



COLORADO
Department of Education

School Transformation Grant Report

Submitted to:

Colorado State Board of Education
Colorado House Education Committee
Colorado Senate Education Committee
Governor, Jared Polis

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July 2021



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Executive Summary

The School Turnaround Leadership Development (STLD) grant program was enacted by the Colorado General Assembly in 2014 to train and support school leaders in turning around academic performance in the state’s lowest performing schools. In total, the STLD grant program funded 351 participants from 26 districts and charter schools between the 2015-16 and 2018-19 school years. The final STLD grant program evaluation report was submitted in June 2019 to the Colorado Legislature, State Board of Education, and Governor Jared Polis.

In 2018, H.B. 18-1355 modified the state’s accountability law, renaming and expanding the STLD grant program by creating the School Transformation Grant (STG) program (C.R.S. 22-13-103). In addition to leadership development activities, schools and districts on performance watch (either on the Accountability Clock or On Watch¹) also can apply for grant funds to support educator professional development, to implement activities geared towards instructional transformation, or to plan or implement one of the restructuring options that state law requires for schools and districts with persistent low performance. Thus, School Turnaround Leadership Development became one of seven support program routes funded through the School Transformation Grant.

Districts and the Charter School Institute apply for School Transformation Grant funds through the Empowering Action for School Improvement (EASI) application. The EASI application was created to streamline multiple school improvement opportunities into a single application and use a “needs-based approach” to award services and funding. Ultimately, the intent is to develop a robust process of matching schools’ needs with rigorous, evidence-based strategies and adequate resources. The application braids state school improvement funds (i.e., School Transformation Grant funds) with federal school improvement funds allocated through the Every Student Succeeds Act (ESSA) to maximize resources available for students.

This report will cover the funding and participation summary for the STG 2020 grantees. Please note that other schools and districts received funding and support for school improvement, through the federal funds. Figure 1 shows the application and State Board of Education approval timelines for STG 2020 grantees.

	STG 2020 Grantees
Application deadline:	December 2020
State Board of Education approved awards:	February 2021

Figure 1: STG 2020 Timeline

¹ A school that receives a rating of Priority Improvement or Turnaround, the two lowest plan types a school can receive, is placed on the Accountability Clock. Schools that for two or more consecutive years received a rating of Priority Improvement or Turnaround must receive an Improvement rating or higher for two consecutive years to exit the Accountability Clock. A school that for two or more consecutive years received a plan type of Priority Improvement or Turnaround, and that received a rating of Improvement or higher for one year, is On Watch.



Introduction

Eligibility & Allowable Grant Initiatives

Public schools, school districts, and schools under the Charter School Institute that implement priority improvement or turnaround plans, or schools that are On Watch, are eligible to apply for and receive School Transformation Grant funds.

As outlined in 1 CCR 301-95, section 2.02(1), the State Board of Education awards School Transformation Grants to eligible districts or charter schools for the following initiatives:

- Identifying and recruiting both practicing and aspiring school turnaround leaders;
- Participating in turnaround leadership development programs offered by identified providers;
- Providing educator professional development;
- Providing services, support, and materials to transform instruction;
- Planning for and implementing one or more of the following rigorous school redesign strategies, including:
 - Converting a district public school to a charter school;
 - Granting innovation school status;
 - Replacing the school’s operator or governing board;
 - Contracting with an external management partner; and/or
 - Closing a public school or revoking the charter for a charter school.

The support program routes available through the School Transformation Grant each map directly back to one or more of the initiatives above. These routes include Accountability Pathways, Connect for Success, Colorado Multi-Tiered Systems of Support, District Designed and Led, Exploration, School Turnaround Leadership Development, School Turnaround Network, and the School Board Pilot.

Available Funding

Each year, the School Transformation Grant receives an allocation of approximately \$4M. Because districts apply for up to four years of activities through the grant (for multi-year supports and interventions), each year some of the \$4M is allocated to previously made grant awards as continuation funds and some is allocated to new awards. Funding recommendations are made using an application rubric that includes the following components:

- Assessment of the school and leadership needs;
- An implementation timeline; and
- A complete budget narrative and proposal.

Applications that meet the requirements of the grant are evaluated for funding in order of priority of state and federal identification. State funds are first awarded to the highest priority schools (i.e., those that have had low performance for the greatest number of years).



Evaluation Update

Evaluation Goals

The Colorado Department of Education (CDE) is committed to providing targeted support to the lowest-performing schools and districts in the state. The School Turnaround Network (STN) and School Turnaround Leadership Development (STLD) are two support programs CDE provides to schools and districts identified by the state or federal accountability systems. To provide the highest quality service, CDE has prioritized continuous improvement through an external evaluation.

This document highlights results of the recently completed quantitative evaluation of these two support programs, as well as outlines the upcoming qualitative evaluation to be performed during the 2021-22 school year.

Overview

In the fall of 2020, CDE partnered with the Center for Assessment, Design, Research and Evaluation (CADRE) at the University of Colorado Boulder to perform an evaluation of the STN and STLD support programs. Participation in these programs is funded through state school improvement funds and federal school improvement funds (i.e., School Transformation Grant and Every Student Succeeds Act (ESSA) funds, respectively). Funding for this evaluation was made available through H.B. 18-1355.

Evaluation of the STN and STLD support programs is performed in two stages. CADRE completed the first stage, a quantitative analysis of STN and STLD, which aimed to answer the following evaluation questions:

- Which schools receive STLD or STN supports and how do they compare to the population of all schools statewide and to other schools that were eligible to receive supports in terms of student demographic characteristics, prior student achievement, and SPF ratings?
- What type of changes are observed in SPF ratings, student achievement, and student growth metrics for schools participating in STLD and STN support programs?
- How do the trends in student achievement and growth metrics at schools participating in the STLD and STN programs compare to these same metrics at other eligible, demographically comparable schools that did not participate in either program?

“On average, we found trends in student achievement consistent with small positive effects for each cohort of STN and STLD schools for years during and after participating in the programs. To put these findings into context, these small positive changes are consistent with the average magnitude of positive effects found in other recent studies of school turnaround interventions.”

The full quantitative analysis report published by CADRE is available here: [Evaluation of Colorado School Turnaround Network and School Turnaround Leadership Development Grants: Descriptive Analysis of 2015-2020 Cohorts](#). The remainder of this document will highlight some of CADRE’s quantitative analysis findings.

Academic Performance Trends

When looking at the year-to-year academic performance of schools that participated in STN and STLD, CADRE found that participating schools experienced small positive effects on academic performance for years during



and after participation in these programs. These positive effects reversed negative trends in academic performance that existed before participation. Additionally, these small positive effects reversing negative trends were consistent with the average magnitude of positive effects found in other recent studies of school turnaround interventions.²

These positive results reflect years of strategic work by school and district staff who have participated in these programs. CDE staff will build upon these positive results for further evaluation and acceleration of school improvement efforts.

School Demographics

Schools participating in the STN and STLD support programs are some of the lowest performing schools in the state. These schools are often in communities that serve historically disadvantaged students. CDE asked CADRE to examine differences between schools that participated in STN and STLD, schools that were eligible to participate (via federal or state identification) but did not, and all schools across the state.

CADRE found that schools that participated in the STN and STLD programs tended to serve higher proportions of students eligible for free and reduced-price lunch (FRL) and minority (non-white) students relative to schools that were eligible but did not participate. Both participating and eligible non-participating schools had higher English-language learner (ELL) populations than the state-wide average. Participating schools were also less likely to be in rural communities. These differences in demographics between participating schools, eligible non-participating schools, and all schools across the state are represented in Figure 2.

Variable	School Turnaround Network		School Turnaround Leadership Development		Statewide (2018-19)
	Participants	Eligible Non-Participants	Participants	Eligible Non-Participants	All Schools
% FRL	75.6%	64.0%	76.5%	63.8%	45.1%
% Minority	68.5%	61.8%	75.4%	61.9%	44.9%
% ELL	26.7%	27.6%	33.6%	26.7%	16.1%
% IEP	13.4%	11.7%	13.3%	12.1%	11.3%
% Rural	14.1%	25.4%	11.4%	24.3%	27.6%
Avg. Enrollment	441	460	512	472	489

Figure 2: STN and STLD Demographic Comparison

² Shear, B.R., Diaz-Bilello, E., Student, S.R., and Pierre-Louis, M. (2021). Evaluation of Colorado School Turnaround Network and School Turnaround Leadership Development Grants: Descriptive analysis of 2015-2020 cohorts. Boulder, CO: The Center for Assessment, Design, Research and Evaluation (CADRE).



Further Evaluation Work

CDE will continue to partner with CADRE for the second stage of the evaluation of the STN and STLD support programs during the 2021-22 school year. This stage will consist of a qualitative evaluation aimed to answer the following evaluation questions:

- What conditions lead to better outcomes for participating schools?
- What differentiates schools participating in these support programs that make progress from those that do not make progress?
- What improvements could CDE make to the supports provided to low-performing schools?

This stage of the evaluation will be performed during the 2021-22 school year and will be published in 2022. CDE will release a similar results-sharing document upon the completion of the qualitative evaluation, or if any further quantitative work is completed.

CDE will continue to evaluate the effectiveness of services offered to the field. Connect for Success is another service that targets schools earlier on the clock. CDE will engage in a similar descriptive analysis for Connect for Success in the near future. The results of this descriptive analysis will drive continuous improvement and a deeper qualitative evaluation of Connect for Success.

Acknowledgements

CDE would like to thank the school and district staff who participated in the School Turnaround Network and School Turnaround Leadership Development support programs. The improvements seen in participating schools would not be possible without the dedication and determination of these staff members.

CDE would also like to thank Benjamin Shear, Elena Diaz-Bilello, Sandy Student, and Medjy Pierre-Louis of the evaluation team at CADRE for providing their expertise and assisting in the CDE's evaluation process.

Funding Summary

School Transformation Grant 2020 Grantees

Through the Empowering Action for School Improvement (EASI) application, and with help from across the Department, CDE’s Competitive Grants Office facilitated the annual grant review process from December 2020 to January 2021 to review applications for School Transformation Grant funding. In total, 42 districts and charter schools applied during the application window of September 2020 to December 2020 for funding through either STG or the federal school improvement dollars.

For the current (2020) grant cycle, approximately \$4.35M was made available for grant distribution for new activities. As it has in previous cycles, CDE also made awards in the 2020 cycle for future years as continuation funds, contingent on available funds. The total award of state funds for the 2020 grant cycle, across the four-year period, is approximately \$4.3M.

Fourteen district and charter applications were recommended for funding by CDE for a total of \$4,265,364 in awards. The State Board of Education approved the recommended awards during the February 2021 board meeting. Figure 3 maps the districts receiving funds in 2020 through the School Transformation Grant.

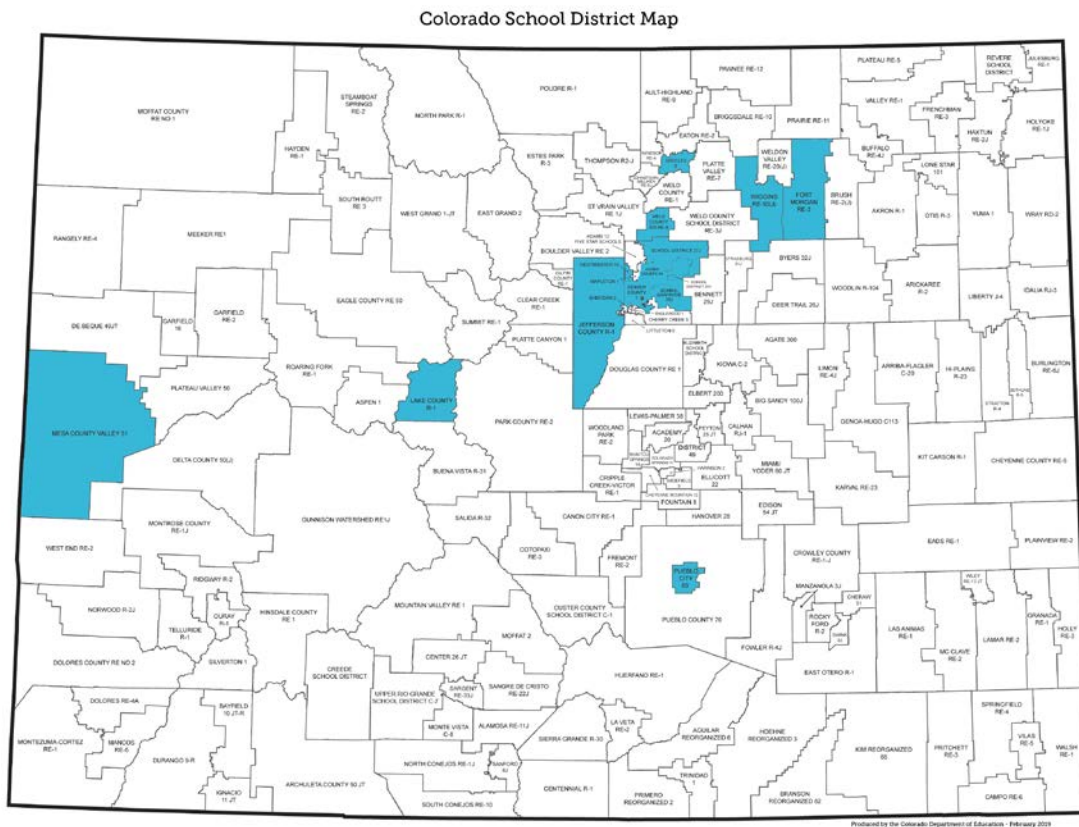


Figure 3: Map of STG 2020 Grantees

The award totals for STG 2020 grantees are listed by district and route in Figure 4. These totals are the sum of all single- and multi-year awards each district will receive. More information about each route begins on page 13. For a more detailed breakdown of awards, including the year-by-year award amounts and support program routes, see Appendix B: School Transformation Grant 2020 – Full Award Breakdown.



District	Award Amount
Adams County 14	\$400,000
Accountability Pathways	\$400,000
Adams-Arapahoe 28J	\$435,000
Accountability Pathways	\$300,000
School Turnaround Network	\$135,000
Charter School Institute	\$75,000
District Designed & Led - Initial	\$75,000
Denver County 1	\$435,880
Accountability Pathways	\$90,000
District Designed & Led - Initial	\$141,200
Exploration - Stakeholder Engagement	\$40,000
School Turnaround Leaders	\$29,680
School Turnaround Network	\$135,000
Fort Morgan Re-3	\$138,477
District Designed & Led - Initial	\$138,477
Greeley 6	\$300,000
District Designed & Led - Expansion	\$300,000
Jefferson County R-1	\$695,590
District Designed & Led - Expansion	\$659,590
School Turnaround Leaders	\$36,000
Lake County R-1	\$223,127
District Designed & Led - Expansion	\$223,127
Mesa County Valley 51	\$293,000
School Turnaround Leaders	\$23,000
School Turnaround Network	\$270,000
Pueblo City 60	\$388,250
Accountability Pathways	\$377,000
Exploration - AEC Diagnostic	\$11,250
School District 27J	\$455,000
District Designed & Led - Initial	\$385,000
Exploration - Holistic Diagnostic	\$70,000
Weld Re-8 Schools	\$238,040
District Designed & Led - Initial	\$228,040
School Board Pilot	\$10,000
Westminster Public Schools	\$40,000
Exploration - Early Implementation	\$40,000
Wiggins RE-50(J)	\$148,000
School Turnaround Leaders	\$148,000
Grand Total	\$4,265,364

Figure 4: Sum of STG 2020 Awards by District



Advisory List of Providers

Overview

In Colorado, the Advisory List of Providers is provided to districts as a convenience and to pre-vet providers so that those searching for a school improvement partner do not have to start from scratch. However, the Advisory List does not play a gatekeeper role, meaning schools and districts are still free to choose providers that are not on the list to support their school improvement work, and to leverage state and federal dollars to support those partnerships through, for example, the Empowering Action for School Improvement (EASI) grant. However, schools and districts that received STG funding for participation in the School Turnaround Leadership Development support route *must* choose a provider on the Advisory List. Additionally, inclusion on the Advisory List does not guarantee that school or district pathway plans involving the organization will be approved by the State Board of Education (for more information on pathway plans, see the Accountability Pathways section on page 17).

In August 2019, the department released its second School Redesign Request for Information (RFI). Providers already on the Advisory List had the option to submit a continuation submission to remain on the list. A total of 36 providers were included on the Advisory List previously. Nineteen out of 21 providers chose to re-submit, and all 19 were approved to remain in the same, and in some cases additional, categories. In addition, 23 providers who were not already on the Advisory List submitted new submissions to be added to the Advisory List; 17 of which were approved to be added to the list.

When the department released the 2019 RFI, it solicited submissions in the following categories:

- Charter Networks or Charter Management Organizations
- Turnaround Leadership Development Providers
- Management Partners (full or partial)
- Stakeholder Engagement Specialists – added based on feedback from schools and districts that this is an area of needed support

The department has been working on useful definitions and subcategories in the area of management partners, particularly as this term refers to more formal State Board of Education directed accountability pathways. As part of an improved 2019 process to more specifically categorize management partners, the department distinguished between “full” or “partial” management, and asked providers to identify in which of the Four Domains for Rapid School Improvement³ they have a skill set and track record. The four domains are: instruction, leadership, educator talent, and school climate.

Because some potential management partners were not necessarily interested in, or ready for acting as an external manager in the formal accountability pathways sense, the improved process ultimately distinguished between:

- **Management partners**, who are both capable and interested in either fully or partially managing a school in line with state statute; and

³ The Four Domains for Rapid School Improvement Framework was developed by WestEd in partnership with states across the country. The framework is designed to help states, districts, and schools lead and manage rapid improvement efforts. The framework outlines the practices of successful school turnaround in four domains that both research and experience suggest are central to rapid and significant improvement.



- **School improvement partners**, who can clearly add value aligned to the four domains, and who might be candidates for partial management given the right circumstances, but who are not likely to be a fit for full management.

This distinction is reflected in the department's 2019 Advisory List to better enable schools and districts to identify the right type of partner for their needs.

In October 2019, after completing the evaluation process, the department published the [2019 School Redesign Advisory List of Providers](#). The full Advisory List can be found in Appendix C: 2019 School Redesign Advisory List of Providers. In the summer of 2021, the department plans to run another School Redesign RFI process. This means that an updated Advisory List of Providers will be available during the next round of School Transformation Grant funding in 2021.



Support Program Routes – Overview

The following sections will give background on the support program routes that are available for funding through the School Transformation Grant, namely Accountability Pathways, Connect for Success, Colorado Multi-Tiered Systems of Support, District Designed and Led, Exploration, School Turnaround Leadership Development, School Turnaround Network, and the School Board Pilot. Each section will include a background on the route, as well as schools and districts that received a grant award for participation in the 2020 School Transformation Grant funding cycle.

Please note that there are also schools and districts that received federal funding for the same support program routes. These schools and districts are not included in this report.

Summary information about these support program routes, including a route description, duration, eligibility, and baseline funding amounts, can be found in Appendix A: EASI Menu of Supports.

Support Program Routes – School Turnaround Leadership Development

Background

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. The School Turnaround Leadership Development (STLD) support route 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.

Individuals that participate in the School Turnaround Leadership Development route will have the opportunity to attend one of the identified leadership development programs. Participants are expected to develop capacity that will directly impact student learning.

Grantees are required to use funding to:

- Identify, train, and support teacher and aspiring school leaders, current school leaders, or district-, charter-organization, or Institute-level staff who support identified 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 that has been approved for inclusion on the 2019 Advisory List of Providers. A list of eligible STLD providers identified through the School Redesign RFI process are listed in Figure 5.



Eligible School Turnaround Leadership Development Providers: 2020	
Accelerate Institute	
Ed Direction	
Generation Schools Network	
The Leadership Academy (formerly NYC Leadership Academy)	
New Leaders	
New Teacher Center	
Proactive Leaders	
	- Aspiring Leaders Program
	- Turnaround Leaders Program
Public Consulting Group, Inc.	
Relay Graduate School of Education	
	- Instructional Leadership Professional Development
	- National Principals Academy Fellowship
	- National Principal Supervisors Academy
	- Regional Support Program
TNTP	
University of Denver	
	- Design Improvement Program
	- Ritchie Program for School Leaders Program
University of Virginia: Partnerships for Leaders in Education	
WestEd	
	- Principal Leadership Coaching
	- School Leadership Team Network
	- Transformation Leadership Academy

Figure 5: Eligible STLD Providers

Awardee Summary

During the 2020 STG funding cycle, 5 school- and district-level awards were awarded for the School Turnaround Leadership Development support program, totaling \$236,680. The detailed award amounts can be found in Figure 6.



School Turnaround Leadership Development STG 2020 Grantees			
District	Term of the Grant	Participating School	Total Award Amount
Denver County 1	2 years	College View Elementary School	\$29,680
Jefferson County R-1	1 year	Arvada K-8	\$12,000
Jefferson County R-1	1 year	Emory Elementary	\$24,000
Mesa County Valley 51	1 year	Dos Rios Elementary School	\$23,000
Wiggins RE-50(J)	3 years	District-Level	\$148,000
Total:			\$236,680

Figure 6: School Turnaround Leadership Development - STG 2020 Grantees

Impact Surveys

The State Board of Education’s rules outline minimum reporting requirements for participants. See 1 CCR 301-95, section 2.02(8). Each participant is required to report on a set of required metrics to the department on or before July 1 of the following year. Data has been collected and summarized through various formats during this grant program including participant submissions and surveys.

Of the 15 categories listed below, participants from the 2019-2020 school year reported higher or identical levels of agreement in 13 categories as compared to participants in the 2018-2019 school year (included in the 2020 STG Report).

The following is a summary of impact data collected during Summer 2020.

Overall Experience with Provider Program

- 95 percent of participants agreed or strongly agreed that “the provider program will result in sustained change in the schools.” (last year’s report: 92 percent)
- 96 percent of participants agreed or strongly agreed that “the quality of the experience is worth the time invested.” (last year’s report: 89 percent)
- 94 percent of participants agreed or strongly agreed that “this provider program will enhance the competencies and skills of school leaders.” (last year’s report: 100 percent)
- 97 percent of participants agreed or strongly agreed that “I was able to apply what I learned in a short period of time.” (last year’s report: 97 percent)

Observation & Instructional Feedback

- 88 percent of participants identified an increase in their perception that “teachers regularly reflect on their instructional practice.” (last year’s report: 76 percent)
- 83 percent of participants identified an increase in their perception that “school leaders regularly observe classroom instruction.” (last year’s report: 74 percent)
- 76 percent of participants identified an increase in their perception that “school leaders regularly meet one-on-one with teachers to provide feedback on their instruction.” (last year’s report: 61 percent)
- 81 percent of participants identified an increase in their perception that “school leadership helps teachers to use data to improve student learning.” (last year’s report: 81 percent)
- 81 percent of participants identified an increase in their perception that “teachers adapt their instruction based on an analysis of student assessment results.” (last year’s report: 84 percent)



School Culture

- 79 percent of participants identified an increase in their perception that “leaders consistently support teachers for improved performance.” (last year’s report: 73 percent)
- 71 percent of participants identified an increase in their perception that “leaders ensure students understand expectations for their conduct.” (last year’s report: 49 percent)
- 58 percent of participants identified an increase in their perception that “leaders motivate students by successfully challenging them.” (last year’s report: 51 percent)

Leadership

- 75 percent of participants identified an increase in their perception that “the school leadership team institutes an inclusive process to develop a shared mission and vision that promotes high expectations for student achievement.” (last year’s report: 46 percent)
- 76 percent of participants identified an increase in their perception that “the school leadership team specifies research-based strategies for meeting goals.” (last year’s report: 70 percent)
- 79 percent of participants identified an increase in their perception that “the school leadership team engages all staff in continuous improvement processes by monitoring progress.” (last year’s report: 76 percent)



Support Program Routes – Accountability Pathways

Background

The Accountability Pathways Planning and Implementation support route is intended to support Local Educational Agencies (LEAs) and schools with planning for and implementing the restructuring strategies that the state’s Education Accountability Act requires for persistently low-performing LEAs and schools (“pathways”). For those nearing the end of the Accountability Clock (i.e. schools or LEAs that are nearing their 5th consecutive year receiving a rating of Priority Improvement or Turnaround), the grant can support planning activities, such as exploring the pathways, engaging stakeholders, and increasing readiness for discussions with the State Board of Education. For those whom the state board has directed to implement a specific strategy, the grant can support implementation of the board-approved pathway plan. These pathways are specified in the Education Accountability Act.

Potential pathways available to low-performing schools and LEAs include:

- Innovation status;
- Conversion to a charter school;
- Management (full or partial) by an external partner;
- Closure; and
- District reorganization.

Entities that meet the following criteria are eligible to apply:

- A school that is in Year 3, 4 or 5 of Priority Improvement or Turnaround for a planning grant; or a school that has had an action directed by the State Board of Education for a planning grant; or
- An LEA that has had an action directed by the State Board of Education for an implementation grant.

LEAs that have not begun to plan for the end of the Accountability Clock or that are in the early stages of pathway planning for an identified school are encouraged to apply. LEAs who have recently received a directed action from the state board after having reached the end of the Accountability Clock, or have schools in such a situation, may also apply to support implementation of the directed action.

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

- Integration of the pathways work within the school or LEA’s Unified Improvement Plan (UIP); and
- An Annual Financial Report (AFR).

In addition, if the school or district reaches the end of the Accountability Clock, the LEA will be expected to present its pathway plan—developed with CDE support—to the State Board of Education prior to any end-of-clock statutory deadlines. LEAs using grant funds for implementation activities will be required to comply with all progress monitoring requirements requested by CDE staff and the state board.



Awardee Summary

During the 2020 STG funding cycle, 11 school- and district-level awards were awarded for the Accountability Pathways support route, totaling \$1,167,000. The detailed award amounts can be found in Figure 7.

Accountability Pathways STG 2020 Grantees			
District	Term of the Grant	Participating School	Total Award Amount
Adams County 14	2 years	District-Level	\$400,000
Adams-Arapahoe 28J	1 year	Aurora Central High School	\$100,000
Adams-Arapahoe 28J	1 year	Gateway High School	\$100,000
Adams-Arapahoe 28J	1 year	North MS Health Sciences & Technology Campus	\$100,000
Denver County 1	1 year	Hallett Academy	\$30,000
Denver County 1	2 years	RiseUp Community School	\$30,000
Denver County 1	1 year	Swansea Elementary School	\$30,000
Pueblo City 60	1 year	District-Level	\$91,000
Pueblo City 60	1 year	Central High School	\$76,000
Pueblo City 60	1 year	Minnequa Elementary School	\$20,000
Pueblo City 60	2 years	Risley International Academy of Innovation	\$190,000
Total:			\$1,167,000

Figure 7: Accountability Pathways – STG 2020 Grantees



Support Program Routes – Connect for Success

Background

In 2014, CDE conducted a comprehensive study of five high achieving elementary schools identified based on their overall performance, as well as the performance of their student groups, specifically English Learners, students with disabilities, students experiencing poverty, and minority students. The study focused on how these schools are attaining higher academic achievement than other schools in the state. 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 in the 2014 study, and effective strategies unique within each school: <http://www.cde.state.co.us/fedprograms/dper/evalrpts>.

In 2018, CDE added four new high achieving schools to the study: an elementary school, a middle school, a high school, and an alternative education campus (AEC). The same methodology was used to identify practices that are contributing to the success of the newly identified schools. Although three of the four schools were secondary schools, many of the same trends were noted across the second round of high achieving schools as had been evidenced in the first study.

The HAS study findings were used to develop the Connect for Success (CFS) grant which is an opportunity for schools identified for support and improvement to connect with and learn from the HAS to replicate the effective practices and strategies common across the HAS.

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. After hearing a panel of HAS school leaders and personnel and connecting with them at a kickoff meeting, grantees 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.

Funding from this opportunity **must** be used for:

- Costs related to visiting High Achieving School sites;
- Costs for school/LEA leadership to attend state meetings in the Denver area; and
- Implementing strategies and practices that align with the findings of the CDE site visit and the High Achieving Schools Study.

Funding from this opportunity **may also** be used for:

- Costs for an 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; and/or
- Costs associated with the CDE diagnostic visit (i.e., surveys, translating, and substitutes).



Awardee Summary

No applicants for Connect for Success were funded in 2020 using School Transformation Grant funds. Applicants were federally identified and not identified by the state's accountability system, thus federal funds were used for these awards.



Support Program Routes – District Designed and Led

Background

The District Designed and Led (DDL) support route encourages LEAs to initiate and expand supports for schools in need of improvement. This route is a good fit for districts and their schools that have invested in a comprehensive needs assessment, solid improvement planning, and are ready for implementation of improvement strategies – or that have seen positive results and would like to expand programming.

To be awarded funds under this application, proposals must demonstrate that the LEA and school(s) are building from established processes for the cross-cutting elements, including stakeholder engagement, improvement planning, use of evidence-based interventions (EBI), evaluation, and reporting.

Stakeholder Involvement. State and federal expectations highlight the importance of stakeholder engagement (e.g., building leadership, teachers, parents, local board) 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 this route, applications should address how stakeholders 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 intention for improving outcomes for students. LEAs applying for this route will need to show evidence of strong plans already in place and be explicit about how planning requirements will be documented for the overall district and participating schools (e.g., timelines, LEA review process). If awarded, the plans will serve as an important part of the grant accountability process. The Unified Improvement Plan (UIP) provides a convenient mechanism for capturing progress for EASI, as well as specific state and ESSA requirements.

Evidence-Based Interventions. Evidence-based interventions are practices or programs that have proven to be effective in leading to a particular outcome as supported through formal studies and research.⁴

For LEAs that previously applied for a District Designed and Led initiative, it is possible to expand those activities. The chart below delineates the “initial” DDL process and for the “expansion” DDL process.

The differences between initial and expansion DDL awards are outlined in Figure 8.

⁴ The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four levels of evidence: Tiers 1-4. In making awards for this application, ESSA requires schools to have strong, moderate, or promising evidence (Tiers 1-3) to support the funded activities.



	INITIAL for LEAs new to DDL activities	EXPANSION for LEAs that expand previously awarded DDL
ELIGIBLE APPLICANTS	LEAs that have eligible schools and have completed an external review may apply for District Designed and Led initiatives.	LEAs previously awarded an EASI District-Designed and Led grant may request additional funds to expand that initiative if it is showing success.
LENGTH OF AWARD	Up to 2 ½ 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.	For the addition of new schools, the award may be for up to 2 ½ years. Otherwise, the timeline is attached to the original request to not exceed a total of 2 ½ years. Continued funding is dependent upon the recipient having met requirements and the availability of funds.
ALLOWABLE USE OF FUNDS	Funding for this opportunity may be used for: <ul style="list-style-type: none"> – A district-wide initiative that addresses the reasons schools were identified for improvement – Implementation of evidence-based interventions at each identified school that specifically addresses the reason for the school’s identification. 	Funding for this opportunity may be used to expand activities previously awarded by: <ul style="list-style-type: none"> – Adding additional schools identified for Improvement, using the same activities and strategies – Expanding or replicating DDL activities approved in the previous year’s application – Please note that any change that involves adding new activities or strategies should be applied for using the Initial DDL route. The Expansion route is only for adding new schools or replicating previously approved activities.

Figure 8: District Designed and Led: Initial vs Expansion



Awardee Summary

During the 2020 STG funding cycle, 8 school or district-level awards were awarded for the District Designed and Led support route, totaling \$2,150,434. The detailed award amounts can be found in Figure 9.

District Designed and Led STG 2020 Grantees			
District	Term of the Grant	Participating School	Total Award Amount
Charter School Institute	2 years	Ricardo Flores Magon Academy	\$75,000
Denver County 1	2 years	District-Level	\$141,200
Fort Morgan Re-3	3 years	Columbine Elementary School	\$138,477
Greeley 6	2 years	District-Level	\$300,000
Jefferson County R-1	2 years	District-Level	\$659,590
Lake County R-1	3 years	District-Level	\$223,127
School District 27J	3 years	District-Level	\$385,000
Weld Re-8 Schools	3 years	District-Level	\$228,040
Total:			\$2,150,434

Figure 9: District Designed and Led – STG 2020 Grantees

Support Program Routes – Exploration

Background

The Exploration support route is focused on identifying needs and exploring options through external reviews, stakeholder engagement, and effective planning. There are several offerings to assist LEAs identifying areas of strength and need (External Review), building a plan centered around those prioritized needs (Improvement Planning) and engaging a variety of stakeholders in improvement conversations (Stakeholder Engagement). Exploration also offers the opportunity for LEAs/schools to explore their school systems centered on a particular population of students or areas (e.g., English Learner, Alternative Education Campuses (AEC), and Literacy).

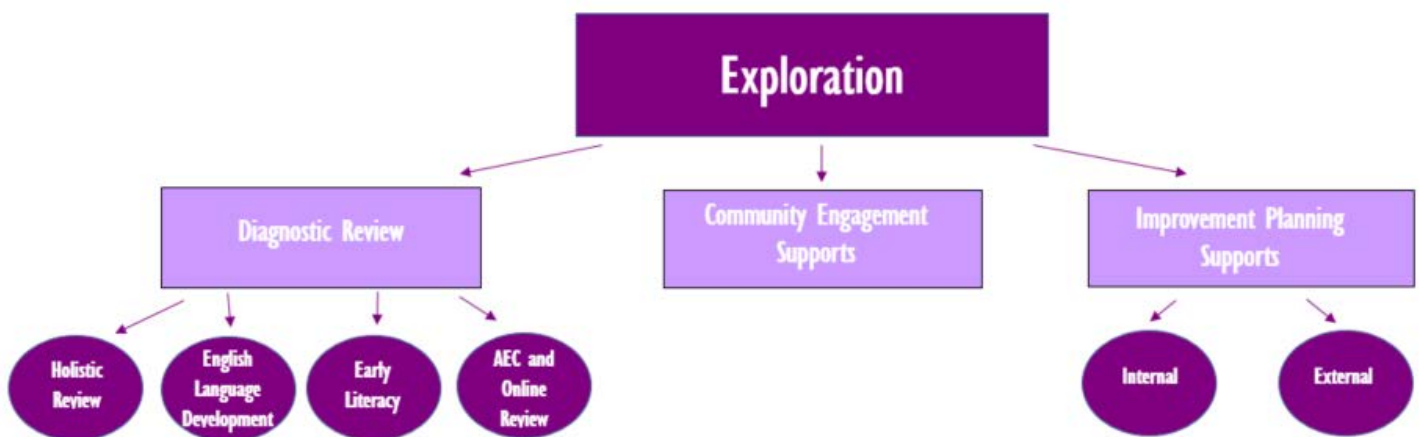


Figure 10: Exploration Supports Flow Chart

The Exploration support route operates a bit differently than the other support routes -- namely, the application process is simplified. Reviewers assess readiness and fit, rather than awarding points through a competitive grants process. The duration of the awards are typically shorter than the other support routes and span for one year (i.e., January –December). Based on the Exploration work, LEAs may build in a small amount of funding for initial implementation of activities and strategies associated with the findings of the diagnostic review and improvement planning process.

Awardee Summary

During the 2020 STG funding cycle, 5 school or district-level awards were awarded for the Exploration support route, totaling \$161,250. The detailed award amounts can be found in Figure 11.



Exploration STG 2020 Grantees			
District	Term of the Grant	Participating School	Total Award Amount
Denver County 1	2 years	College View Elementary School	\$40,000
Pueblo City 60	1 year	District-Level	\$11,250
School District 27J	2 years	Northeast Elementary School	\$70,000
Westminster Public Schools	1 year	Sherrelwood Elementary School	\$20,000
Westminster Public Schools	1 year	Tennyson Knolls Preparatory School	\$20,000
Total:			\$161,250

Figure 11: Exploration – STG 2020 Grantees



Support Program Routes – School Turnaround Network

Background

The School Turnaround Network is a highly collaborative and accountability-driven endeavor between local schools, their LEAs, and the Colorado Department of Education. Schools in the Network benefit from enhanced diagnostic reviews and planning support; personalized, professional learning opportunities with a cohort of peer schools; and additional resources through grant funding.

The Network uses a guiding framework to support schools in developing a rigorous improvement plan grounded in the Four Domains of Rapid School Improvement, 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 receive access to specialized professional development, on-site performance management sessions, and quarterly Network events.

Each Network school is assigned a Turnaround Support Manager from CDE who serves as a resource and partner to the LEA and school. All participating Network schools are 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 attends 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.

Awardee Summary

During the 2020 STG funding cycle, 4 school-level awards were awarded for the School Turnaround Network support program route, totaling \$540,000. The detailed award amounts can be found in Figure 12.



School Turnaround Network STG 2020 Grantees			
District	Term of the Grant	Participating School	Total Award Amount
Adams-Arapahoe 28J	3 years	Hinkley High School	\$135,000
Denver County 1	3 years	McAuliffe Manual Middle School	\$135,000
Mesa County Valley 51	4 years	Central High School	\$135,000
Mesa County Valley 51	3 years	Dos Rios Elementary School	\$135,000
Total:			\$540,000

Figure 12: School Turnaround Network – STG 2020 Grantees



Support Program Routes – Colorado Multi-Tiered Systems of Support

Background

Colorado Multi-Tiered System of Supports (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. This support route’s 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 partners with districts to achieve five major goals: 1) increase state leadership capacity for CO-MTSS infrastructure; 2) increase regional and district CO-MTSS capacity and sustainability; 3) increase preschool-12, school level capacity for CO-MTSS through the implementation of evidence-based practices, data-based problem solving, and short-cycle action planning; 4) support improved teacher effectiveness in the classroom; and 5) increase partnering with families, schools, and the community.

Awardee Summary

No applicants for CO-MTSS were funded in 2020 using School Transformation Grant funds. Applicants were identified for federal accountability purposes and not identified by the state’s accountability system, thus federal funds were used for these awards.



Support Program Routes – School Board Pilot

Background

Local school boards play an integral role in ensuring student achievement within a school district. However, local board members may not always feel they have a well-defined role in how to successfully engage in and support low performing schools. Similarly, board members are expected to drive academic change but often do not receive formal training on how to best accomplish this work. Per H.B. 18-1355, the Colorado Department of Education is expected to offer local board training to support the academic outcomes of local education agencies.

The facilitated board training for school improvement pilot program was created through a partnership between the Colorado Association of School Boards (CASB) and the Colorado Department of Education (CDE) with feedback being provided by the Colorado Association of School Executives (CASE). The pilot program combines effective governance practices along with best practices associated with school turnaround work. The core of the training is based on the Center on School Turnaround’s modules for School Boards Driving Turnaround, with customizations made for Colorado’s context.

The primary objectives of the program include: 1) increased understanding of effective governance practices and board member roles and responsibilities, 2) increased board member understanding and support of district improvement efforts, and 3) a developed action plan for improving academic outcomes. The pilot’s theory of action is that participation in the training will lead to improved student academic performance over time as measured by Colorado’s educational accountability system.

The pilot program is designed to take place over the course of a year. This time frame may be adjusted depending on the specific needs of the participating board and superintendent. The program is built upon a variety of professional development opportunities, including a self-assessment, the exploration of case studies, independent readings, group activities, and development of an action plan to lead change across the district and/or differentiated for specific schools. Training related to effective governance and board member responsibilities is also offered.

Awardee Summary

During the 2020 STG funding cycle, 1 district-level award was awarded for the School Board Pilot support program route, totaling \$10,000. The detailed award amount can be found in Figure 13.

School Board Pilot STG 2020 Grantees			
District	Term of the Grant	Participating School	Total Award Amount
Weld Re-8 Schools	1 year	District-Level	\$10,000
Total:			\$10,000

Figure 13: School Board Pilot – STG 2020 Grantees



Appendix A: EASI Menu of Supports

EXPLORATION SUPPORTS				
LEAs interested in funds and/or services to explore a solution for the identified school(s) or particular populations within an identified school. This is a planning phase with a small allocation for implementation activities upon CDE approval.				
Support	Description	Eligibility	Duration	Available Funds
<u>Diagnostic Review</u> - Holistic Review - AEC and Online Review - English Language Development (ELD) Review - District Early Literacy Instructional Program Review	<p>External reviews are an important component in helping a school prepare for rapid, effective turnaround work. The types of available reviews have expanded within the last year to include the traditional holistic diagnostic review that looks at the comprehensive school system, as well as specialized reviews for schools that want a more detailed look at programming.</p> <p>View the list of Holistic Providers which includes providers that have expertise with special education programs.</p>		1 Year	\$10,000-\$25,000 per school/district depending on review type
<u>Stakeholder and Community Engagement Planning</u>	<p>State and federal expectations highlight the importance of stakeholder engagement (e.g., building leadership, teachers, families, community members, local board members) throughout the school improvement process. Funding for this opportunity may be used for (1) contracting with a facilitator that has knowledge of working with the selected stakeholders and background knowledge of the content area, and (2) costs associated with the stakeholder engagement proposed activities.</p>	<p>LEAs with schools identified for improvement under ESSA (i.e., Comprehensive, Targeted, Additional Targeted) and/or schools on the accountability clock (i.e., Priority Improvement, Turnaround, On Watch)</p>	1 Year	Up to \$10,000 per school/district
<u>Improvement Planning</u>	<p>The improvement planning component is intended to build upon the external review and stakeholder engagement work. Available supports include:</p> <ul style="list-style-type: none"> • Assistance on 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 (including integration of the external review) • Target setting • Action planning • Progress monitoring 		1 Year	Up to \$2,000 to partner with CDE; Up to \$25,000 for external partner per school/district
<u>Early Implementation</u>	<p>Upon completion of EASI Exploration work, the school may begin some early implementation of strategies and activities identified during the diagnostic and improvement planning work.</p> <ul style="list-style-type: none"> • Costs for school leadership to attend related professional learning • Staff stipends and/or substitute pay to create time for job-embedded learning opportunities and/or time for collaboration leadership/teacher development 		1 Year	Up to \$10,000 per school/district



DISTRICT DESIGNED AND LED IMPROVEMENT STRATEGIES

LEAs have a plan or are already implementing a plan that meets requirements for school(s) and is interested in pursuing grant funds to support activities.

Support	Description	Eligibility	Duration	Available Funds
<u>District Designed and Led Improvement Strategies</u>	Through the District Designed and Led (DDL), districts are encouraged to initiate and expand supports for schools in need of improvement. This route is a good fit for districts and their schools that have invested in a comprehensive needs assessment, 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 demonstrate that the LEA and school(s) are building from established processes for the cross-cutting elements, including stakeholder engagement, improvement planning, use of evidence-based interventions (EBI), evaluation, and reporting	LEAs with schools identified for improvement under ESSA (i.e., Comprehensive, Targeted, Additional Targeted) and/or schools on the accountability clock (i.e., Priority Improvement, Turnaround, On Watch)	Up to 2.5 Years	Up to \$25,000 for schools identified for TS or ATS; Up to \$50,000 for schools identified for CS; Up to \$50,000 for schools on the accountability clock

OFFERED SERVICES

LEAs 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.

Support	Description	Eligibility	Duration	Available Funds
<u>Accountability Pathways Planning and Implementation</u>	The Accountability Pathways Planning and Implementation is intended to support Local Educational Agencies (LEAs) and schools with planning for and implementing the statutory options, or pathways, for persistently low-performing schools and LEAs. For those nearing the end of the Accountability Clock (year 3 or later), the grant can support exploring the pathways, taking thoughtful action, and increasing readiness for discussions with the State Board of Education. For those who receive a directed action from the state board, the grant can support implementation of the approved pathway plan.	<ul style="list-style-type: none"> • Schools in Year 3, 4 or 5 of Priority Improvement or Turnaround for a planning grant; or a school that has had an action directed by the State Board of Education for an implementation grant • LEAs in Year 3, 4 or 5 of Priority Improvement or Turnaround for a planning grant; or an LEA that has had an action directed by the State Board of Education for an implementation grant 	1 Year for Planning Up to 2.5 Years for Implementation	Up to \$30,000 per year for Pathways Planning and up to \$100,000 per year for Implementation per school. LEAs applying on behalf of multiple schools (at least three schools) and/or the LEA itself may request no more than \$400,000 per year. If a district is applying for pathways planning and pathways implementation, the total award shall not exceed \$400,000 per year (including previous awards).



<p><u>Colorado Multi-Tiered System of Supports (CO-MTSS)</u></p>	<p>Colorado Multi-Tiered System of Supports (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.</p>	<ul style="list-style-type: none"> • LEAs with schools identified for improvement under ESSA (i.e., Comprehensive, Targeted, Additional Targeted) and/or schools on the accountability clock (i.e., Priority Improvement, Turnaround) and • LEAs that commit to partnering with CO-MTSS staff to focus on systemic change through professional learning and capacity-building. 	<p>Up to 2.5 Years</p>	<p>New LEAs - \$5,000 for first six months, \$65,000 per year after</p> <p>Returning LEAs - \$32,500 for first six months, \$65,000 per year after</p>
<p><u>Connect for Success (CFS)</u></p>	<p>Connect for Success is an opportunity for schools identified for support and improvement to connect with and learn from some of Colorado’s High Achieving Schools (HAS) 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, the opportunity to visit one of the High Achieving Schools and support from CDE in developing an action plan based on the team’s findings.</p>	<p>LEAs with schools identified for improvement under ESSA (i.e., Comprehensive, Targeted, Additional Targeted) and/or schools on the accountability clock (i.e., Priority Improvement, Turnaround, On Watch).</p> <p>This grant opportunity is not a good fit for schools that currently have</p> <ul style="list-style-type: none"> • Pathways • Turnaround Network • In year 4 or later on the state accountability clock 	<p>Up to 2.5 Years</p>	<p>\$20,000 per school for year 1, \$80,000 per school for years 2-3</p>
<p><u>School Turnaround Leadership Development Program (STLD)</u></p>	<p>The STLD Program offers the 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.</p>	<p>LEAs with schools identified for improvement under ESSA (i.e., Comprehensive, Targeted, Additional Targeted) and/or schools on the accountability clock (i.e., Priority Improvement, Turnaround, On Watch).</p>	<p>Varies, Based on Provider Programs</p>	<p>Varies, Based on Provider Programs</p> <p>View the list of turnaround leadership development providers</p>



<p><u>School Turnaround Network</u></p>	<p>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. All participating Network schools will receive access to specialized professional development, on-site performance management sessions, quarterly Network events, and principal supervisor cohort gatherings.</p>	<p>LEAs with schools identified for improvement under ESSA (i.e., Comprehensive, Targeted, Additional Targeted) and/or schools on the accountability clock (i.e., Priority Improvement, Turnaround, On Watch).</p> <p>This grant opportunity is not a good fit for schools that currently have</p> <ul style="list-style-type: none"> • Connect for Success 	<p>Up to 3.5 Years</p>	<p>\$30,000 per school for year 1 (can be split between 2020-2021 and 2021-2022), \$75,000 per school for year 2 (2022-2023), \$30,000 per school for year 3 (2023-2024)</p>
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<p style="text-align: center;">PILOTED SERVICES</p>				
<p style="text-align: center;">LEAs and schools interested in applying for participation in a new piloted support aimed at improving school systems.</p>				
Support	Description	Eligibility	Duration	Available Funds
<p><u>Facilitated Board Training for School Improvement Pilot</u></p>	<p>The primary objectives of the program include: 1) increased understanding of effective governance practices and board member roles and responsibilities, 2) increased board member understanding and support of district improvement efforts, and 3) a developed action plan for improving academic outcomes. The pilot’s theory is that participation in the training will lead to improved student academic performance over time as measured by Colorado’s educational accountability system.</p>	<p>Local boards and superintendents that (a) have schools identified through state accountability measures (i.e., Turnaround, Priority Improvement, On Watch) and (b) are interested in strengthening governing practices for stronger school improvement and</p>	<p>One Year</p>	<p>Up to \$10,000 per School Board</p>



Appendix B: School Transformation Grant 2020 – Full Award Breakdown

District Name	School Name	Route	FY2021	FY2022	FY2023	FY2024	Total Award
Adams County 14	District-Level	Accountability Pathways	\$175,000	\$225,000	--	--	\$400,000
Adams-Arapahoe 28J	Hinkley High School	School Turnaround Network	--	\$30,000	\$75,000	\$30,000	\$135,000
Adams-Arapahoe 28J	Aurora Central High School	Accountability Pathways	--	--	\$100,000	--	\$100,000
Adams-Arapahoe 28J	Gateway High School	Accountability Pathways	\$100,000	--	--	--	\$100,000
Adams-Arapahoe 28J	North MS Health Sciences and Technology Campus	Accountability Pathways	\$100,000	--	--	--	\$100,000
Charter School Institute	Ricardo Flores Magon Academy	District Designed & Led	\$25,000	\$50,000	--	--	\$75,000
Denver County 1	College View Elementary School	Exploration - Stakeholder Engagement	\$20,000	\$20,000	--	--	\$40,000
Denver County 1	District-Level	District Designed & Led	--	\$70,600	\$70,600	--	\$141,200
Denver County 1	McAuliffe Manual Middle School	School Turnaround Network	\$30,000	--	\$75,000	\$30,000	\$135,000
Denver County 1	Hallett Academy	Accountability Pathways	--	\$30,000	--	--	\$30,000
Denver County 1	RiseUp Community School	Accountability Pathways	\$12,500	\$17,500	--	--	\$30,000
Denver County 1	Swansea Elementary School	Accountability Pathways	--	\$30,000	--	--	\$30,000
Denver County 1	College View Elementary School	School Turnaround Leaders	\$24,000	\$5,680	--	--	\$29,680
Fort Morgan Re-3	Columbine Elementary School	District Designed & Led	\$49,959	\$49,759	\$38,759	--	\$138,477
Greeley 6	District-Level	District Designed & Led	\$25,000	\$125,000	\$150,000	--	\$300,000
Jefferson County R-1	District-Level	District Designed & Led	--	\$329,795	\$329,795	--	\$659,590
Jefferson County R-1	Arvada K-8	School Turnaround Leaders	\$12,000	--	--	--	\$12,000
Jefferson County R-1	Emory Elementary	School Turnaround Leaders	\$24,000	--	--	--	\$24,000
Lake County R-1	District-Level	District Designed & Led	\$23,127	\$100,000	\$100,000	--	\$223,127
Mesa County Valley 51	Central High School	School Turnaround Network	\$1,974	\$28,026	\$75,000	\$30,000	\$135,000
Mesa County Valley 51	Dos Rios Elementary School	School Turnaround Network	\$30,000	--	\$75,000	\$30,000	\$135,000
Mesa County Valley 51	Dos Rios Elementary School	School Turnaround Leaders	\$23,000	--	--	--	\$23,000
Pueblo City 60	District-Level	Exploration - AEC Diagnostic	--	\$11,250	--	--	\$11,250
Pueblo City 60	District-Level	Accountability Pathways	\$91,000	--	--	--	\$91,000
Pueblo City 60	Central High School	Accountability Pathways	\$76,000	--	--	--	\$76,000
Pueblo City 60	Minnequa Elementary School	Accountability Pathways	\$20,000	--	--	--	\$20,000
Pueblo City 60	Risley International Academy of Innovation	Accountability Pathways	\$100,000	--	\$90,000	--	\$190,000
School District 27J	Northeast Elementary School	Exploration - Holistic Diagnostic	\$35,000	\$35,000	--	--	\$70,000
School District 27J	District-Level	District Designed & Led	\$85,000	\$150,000	\$150,000	--	\$385,000
Weld Re-8 Schools	District-Level	District Designed & Led	\$61,238	\$75,000	\$91,802	--	\$228,040
Weld Re-8 Schools	District-Level	School Board Pilot	\$10,000	--	--	--	\$10,000
Westminster Public Schools	Sherrelwood Elementary School	Exploration - Early Implementation	--	\$20,000	--	--	\$20,000
Westminster Public Schools	Tennyson Knolls Preparatory School	Exploration - Early Implementation	--	\$20,000	--	--	\$20,000
Wiggins RE-50(J)	District-Level	School Turnaround Leaders	\$42,000	\$76,000	\$30,000	--	\$148,000
Total			\$1,195,798	\$1,498,610	\$1,450,956	\$120,000	\$4,265,364



Appendix C: 2019 School Redesign Advisory List of Providers

For schools and districts nearing the end of the Accountability Clock - Relevant Accountability Pathway(s) per HB1355 :				Charter	N/A	May be a fit for Management (partial)				Management (full or partial)	May be a fit for Management (partial)
Organization	Organization Submission	CDE Review	Approved Categories 2019	Charter Network or CMO	Turnaround Leadership Development Provider	School Improvement Support				Management Partner	Stakeholder Engagement Specialist
						Instructional Transformation	Talent Development	Culture Shift	Leadership Training		
Accelerate Institute	2019	2019	Turnaround Leadership Development		X More Information						
Achievement Network	2018 2019	2018 2019	Instructional Transformation Leadership Training			X			X		
AVID Center	2019	2019	Instructional Transformation Talent Development Culture Shift			X	X	X			
Blueprint Schools Network	2018 2019	2018 2019	Management Partner							X	
Colorado Education Initiative	2019	2019	Instructional Transformation Talent Development Culture Shift Leadership Training			X	X	X	X		
Communities in Schools	2019	2019	Stakeholder Engagement								X
Ed Direction	2019	2019	Turnaround Leadership Development Instructional Transformation Talent Development Culture Shift Leadership Training		X More Information	X	X	X	X		
Education Resource Strategies	2019	2019	Leadership Training Other: Resource Allocation						X		



Organization	Organization Submission	CDE Review	Approved Categories 2019	Charter Network or CMO	Turnaround Leadership Development Provider	School Improvement Support				Management Partner	Stakeholder Engagement Specialist
						Instructional Transformation	Talent Development	Culture Shift	Leadership Training		
Empower Schools	2018 2019	2018 2019	Management Partner							X	
Equitable Education Solutions	2019	2019	Instructional Transformation Talent Development Culture Shift Leadership Training			X	X	X	X		
Generation Schools	2018 2019	2019	Turnaround Leadership Development Instructional Transformation Talent Development Culture Shift Leadership Training		X More Information	X	X	X	X		
International Institute for Restorative Practices	2019	2019	Culture Shift					X			
Learning Sciences International	2019	2019	Management Partner Instructional Transformation Talent Development			X	X			X	
The Leadership Academy	2018 2019	2018 2019	Turnaround Leadership Development Talent Development Leadership Training		X More Information		X		X		
Mass Insight	2018 2019	2018 2019	Culture Shift Leadership Training					X	X		



Organization	Organization Submission	CDE Review	Approved Categories 2019	Charter Network or CMO	Turnaround Leadership Development Provider	School Improvement Support				Management Partner	Stakeholder Engagement Specialist
						Instructional Transformation	Talent Development	Culture Shift	Leadership Training		
Natl. Institute for Excellence in Teaching	2019	2019	Instructional Transformation Talent Development Culture Shift Leadership Training			X	X	X	X		
New Leaders	2019	2019	Turnaround Leadership Development		X More Information						
New Teacher Center	2019	2019	Turnaround Leadership Development		X More Information						
PCG	2018 2019	2019	Turnaround Leadership Development		X More Information						
PEBC	2018 2019	2018 2019	Instructional Transformation Talent Development Culture Shift			X	X	X			
Phalen Leadership Academies	2018 2019	2018 2019	Charter Network Management Partner Instructional Transformation Talent Development Culture Shift Leadership Training	X		X	X	X	X		
Proactive Leaders	2019	2019	Turnaround Leadership Development		X More Information						
Public Impact	2019	2019	Talent Development				X				



Organization	Organization Submission	CDE Review	Approved Categories 2019	Charter Network or CMO	Turnaround Leadership Development Provider	School Improvement Support				Management Partner	Stakeholder Engagement Specialist
						Instructional Transformation	Talent Development	Culture Shift	Leadership Training		
Relay	2018 2019	2019	Turnaround Leadership Development		X More Information						
Rocky Mountain Prep	2018 2019	2018 2019	Charter Network	X							
School Works	2018 2019	2018 2019	Instructional Transformation Leadership Training			X			X		
Schools Cubed	2019	2019	Instructional Transformation			X					
STRIVE Prep	2018 2019	2018 2019	Charter Network	X							
Talent Development Secondary at Tides	2018 2019	2018 2019	Instructional Transformation Culture Shift Leadership Training			X		X	X		
Team Tipton	2019	2019	Talent Development Culture Shift Leadership Training Stakeholder Engagement				X	X	X		X
TNTP	2018 2019 - Continuation 2019 - New	2018 2019	Turnaround Leadership Development Management Partner Instructional Transformation Talent Development Culture Shift Leadership Training Stakeholder Engagement		X More Information	X	X	X	X	X	X



Organization	Organization Submission	CDE Review	Approved Categories 2019	Charter Network or CMO	Turnaround Leadership Development Provider	School Improvement Support				Management Partner	Stakeholder Engagement Specialist
						Instructional Transformation	Talent Development	Culture Shift	Leadership Training		
UChicago - Network for College Success	2019	2019	Instructional Transformation Talent Development Culture Shift			X	X	X			
University of Denver	2018 2019	2019	Turnaround Leadership Development		X More Information						
UPrep	2018 2019	2018 2019	Charter Network	X							
UVA	2018 2019	2019	Turnaround Leadership Development Management Partner Instructional Transformation Talent Development Culture Shift Leadership Training		X More Information	X	X	X	X	X	
WestEd	2018 2019 - Continuation 2019 - New	2019	Turnaround Leadership Development Stakeholder Engagement		X More Information						X