary.

Note: if accepted into the program, approved applicants will be asked to coordinate with CO-MTSS Staff to develop a budget proposal for program participation.

Funds from this opportunity must be used to **supplement and not supplant** any federal, state, and local funds currently being used to provide activities. There will be no carryover of funds. Unobligated funds at the end of the fiscal year will be returned to the CDE.

IMPORTANT PROGRAM DATES

November 2017 – January 2018	Meet with grantees to discuss application and next steps
January 15, 2018	MLTs will be notified of acceptance by January 15, 2018
January 31, 2018	CO-MTSS kick-off event
Monthly Meetings Starting in February 2018	Working to build capacity for systems change within the MLT
September 2018	Second kick-off event to initiate planning for schools
Monthly Meetings Starting September 2018	Ongoing technical assistance provided to build effective Personnel Development and Technical Assistance for schools.

EVALUATION AND REPORTING

Because successful implementation of CO-MTSS depends on the use of data to inform decisions, participating MLTs will be expected to use data throughout their implementation efforts. Additionally, data collection and submission to CDE will be expected. The data from participating MLTs and schools includes facilitated submission of relevant aggregated academic, behavioral, implementation, teacher performance, and family partnering data and will be a function of program participation. The MLT and CO-MTSS staff will mutually decide upon, record, and monitor data throughout the project. This may be collected in the form of student outcome data, teacher input data, fidelity data, questionnaires, self-assessments, and participant reflections.

Each MLT will complete and submit the following to CDE each year of the project:
- Capacity building tools:
    - MLT meeting minutes;
    - MLT Infrastructure Self-Assessment;
    - MLT Long Term Personnel Development Plan;
    - MLT Initiative Inventory; and
    - Aggregated School Short Cycle Action Plans;
- End of Grant Year Report; and
- An Annual Financial Report.

PROGRAM ASSURANCES

School Leadership Commitments:

Participating schools will implement a CO-MTSS Building Leadership Team (BLT). Each BLT will:
- Provide CDE with evaluation information required by the MLT and CDE;
- Attend online and face-to-face state-sponsored professional development opportunities;
- Budget sufficient funds and time to participate in required grant activities; and
- Exercise leveraging of Title I, IDEA, and other funding sources.

LEA/Administrative Unit Commitments:

LEAs will designate an MLT to work with and coordinate with CDE Implementation Consultants (ICs) regarding technical assistance for implementation efforts. The MLT will:
- Include at least one (preferably multiple) designated executive district leader, who will attend at least 75% of monthly meetings;
- Attend a full-day, yearly CO-MTSS kickoff in Denver scheduled for January 31, 2018;
- Attend monthly (3 hour) meetings with the CO-MTSS ICs and other CO-MTSS staff to complete various activities, including infrastructure evaluation, implementation plan development, initiative inventory completion, and professional development planning;
- Ensure that LEA and building leadership possess the qualifications and have committed the time necessary to accomplish grant activities to lead to student achievement gains;
- Conduct action planning-related professional development and technical assistance with participating Building Leadership Teams (with the support of CO-MTSS staff);
- Foster principal leadership in the schools and support leadership growth opportunities;
- Ensure that funds are being leveraged with other local, state, and federal funds (e.g., Titles I, II, III, V, and IDEA) and that accountability for cost-effective management is provided; and
- Provide student, school, and MLT-related data to CDE for the CO-MTSS funding opportunity within the time frames specified.

Where can I learn more?
- CO-MTSS: www.cde.state.co.us/mtss

Supports for Schools Identified for Improvement
SCHOOL TURNAROUND LEADERS DEVELOPMENT PROGRAM

EASI Route: Districtwide Supports

INTRODUCTION

Leadership is a critical factor in creating a welcoming, equitable, and productive school environment in which students learn and consistently demonstrate strong academic achievement and growth and in which teachers are empowered to learn and grow professionally and collaboratively. In LEAs and schools needing improvement, leadership is acutely important. This support and grant offers an opportunity for Colorado educators to connect and partner with leadership development programs that are specifically focused on developing leaders to serve students in low-performing schools. This state-funded School Turnaround Leaders Development (STLD) (C.R.S. 22-13-101) grant opportunity funds and connects teachers, aspiring leaders, and school and LEA leaders to attend leadership development programs with identified providers.

Who Can I Contact For More Information?
Tomi Amos
Turnaround Support Manager
School Turnaround Support
District and School Performance Unit
Amos_T@cde.state.co.us

Individuals that participate in the School Turnaround Leaders Development Grant will have the opportunity to attend one of the identified leadership development programs. Participants must directly serve a school or work at the LEA level that has a plan type of Priority Improvement (PI) or Turnaround (T) on the state School Performance Framework (SPF) in order to receive state funds. LEAs may apply for ESSA funds for schools designated CS or TS, to be used for these identified providers. Participants are expected to develop capacity that will directly impact student learning.

ELIGIBLE APPLICANTS AND PRIORITIZATION

Eligibility: School districts, the Charter School Institute (CSI), and BOCES on behalf of their schools with Priority Improvement or Turnaround (PI/T) plan types, are eligible to apply for this funding opportunity. Applicants may apply to receive training from approved providers to support school turnaround leaders – principals, teacher leaders, or LEA-level or Institute administrators or employees that support targeted schools.

This grant opportunity may be accessed along with any other CDE support and/or LEA-designed proposal. It would be expected that proposed leadership training is aligned with other school and LEA efforts.

Prioritization: In the event that not all proposals can be funded, highest priority will be given to applicants that:
- Have not previously received awards for the School Turnaround Leaders Development Program
- Are a Small/Rural LEA (fewer than 1,000 students)
- Are not currently and have not previously engaged with any of the School Turnaround Leaders Development providers
- Demonstrate a coherent plan and capacity to systematically support the training based on the application
- Are in good standing with turnaround leader providers from this grant or other engagements

LEAs may apply for ESSA funds for schools designated Comprehensive Support (CS) or Turnaround Support (TS) to be used for these identified providers. LEAs may also apply for ESSA funds for schools designated CS or TS for other leadership development programs and partnerships through the District Designed and Led EASI route.

AVAILABLE FUNDS

Approximately $1.9 million in state funds are available for the 2017-2018 fiscal year. Funds will be awarded by CDE no later than June 30, 2018. Grant awardees will be responsible for spending awarded funds in accordance with the approved budget and timeline within the grant application. Expenditures may occur by the LEA beyond June 30, 2018.

ALLOWABLE USE OF FUNDS

Grantees are required to use funding from this grant to:

- Identify, train, and support: teacher and aspiring school leaders, current school leaders, district, charter organization, or Institute level staff who support identified PI/T school(s);
- Subsidize the cost of school turnaround leaders and other support staff to participate in turnaround leadership development programs; and
- Reimburse school turnaround leaders for the costs they incur in completing turnaround leadership development programs offered by identified providers.

An "identified provider" is a public or private entity that offers a high-quality turnaround leadership development program for Colorado Educators. See below for a list of identified providers. By applying for funding to participate in one of the identified provider programs, you are not guaranteed acceptance or enrollment. Each identified provider has a limited capacity and number of slots for each program. In addition to submitting this application for funding, applicants should also contact targeted providers to initiate their unique application process.

Note: Indirect Costs are not allowable; however, Administration may be claimed in an amount of up to 5%.

Funds from this opportunity must be used to **supplement and not supplant** any federal, state, and local funds currently being used to provide activities. There will be no carryover of funds. Unobligated funds will be returned to the CDE.

IMPORTANT PROGRAM DATES

January	Award notifications
January – April	Awardees complete any and all application procedures with Identified Provider
May – onward	Awardees participate in leadership programs

EVALUATION AND REPORTING

The grantee will track the effectiveness of persons who complete a turnaround leadership development program and report the effectiveness to the department on or before July 1 of the year following the training. Each grant recipient must report on the following through a survey evaluation:

- Number of people who participated and in which programs;
- Schools served;
- Impact on student achievement and school culture, specifically the following pre and post data;
- Plan type and percentage of points earned as measured by state SPF;
- Student achievement and growth as measured by a viable local assessment;
- Student culture, as measured by average daily attendance, chronic absenteeism, referrals, etc.; and
- Change in principal or aspiring leader's actions/behavior, as measured by self and staff assessments.

No student or educator Personally Identifiable Information (PII) be collected through the Turnaround Leaders Development Program. All grant program evaluation data will be collected in the aggregate and will be used, shared, and stored in compliance with applicable laws and CDE's privacy and security policies and procedures.

Grantees will be required to submit Annual Financial Reports (AFR) at the end of each spending year.

PROGRAM ASSURANCES

1. The grantee will work with and provide requested data to CDE within the time frames specified on the evaluation requirements.

2. The grantee agrees to develop specific contracts with identified leadership development provider programs.
3. The grantee will complete all reporting requirements as indicated above.
4. Once Priority Improvement/Turnaround schools named within the approved budget are set, other schools cannot be swapped in.
5. Grantees that would like a change in provider must submit a formal request to CDE before services are rendered.
6. Grantees will be required to submit Annual Financial Reports (AFR) at the end of each spending year.
7. Unobligated funds will be returned to CDE.
8. Any additional expense beyond what are approved in the application will be the responsibility of the LEA.
9. The grantee will submit their final participant roster to the LEA and the CDE School Performance Office by May 31, 2018.
10. The grantee will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
11. Funds will be used to supplement and not supplant any federal, state and local moneys currently being used to provide Turnaround Leadership Development services and grant dollars will be administered by the appropriate fiscal agent.
12. Funded projects will maintain appropriate fiscal and program records and fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
13. If any findings of misuse of these funds are discovered, project funds will be returned to CDE.

The Colorado Department of Education may terminate a grant award upon thirty (30) days' notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results. Project modifications and changes in the approved budget must be requested in writing and be approved in writing by CDE before modifications are made to the expenditures. Awardees should contact Evan Davis in the Office of Grants Fiscal Management for any modifications: (303) 866-6129, Davis_E@cde.state.co.us.

School Turnaround Leaders Development Grant Identified Providers and Programs www.cde.state.co.us/accountability/provideroverviewwithlinks	
Provider	*Program*
Catapult School Leadership	Catapult Turnaround Fellowship
Generation Schools Network	Turnaround Leadership Program
Promethean / University of Florida	School Turnaround Leaders Development Program
Relay Graduate School of Education	Instructional Leadership Program National Principals Academy Fellowship (NPAF) Principal Manager Program
University of Denver	Master of Arts in Educational Leadership and Policy Studies (ELPS) Turnaround Success Program
University of Virginia	Partnership for Leaders in Education

Where can I learn more?

- School Turnaround Leaders Development: www.cde.state.co.us/accountability/turnaroundleadership

Supports for Schools Identified for Improvement
CDE CONSULTATION OVERVIEW

EASI Route: Districtwide Supports

INTRODUCTION

CDE recognizes that every LEA and school has unique needs, contexts, and timing. Various CDE offices offer support services and technical assistance in different forms. The EASI application includes consultative services for a variety of specialized supports and specific student groups. Whereas these supports may not be as "packaged" as others, CDE staff are available to customize and apply technical expertise and resources to meet the unique needs of each LEA and school. Consider how these consultation supports may be adapted to meet your needs. These consultation services may be used in tandem with another route in the EASI (e.g., exploration, district designed and led).

Who Can I Contact For More Information?

Laura Meushaw
Title I Specialist
Elementary & Secondary Education Act (ESEA) Office, Federal Programs Unit
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CONSULTATION OFFERED

CDE offers consultation services in the following areas. Please refer to the detailed fact sheets for each one.

- Accountability and Improvement Planning
- Services for English Learners
- Services for Students with Disabilities
- Early Literacy
- Dropout Prevention and Student Re-engagement
- High Leverage Family and Community Engagement Strategies
- School Board Training

ELIGIBLE APPLICANTS AND PRIORITIZATION

Eligibility: All Colorado LEAs are eligible for these consultative supports. LEAs with schools identified for Comprehensive Support (CS), Targeted Support (TS), or Additional TS under ESSA are eligible for ESSA funding. For Early Literacy services schools must also serve K-3 students in literacy.

Prioritization: Priority will be given to applicants who clearly demonstrate a need and readiness for engaging in selected consultative service(s) through this application.

AVAILABLE FUNDS

LEAs meeting eligibility criteria above may apply for ESSA funds of $5,000 - $15,000 per LEA to support one or more of these consultative services. Funding will depend upon expressed need and the number of eligible schools. Some of the consultation services may also involve other non-ESSA funding sources which are managed through each of the respective offices.

ALLOWABLE USE OF FUNDS

ESSA funds may be used to enable the LEAs to invest in the area of focus of one or more of these consultation services. Funds may be used for: substitute teacher costs, stipends or extra duty pay, materials, travel and per diem, facility costs for events, facilitation services, consultation services, translation services, or other related expenses.

EVALUATION AND REPORTING

All grant recipients will be responsible or submitting an Annual Financial Report (AFR) each year by the end of the grant cycle.

OCTOBER 2017

As districts and schools are preparing for the 2017-18 school year, the Accountability and Improvement Planning units have compiled a list of topics that may be of interest for LEAs, BOCES or other educational groups. In-person meetings and trainings can be customized based on the interest of the group. This includes trainings designed to address both accountability and improvement planning topics.

Possible Accountability & Data Analysis training topics include:
- **Data Availability and Visualizations**: Overview of CDE data sources and reports.
- **Measures and Metrics of the Performance Framework**: An introductory overview and/or a detailed examination of the performance frameworks.
- **Growth Model**: Understanding the Colorado Growth Model including its calculation, related reports, and implications for improvement efforts including considerations for target setting.
- **School Accreditation and Request to Reconsider Process**: Understanding the process of accrediting schools, the timeline, and the request to reconsider process.
- **Alternative Education Campus Frameworks**: Addressing the basics of the Alternative Education Campus accountability frameworks, including changes to the frameworks for the 2017 release.

Possible Improvement Planning training topics include:
- **Online UIP System Overview**: Most useful for schools or LEAs transitioning to the online UIP system for the first time from the paper template, or for administrators new to writing UIPs.
- **Making Sense of ESSA and State Accountability Planning Requirements**: Assistance in making sense of the two accountability systems tailored to the LEA's unique context.
- **CMAS PARCC Aggregate Metrics for Improvement Planning**: Including comparison points for disaggregated groups and considerations for improvement planning.
- **Non-assessment Data in the UIP**: How to utilize process and perception data, such as climate and culture indicators for improvement efforts.
- **Leveraging Local Priorities in UIPs**: Identify the role of non-assessment measures and how strategic priorities can be included most effectively in school improvement efforts and where to include them in the UIP, including whole-child, health and wellness.
- **Effective Progress Monitoring**: Considerations for developing an action plan that allows for effective short cycle progress monitoring and adjustment of improvement efforts, including developing measures and metrics for gauging success and progress.
- **Small Systems Resources**: Tools to support simple survey design, cost/benefit ratios, UIP development for small systems.
- **Office Hours**: Customized one-on-one support for UIP consultation, feedback, or problem-solving.

These are suggested topics, and by no means the only content that can be addressed. If there are additional topics or priorities for your group let us know and we will help to design the session. Supports can be provided in a variety of formats, including in person, phone conference, webinar, or office hours.

Who Can I Contact for More Information?
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Accountability Unit
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Improvement Planning: www.cde.state.co.us/uip
Accountability, Performance, and Support: www.cde.state.co.us/accountability   OCTOBER 2017
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CONSULTATION

SERVICES FOR ENGLISH LEARNERS

The Office of Culturally and Linguistically Diverse Education (CLDE) delivers a state-wide system of support for LEAs and schools in delivering programs that support English learners. The information below outlines the services, support, technical assistance, and professional learning the Office of CLDE has developed and offers to LEAs, schools, and educators in Colorado.

Ongoing Professional Learning Opportunities
The Office of CLDE offers a series of professional learning opportunities throughout the school year and is targeted for LEA and school personnel. The goals of these professional learning opportunities is to develop or enhance knowledge around English language development program requirements, effective practices to support culturally and linguistically diverse students, Colorado English Language Proficiency (CELP) Standards, and culturally responsive systems and instruction. LEAs/schools may also request the professional learning opportunities be brought to their staff on an individual basis.

Workshops at the Request of LEAs/Schools
Leveraging Root Cause Analysis to Advance Equity in Schools (Available January 2018)
This workshop will provide tools and resources to support an effective root cause analysis (RCA) with particular emphasis on supporting conversations that address issues of equity. Resources will include protocols and tools for RCA, guiding questions for leaders, and strategies for facilitation. This session will allow participants to identify opportunities to apply tools for a more meaningful needs assessment for Title I Schoolwide plans and support inclusive learning environments for all students.

Collaboration in Developing the Referral of English Learners to Special Education
This workshop provides an opportunity to develop a collaborative process within the context of their own school building or school LEA and to create processes for determining if dual identification is appropriate and necessary. It will also assist in developing processes for teams to work collaboratively in supporting student learning needs.

Specific topics of this workshop will include: (1) Referral to individualized problem solving team, (2) Tiered differentiated interventions and progress monitoring, (3) Referral to special education, (4) Comparative Data Analysis: English Learners as disaggregated group of students, (5) Eligibility Determination, and (6) IEP Development and Delivery.

LEA and School ELD Program Reviews
The Office of CLDE offers an LEA-wide or school-level review of English language development programs, upon request. The intent of the ELD Program Review is to initiate dialogue and implement improvements to an LEA's ELD program(s). The foundation used for this initial review is Castaneda v. Pickard (1981), the landmark court case that established a three-prong approach to determine ELD quality programming with the Office for Civil Rights laws and Department of Justice court orders. The three-prong approach is as follows: (1) Theory – educationally sound and research-based; (2) Practice – effective implementation (transforming theory into practice with fidelity) with adequate resources and personnel; and (3) Results – analysis of information, program evaluation, modification and plan for improvement.

Who Can I Contact for More Information?
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Director
Office of CLDE
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Doris Brock-Nguyen
Program Support
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(303)866-6784
Brock-Nguyen_D@cde.state.co.us

Monthly CLDE Office Webinars
Each school year, a series of webinars will be offered that will span across topics related to EL students. Topics emerge from feedback and surveys from the field.

Colorado EL Data Dig Tool
CDE's Federal Programs Unit developed the EL Data Dig Tool to guide LEAs in analyzing longitudinal data at the local level. Analyzing the longitudinal trends within a school or LEA will provide a deeper understanding of the successes and challenges for the organization to consider. The EL Data Dig Tool was designed to help schools and LEAs dig into EL data at the LEA level. By gathering the data recommended in the document, LEAs can dive in to search for patterns and trends that would pinpoint areas of success and areas of need.

Colorado English Language Development (ELD) Program Rubrics
The ELD Program Rubrics provide a framework to guide an LEA in establishing and/or improving upon a system that would support and be inclusive of the unique academic, linguistic, and social-emotional needs of English learners. The rubrics provide an asset-based framework in which the user(s) can identify areas to improve upon and support improvement of the overall ELD programming at the LEA level across a continuum of implementation benchmarks. A facilitated school/LEA use of the ELD Program Rubrics is available from the Office of CLDE, as the request of LEA and/or school leadership.

Colorado's "Designing, Delivering, and Evaluating Services for English Learners" Guidebook
This guidebook provides assistance to Colorado educators, administrators and school board members in their continuing efforts to address the linguistic and educational needs of ELs by sharing information on legislated and judicially mandated policies as well as best practices and program procedures.

CONSULTATION

SERVICES FOR STUDENTS WITH DISABILITIES

The Exceptional Student Services Unit's (ESSU) Office of Special Education is available to support Local Education Agencies (LEA) and Administrative Units (AU) with consultative services to help build capacity to meet the needs of students with disabilities. Understanding that schools, LEAs, and AU's are unique according to the needs of their students, the staff of the ESSU is available to provide direct and/or indirect support to schools in identifying evidenced-based practices for improved outcomes. Consultation services will include suggestions for professional development activities to further develop evidence-based interventions and to build system capacity to improve results for students with disabilities.

In order to identify the area(s) of focus, consultation may include an examination of relevant data, including a self-report, in collaboration with local leadership teams. Depending upon the school, some data that may be considered are: percentage of time students with disabilities are receiving best first instruction; use of data for instructional planning; evaluation and IEP implementation timelines; family partnerships; preschool outcomes and kindergarten readiness; over or under identification by race and disability; disciplinary practices; disaggregated graduation and dropout rates; secondary transition IEP data; and post school outcome data.

Who Can I Contact for More Information?

Toby King
Deputy Executive Director
Exceptional Student Services Unit
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King_T@cde.state.co.us

Wendy Sawtell
Part B State Performance Plan Coordinator
Exceptional Services Unit
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Sawtell_W@cde.state.co.us

The Office of Literacy is primarily responsible for the implementation of state policy - the Colorado Reading to Ensure Academic Development (READ) Act. The READ Act offers K-3 technical assistance to any school or LEA in the state through professional development and consultation delivered by Regional Literacy Consultants.

The goals of this support include:
- Implementation of the Colorado READ Act
- Increase in teacher knowledge and practice in scientifically-based reading instruction (SBRI)
- Reduction of students at-risk for reading development
- Increase in students meeting grade level expectation for reading

This support is designed for any school or LEA with comprehensive K-3 literacy work as an identified need or priority focus area and that demonstrates readiness and willingness to rethink current strategies to improve achievement. Every school and LEA is eligible for technical assistance and professional development for K-3 from regionally based Literacy Specialists.

Potential professional development includes:
- **CDE READing Foundations Academy**: 7 classes (3 hours each) providing professional development in Fundamentals of Literacy Instruction for teachers and leaders.

- **CDE Language of Reading**: Flexible professional learning provided around the structures of language. This professional development is offered in three modes: basic, intermediate, and advanced. The learning is structured as a hybrid learning experience through both recorded webinars and a facilitator's guide to support face to face learning alongside teachers.

Who Can I Contact for More Information?
Marisa Calzadillas
Projects Coordinator
Office of Literacy
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The Office of Dropout Prevention and Student Re-engagement was created by state legislation to assist Local Education Agencies (LEAs) in implementing coordinated efforts to reduce the dropout rate, increase the high school graduation and completion rates, and increase the levels of student engagement and re-engagement.

Key activities and supports:
1. Assisting schools and LEAs in analyzing student data pertaining to dropout, graduation and completion rates, truancy, suspension and expulsion rates, school mobility, and safety and discipline incidence. Consultation is available upon request.
2. Identifying and recommending best practices and effective strategies aligned with the state's Dropout Prevention Framework. Available on the CDE website.
3. Providing tools to self-assess policies and practices relevant to dropout prevention and high school completion. Tools and facilitation are available upon request.
4. Distributing and managing grant programs focused on dropout prevention and student re-engagement. Grants are competitive and based on the CDE request for proposal process. See Important Program Dates below.
5. Offering assistance and training to high schools, alternative education schools, and those serving students that face unique challenges and barriers. Available upon request and based on availability of resources.

Who Can I Contact for More Information?
Judith Martinez
Director
Office of Dropout Prevention and Student Re-engagement
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Martinez_J@cde.state.co.us

IMPORTANT PROGRAM DATES

November 2017	Runaway and Homeless Youth Month Activities
November 13-14, 2017	Colorado Student Engagement Institute – Registration is Open
December 2017	Release of Request for Proposals for the Expelled and At-Risk Student Services Grant
January 2017	Release of Dropout, Graduation and Completion Rates; Data Tools Webinar
Winter 2018	Release of Request for Proposals for 21st Community Learning Centers Grant
Spring 2018	Multiple Pathways and Dropout Prevention Webinar Series to be launched
Spring - Summer 2018	Dropout Prevention and Re-engagement Policies and Practices Tool (Available Online)

TOOLS AND CDE GUIDES
- Alternatives to Zero Tolerance: Best Practice Summary
- Attendance Fact Sheet and Resources
- Best Practice Guide on Dropout Prevention
- Data Analysis and Reports (Discipline, Truancy, Dropout and Student Engagement)
- District to District Transfer and Transition Policies
- Dropout Prevention Framework
- Graduation Guidelines
- Planning Tools for Schools and Districts (ICAP Implementation and School Closure Support)
- Policies and Practices Self-Assessment
- Student Engagement Resources (Service-learning and Arts in Education Guide)

PROGRAMS

21st Century Community Learning Centers (21st CCLC): This federal grant program distributes funds to qualified applicants pursuant to Title IV, Part B, of the Elementary and Secondary Education Act (ESEA). The program provides opportunities for academic enrichment to help students in high-poverty areas and those who attend low-performing schools in meeting state performance standards in core academic subjects (reading, writing, and mathematics).

Expelled and At Risk Student Services Grant Program (EARSS): This state grant program was established in 1997. It provides funds for educational and support services to expelled students, those at risk of eventual expulsion, and truant students to prevent suspensions and expulsions.

Foster Care Education: This state program was launched in 2012 and is dedicated to helping students in foster care excel academically, complete courses and advance to the next grade, and continue on a path to postsecondary success. The program provides technical assistance and training for Child Welfare Education Liaisons and county child welfare agencies.

McKinney-Vento Homeless Education Program: Originally authorized in 1987, this federal program was enacted to address the numerous barriers homeless children face in obtaining a free, appropriate public education. This program provides support in the implementation of the Act and includes grant funds to increase educational access, school stability, and academic success for students experiencing homelessness in public school districts.

Student Re-engagement Grant Program: The grant program assists local education agencies in providing educational services and supports to students to maintain student engagement and support student re-engagement at the secondary level. The next grant RFP will be released in winter 2018-19.

The Office of Family-School Partnerships sits within the Improvement Planning Unit at Colorado Department of Education and was created in response to SB 13-193. This office provides online and in-person supports for LEAs to build capacity for family-school-community partnering.

In-Person Consultation
The following is a list of general supports that tend to be most successful when they are customized specifically for the LEA's needs.

- **Promising Practices Training**: Drawing from over 50 years of research, this customizable half-day training includes examples of promising partnership practices based on the National Standards for Family-School Partnerships. Participants will complete a Starting Points Inventory, share practices and challenges, and begin action planning to improve family-school partnerships for student learning.
- **Accountability Committee Training**: This 2-hour training is intended for School and District Accountability Committees (SACs and DACs). Participants will learn how to recruit, prepare, and sustain productive and effective SAC and DAC members.
- **District Leadership Training**: Schools that are nested within LEAs that support family-school-community partnering (FSCP) are more likely to have stronger FSCP than schools without LEA support (Epstein, Galindo, Sheldon, 2011). This half-day session provides LEA staff with the tools to support school-level partnership initiatives.

Online Resources
The following is a list of online tools to support family-school-community partnering.

- **Promising Partnering Practices**: Over 100 practices, submitted by schools and LEAs across Colorado. These practices can be viewed by edition or by its corresponding National Standard for Family-School Partnership at www.cde.state.co.us/uip/promising.
- **Research Briefs**: The research briefs are intended to provide information for LEA and school leaders about the importance of partnerships. The briefs align with the Dual Capacity-Building Framework (U.S. Department of Education, 2014). The briefs are available at www.cde.state.co.us/uip/researchbrief_opportunityconditions and www.cde.state.co.us/uip/researchbrief_studentoutcomes.
- **FSCP Key Monthly Newsletter**: This monthly newsletter is sent to LEA-appointed family partnership contacts at the beginning of each month. Editions are also posted on the CDE website at www.cde.state.co.us/uip/octoberfscpkey.
- **Family Partnership Survey**: This survey is intended for LEA and school use. Data is not collected or analyzed by CDE. The survey aligns with the National Standards for Family-School Partnerships and helps schools and LEAs identify areas of strength and needed improvement of family outreach. One survey is for school staff and the other for parents in order to complete a gap analysis. Available at www.cde.state.co.us/uip/school_family_community_partnership_survey.
- **TIPS Interactive Homework**: Teachers Involve Parents in Schoolwork (TIPS) is a resource to encourage teachers and families work together for student learning. TIPS Interactive Homework is an example of a high impact Family-School-Community Partnering strategy. CDE, in collaboration with Johns Hopkins University, developed K-3 Literacy TIPS assignments, available at www.cde.state.co.us/uip/tips_interactive_homework.

Who Can I Contact for More Information?
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Family Partnerships Director
Improvement Planning
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Local school boards carry the important responsibility of setting policies that underlie LEA and school improvement processes and the LEA's management of school improvement efforts.

In partnership with the Center on School Turnaround (CST), CDE will offer support and consultation for local school boards to build their own capacity to set effective policy and practices in support of low-performing schools. Participating boards may engage in two phases of work:

1. In Phase 1, boards will complete an online self-assessment, learn from other boards through reading two case studies, delve into the CST's guiding framework *Four Domains for Rapid Improvement*, and identify next steps.

2. In Phase 2 (optional), boards will develop an action plan for strengthening the board's effectiveness in setting policies related to continuous LEA and school improvement and overseeing the implementation of those policies.

Phase 1 is conducted through discussions during board meetings. Phase 1 consists of six discussions that can be spread out over six board meetings (20 to 30 minutes each) or condensed to fewer but longer sessions. Some reading is required between meetings. The optional Phase 2 requires about 20 to 30 minutes per monthly meeting on the board-selected project over the following six months.

It is recommended that each board identify an external facilitator to lead the discussions in this process. CDE staff may be available to help facilitate conversations and coordinate with other LEA and school efforts.

| **Who Can I Contact for More Information?** |
| Peter Sherman |
| Executive Director |
| District and School Performance Unit |
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IMPORTANT PROGRAM DATES

January	Award notifications
Winter – Summer	Phase 1 – Self assessment, exploration
Fall – Winter	Phase 2 – Action plan, implementation

Boards may engage in this learning experience at their own pace and starting time.

KEY ROLES IN THE PROGRAM

Center on School Turnaround: The CST provides the School Board Toolkit, Facilitator's Online Portal, readings, and pre-recorded introductory webinar.

State Partner: A CDE staff member or combination of local agency (BOCES, professional organization, or other) will help by conducting the introductory webinar, answer questions, and support the identified facilitator throughout the process.

Facilitator: The facilitator coordinates and facilitates discussion and process of the project for the LEA and local board.

School Board: The school board members complete an initial online survey, read brief reports and case studies outside of meetings, discuss the readings in meetings, and consider board improvement projects.

Attachment D: CO- MTSS Team Membership Signature Form

Team Membership Signature Form

Participation requires the commitment of an MTSS Leadership Team (MLT). Requirements for representation on the MLT include: (1) A point of contact (must be a member of cabinet-level administration), (2) general education representation, (3) special education representation, (4) early childhood representation, (5) family/community representation, and (6) representation from the other initiatives overseen by the BOCES/district. Suggested representation includes: Superintendent or Assistant Superintendent, Curriculum Director, Assessment/Accountability Director, Special Education Director, Culture & Equity Director, Professional Development Director, Title I Director, Student Services Director, Parent Representative Co-Chair of District Accountability Committee, BOCES Director, school-level leadership, and district--level coaches. The purpose of the MLT is to support local Building Leadership Teams (BLTs) through professional development, technical assistance, alignment, curriculum, funding, visibility, and political support.

Responsibilities/Functions of this MLT include:
- Meet at least monthly with an Implementation Consultant (IC) and other CO-MTSS Staff, and complete tasks throughout the month
- Complete assessments and action planning that best support local schools
- Facilitate professional development and technical assistance for local schools related to CO-MTSS implementation
- Attend trainings provided by CO-MTSS Staff

Please provide the names, titles, and signatures of those who will serve on your MLT.

Point of Contact (cabinet level administration): _____ Title/Role: _____

Signature: _____

General Education Representative: _____ Title/Role: _____

Signature: _____

Special Education Representative: _____ Title/Role: _____

Signature: _____

Early Childhood Representative: _____ Title/Role: _____

Signature: _____

Family/Community Representative: _____ Title/Role: _____

Signature: _____

Representative from other BOCES/district initiative(s): _____ Title/Role: _____

Signature: _____

Other: _____ Title/Role: _____

Signature: _____

Attachment E: School Turnaround Network Performance Management Tool

Screen Shots from Performance Management Tool

Participation in the Network will require engagement by all parties in performance management routines, protocols, and documentation. Participating districts and schools must utilize an online Performance Management (PM) tool which will require entering, managing, and sharing schools' UIP action steps and interim data.

Because the online PM tool which will be used is not a secure platform, no personally identifiable information of students or educators will be entered or shared. Only aggregate data will be entered or shared. In entering or sharing aggregate data, districts and schools will use an n-size which preserves the privacy of student level data. The Department will work with each participating school district to ensure that any data entered and shared does not contain PII or violate n-size privacy concerns. Participating districts are responsible for ensuring that the data entered or shared by district personnel complies with the respective district's data privacy and security policies.

Leading Indicators (attendance, behavior, local assessment) targets:

2015-16 Quarter 1 Plan				
Annual Priorities & Strategies (From UIP)		**Quarter 1 Plan**		
Strategic Priority 1	**Lever/ Strategy**	**Key Actions/ Drivers**	**Quarter 1 Goal(s)**	**End of Year Goals**
Identify, implement and monitor strong data-driven instructional practices in Literacy.	Observation & Feedback	- Attend Great Habits, Great Readers guided reading training and turn-key to all staff. Identify specific key strategies from GHGR to coach and monitor. - Establish informal obs./feedback schedule during literacy block. - Revise daily schedule to ensure literacy block is protected from interruptions	100% of teachers trained on Good Habits, Good Readers; Consistent walk-though obs./feedback schedule procedures in place	100% of teachers will be implementing a consistent approach to literacy as measured by walk-throughs
	Planning	- Develop protocols and implement weekly literacy data meetings - Revise and implement lesson-planning approach for literacy	3rd - 8th grades meet in literacy-based PLCs, @ least 50% reach a score of proficient in areas of planning and reteach on the PLC rubric.	All grade levels will meet in literacy-based PLCs and 100% of PLCs will reach a score of proficient in areas of planning and reteach on the PLC rubric.
	DDI	- System of assessments in place: interim assessments, screening and progress monitoring. Assessments used to track student progress and inform instructional planning - System of interventions established to support literacy instruction - Teachers and staff will learn, reinforce and practice clear systems to support literacy across the building. School-wide celebrations of literacy, public sharing of goals and data established.	Score at or above 50 on DDI Rubric	By the end of the 2015-2016 school year, our school will score at or above an 80 on DDI Rubric.
Annual Priorities & Strategies (From UIP)		**Quarter 1 Plan**		

Quarterly plans to break down UIP into quarterly action steps:

2015-16 Quarter 1 Plan				
Annual Priorities & Strategies (From UIP)		**Quarter 1 Plan**		
Strategic Priority 1	**Lever/ Strategy**	**Key Actions/ Drivers**	**Quarter 1 Goal(s)**	**End of Year Goals**
Identify, implement and monitor strong data-driven instructional practices in Literacy.	Observation & Feedback	- Attend Great Habits, Great Readers guided reading training and turn-key to all staff. Identify specific key strategies from GHGR to coach and monitor. - Establish informal obs./feedback schedule during literacy block. - Revise daily schedule to ensure literacy block is protected from interruptions	100% of teachers trained on Good Habits, Good Readers; Consistent walk-though obs./feedback schedule procedures in place	100% of teachers will be implementing a consistent approach to literacy as measured by walk-throughs
	Planning	- Develop protocols and implement weekly literacy data meetings - Revise and implement lesson-planning approach for literacy	3rd - 8th grades meet in literacy-based PLCs, @ least 50% reach a score of proficient in areas of planning and reteach on the PLC rubric.	All grade levels will meet in literacy-based PLCs and 100% of PLCs will reach a score of proficient in areas of planning and reteach on the PLC rubric.
	DDI	- System of assessments in place: interim assessments, screening and progress monitoring. Assessments used to track student progress and inform instructional planning - System of interventions established to support literacy instruction - Teachers and staff will learn, reinforce and practice clear systems to support literacy across the building. School-wide celebrations of literacy, public sharing of goals and data established.	Score at or above 50 on DDI Rubric	By the end of the 2015-2016 school year, our school will score at or above an 80 on DDI Rubric.
Annual Priorities & Strategies (From UIP)		**Quarter 1 Plan**		