



COLORADO

Department of Education

Every Student Succeeds Act (ESSA): School Improvement

School Improvement Decision Points



- ① SEA supports for identified schools
- ② Evidence-based interventions
- ③ Allocation of school improvement resources

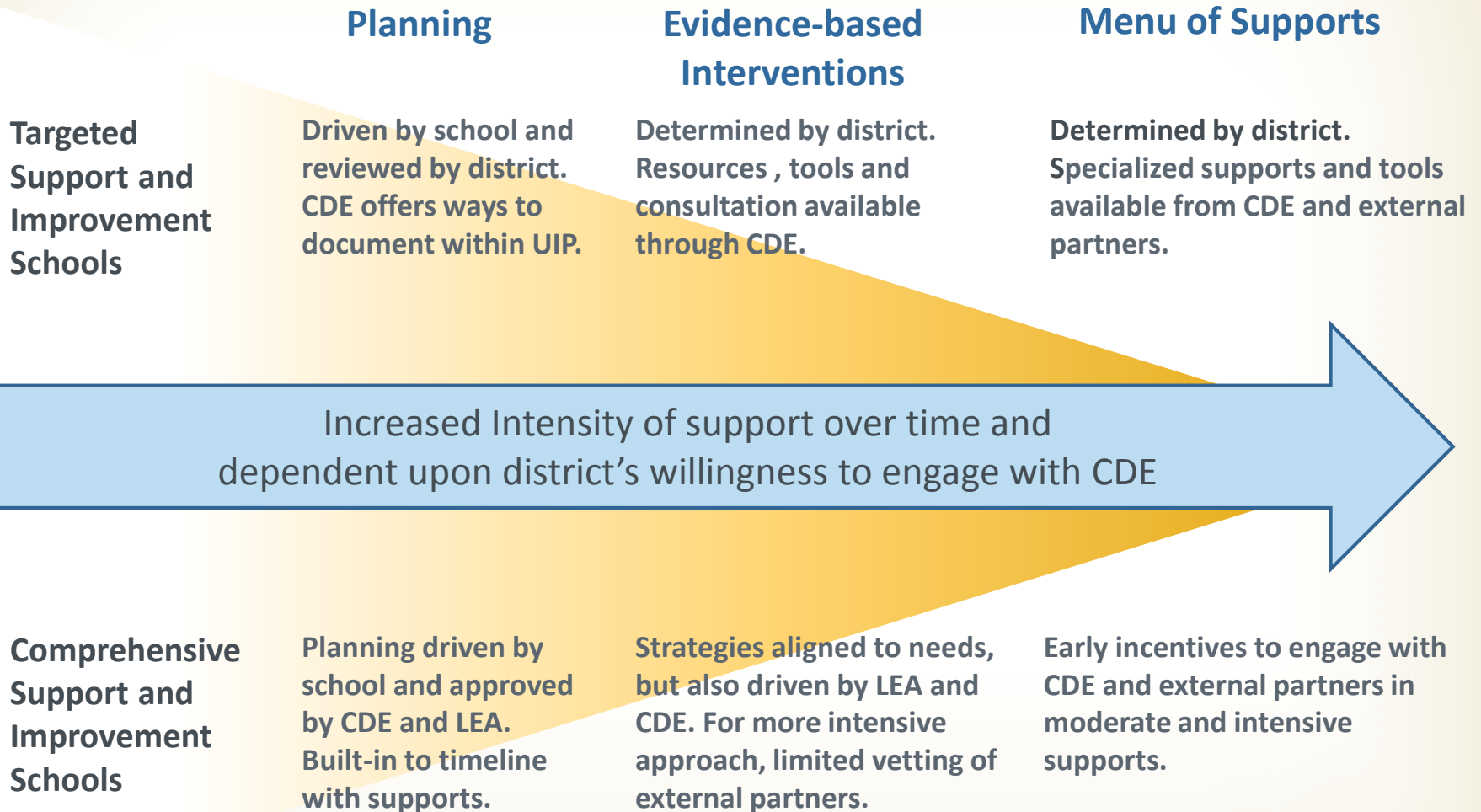
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SEA supports for identified schools



- a. What are the definitions, timelines, interventions, and supports that Colorado will offer to identified schools and their districts?
- b. What are the unique characteristics of state supports for Comprehensive Support and Improvement Schools?
- c. What are the unique characteristics of state supports for Targeted Support and Improvement Schools?

Proposal for Supports



Proposal for Timeline

- Comprehensive Schools
 - Build in planning phase with thorough needs assessment, community engagement and intentional strategy selection
 - Implementation for three to four years with progress monitoring and plan adjustments
 - Push to 4 years before more rigorous intervention which aligns with accountability clock process
- Targeted Schools
 - Timeline directed by LEAs
 - Four years for Additional Targeted Schools before moving to Comprehensive School designation

Technical Assistance for Comprehensive Schools

Proposed Structure for Services

- Needs assessments based on consistent criteria
- Goal-setting and action planning
- Application for common support and funding resources
- Consultation on best supports from CDE and/or external partners
- Establish short-cycle performance management tools and processes to support and monitor progress
- Evaluation and planning

Current Examples

- Tiered Intervention Grant
- Turnaround Network
- Connect for Success
- Turnaround Leaders Grant

Technical Assistance for Targeted Schools

Proposed Services

- Needs assessments based on gap analysis
- Goal-setting and action planning
- Consultation on best supports from CDE and/or external partners
- Evaluation and planning

Current Examples

- Diagnostic reviews
- Planning supports
- ELL supports
- Special Ed supports
- Promising family engagement practices

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Evidence-based interventions



a. Should Colorado provide a list of identified evidence-based interventions, strategies and partners?

Pros

- Schools/districts can move more rapidly
- Examples to learn from and clear road maps
- Potential for statewide rates to address economy of scale

Option to differentiate for more intensive supports that provide vetting of strategies and partners

Cons

- Risk of reduced rigor
- CDE's capacity is limited -- focus CDE's efforts on creating tools instead
- Schools may jump to solution before planning
- Could stifle and weed out viable partners or local options

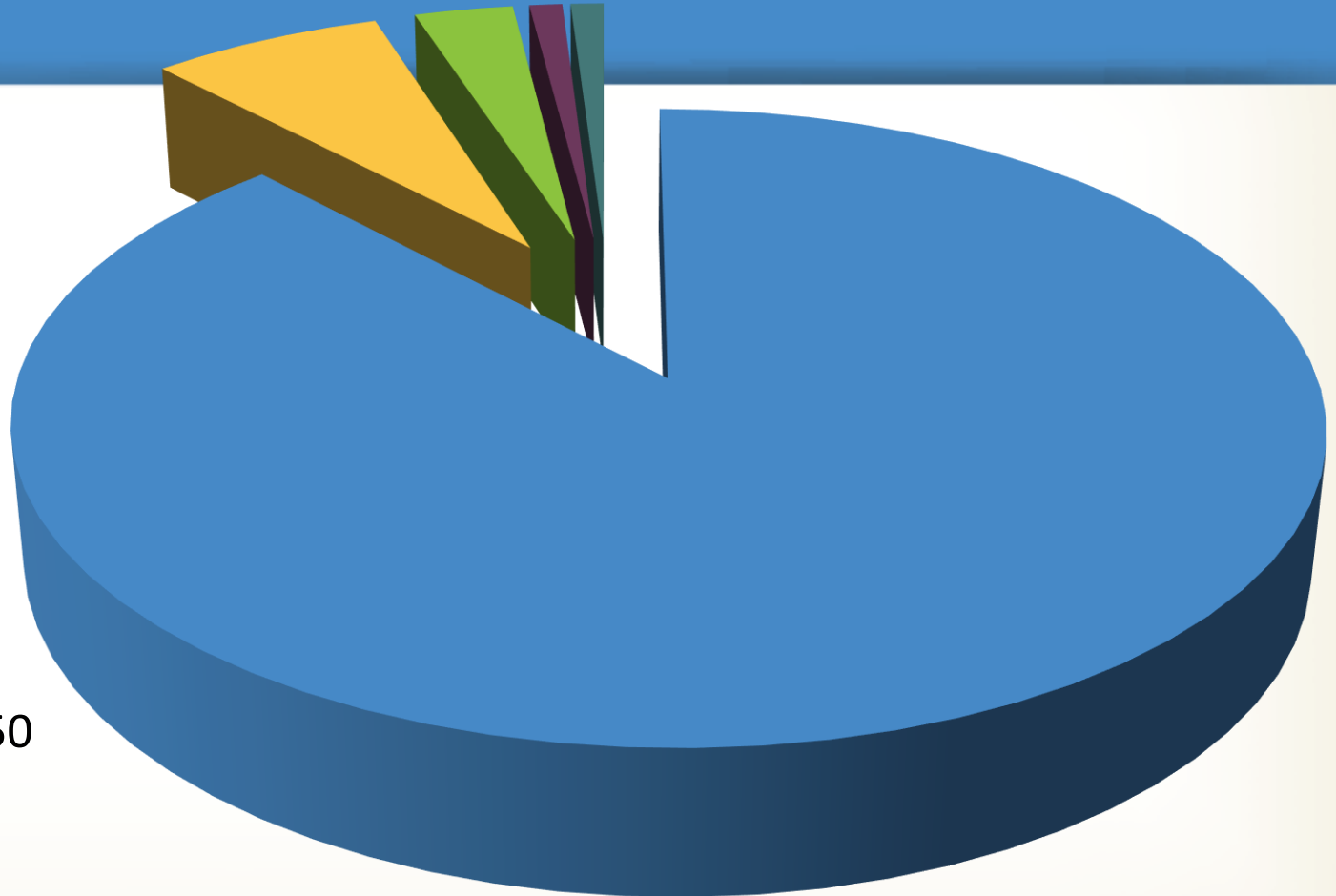


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Estimate of annual ESSA Title I funds



Estimation of \$150 million total

- Distribution to schools 132M
- 3% Dir Serv (Optional) 4.5M
- Delinquent Alloc. 1.5M

- 7% SI Funds (Required) 10.5M
- State Admin 1.5M



7% for School Improvement

Title I Annual Award to Colorado = ~\$150,000,000

- **CDE must set aside 7% of the Title I award to support LEAs with identified schools**
 - 7% of ~\$150,000,000 = ~\$10,500,000
- **95% must go to LEAs with identified schools**
 - 95% of \$10,500,000 = \$9,975,000
 - 5% held at CDE for administration and oversight

3 Allocation of Resources



- a. In reserving 7% of the state Title I allocation to support identified schools, should the funds be distributed to LEAs through a formula, competitive process? Or maybe a blend of the two (hybrid)?

- Reminders:
 - Awards must be of sufficient size for an LEA to implement improvement strategies
 - Allotments must represent the geographic diversity of the state

Formula Only

Option 1: Formula Only

- **Distribute funds on a formula basis based on approved plans.**
 - Based on the number of schools identified as Comprehensive Support for Improvement (CSI) and Targeted Support for Improvement (TSI), CDE would set aside a per-school amount that LEAs may access after submitting a plan for improvement which includes a needs assessment, evidence-based strategies, budget for use of funds, and an assessment of the quality of strategies and progress toward improving student outcomes.

Competitive Only

Option 2 – Competitive Only

- **Distribute funds on a competitive basis based on approved applications/plans.**
- LEAs with Comprehensive Support for Improvement (CSI) and Targeted Support for Improvement (TSI) schools would have an opportunity to apply for funds to implement interventions. Approved applications/plans must include a needs assessment, evidence-based strategies, budget for use of funds and an assessment of the quality of strategies and progress toward improving student outcomes.

Formula/Competitive Hybrid

Option 3: Formula/Competitive Hybrid

- **Distribute a portion of the funds through formula and hold a portion of the funds for competitive opportunities.**
 - Based on the number of schools identified as Comprehensive Support for Improvement (CSI) and Targeted Support for Improvement (TSI), CDE would set aside a portion of the 7% for a per school amount that LEAs may access after submitting a plan for improvement which includes a needs assessment, evidence-based strategies, budget for use of funds and an assessment of the quality of strategies and progress toward improving student outcomes. CDE will set aside an additional amount of funds to distribute on a competitive basis.