



School Transformation Grant Report

Submitted to:

**Colorado State Board of Education
Colorado House Education Committee
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Governor Jared Polis**

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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) 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 2021 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 2021 grantees.

	STG 2021 Grantees
Application deadline:	December 2021
State Board of Education approved awards:	February 2022

Figure 1: STG 2021 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 and 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;
 - Seeking 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 were prioritized to the highest priority schools (i.e., those that have had low performance for the greatest number of years), and schools that had not previously received funding through School Transformation Grant funding.

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. To provide the highest quality service, CDE has prioritized continuous improvement through an external evaluation. This summary highlights results of the recently completed qualitative, case study evaluation of the School Turnaround Network (STN) completed by the Center for Assessment, Design, Research, and Evaluation (CADRE) at the University of Colorado Boulder. This report will be published on [CADRE's webpage](#) in July 2022.

Overview of Qualitative Case Studies

CDE has continued its partnership with CADRE to perform evaluations of CDE supports provided to low performing schools and districts. CADRE has completed quantitative evaluations of STN, School Turnaround Leadership Development, Connect for Success, Colorado Multi-Tiered Systems of Support, and Accountability Pathways. These evaluation reports contained initial descriptive analyses of academic outcomes for participating schools and are meant to be a jumping off point for more in-depth evaluation. Links to these reports are provided below.

- [Evaluation of Colorado School Turnaround Network and School Turnaround Leadership Development Grants: Descriptive Analysis of 2015-2020 Cohorts](#)
- [Descriptive Analyses of Connect for Success, Multi-Tiered Systems of Support, and Accountability Pathways](#)

In the fall of 2021, CDE and CADRE began a more in-depth qualitative, case study evaluation of STN. The purpose of these case studies was to document and learn from the past and current work undertaken by schools to implement and sustain the improvement strategies that they embarked on during their time in STN. Additionally, these case studies will help the state learn about the components of STN that can lead to the effective implementation of improvement strategies, thus supporting current and future STN schools. The state legislature set aside funding to support this evaluation to inform future state supports and policy decisions grounded in promising practices from the field that are research-based.

This evaluation was designed to answer the following evaluation questions:

- What conditions and practices led to better outcomes in former turnaround schools?
- Do things such as level of implementation of key school improvement strategies, leadership experience and background, specific support program(s) participated in, and district support for participating schools lead to improved outcomes in schools?

During the quantitative, descriptive analyses of STN, two schools that completed participation in STN were identified by CADRE as potential case study sites. These two schools were selected based on strong student achievement and growth gains made during their time in STN that were then sustained after participation ended. These two schools also demonstrated strong relationship building with their district leaders and CDE staff. These relationships continued after participation ended. These two schools are Centennial Elementary School and Prairie Heights Middle School in the Greeley-Evans 6 School District.

One additional school from Greeley was included in the case study: Dos Rios Elementary School. Dos Rios did not participate in STN, but has used the tools and practices from STN to guide their improvement planning process with the support from district leaders who supported Centennial and Prairie Heights' participation in STN. CADRE

and CDE jointly presented an overview of the scope of work for these case studies to each school leader, and all three schools agreed to participate.

Throughout the 2021-22 school year, CADRE performed observations of classrooms, professional learning communities, and professional development at each case study school. Additionally, CADRE held interviews and focus groups with school leadership, assigned district partners, and staff at each case study school. CADRE also interviewed CDE staff that support schools and districts that participate in STN.

CADRE also collected documents such as past performance management (PM) tools completed by each site, information from diagnostic reviews conducted by CDE for each site, and relevant documents from each school such as lesson plans and mission statements.

All collected data was then reviewed to establish themes and triangulate viewpoints shared by stakeholders to help contextualize activities taken place in the past and in the present. In their report, CADRE outlines their analytic approach to structure their data analysis. This legislative report will not include information about CADRE's analytic approach, but instead focus on the results of the evaluation and the impact the evaluation will have on CDE supports.

Results from Qualitative Case Studies

CADRE identified a number of key findings from the qualitative case studies that are summarized below. In their report, CADRE describes the specific data that was collected to determine these findings. CADRE also puts these findings in context of the greater academic research that supports the positive impacts these findings have on school improvement. CDE plans on utilizing these findings in the continuous improvement process of STN and other school improvement support structures.

Leveraging a Performance Management (PM) Tool to Define Major Improvement Strategies

The first major theme from this study was that, for all three sites, the [performance management \(PM\) tool](#) (a planning tool offered by the state to participating STN schools to monitor improvement strategies) facilitated the process of defining a limited and focused number of key improvement areas, and this targeted approach in turn provided greater success in implementing improvement strategies.

During interviews with school leaders, CADRE noted that using a focusing tool like the PM tool resulted in a new relationship with improvement goals. "We knew exactly how we're going to monitor [goals], then we're going to monitor them and then plan around next steps." Additionally, one school leader discussed how trainings offered by STN supported this focused improvement process by directing attention to data, and using that data to help inform decision making.

One of the teachers from the focus group at Prairie Heights Elementary described the effect of utilizing the PM tool to define improvement strategies: "I think the huge change has been that once we were in the Turnaround Network, that we were actually involved in the creation of our priority goals and really involved in how are we going to meet those goals."

During an interview, a district leader noted that, "[W]e all didn't have the same vision [of grade-level instruction], and so we – over the course of that year, we also worked with [the CDE partner] on a system to really train our teachers to get on the same page and help them be the best."

State and District Supports to Advance a Coherent Vision for Turnaround

The second finding that emerged was that state and district level supports advanced a coherent vision for turnaround work at the schools.

One of the school leaders noted that support from the state and the district was not prescriptive, but rather very focused on building capacity. This support came in the form of visits, feedback, and mentoring through professional development offerings from the district and STN staff. Another school leader said that she felt she worked with the state “side-by-side” in the improvement process.

Teachers in the focus groups noted that professional learning objectives and goals felt purposeful and were aligned between the school and district. One school’s teacher focus group noted that the level of vertical coherence between the district and school led them to feel “valued and compensated as professionals,” a shift that happened in the recent years.

Integrating Routine Observations and Professional Learning through Coaching or Plan-Do-Study-Act Cycles

The third finding that emerged is the continuous improvement approach that CADRE notes approximates the Plan-Do-Study-Act (PDSA) cycle for improving instructional and assessment practices. This cycle aligns with a mix of STN focuses: weekly data meetings and structuring professional learning communities.

Prior to joining STN, teachers and leaders at Centennial and Prairie Heights noted that past coaching and professional development practices were largely absent, and that teachers were largely “left alone” to figure out what to do in classrooms. Once both schools joined STN, a coaching cycle was adopted and used as a major improvement strategy to transform instruction (with progress tracked through the PM tool).

Distributed Leadership to Advance a Supportive and Collaborative Staff/School Culture

The fourth theme that emerged was the establishment of a distributed leadership model that served as a strategy for advancing a supportive and collaborative school culture. Distributed leadership is highlighted as a key condition for schools participating in STN to implement to ensure that staff have a voice in important policies and strategies impacting their work.

Prior to joining STN, the case study schools did not have effective distributive leadership models in place. School leaders and teachers described distributed leadership opportunities as “inconsistent” due to “haphazard” decision making, or that these opportunities were entirely absent. Once the schools engaged with STN and its tools and practices, they quickly established clear and focused work for the distributed leadership models to institute planned improvement strategies. According to teachers in focus groups, “[O]nce we got into [STN]...we had a say in everything...we made decisions together and talked about what actions steps we were going to take.” As CADRE notes, this level of teacher involvement due to a successful distributive leadership model is a critical condition that schools maintain to leverage full staff support for continuing their ongoing learning and improvement agenda.

Policy Recommendations

CADRE identified two policy considerations for broader consideration by CDE and the state based on the case study findings.

Using the STN partnership approach as a model for other initiatives aimed at improving student performance at other low performing schools (e.g. for schools requiring directed-action from the State Board of Education)

A key takeaway emphasized in the introduction and findings of CADRE’s report is the idea of establishing trusting relationships and partnerships as a basis for motivating change at low performing schools. This model moves

away from traditionally deployed punitive models that take top-down reform approaches to forcing change at these schools. Within the context of these case study schools as well as in other case studies of turnaround efforts, when done well, the partnership model appears to build intrinsic motivation for change. CADRE points to examples of how state-district-school partnership models to enact turnaround reforms at case study sites have helped to empower these schools and subsequently improve both student outcomes and school climate. In contrast, CADRE notes that there is little evidence that the top-down School Improvement Grant (SIG) models have fostered the type of relationship and trust between actors across levels (i.e. schools, districts and state) to help sustain the reforms enacted at low performing schools over time. Considering that other pathways for low performing schools, such as board directed action, are likely to be perceived as punitive and top-down, CADRE recommends CDE staff consider piloting the network approaches with a handful of chronically low performing schools that have typically faced top-down choices for enacting reforms. This pilot work can be used to learn whether this combined partnership and ground-up approach can support transformative changes at those sites at the end of the Accountability Clock.

Providing mentoring resources and support for principals, particularly for those located in remote rural areas of the state who cannot directly benefit from participating in STN

CADRE notes that the case of Dos Rios provides a compelling rationale for considering what mentoring relationships and resources can be provided to schools that may not have access to the type of support provided in STN or lack a robust network of support in some remote/rural locations. Although Dos Rios was not eligible for STN, because this school was embedded in a district that had established a strong instructional infrastructure around the Four Domains for Rapid School Improvement (instructional transformation, culture and climate, talent development, leadership, and/or school operations), this school was given the opportunity to access the tools and training provided to STN schools. Further, the school leader received mentoring from both district and state partners and described this mentoring support as essential for him as a leader to build up the confidence and capacity to effectively enact needed reforms.

Although the instructional infrastructure appears to be robust in sites such as Greeley that are committed to deploying resources and partnership support work for their low performing schools and other schools requesting assistance, this may not be the case for other districts across the state. That is, other school districts may lack sufficient staff or resources to provide the type of mentoring partnership work that a district such as Greeley can provide to principals seeking those supports. CADRE recommends that CDE consider options to provide open-source modules or tools to additional sites, even if it may not be feasible for CDE to provide the same type of capacity building services they provide for STN schools. CADRE gives the example of a training module for schools to use the PM tool for improvement planning purposes and make this an open-source module for any school leader. In addition to providing the field with broader access to network tools, CADRE notes that CDE may also want to gauge interest from school leaders across the state to investigate the possibility of establishing a mentoring network that could pair a principal with strong mentors based in other locales. Similar to the mentoring work provided to principals by STN, the mentoring work in this broader network could also focus on building the instructional leadership capacity of principals to either implement or sustain an equity-centered vision for teaching and learning.²

² CDE's Principal Leadership Institute was funded during the most recent legislative session, and will begin during the 2022-23 school year.

Funding Summary

School Transformation Grant 2021 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 2021 to January 2022 to review applications for School Transformation Grant funding. In total, 36 districts and charter schools applied during the application window of September 2021 to December 2021 for funding through either STG, federal school improvement dollars, or the Elementary and Secondary School Emergency Relief Fund (ESSER) allocation set aside for school improvement.

For the current (2021) grant cycle, approximately \$3M was made available for School Transformation Grant distribution for new activities. As it has in previous cycles, CDE also made multi-year awards in the 2021 cycle, contingent on future available funds. The total award of STG funds for the 2021 grant cycle, across the four-year period, is approximately \$2.9M.

Twelve district and charter applications were recommended for funding by CDE for a total of \$2,864,646 in awards for STG. The State Board of Education approved the recommended awards during the February 2022 board meeting. As a reminder, additional districts and schools were funded through federal funds, but those are not included in this report. **Figure 2** maps the districts receiving funds in 2021 through the School Transformation Grant

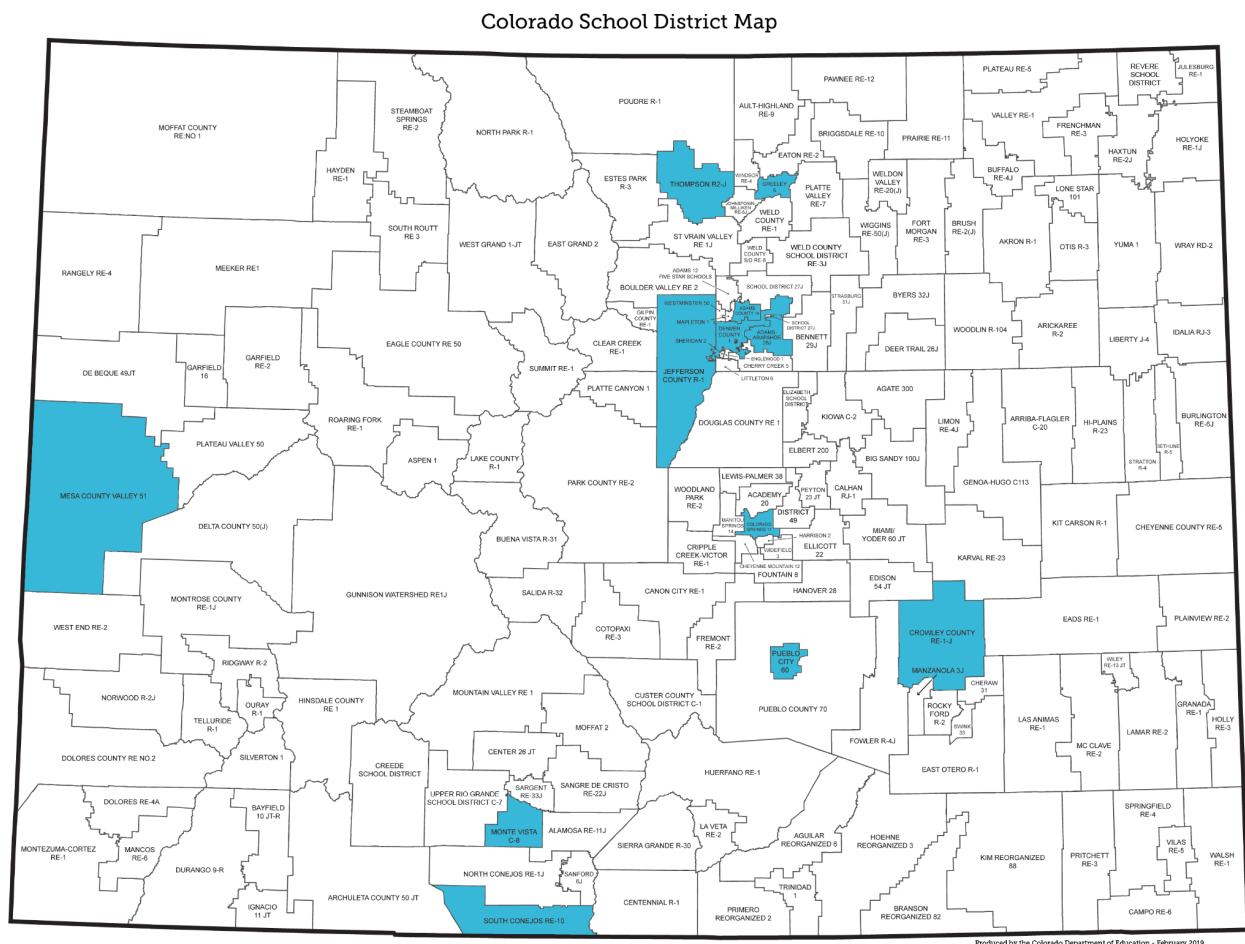


Figure 2: Map of STG 2021 Grantees

The award totals for STG 2021 grantees are listed by district and route in **Figure 3**. These totals are the sum of all single- and multi-year awards each district will receive. More information about each route begins on page 12. For a more detailed breakdown of awards, including the year-by-year award amounts and support program routes, see Appendix B: School Transformation Grant 2021 – Full Award Breakdown.

District	Total Award Amount
Adams 14	\$400,000
Adams-Arapahoe 28-J	\$200,000
Colorado Springs 11	\$222,600
Crowley County RE 1J	\$135,000
Denver County 1	\$794,300
Greeley 6	\$40,000
Jefferson County R1	\$135,000
Mesa County Valley 51	\$257,000
Monte Vista C-8	\$149,700
Pueblo City 60	\$211,100
South Conejos RE-10	\$280,000
Thompson R2-J	\$39,946
Grand Total:	\$2,864,646

Figure 3: Sum of STG 2021 Awards by District

Advisory List of Providers

Overview

In Colorado, the Advisory List of Providers is provided to districts as a resource and is used to vet providers so that those districts searching for a school improvement partner have a vetted list available to them. 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.

In August 2021, the department released its third School & District Support Request for Information (RFI) (previously called the School Redesign RFI). Submissions were solicited in the following categories:

- **Charter Networks, Charter Management Organizations, and/or Individual Charter Schools** that are interested in operating schools in Colorado, particularly in a turnaround context
- **Turnaround Leadership Development Providers** that operate leadership development programs specifically targeted for schools and districts in need of support
- **Management Providers** that can engage with districts and schools in a variety of ways, assume authority over key areas, and provide support in one or more of the Four Domains for Rapid School Improvement (instructional transformation, culture and climate, talent development, leadership, and/or school operations)
- **School Improvement Support Providers** that can support schools and districts in improvements to key areas such as instructional transformation, culture and climate, talent development, leadership, and/or school operations
- **Family-School-Community Partnership Providers** that can support schools, districts, and local school boards to build sustainable and empowering partnerships with various stakeholders
- **Diagnostic Review and Planning Providers** that can provide at least one of the following:
 - Conduct formative school **diagnostic reviews** to identify areas of improvement
 - Support schools and districts to **create effective improvement plans** to focus improvement efforts on areas identified through the diagnostic review and stakeholder input.

In October 2021, after completing the evaluation process, the department published the [2021 School & District Support Advisory List of Providers](#). The full Advisory List can be found in Appendix C: 2021 School & District Support Advisory List of Providers. In the summer of 2022, the department plans to run another School & District Support RFI process. This means that an updated Advisory List of Providers will be available during the next round of School Transformation Grant funding in 2022.

Support Program Routes - Overview

The following sections provide background on the support program routes that are available for funding through the School Transformation Grant, namely Exploration, District Designed and Led, Accountability Pathways, Colorado Multi-Tiered Systems of Supports, Connect for Success, School Turnaround Leadership Development, School Turnaround Network, and the School Board Pilot. Each section includes a background on the route, as well as schools and districts that received a grant award for participation in the 2021 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 - Exploration

Background

The Exploration route of the Empowering Action for School Improvement (EASI) application is focused on identifying needs and exploring options through external diagnostic reviews, stakeholder engagement, and effective improvement planning. The components of the Exploration route assist LEAs in identifying areas of strength and need (External Diagnostic Review), engaging a variety of stakeholders in improvement conversations (Stakeholder Engagement), and building a plan centered around those prioritized needs (Improvement Planning). The EASI application also offers the opportunity for LEAs/schools to focus their Exploration work on a particular population of students, content areas, or school models (i.e., English Learners, AECs/Online schools, or Early Literacy).

The Exploration route differs from the other routes within EASI. Reviewers assess readiness and fit, rather than awarding points through a competitive grants process. If the collective amount of requests exceeds availability of funds, then a prioritization process is used. The duration of the awards is typically shorter than the other EASI routes and spans 18 months (e.g., January 2022 - June 2023). Early Implementation funds may be available for initial implementation of activities and strategies associated with the review and planning process.

The components of the Exploration route are designed to work together to support the creation of a thorough improvement plan. A Diagnostic Review (either holistic or specialized) informs a rigorous process of Improvement Planning. The Improvement Plan also draws on initial Stakeholder Engagement work and incorporates future stakeholder input as a part of the planning process. Note that applying for subsequent implementation activities through EASI requires evidence of an external diagnostic review, meaningful community engagement and a well-developed improvement plan. Applicants are encouraged to apply for the full Exploration route (Diagnostic Review, Stakeholder Engagement, and Improvement Planning) to ensure a thorough exploration process. Because the different elements of the Exploration route work so closely together, LEAs are encouraged to select the same provider for the external diagnostic review, stakeholder engagement and improvement planning work – or at least negotiate a way for the different providers to align their work.



Awardee Summary

During the 2021 STG funding cycle, one school-level award was awarded for the Exploration support route, totaling \$40,000. The detailed award amounts can be found in **Figure 4**.

Exploration				
STG 2021 Grantees				
District	Term of the Grant	Participating School	Route	Total Award Amount
Denver County 1	1 year	Denver Montessori Jr/Sr High School	Exploration - Improvement Planning	\$40,000
Total:				\$40,000

Figure 4: Exploration - STG 2021 Grantees

Support Program Routes - District Designed and Led

Background

The District Designed and Led (DDL) route of the Empowering Action for School Improvement (EASI) application encourages districts to initiate and expand support 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 needs and processes, 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. Within EASI, proposed strategies or programs must meet the criteria tiers one, two or three.

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).

For LEAs that previously applied for a District Designed and Led initiative, it is possible to expand those strategies. **Figure 5** below delineates the “initial” DDL process and for the “continuation” DDL process.

	INITIAL for LEAs new to DDL strategies	CONTINUATION for LEAs that want to expand Initial DDL strategies
ELIGIBLE APPLICANTS	LEAs that have eligible schools and completed an external diagnostic review may apply for District Designed and Led initiatives.	LEAs previously awarded an EASI District-Designed and Led Initial grant may request additional funds to expand that initiative to new school if it is showing success or continue to implement in the previously awarded schools
AVAILABLE FUNDS	Up to \$25,000 for schools identified for Targeted Support or Additional Targeted Support; Up to \$50,000 for schools identified for Comprehensive Support; Up to \$50,000 for schools on the accountability clock.	Up to \$25,000 for schools identified for Targeted Support or Additional Targeted Support; Up to \$50,000 for schools identified for Comprehensive Support; Up to \$50,000 for schools on the accountability clock.
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 or continuation in already awarded schools, the award may be up to 2 ½ years pending evidence that implementation is occurring as approved in the application. Continued funding is dependent upon meeting reporting requirements and availability of funds.
ALLOWABLE USE OF FUNDS	Funding for this opportunity may be used for: <ul style="list-style-type: none"> • A district-wide or targeted 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 strategies previously awarded by: <ul style="list-style-type: none"> • Continuing the implementation of DDL strategies in the already awarded schools • Adding additional schools identified for Improvement, using the same strategies • Expanding or replicating DDL strategies approved in the previous year's application <p>Please note that any change that involves adding new activities or strategies should be applied for using the Initial DDL route. The Continuation route is only for continuing the same strategies in already awarded schools, adding new schools, or replicating previously approved strategies.</p>

Figure 5: District Designed and Led, Initial vs. Continuation

Awardee Summary

No applicants for District Designed and Led were funded in 2021 using School Transformation Grant funds.



Support Program Routes - Accountability Pathways

Background

The Accountability Pathways Planning and Implementation route is intended to support Local Educational Agencies (LEAs) and schools with planning for and implementing the state statutory options, or pathways, for persistently low-performing schools and LEAs. For those nearing the end of the Accountability Clock, 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.

LEAs that meet the following criteria are eligible to apply:

- A **school or LEA** 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 an implementation grant.
- A **school or LEA** that has had an action directed by the State Board of Education for an implementation grant.

LEAs that are engaging in planning for end of clock action or early action hearing for the district or an identified school are eligible 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.

Governor Polis signed into law H.B. 21-1161 which paused state accountability for a second year. As a result, school and district plan types rolled over from 2020-21 (which were rolled over from 2019). As a result, there were no Accountability Clock hearings during the 2021-22 school year unless a school or district requested an Early Action hearing or other request. As such, schools and districts with current directed action were prioritized for Accountability Pathways grants.

Awardee Summary

During the 2021 STG funding cycle, 15 school- and district-level awards were awarded for the Accountability Pathways support route, totaling \$1,532,700. The detailed award amounts can be found in **Figure 6**.

Accountability Pathways				
STG 2021 Grantees				
District	Term of the Grant	Participating School	Route	Total Award Amount
Adams 14	1 year	District-Level	Implementation	\$400,000
Adams-Arapahoe 28-J	1 year	Gateway High School	Implementation	\$100,000
Adams-Arapahoe 28-J	1 year	North MS Health Sciences and Tech Campus	Implementation	\$100,000
Colorado Springs 11	3 years	Mitchell High School	Implementation	\$222,600
Denver County 1	1 year	Abraham Lincoln High School	Implementation	\$100,000
Denver County 1	1 year	Compass Academy	Planning	\$29,300
Denver County 1	1 year	Hallett Academy	Planning	\$30,000
Denver County 1	1 year	Manual High School	Implementation	\$100,000
Denver County 1	1 year	Rise Up Community School	Planning	\$60,000
Denver County 1	1 year	Swansea Elementary School	Planning	\$30,000
Monte Vista C-8	2 years	Bill Metz Elementary School	Implementation	\$149,700
Pueblo City 60	1 year	Central High School	Implementation	\$47,100
Pueblo City 60	1 year	District-Level	Implementation	\$40,000
Pueblo City 60	1 year	Minnequa Elementary School	Implementation	\$24,000
Pueblo City 60	1 year	Risley Int'l Academy of Innovation	Implementation	\$100,000
Total:				\$1,532,700

Figure 6: Accountability Pathways - STG 2021 Grantees



Support Program Routes - Colorado Multi-Tiered Systems of Supports

Background

Colorado Multi-Tiered System of Supports (COMTSS) is a framework applied at the state, district, and school level that uses implementation science to create one integrated system. This system is designed to support the needs of all students. COMTSS 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, comprehensive screening and assessment, and a layered continuum of evidence-based practices applied at all levels of the educational system. The mission is to use systems level thinking to equip staff, teachers, and families to ensure that all students are afforded the opportunity to obtain an equitable education to succeed academically, socially, emotionally, and behaviorally over their lifespan.

COMTSS sees partnerships with districts as an integral collaboration to achieve five major goals: 1) increase state leadership capacity for COMTSS infrastructure; 2) increase regional and district COMTSS capacity and sustainability; 3) increase preschool-12, school-level capacity for COMTSS 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.

COMTSS includes five Essential Components that create a more efficient and effective system of supports that benefit the outcomes of all students including those in low performing schools:

1. **Team-Driven Shared Leadership:** Teaming processes and structures that focus on distributing responsibility and shared decision-making across and within regions, districts, and schools to effectively design and use systems of training, coaching, resources, implementation, and evaluation.
2. **Data-Based Problem Solving and Decision-Making:** A continuous improvement process used by teams to collect, analyze, and evaluate information to inform decision making at the system and student levels.
3. **Family, School, and Community Partnerships:** Families, early-childhood programs, schools, and communities actively partnering to develop, implement, and evaluate effective and equitable practices to improve educational outcomes for children and youth.
4. **Comprehensive Screening and Assessment System:** A Comprehensive Screening and Assessment System is the coordinated effort of gathering information across multiple measures to support decision making at the system and student level for the whole child.
5. **Layered Continuum of Supports (LCS) (Evidence Based Practices, Instruction, and Interventions):** Ensuring that every student receives equitable whole child supports that are evidenced based, culturally responsive, matched to need, and developmentally appropriate through layered supports.

Awardee Summary

No applicants for COMTSS were funded in 2021 using School Transformation Grant funds.

Support Program Routes - Connect for Success

Background

In 2014, the Colorado Department of Education (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 of students. 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.

In 2018, CDE added four new high achieving schools to the study: a rural 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 has been evidenced in the first study. CDE is in the process of developing reports on the second (2018) HAS study, which will be posted on the same website later this fall.

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.

Awardee Summary

No applicants for Connect for Success were funded in 2021 using School Transformation Grant funds.

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 (e.g., travel, lodging) 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 2021 Advisory List of Providers. Eligible STLD providers identified through the School & District Support RFI process are listed in **Figure 7**.

Eligible School Turnaround Leadership Development Providers: 2021	
Academy for Urban School Leadership <ul style="list-style-type: none"> - LiberatEd Way 	New Teacher Center
Accelerate Institute <ul style="list-style-type: none"> - Leadership Academy Program 	Relay Graduate School of Education <ul style="list-style-type: none"> - Instructional Leadership Professional Development (ILPD) - National Principal Academy Fellowship (NPAF) - National Principal Supervisor Academy (NPSA) - Regional Support
Build. Excel. Sustain. <ul style="list-style-type: none"> - Leadership Coaching - Leadership Intensives - Leaders for Emerging Networks of Schools 	Schools Cubed
Colorado Education Initiative <ul style="list-style-type: none"> - Comprehensive Turnaround Leadership Program 	The National Center on Education and the Economy <ul style="list-style-type: none"> - NISL Program - School Leadership Coaching Program (SLCP)
Ed Direction	TNTP
Generation Schools Network <ul style="list-style-type: none"> - Turnaround Leadership Program 	University of Denver <ul style="list-style-type: none"> - Design Improvement Program - MA in Education Leadership Program - Ritchie Principal Program
National Institute for Excellence in Teaching <ul style="list-style-type: none"> - Turnaround Leadership Development 	University of Virginia <ul style="list-style-type: none"> - Partnership for Leadership in Education
New Leaders <ul style="list-style-type: none"> - Breakthrough Leadership for Assistant Principals Program - Breakthrough Leadership for Principals Program - Breakthrough Leadership for Principal Supervisors Program - Emerging Leaders Program - Instructional Leadership Team Program 	WestEd

Figure 7: Eligible STLD Providers

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 2020-21 school year reported higher or approximately identical levels of agreement in 4 categories as compared to participants in the 2019-2020 school year (included in the 2021 STG Report).

The following is a summary of impact data collected during summer 2021. Please note that the breakdown of participants per provider program changes year to year, making comparisons across school years somewhat unreliable.

Overall Experience with Provider Program

- 78 percent of participants agreed or strongly agreed that “the provider program will result in sustained change in the schools.” (last year’s report: 95 percent)
- 66 percent of participants agreed or strongly agreed that “the quality of the experience is worth the time invested.” (last year’s report: 96 percent)
- 75 percent of participants agreed or strongly agreed that “this provider program will enhance the competencies and skills of school leaders.” (last year’s report: 94 percent)
- 75 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: 88 percent)
- 67 percent of participants identified an increase in their perception that “school leaders regularly observe classroom instruction.” (last year’s report: 83 percent)
- 64 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: 76 percent)
- 88 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)
- 79 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: 81 percent)

School Culture

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

Leadership

- 70 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: 75 percent)
- 67 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: 76 percent)
- 70 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: 79 percent)

In the following school years, the questions included in the impact surveys for STLD will be adjusted to better align with the updated School & District Support Request for Information and the Four Domains for Rapid School Improvement.



Awardee Summary

During the 2021 STG funding cycle, one school-level award was awarded for the School Turnaround Leadership Development support route, totaling \$112,000. The detailed award amounts can be found in **Figure 8**.

School Turnaround Leadership Development				
STG 2021 Grantees				
District	Term of the Grant	Participating School	Route	Total Award Amount
Mesa County Valley 51	1 year	West Middle School	School Turnaround Leadership Development	\$112,000
Total:				\$112,000

Figure 8: School Turnaround Leadership Development - STG 2021 Grantees

Support Program Routes - School Turnaround Network

Background

The School 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 the lowest-performing schools.

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 an equitable 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 regular 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 will attend all Network professional development opportunities and events with the school team. The district partner remains assigned to the school for the duration of the Turnaround Network participation and is responsible for ensuring the conditions for turnaround success are established at the school and supported by the LEA.



Awardee Summary

During the 2021 STG funding cycle, 10 school-level awards were awarded for the School Turnaround Network support route, totaling \$1,159,946. The detailed award amounts can be found in **Figure 9**.

School Turnaround Network				
STG 2021 Grantees				
District	Term of the Grant	Participating School	Route	Total Award Amount
Crowley County RE 1J	3 years	Crowley County Elementary School	School Turnaround Network	\$135,000
Denver County 1	3 years	Columbian Elementary School	School Turnaround Network	\$135,000
Denver County 1	3 years	Kaiser Elementary School	School Turnaround Network	\$135,000
Denver County 1	3 years	Schmitt Elementary School	School Turnaround Network	\$135,000
Greeley 6	1 year	Meeker Elementary School	School Turnaround Network	\$40,000
Jefferson County R1	3 years	Arvada High School	School Turnaround Network	\$135,000
Mesa County Valley 51	3 years	West Middle School	School Turnaround Network	\$135,000
South Conejos RE-10	3 years	Antonito High School	School Turnaround Network	\$135,000
South Conejos RE-10	3 years	Guadalupe Elementary School	School Turnaround Network	\$135,000
Thompson R2-J	1 year	Walt Clark Middle School	School Turnaround Network	\$39,946
Total:				\$1,159,946

Figure 9: School Turnaround Network - STG 2021 Grantees

Support Program Routes - Facilitated Board Training for School Improvement

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 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), the Colorado Association of School Executives (CASE), and the Colorado Department of Education (CDE). 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 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.

Overall, the pilot largely relies on individual work outside of board meetings including readings and reflection. Facilitated discussion occurs once a month for approximately 30 minutes during the pilot program, this may be done during board meetings. The total estimated time to participate is about 12 hours throughout the year. For those boards that receive additional governance training, an additional two to six hours of focused training occurs during the early phase of pilot participation. These additional trainings can take place during scheduled board work sessions and/or be scheduled during other times.



Awardee Summary

During the 2021 STG funding cycle, two district-level awards were awarded for the School Board Pilot support route, totaling \$20,000. The detailed award amounts can be found in **Figure 10**.

School Board Pilot				
STG 2021 Grantees				
District	Term of the Grant	Participating School	Route	Total Award Amount
Mesa County Valley 51	1 year	District-Level	School Board Pilot	\$10,000
South Conejos RE-10	1 year	District-Level	School Board Pilot	\$10,000
Total:				\$20,000

Figure 10: School Board Pilot - STG 2021 Grantees



Upcoming Changes to the School Transformation Grant

SB22-137

On April 13, 2022, Governor Polis signed S.B. 22-137 into law. This bill, titled “[Transition Back to Standard K-12 Accountability](#),” requires that the department calculate both school and district performance frameworks in 2022-23, but suspends automatic advancement of schools and districts on the Accountability Clock. Additionally, this bill expanded eligibility to districts and schools implementing Improvement plans. This means that schools and districts implementing Turnaround, Priority Improvement, or Improvement plans are eligible for funding in the upcoming School Transformation Grant funding cycle.

More information on the ongoing developments in the policy making process that impact accountability for the 2022-23 school year is available on CDE’s website: [2022 Accountability FAQ](#).

Additionally, the state legislature allocated an additional \$2 million to the School Transformation Grant, which will be awarded in the upcoming 2022-23 grant cycle.

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> <ul style="list-style-type: none"> - Holistic Review - AEC and Online School 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 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>	<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	\$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 or provider 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>		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 \$20,000 per school/district
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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>	<p>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 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</p> <p>View the list of School Improvement Providers that might be able to assist with DDL Strategy implementation.</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)	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>	<p>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.</p>	<p>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</p> <p>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</p>	<p>1 Year for Planning</p> <p>Up to 2.5 Years for Implementation</p>	<p>Up to \$30,000 per year for Pathways Planning and up to \$100,000 per year for Implementation per school.</p> <p>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.</p> <p>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>

<p><u>Colorado Multi-Tiered System of Supports (COMTSS)</u></p>	<p>Colorado Multi-Tiered System of Supports (COMTSS) 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. The 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>	<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)</p> <p>LEAs that commit to partnering with COMTSS staff to focus on systemic change through professional learning and capacity-building.</p>	<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>

<u>School Turnaround Leadership Development Program (STLD)</u>	<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 <u>View the list of turnaround leadership development providers</u></p>
<u>School Turnaround Network</u>	<p>The School Turnaround Network accelerates 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 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 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). This grant opportunity is not a good fit for schools that currently have Connect for Success</p>	<p>Up to 3.5 Years</p>	<p>\$30,000 per school for year 1 (can be split between 2021-2022 and 2022-2023), \$75,000 per school for year 2 (2023-2024), \$30,000 per school for year 3 (2024-2025)</p>
<u>Continuation of Offered Services</u>	<p>This service provides additional support and funding to sites that have one more year of Connect for Success, School Turnaround Network or Colorado Multi-Tiered System of Support (COMTSS) or whose funding for these services has ended. Sites will select one evidence-based strategy that has proven to have significant impact on the site's program for the funding.</p>	<p>LEAs that will be ending their funding in either June 30, 2021 or will end June 30, 2022 for Connect for Success, School Turnaround Network, or COMTSS.</p>	<p>Up to 1.5 years</p>	<p>Up to \$40,000 (January 1, 2022 – June 30, 2023)</p>



Appendix B: School Transformation Grant 2021 - Full Award Breakdown

District Name	School Name	Route	FY2022	FY2023	FY2024	FY2025	Total Award
Adams 14	District-Level	Accountability Pathways - Implementation	--	\$400,000	--	--	\$400,000
Adams-Arapahoe 28-J	Gateway High School	Accountability Pathways - Implementation	--	\$100,000	--	--	\$100,000
Adams-Arapahoe 28-J	North MS Health Sciences and Tech Campus	Accountability Pathways - Implementation	--	\$100,000	--	--	\$100,000
Colorado Springs 11	Mitchell High School	Accountability Pathways - Implementation	\$22,600	\$100,000	\$100,000	--	\$222,600
Crowley County RE 1J	Crowley County Elementary School	School Turnaround Network	\$30,000	--	\$75,000	\$30,000	\$135,000
Denver County 1	Abraham Lincoln High School	Accountability Pathways - Implementation	\$100,000	--	--	--	\$100,000
Denver County 1	Columbian Elementary School	School Turnaround Network	\$30,000	--	\$75,000	\$30,000	\$135,000
Denver County 1	Compass Academy	Accountability Pathways - Planning	\$29,300	--	--	--	\$29,300
Denver County 1	Denver Montessori Jr/Sr High School	Exploration - Improvement Planning	\$40,000	--	--	--	\$40,000
Denver County 1	Hallett Academy	Accountability Pathways - Planning	\$30,000	--	--	--	\$30,000
Denver County 1	Kaiser Elementary School	School Turnaround Network	\$30,000	--	\$75,000	\$30,000	\$135,000
Denver County 1	Manual High School	Accountability Pathways - Implementation	\$100,000	--	--	--	\$100,000
Denver County 1	Rise Up Community School	Accountability Pathways - Planning	\$60,000	--	--	--	\$60,000
Denver County 1	Schmitt Elementary School	School Turnaround Network	\$30,000	--	\$75,000	\$30,000	\$135,000
Denver County 1	Swansea Elementary School	Accountability Pathways - Planning	\$30,000	--	--	--	\$30,000
Greeley 6	Meeker Elementary School	School Turnaround Network	\$40,000	--	--	--	\$40,000
Jefferson County R1	Arvada High School	School Turnaround Network	\$30,000	--	\$75,000	\$30,000	\$135,000
Mesa County Valley 51	District-Level	School Board Pilot	\$10,000	--	--	--	\$10,000
Mesa County Valley 51	West Middle School	School Turnaround Network	\$30,000	--	\$75,000	\$30,000	\$135,000
Mesa County Valley 51	West Middle School	School Turnaround Leadership Development	\$112,000	--	--	--	\$112,000
Monte Vista C-8	Bill Metz Elementary School	Accountability Pathways - Implementation	--	\$82,850	\$66,850	--	\$149,700
Pueblo City 60	Central High School	Accountability Pathways - Implementation	--	\$47,100	--	--	\$47,100
Pueblo City 60	District-Level	Accountability Pathways - Implementation	--	\$40,000	--	--	\$40,000
Pueblo City 60	Minnequa Elementary School	Accountability Pathways - Implementation	--	\$24,000	--	--	\$24,000
Pueblo City 60	Risley International Academy of Innovation	Accountability Pathways - Implementation	--	\$100,000	--	--	\$100,000
South Conejos RE-10	Antonito High School	School Turnaround Network	\$30,000	--	\$75,000	\$30,000	\$135,000
South Conejos RE-10	District-Level	School Board Pilot	\$10,000	--	--	--	\$10,000
South Conejos RE-10	Guadalupe Elementary School	School Turnaround Network	\$30,000	--	\$75,000	\$30,000	\$135,000
Thompson R2-J	Walt Clark Middle School	School Turnaround Network	--	\$39,946	--	--	\$39,946
Total			\$823,900	\$1,033,896	\$766,850	\$240,000	\$2,864,646

Appendix C: 2021 School & District Support Advisory List of Providers

CDE found that the following respondents sufficiently addressed all questions listed in the Request for Information (RFI) and provided concrete evidence of their ability to improve outcomes for students in low-performing schools. The providers included on this document have thus been approved for inclusion on the 2021 Advisory List of Providers. Each provider was required to submit an Organization Overview (Form A), as well as a service-specific form (Forms C, D, E, F, and G). CDE reviewed all applications and included notes in the rubrics below. All forms and rubrics can be viewed via the hyperlinks in the table below.

Organization	Organization Overview	School Turnaround Leadership Development	Management	School Improvement Support	Family-School-Community Partnerships	Diagnostic Review and Planning
2Partner Mathematics Consulting	Form A Rubric A			Form E Rubric E		
Academy for Urban School Leadership	Form A Rubric A	Form C Rubric C		Form E Rubric E		
Accelerate Institute	Form A Rubric A	Form C Rubric C		Form E Rubric E		
AVID Center	Form A Rubric A			Form E Rubric E		
BES (Build. Excel. Sustain.)	Form A Rubric A	Form C Rubric C		Form E Rubric E		Form G Rubric G
CollaboratEd Consulting	Form A Rubric A			Form E Rubric E		
Charter School Institute	Form A Rubric A			Form E Rubric E		Form G Rubric G



<i>Organization</i>	<i>Organization Overview</i>	<i>School Turnaround Leadership Development</i>	<i>Management</i>	<i>School Improvement Support</i>	<i>Family-School-Community Partnerships</i>	<i>Diagnostic Review and Planning</i>
Colorado Education Initiative	Form A Rubric A	Form C Rubric C		Form E Rubric E	Form F Rubric F	
Colorado League of Charter Schools	Form A Rubric A			Form E Rubric E		Form G Rubric G
Ed Direction	Form A Rubric A	Form C Rubric C		Form E Rubric E		
Empower Schools	Form A Rubric A			Form E Rubric E		
EveryDay Labs	Form A Rubric A			Form E Rubric E		
Generation Schools	Form A Rubric A	Form C Rubric C	Form D Rubric D	Form E Rubric E		Form G Rubric G
International Institute for Restorative Practices	Form A Rubric A			Form E Rubric E		
Kristy Khoury Consulting	Form A Rubric A					Form G Rubric G
MASS Insight	Form A Rubric A			Form E Rubric E		Form G Rubric G
McREL International	Form A Rubric A			Form E Rubric E		Form G Rubric G



<i>Organization</i>	<i>Organization Overview</i>	<i>School Turnaround Leadership Development</i>	<i>Management</i>	<i>School Improvement Support</i>	<i>Family-School-Community Partnerships</i>	<i>Diagnostic Review and Planning</i>
Momentum Strategy & Research	Form A Rubric A					Form G Rubric G
National Institute for Excellence in Teaching	Form A Rubric A	Form C Rubric C		Form E Rubric E		
New Leaders	Form A Rubric A	Form C Rubric C		Form E Rubric E		
New Teacher Center	Form A Rubric A	Form C Rubric C		Form E Rubric E		
ONWARD Education Consulting	Form A Rubric A					Form G Rubric G
Relay Graduate School of Education	Form A Rubric A	Form C Rubric C		Form E Rubric E		
RMC Research Corporation	Form A Rubric A					Form G Rubric G
Rural ED Consulting	Form A Rubric A			Form E Rubric E		
Schools Cubed	Form A Rubric A	Form C Rubric C		Form E Rubric E		
SchoolWorks	Form A Rubric A			Form E Rubric E		Form G Rubric G



<i>Organization</i>	<i>Organization Overview</i>	<i>School Turnaround Leadership Development</i>	<i>Management</i>	<i>School Improvement Support</i>	<i>Family-School-Community Partnerships</i>	<i>Diagnostic Review and Planning</i>
SWIFT Education Center (University of Kansas)	Form A Rubric A					Form G Rubric G
Talent Development Secondary	Form A Rubric A			Form E Rubric E		
The Achievement Network (ANet)	Form A Rubric A		Form D Rubric D	Form E Rubric E		
The National Center on Education and the Economy	Form A Rubric A	Form C Rubric C		Form E Rubric E	Form F Rubric F	
TNTP	Form A Rubric A	Form C Rubric C	Form D Rubric D	Form E Rubric E	Form F Rubric F	Form G Rubric G
University of Denver	Form A Rubric A	Form C Rubric C		Form E Rubric E		
University of Virginia Partners for Leadership in Education	Form A Rubric A	Form C Rubric C	Form D Rubric D	Form E Rubric E		
Visionary Education Consultancy	Form A Rubric A			Form E Rubric E		Form G Rubric G
WestEd	Form A Rubric A	Form C Rubric C		Form E Rubric E	Form F Rubric F	Form G Rubric G