



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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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 2018 and 2019 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 2018 and 2019 grantees.

	STG 2018 Grantees	STG 2019 Grantees
Application deadline:	November 2018	November 2019
State Board of Education approved awards:	February 2019	February 2020

Figure 1: STG Yearly Alignment

The Department is committed to an ongoing evaluation of the effectiveness the School Turnaround Leadership Development, Connect for Success, and School Turnaround Network support program routes. Beginning in spring 2020, CDE has started a formal evaluation of these support programs; this evaluation is expected to be completed over the course of the next year and a half. As a stepping stone to the formal evaluation, and in order to provide an interim update on effectiveness, this report includes early outcome data for the three aforementioned support programs. Although the 2019-20 school year was the first year of STG-funded participation in these support programs, schools and districts have participated in these programs in the past using various other grant funding. Thus, the outcome data from these support programs will cover the lifespan of each support program rather than just the years of participation by STG grantees.

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.



Future legislative reports and the formal evaluation will include more in-depth outcome data and evaluation of STG grantee participation. However, with the COVID-19 crisis, we are starting this evaluation under unusual conditions. Specifically, there will be no new accountability data for the 2020 school year for Colorado schools. Therefore, the 2019 data set is the most recent state data that will be available to the evaluation team.



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, and the School Turnaround Network.

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 awarded to the highest priority schools (i.e., those that have had low performance for the greatest number of years) first.

Funding Summary

School Transformation Grant 2018 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 2018 to January 2019 to review applications for School Transformation Grant funding. In total, 49 districts and charter schools applied during the application window of September 2018 to November 2018 for funding through either STG or the federal school improvement dollars. For the 2018 grant cycle, CDE also made awards for future years as continuation funds, contingent on available funds.

Twenty district applications were recommended for funding by CDE for a total of \$4,196,596 in awards. The State Board of Education approved the recommended awards during the February 2019 board meeting. Figure 2 maps the districts receiving funds in 2018 through the School Transformation Grant.

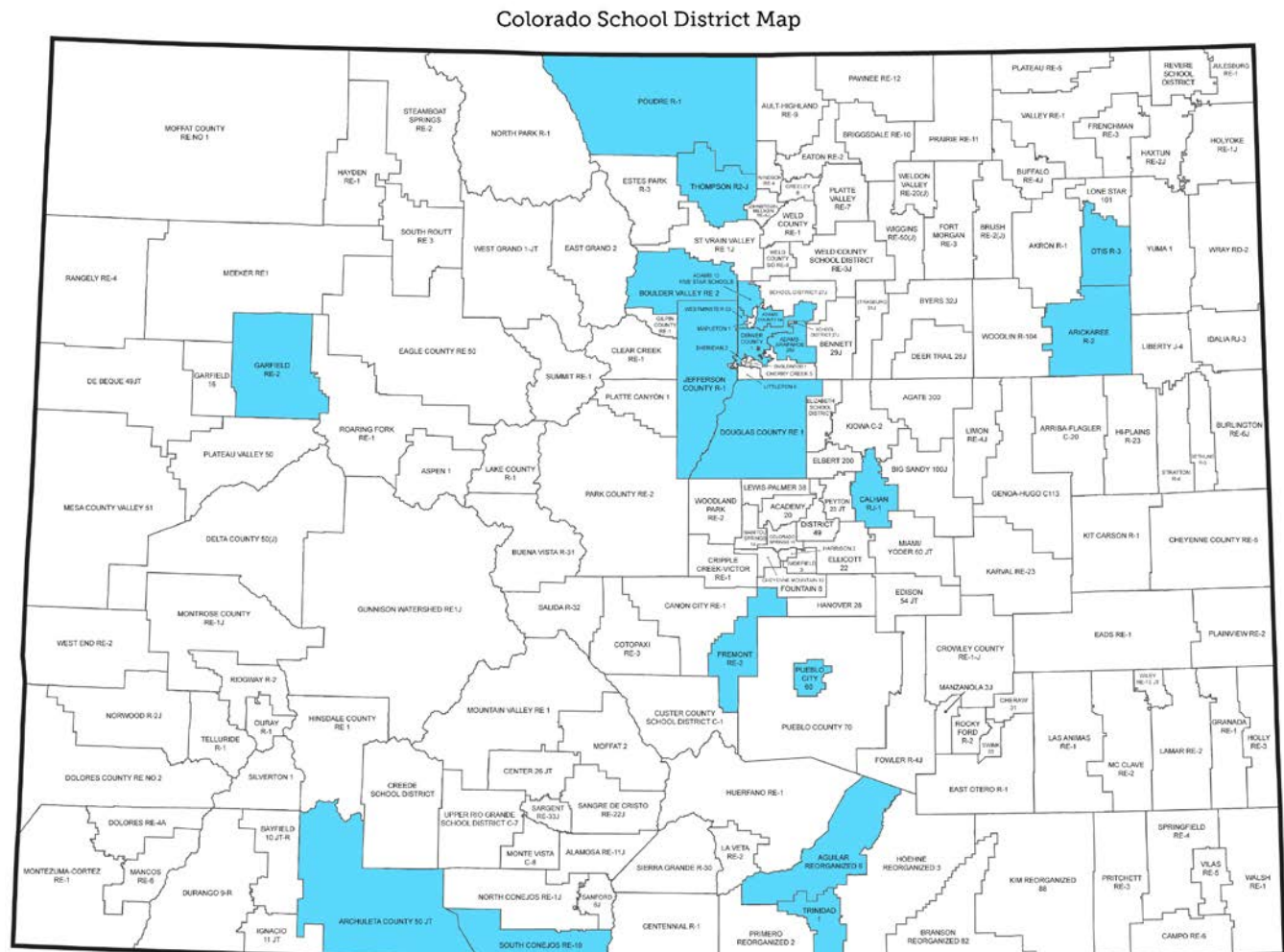


Figure 2: Map of STG 2018 Grantees

Produced by the Colorado Department of Education - February 2019



The award totals for STG 2018 grantees are listed by district in Figure 3. These totals are the sum of all single- and multi-year awards each district will receive. For a more detailed breakdown of awards, including the year-by-year award amounts and support program routes, see Appendix B: School Transformation Grant 2018 – Full Award Breakdown.

District	Sum of STG 2018 Awards
ADAMS 12 FIVE STAR SCHOOLS	\$258,929
ADAMS COUNTY 14	\$665,000
ADAMS-ARAPAHOE 28J	\$37,982
AGUILAR REORGANIZED 6	\$113,924
ARCHULETA COUNTY 50 JT	\$29,825
ARICKAREE R-2	\$49,946
BOULDER VALLEY RE 2	\$95,000
CALHAN RJ-1	\$118,545
DENVER COUNTY 1	\$1,456,518
DOUGLAS COUNTY RE 1	\$90,002
FREMONT RE-2	\$24,575
GARFIELD RE-2	\$45,026
JEFFERSON COUNTY R-1	\$301,686
OTIS R-3	\$110,313
POUDRE R-1	\$26,400
PUEBLO CITY 60	\$608,200
SOUTH CONEJOS RE-10	\$60,000
THOMPSON R2-J	\$30,000
TRINIDAD 1	\$49,725
WESTMINSTER PUBLIC SCHOOLS	\$25,000
Grand Total	\$4,196,596

Figure 3: Sum of STG 2018 Awards by District

The 2018-19 school year demographics of STG 2018 grantee schools, compared to statewide demographics for the 2018-19 school year, are shown in Figure 4. As a whole, over 64% of STG 2018 grantee schools are served by Title I, which is a disproportionately higher as compared to the statewide percentage of Title I schools (33.4% points higher). Additionally, the student populations of STG 2018 grantee schools are disproportionately higher in free-reduced lunch eligibility (FRL) (26.4% points higher), minority status (24.6% points higher), English-learners (EL) (15.6% points higher), and students with an Individualized Education Plan (IEP) (2.6% points higher).

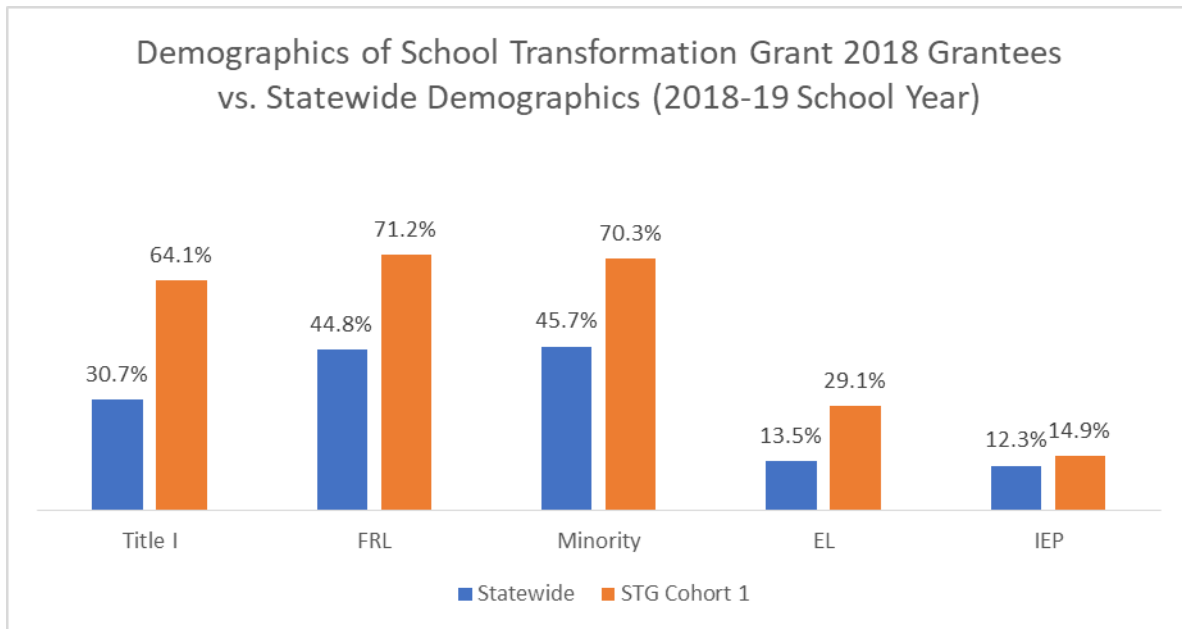


Figure 4: STG 2018 Grantees vs. Statewide Demographics (2018-19 School Year)

School Transformation Grant 2019 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 November 2019 to January 2020 to review applications for School Transformation Grant funding. In total, 64 districts and charter schools applied during the application window of September 2019 to November 2019 for funding through either STG or the federal school improvement dollars.

For the current (2019) grant cycle, approximately \$2.65M was made available for grant distribution for new activities in 2019-20. As it has in previous cycles, CDE also made awards in the 2019 cycle for future years as continuation funds, contingent on available funds. The total award of state funds for the 2019 grant cycle, across the four-year period, is approximately \$6M.

Twenty-six district and charter applications were recommended for funding by CDE for a total of \$5,983,164 in awards. The State Board of Education approved the recommended awards during the February 2020 board meeting. Figure 5 maps the districts receiving funds in 2019 through the School Transformation Grant.

Colorado School District Map

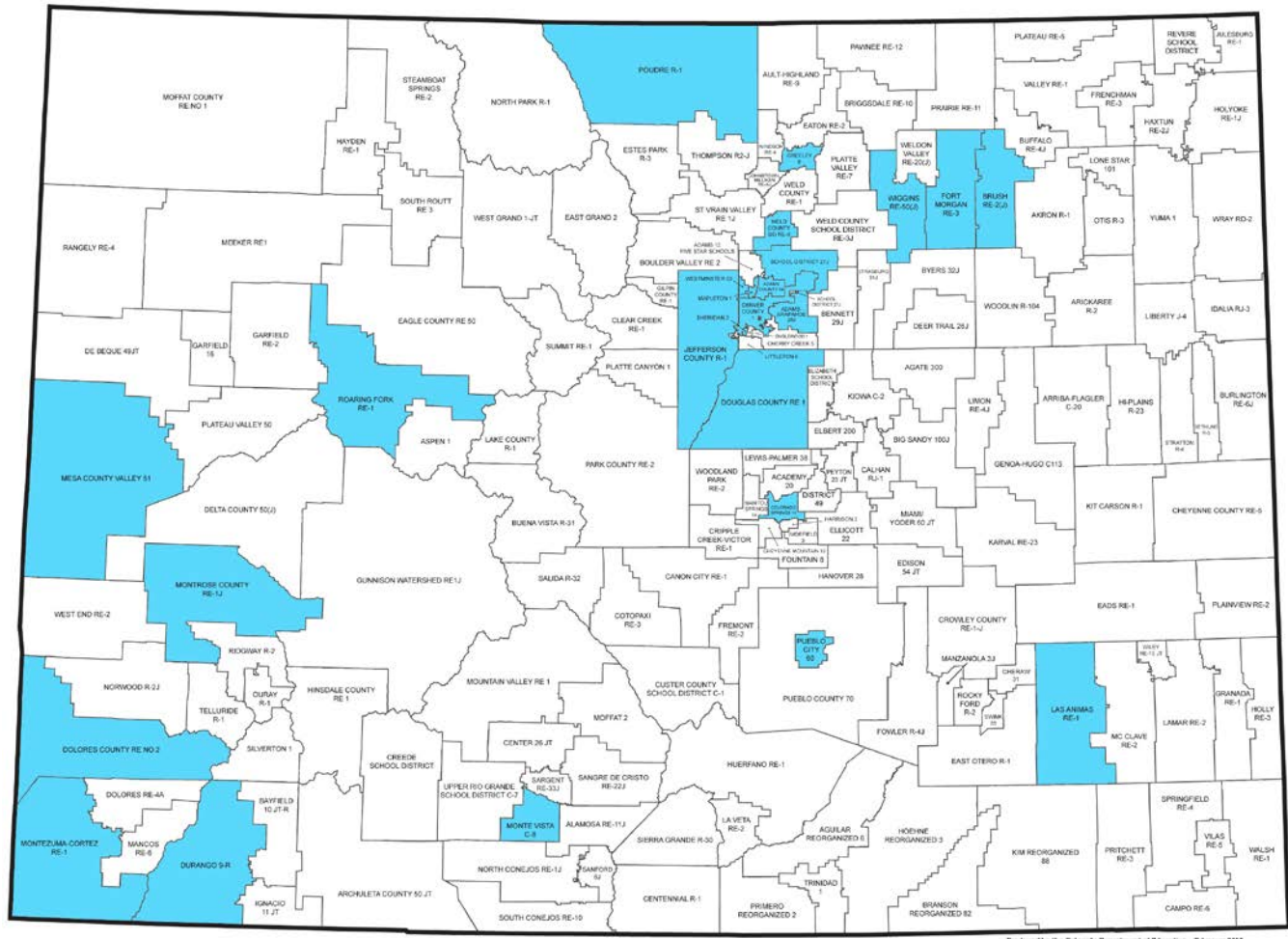


Figure 5: Map of STG 2019 Grantees

The award totals for STG 2019 grantees are listed by district in Figure 6. These totals are the sum of all single- and multi-year awards each district will receive. For a more detailed breakdown of awards, including the year-by-year award amounts and support program routes, see Appendix C: School Transformation Grant 2019 – Full Award Breakdown.

District	Sum of STG 2019 Awards
ADAMS COUNTY 14	\$440,000
ADAMS-ARAPAHOE 28J	\$468,500
BRUSH RE-2(J)	\$81,300
CHARTER SCHOOL INSTITUTE	\$58,850
COLORADO SPRINGS 11	\$375,000
DENVER COUNTY 1	\$1,119,158
DOLORES COUNTY RE NO.2	\$12,700
DOUGLAS COUNTY RE 1	\$140,000
DURANGO 9-R	\$62,500
FORT MORGAN RE-3	\$47,316
GREELEY 6	\$479,474
JEFFERSON COUNTY R-1	\$402,500
LAS ANIMAS RE-1	\$54,100
MAPLETON 1	\$190,000
MESA COUNTY VALLEY 51	\$377,830
MONTE VISTA C-8	\$250,000
MONTEZUMA-CORTEZ RE-1	\$94,540
MONTROSE COUNTY RE-1J	\$30,000
POUDRE R-1	\$45,650
PUEBLO CITY 60	\$689,000
ROARING FORK RE-1	\$178,764
SCHOOL DISTRICT 27J	\$180,000
SHERIDAN 2	\$60,000
WELD RE-8 SCHOOLS	\$21,382
WESTMINSTER PUBLIC SCHOOLS	\$70,000
WIGGINS RE-50(J)	\$54,600
Grand Total	\$5,983,164

Figure 6: Sum of STG 2019 Awards by District

The 2019-20 school year demographics of STG 2019 grantee schools, compared to statewide demographics for the 2019-20 school year, are shown in Figure 7. As a whole, over 68% of STG 2019 grantee schools are served as Title I, which is a disproportionately higher rate compared to the statewide percentage of Title I schools (37.7% points higher). Additionally, the student population of STG 2019 grantee schools are disproportionately higher in free-reduced lunch eligibility (FRL) (28.1% points higher), minority status (25.9% points higher), English-learners (EL) (11.7% points higher), and students with an Individualized Education Plan (IEP) (1.8% points higher).

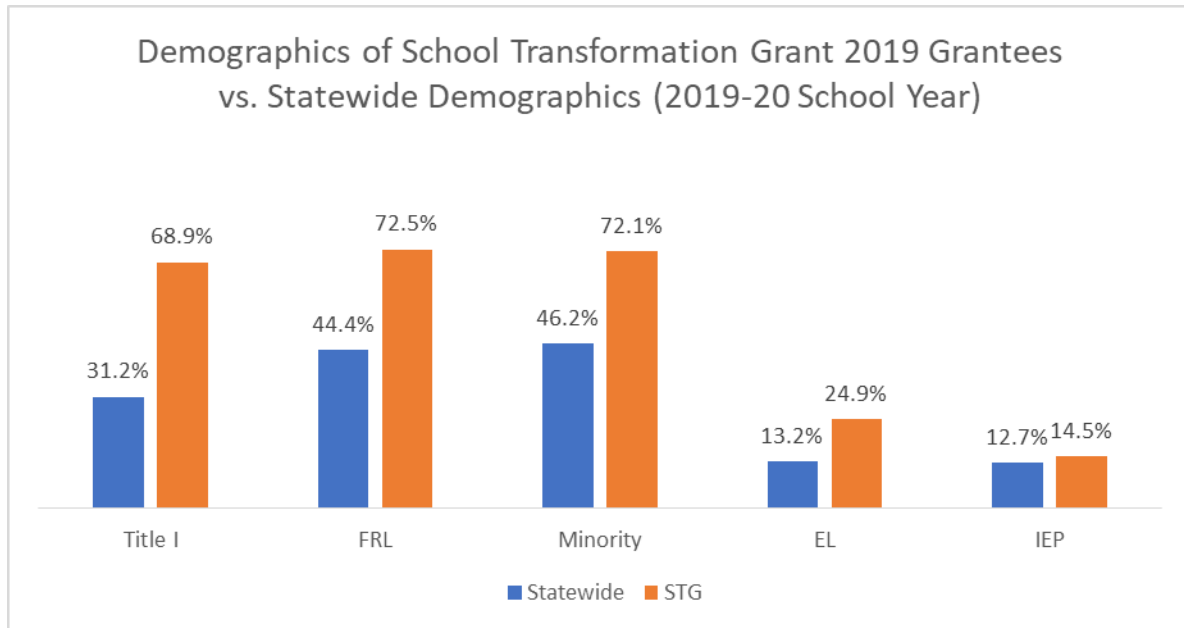


Figure 7: STG 2019 Grantees vs. Statewide Demographics (2019-20 School Year)



School Redesign Request for Information (RFI)

Overview

In 2018, the department released the first School Redesign Request for Information (RFI) to develop a list of vetted school improvement providers for low-performing schools. As a result of that process, 21 providers were added to the department's Advisory List of Providers, in the following categories:

- Charter Networks or Charter Management Organizations
- Turnaround Leadership Development Providers
- Management Partners (full or partial)

In Colorado, the Advisory List 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 20).

In August 2019, the department released its second School Redesign RFI. Providers already on the Advisory List had the option to submit a continuation submission to remain on the list. 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 Improvement² they have a skill set and track record. The four domains are: instruction, leadership, educator talent, and school climate.

² 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.



Because some potential management partners were not necessarily interested in, or ready to, act 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
- **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.

Provider Requirements

To be considered for inclusion on the Advisory List, providers must complete a formal submission. Providers are asked to provide narrative responses describing their qualifications and experience in the category(ies) for which they are applying, in addition to their capacity to serve additional schools and districts in Colorado.

The submission process also requires providers to present information about their track record in dramatically improving low-performing schools. Finally, providers are asked to present the evidence base that supports their interventions; evidence must be aligned to one of the four evidence-based intervention tiers as defined by the Every Student Succeeds Act (ESSA):

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



Evaluation Process

For the 23 new submissions received this year, the department implemented a robust review process that included input and feedback from over ten reviewers from a wide range of department units. Reviewers evaluated each submission and provided feedback to the School & District Transformation Unit on their perception of the provider's experience, qualifications and fit as a school improvement partner for Colorado schools and districts. The unit then completed a formal evaluation of each provider's submission, using this feedback. All evaluations are posted for public review. The unit also contacted school and district references for all new submissions.

Advisory List of Providers

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 D: 2019 School Redesign Advisory List of Providers.



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, and the School Turnaround Network. Each section will include a background on the route, as well as schools and districts that received a grant award for participation through the 2018 and 2019 School Transformation Grant funding cycles.

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 8.



Eligible School Turnaround Leadership Development Providers: 2019	
Accelerate Institute	
Ed Direction	
Generation Schools Network	
New Leaders	
New Teacher Center	
NYC Leadership Academy	
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 8: Eligible STLD Providers

Awardee Summary

During the 2018 STG funding cycle, 10 school- and district-level awards were awarded for the School Turnaround Leadership Development support program, totaling \$505,501. The detailed award amounts can be found in Figure 9.



School Turnaround Leadership Development STG 2018 Grantees			
District	Term of the Grant	Participating School	Total Award Amount
ADAMS 12 FIVE STAR SCHOOLS	2 years	DISTRICT LEVEL	\$23,505
ADAMS 12 FIVE STAR SCHOOLS	1 year	FEDERAL HEIGHTS ELEMENTARY SCHOOL	\$39,670
BOULDER VALLEY RE 2	1 year	ALICIA SANCHEZ INTERNATIONAL SCHOOL	\$95,000
DENVER COUNTY 1	2 years	EAGLETON ELEMENTARY SCHOOL	\$103,847
DENVER COUNTY 1	1 year	KAISER ELEMENTARY	\$23,240
DENVER COUNTY 1	1 year	McGLONE ACADEMY	\$23,240
DENVER COUNTY 1	2 years	WEST LEADERSHIP ACADEMY	\$102,274
PUEBLO CITY 60	1 year	RONCALLI STEM ACADEMY	\$20,000
TRINIDAD 1	1 year	FISHER'S PEAK ELEMENTARY SCHOOL	\$49,725
WESTMINSTER PUBLIC SCHOOLS	1 year	WESTMINSTER HIGH SCHOOL	\$25,000
Total:			\$505,501

Figure 9: School Turnaround Leadership Development - STG 2018 Grantees

During the 2019 STG funding cycle, 21 school- and district-level awards were awarded for the School Turnaround Leadership Development support program, totaling \$783,837. The detailed award amounts can be found in Figure 10.

School Turnaround Leadership Development STG 2019 Grantees			
District	Term of the Grant	Participating School	Total Award Amount
DENVER COUNTY 1	2 years	DENVER CENTER FOR INTL. STUDIES AT FAIRMONT	\$20,840
DENVER COUNTY 1	1 year	FAIRVIEW ELEMENTARY SCHOOL	\$50,000
DENVER COUNTY 1	2 years	HALLETT ACADEMY	\$39,818
DENVER COUNTY 1	2 years	JOHN F KENNEDY HIGH SCHOOL	\$20,840
DENVER COUNTY 1	2 years	SCHMITT ELEMENTARY SCHOOL	\$20,840
DENVER COUNTY 1	2 years	STEDMAN ELEMENTARY SCHOOL	\$33,818
DOLORES COUNTY RE NO.2	1 year	District Level	\$6,350
DOLORES COUNTY RE NO.2	1 year	SEVENTH STREET ELEMENTARY SCHOOL	\$6,350
GREELEY 6	2 years	HEATH MIDDLE SCHOOL	\$48,349
GREELEY 6	2 years	MADISON ELEMENTARY SCHOOL	\$29,302
JEFFERSON COUNTY R-1	1 year	EMORY ELEMENTARY SCHOOL	\$26,500
JEFFERSON COUNTY R-1	1 year	SWANSON ELEMENTARY SCHOOL	\$36,000
MAPLETON 1	1 year	BIG PICTURE COLLEGE AND CAREER ACADEMY	\$95,000
MAPLETON 1	1 year	MAPLETON EXPEDITIONARY SCHOOL OF THE ARTS	\$95,000
MESA COUNTY VALLEY 51	1 year	District Level	\$152,540
MESA COUNTY VALLEY 51	1 year	NISLEY ELEMENTARY SCHOOL	\$30,290
MONTROSE COUNTY RE-1J	1 year	District Level	\$10,000
MONTROSE COUNTY RE-1J	1 year	NORTHSIDE ELEMENTARY SCHOOL	\$10,000
MONTROSE COUNTY RE-1J	1 year	POMONA ELEMENTARY SCHOOL	\$10,000
PUEBLO CITY 60	1 year	HERITAGE ELEMENTARY SCHOOL	\$20,000
PUEBLO CITY 60	2 years	HIGHLAND PARK ELEMENTARY SCHOOL	\$22,000
Total:			\$783,837

Figure 10: School Turnaround Leadership Development – STG 2019 Grantees

Impact Surveys

The State Board of Education’s rules outline minimum reporting requirements for participants. See Appendix G, 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. The following is a summary of impact data collected during Summer 2019.

Overall Experience with Provider Program

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



Observation & Instructional Feedback

- 76 percent of participants identified an increase in their perception that “teachers regularly reflect on their instructional practice.”
- 74 percent of participants identified an increase in their perception that “school leaders regularly observe classroom instruction.”
- 61 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.”
- 81 percent of participants identified an increase in their perception that “school leadership helps teachers to use data to improve student learning.”
- 84 percent of participants identified an increase in their perception that “teachers adapt their instruction based on an analysis of student assessment results.”

School Culture

- 73 percent of participants identified an increase in their perception that “leaders consistently support teachers for improved performance.”
- 49 percent of participants identified an increase in their perception that “leaders ensure students understand expectations for their conduct.”
- 51 percent of participants identified an increase in their perception that “leaders motivate students by successfully challenging them.”

Leadership

- 46 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.”
- 70 percent of participants identified an increase in their perception that “the school leadership team specifies research-based strategies for meeting goals.”
- 76 percent of participants identified an increase in their perception that “the school leadership team engages all staff in continuous improvement processes by monitoring progress.”



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, stakeholder engagement, 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.

LEAs that meet the following criteria are eligible to apply:

- Be the authorizer for 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 an implementation grant
- Be an **LEA** that is 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.

LEAs who have not yet started planning for the end the Accountability Clock or who 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, the LEA will be expected to present the pathway plan that was developed with the support of CDE staff to the State Board of Education prior to any end-of-clock statutory deadlines (i.e. prior to reaching the end of year 5 on the Accountability Clock). 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 2018 STG funding cycle, 5 school- and district-level awards were awarded for the Accountability Pathways support route, totaling \$1,550,941. The detailed award amounts can be found in Figure 11.

Accountability Pathways STG 2018 Grantees			
District	Term of the Grant	Participating School	Total Award Amount
ADAMS COUNTY 14	3 years	DISTRICT LEVEL	\$600,000
AGUILAR REORGANIZED 6	2 years	DISTRICT LEVEL	\$113,924
DENVER COUNTY 1	2 years	DISTRICT LEVEL	\$158,815
DOUGLAS COUNTY RE 1	3 years	HOPE ONLINE LEARNING ACADEMY ELEMENTARY	\$90,002
PUEBLO CITY 60	3 years	DISTRICT LEVEL - HEROES AND RISLEY	\$588,200
Total:			\$1,550,941

Figure 11: Accountability Pathways – STG 2018 Grantees

During the 2019 STG funding cycle, 18 school- and district-level awards were awarded for the Accountability Pathways support route, totaling \$2,376,002. The detailed award amounts can be found in Figure 12.



Accountability Pathways STG 2019 Grantees			
District	Term of the Grant	Participating School	Total Award Amount
ADAMS COUNTY 14	2 years	District Level	\$400,000
ADAMS-ARAPAHOE 28J	3 years	AURORA CENTRAL HIGH SCHOOL	\$200,000
ADAMS-ARAPAHOE 28J	2 years	GATEWAY HIGH SCHOOL	\$100,000
ADAMS-ARAPAHOE 28J	2 years	NORTH M.S. HEALTH SCIENCES AND TECHNOLOGY	\$100,000
COLORADO SPRINGS 11	2 years	MITCHELL HIGH SCHOOL	\$60,000
DENVER COUNTY 1	3 years	ABRAHAM LINCOLN HIGH SCHOOL	\$176,501
DENVER COUNTY 1	3 years	District Level	\$180,000
DENVER COUNTY 1	2 years	HALLETT ACADEMY	\$20,000
DENVER COUNTY 1	3 years	MANUAL HIGH SCHOOL	\$176,501
DENVER COUNTY 1	2 years	SWANSEA ELEMENTARY SCHOOL	\$20,000
DOUGLAS COUNTY RE 1	2 years	HOPE ONLINE LEARNING ACADEMY ELEMENTARY	\$140,000
JEFFERSON COUNTY R-1	2 years	ARVADA K-8	\$60,000
MONTE VISTA C-8	3 years	BILL METZ ELEMENTARY SCHOOL	\$250,000
PUEBLO CITY 60	3 years	CENTRAL HIGH SCHOOL	\$251,000
PUEBLO CITY 60	1 year	District Level	\$10,000
PUEBLO CITY 60	2 years	MINNEQUA ELEMENTARY SCHOOL	\$50,000
PUEBLO CITY 60	2 years	RISLEY INTERNATIONAL ACADEMY OF INNOVATION	\$122,000
SHERIDAN 2	2 years	SOAR ACADEMY	\$60,000
Total:			\$2,376,002

Figure 12: Accountability Pathways – STG 2019 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: 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 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 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 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 (surveys, translating, and substitutes).



Awardee Summary

During the 2018 STG funding cycle, 3 school-level awards were awarded for the Connect for Success support program route, totaling \$540,000. The detailed award amounts can be found in Figure 13.

Connect for Success STG 2018 Grantees			
District	Term of the Grant	Participating School	Total Award Amount
DENVER COUNTY 1	3 years	COLE ARTS AND SCIENCE ACADEMY	\$180,000
DENVER COUNTY 1	3 years	DELTA HIGH SCHOOL	\$180,000
DENVER COUNTY 1	3 years	STEDMAN	\$180,000
Total:			\$540,000

Figure 13: Connect for Success – STG 2018 Grantees

During the 2019 STG funding cycle, 3 school-level awards were awarded for the Connect for Success support program route, totaling \$538,764. The detailed award amounts can be found in Figure 14.

Connect for Success STG 2019 Grantees			
District	Term of the Grant	Participating School	Total Award Amount
COLORADO SPRINGS 11	3 years	MIDLAND ELEMENTARY SCHOOL	\$180,000
DENVER COUNTY 1	3 years	ELLIS ELEMENTARY SCHOOL	\$180,000
ROARING FORK RE-1	3 years	BASALT ELEMENTARY SCHOOL	\$178,764
Total:			\$538,764

Figure 14: Connect for Success – STG 2019 Grantees



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, students, and local board) throughout the school improvement process. Schools identified as needing support under ESSA (i.e., identified for Comprehensive Support and Improvement or Targeted Support and Improvement) and under the state accountability system (i.e., Priority Improvement or Turnaround) have specific requirements that serve as a common foundation to build from, such as the expectation that school accountability committees provide feedback on school plans.

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 and LEA review process). If awarded, the plans will serve as an important part of the grant accountability process.

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.³

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 15.

³ 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 them.



	INITIAL: for LEAs new to DDL activities	EXPANSION: for LEAs that expand previously awarded DDL
ELIGIBLE APPLICANTS	Any new LEAs applying for District Designed and Led initiatives.	Any LEA previously awarded an EASI District-Designed and Led grant may request additional funds to expand.
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. Continued funding is dependent upon meeting 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 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 – Expanding the reach of activities approved in the previous year's application – Adding new activities to supplement the initiative approved in the previous year's application

Figure 15: District Designed and Led: Initial vs Expansion



Awardee Summary

During the 2018 STG funding cycle, 11 school-level awards were awarded for the District Designed and Led support route, totaling \$625,487. The detailed award amounts can be found in Figure 16.

District Designed and Led STG 2018 Grantees			
District	Term of the Grant	Participating School	Total Award Amount
CALHAN RJ-1	2 years	CALHAN MIDDLE SCHOOL	\$118,545
DENVER COUNTY 1	3 years	DSST: COLE MIDDLE SCHOOL	\$139,084
DENVER COUNTY 1	2 years	DENVER DISCOVERY SCHOOL	\$49,202
DENVER COUNTY 1	2 years	EAGLETON ELEMENTARY SCHOOL	\$38,682
DENVER COUNTY 1	2 years	GODSMAN ELEMENTARY SCHOOL	\$19,597
DENVER COUNTY 1	2 years	NORTH HIGH SCHOOL	\$51,009
DENVER COUNTY 1	1 year	NORTH HIGH SCHOOL ENGAGEMENT CENTER	\$7,270
DENVER COUNTY 1	2 years	PLACE BRIDGE ACADEMY	\$42,071
DENVER COUNTY 1	2 years	STEDMAN	\$19,597
DENVER COUNTY 1	2 years	WEST LEADERSHIP ACADEMY	\$30,117
OTIS R-3	2 years	OTIS JUNIOR-SENIOR HIGH SCHOOL	\$110,313
Total:			\$625,487

Figure 16: District Designed and Led – STG 2018 Grantees

During the 2019 STG funding cycle, 7 school-level awards were awarded for the District Designed and Led support route, totaling \$407,800. The detailed award amounts can be found in Figure 17.

District Designed and Led STG 2019 Grantees			
District	Term of the Grant	Participating School	Total Award Amount
BRUSH RE-2(J)	3 years	BEAVER VALLEY ELEMENTARY SCHOOL	\$81,300
DURANGO 9-R	3 years	THE JUNIPER SCHOOL	\$62,500
MONTEZUMA-CORTEZ RE-1	3 years	KEMPER ELEMENTARY SCHOOL	\$50,000
PUEBLO CITY 60	3 years	HERITAGE ELEMENTARY SCHOOL	\$53,500
PUEBLO CITY 60	3 years	HIGHLAND PARK ELEMENTARY SCHOOL	\$53,500
PUEBLO CITY 60	3 years	IRVING ELEMENTARY SCHOOL	\$53,500
PUEBLO CITY 60	3 years	RISLEY INTERNATIONAL ACADEMY OF INNOVATION	\$53,500
Total:			\$407,800

Figure 17: District Designed and Led – STG 2019 Grantees

Support Program Routes – Exploration

Background

The Exploration support route is focused on identifying needs and exploring options through diagnostic reviews, stakeholder engagement, and effective planning. There are several offerings to assist LEAs identifying areas of strength and need (Diagnostic Review), building a plan centered around those prioritized needs (Improvement Planning Supports) as well as how to engage a variety of stakeholders in improvement conversations (Community Engagement Supports). 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).

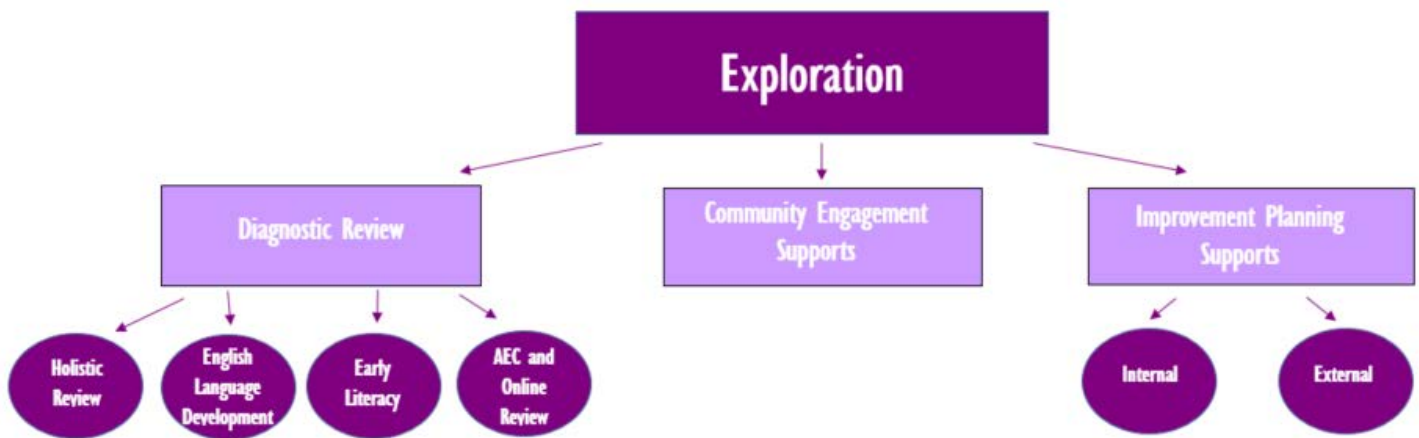


Figure 18: Exploration Supports Flow Chart

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 (e.g., 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 2018 STG funding cycle, 13 school-level awards were awarded for the Exploration support route, totaling \$447,227. The detailed award amounts can be found in Figure 19.



Exploration STG 2018 Grantees			
District	Term of the Grant	Participating School	Total Award Amount
ADAMS COUNTY 14	1 year	CENTRAL ELEMENTARY SCHOOL	\$65,000
ADAMS-ARAPAHOE 28J	1 year	HINKLEY HIGH SCHOOL	\$21,704
ADAMS-ARAPAHOE 28J	1 year	LAREDO ELEMENTARY SCHOOL	\$16,278
ARCHULETA COUNTY 50 JT	2 years	PAGOSA PEAK OPEN SCHOOL	\$29,825
ARICKAREE R-2	1 year	ARICKAREE ELEMENTARY SCHOOL	\$49,946
DENVER COUNTY 1	2 years	GODSMAN ELEMENTARY SCHOOL	\$31,681
DENVER COUNTY 1	1 year	GIRLS ATHLETIC LEADERSHIP SCHOOL	\$10,000
DENVER COUNTY 1	1 year	KAISER ELEMENTARY	\$17,112
DENVER COUNTY 1	2 years	REACH CHARTER SCHOOL	\$49,680
FREMONT RE-2	1 year	PENROSE ELEMENTARY SCHOOL	\$24,575
GARFIELD RE-2	1 year	ELK CREEK ELEMENTARY	\$45,026
POUDRE R-1	1 year	LINCOLN MIDDLE SCHOOL	\$26,400
SOUTH CONEJOS RE-10	1 year	ANTONITO HIGH SCHOOL	\$60,000
Total:			\$447,227

Figure 19: Exploration – STG 2018 Grantees

During the 2019 STG funding cycle, 32 school-level awards were awarded for the Exploration support route, totaling \$934,938. The detailed award amounts can be found in Figure 20.



Exploration STG 2019 Grantees			
District	Term of the Grant	Participating School	Total Award Amount
ADAMS COUNTY 14	1 year	ADAMS CITY HIGH SCHOOL	\$10,000
ADAMS COUNTY 14	1 year	ALSUP ELEMENTARY SCHOOL	\$10,000
ADAMS COUNTY 14	1 year	CENTRAL ELEMENTARY SCHOOL	\$10,000
ADAMS COUNTY 14	1 year	ROSE HILL ELEMENTARY SCHOOL	\$10,000
ADAMS-ARAPAHOE 28J	1 year	EDNA AND JOHN W. MOSLEY P-8	\$25,000
ADAMS-ARAPAHOE 28J	1 year	LYN KNOLL ELEMENTARY SCHOOL	\$20,000
ADAMS-ARAPAHOE 28J	1 year	MRACHEK MIDDLE SCHOOL	\$23,500
CHARTER SCHOOL INSTITUTE	1 year	RICARDO FLORES MAGON ACADEMY	\$58,850
DENVER COUNTY 1	1 year	COLUMBIAN ELEMENTARY SCHOOL	\$20,000
DENVER COUNTY 1	1 year	DENVER CENTER FOR INTL. STUDIES	\$20,000
DENVER COUNTY 1	1 year	DENVER CENTER FOR INTL. STUDIES AT FAIRMONT	\$20,000
DENVER COUNTY 1	1 year	DENVER DISCOVERY SCHOOL	\$20,000
DENVER COUNTY 1	1 year	FAIRVIEW ELEMENTARY SCHOOL	\$20,000
DENVER COUNTY 1	1 year	KAISER ELEMENTARY SCHOOL	\$20,000
DENVER COUNTY 1	1 year	MARIE L. GREENWOOD ACADEMY	\$20,000
DENVER COUNTY 1	1 year	SCHMITT ELEMENTARY SCHOOL	\$20,000
DENVER COUNTY 1	1 year	WEST LEADERSHIP ACADEMY	\$20,000
FORT MORGAN RE-3	1 year	COLUMBINE ELEMENTARY SCHOOL	\$47,316
JEFFERSON COUNTY R-1	1 year	CONNECTIONS LEARNING CENTER - EARLE JOHNSON C	\$10,000
LAS ANIMAS RE-1	1 year	AIM GLOBAL	\$54,100
MESA COUNTY VALLEY 51	1 year	BOOKCLIFF MIDDLE SCHOOL	\$20,000
MESA COUNTY VALLEY 51	1 year	CENTRAL HIGH SCHOOL	\$20,000
MESA COUNTY VALLEY 51	1 year	WEST MIDDLE SCHOOL	\$20,000
MONTEZUMA-CORTEZ RE-1	1 year	CHILDREN'S KIVA MONTESSORI SCHOOL	\$44,540
POUDRE R-1	1 year	COMPASS COMMUNITY COLLABORATIVE SCHOOL	\$45,650
SCHOOL DISTRICT 27J	1 year	OTHO E STUART MIDDLE SCHOOL	\$60,000
SCHOOL DISTRICT 27J	1 year	OVERLAND TRAIL MIDDLE SCHOOL	\$60,000
SCHOOL DISTRICT 27J	1 year	VIKAN MIDDLE SCHOOL	\$60,000
WELD RE-8 SCHOOLS	1 year	FORT LUPTON HIGH SCHOOL	\$21,382
WESTMINSTER PUBLIC SCHOOLS	1 year	SHERRELWOOD ELEMENTARY SCHOOL	\$35,000
WESTMINSTER PUBLIC SCHOOLS	1 year	TENNYSON KNOLLS ELEMENTARY SCHOOL	\$35,000
WIGGINS RE-50(J)	1 year	WIGGINS MIDDLE SCHOOL	\$54,600
Total:			\$934,938

Figure 20: Exploration – STG 2019 Grantees



Support Program Routes – School Turnaround Network

Background

The School Turnaround 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 grant funding.

The Network uses a guiding framework to support schools in developing a rigorous improvement plan around 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 is responsible for ensuring the conditions for turnaround success are established at the school and supported by the LEA.

Awardee Summary

During the 2018 STG funding cycle, 5 school- and district-level awards were awarded for the School Turnaround Network support program route, totaling \$527,440. The detailed award amounts can be found in Figure 21.



School Turnaround Network STG 2018 Grantees			
District	Term of the Grant	Participating School	Total Award Amount
ADAMS 12 FIVE STAR SCHOOLS	3 years	DISTRICT LEVEL	\$65,754
ADAMS 12 FIVE STAR SCHOOLS	3 years	FEDERAL HEIGHTS ELEMENTARY SCHOOL	\$130,000
JEFFERSON COUNTY R-1	3 years	FITZMORRIS ELEMENTARY SCHOOL	\$141,686
JEFFERSON COUNTY R-1	3 years	STEVENS ELEMENTARY SCHOOL	\$160,000
THOMPSON R2-J	1 year ⁴	WINONA ELEMENTARY SCHOOL	\$30,000
Total:			\$527,440

Figure 21: School Turnaround Network – STG 2018 Grantees

During the 2019 STG funding cycle, 7 school-level awards were awarded for the School Turnaround Network support program route, totaling \$941,823. The detailed award amounts can be found in Figure 22.

School Turnaround Network STG 2019 Grantees			
District	Term of the Grant	Participating School	Total Award Amount
COLORADO SPRINGS 11	4 years ⁵	GALILEO SCHOOL OF MATH AND SCIENCE	\$135,000
GREELEY 6	4 years	HEATH MIDDLE SCHOOL	\$133,715
GREELEY 6	4 years	MADISON ELEMENTARY SCHOOL	\$133,108
GREELEY 6	3 years	SHAWSHEEN ELEMENTARY SCHOOL	\$135,000
JEFFERSON COUNTY R-1	3 years	EMORY ELEMENTARY SCHOOL	\$135,000
JEFFERSON COUNTY R-1	4 years	SWANSON ELEMENTARY SCHOOL	\$135,000
MESA COUNTY VALLEY 51	4 years	NISLEY ELEMENTARY SCHOOL	\$135,000
Total:			\$941,823

Figure 22: School Turnaround Network – STG 2019 Grantees

⁴ Winona Elementary participated in the network for three years, but only requested funding for a single year in 2018.

⁵ Schools in the Turnaround Network participate for three school years plus a semester. Subsequently, some grant awards span four fiscal years.



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 sees their partnerships with LEAs as an integral collaboration 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 2018 or 2019 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.



Outcome Data – Overview

The following outcome data sections will report on School Turnaround Leadership Development, Connect for Success, and School Turnaround Network cohorts originally funded under previous grant award programs that preceded the School Transformation Grant. The design and structure of each support has remained the same since the outset of the grant. Understanding the outcome of early cohorts provides insight into the effectiveness of the support route overall.

Outcome Data – School Turnaround Leadership Development

The structure of the School Turnaround Leadership Development support route is complex with multiple variables, including who the participant is and their role at the school, and the development program selected; as such, evaluating this route's effectiveness is not straightforward. The original intent of the program was to create flexible opportunities for district and school leaders to match into a program that would meet the diverse needs of Colorado districts. Some provider programs target individual aspiring leaders, some target current turnaround school principals, and others target teams in single schools or multiple schools across a cohort. The external evaluation CDE has initiated will provide deeper analysis on the impact of each of these provider programs. CDE has included early outcome data with the caveats that understanding the nuance and impact of each program is complex.

Outcome Data - STLD Cohort 2

The second cohort of STLD sent school leaders from 28 schools to turnaround leadership development program providers in the 2016-17 school year.⁶ STLD Cohort 2's eligibility for participation in these programs was based on the 2014 school performance framework (SPF). On the 2014 SPF, 96% of STLD Cohort 2 schools were identified as Priority Improvement or Turnaround. After one year of participation in STLD, only 50% of STLD Cohort 2 schools were identified as Priority Improvement or Turnaround on the 2017 SPF. This success was sustained through the 2019 school year, as only 32% of STLD Cohort 2 schools were identified as Priority Improvement or Turnaround on the 2019 SPF. Figure 23 shows STLD Cohort 2's SPF ratings from 2014 through 2019.

⁶ Please note that CDE does not track how long a participating school leader remains at their school after completing a turnaround leadership development program.

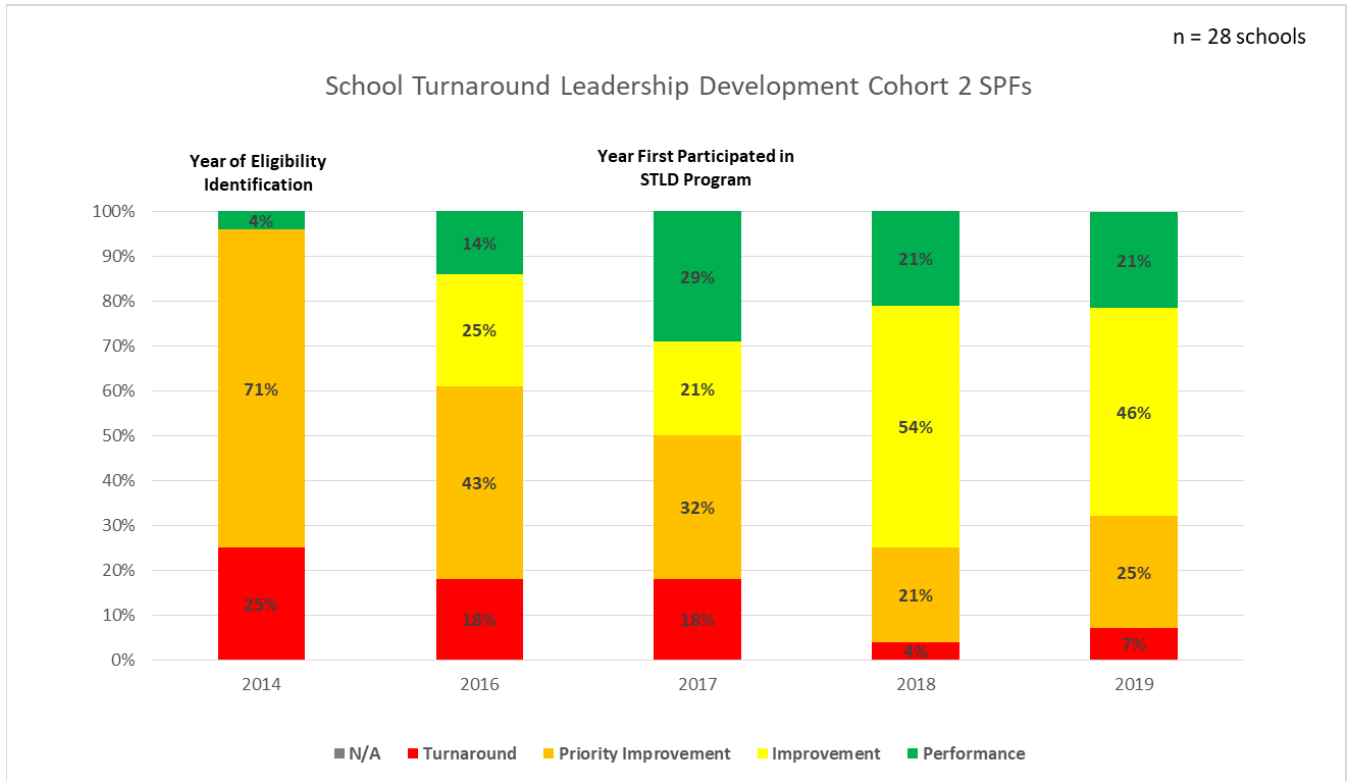


Figure 23: STLD Cohort 2 2014 - 2019 SPF Ratings

Figures 24 and 25 show STLD Cohort 2's achievement percentile and median growth percentiles over time, respectively. Of STLD Cohort 2, 19 schools serve students at the elementary school level and nine schools serve students at the middle school level.

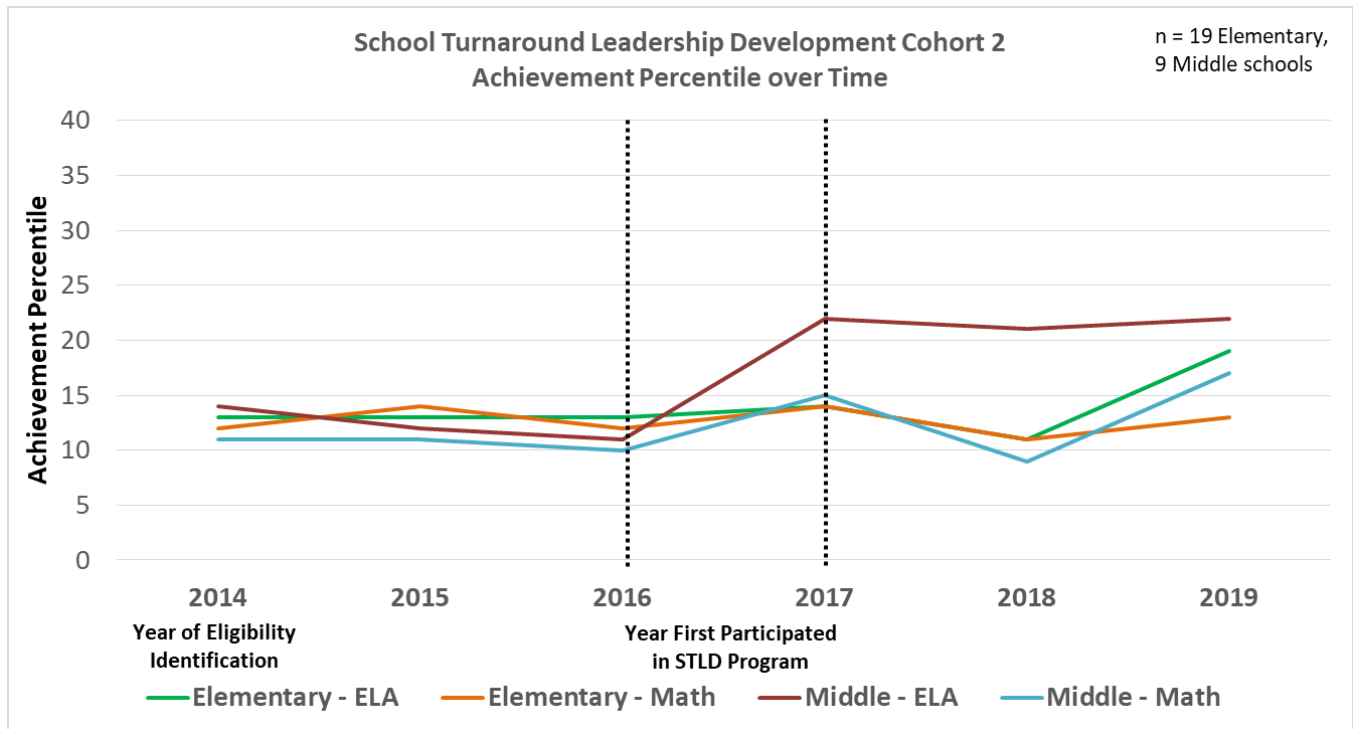


Figure 24: STLD Cohort 2 Achievement Percentile over Time

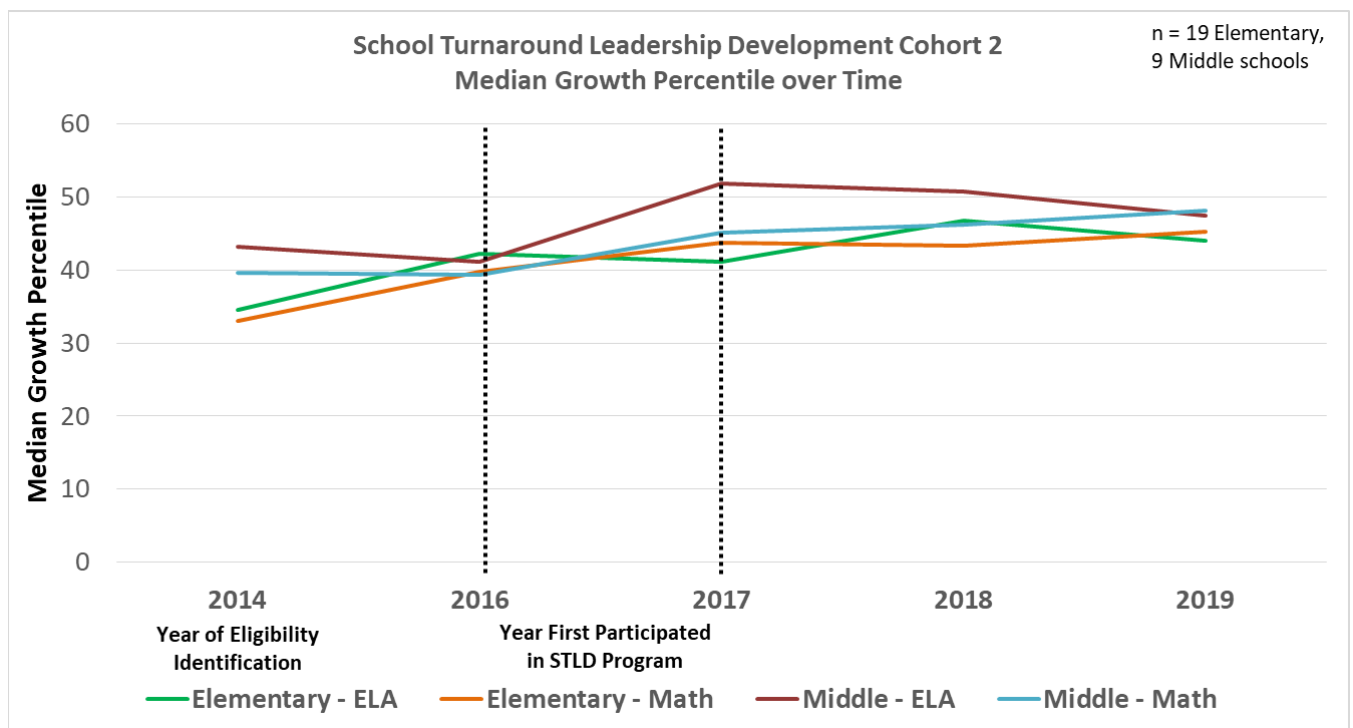


Figure 25: STLD Cohort 2 Median Growth Percentile over Time

Outcome Data - STLD Cohort 3

The third cohort of STLD sent school leaders from 38 schools to turnaround leadership development program providers in the 2017-18 school year. STLD Cohort 3's eligibility for participation in these programs was based on both the 2014 SPF and the 2016 SPF. On the 2016 SPFs, 98% of STLD Cohort 3 schools were identified as Priority Improvement or Turnaround. After one year of participation in STLD, only 42% of STLD Cohort 3 schools were identified as Priority Improvement or Turnaround on the 2018 SPF. This success was sustained through the 2019 school year, as only 42% of STLD Cohort 3 schools were identified as Priority Improvement or Turnaround on the 2019 SPF. Figure 26 shows STLD Cohort 3's SPF ratings from 2016 through 2019.

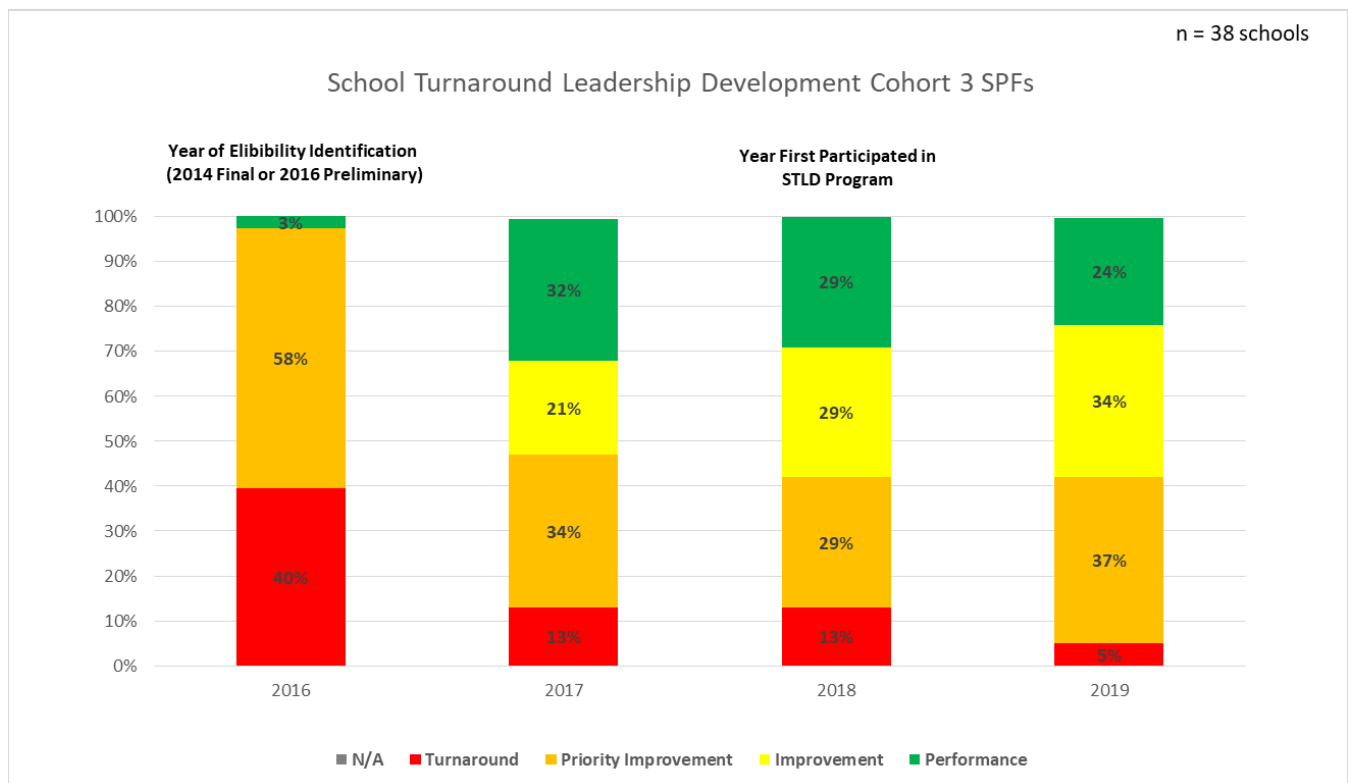


Figure 26: STLD Cohort 3 2016 - 2019 SPF Ratings

Figures 27 and 28 show STLD Cohort 3's elementary school level and middle school level achievement percentile and median growth percentiles over time, respectively. Of STLD Cohort 3, 26 schools serve students at the elementary school level, and 7 schools serve students at the middle school level. The achievement and growth percentiles for the 5 STLD Cohort 3 schools serving students at the high school level were not included in this data set due to a transition in state assessments at the high school level.

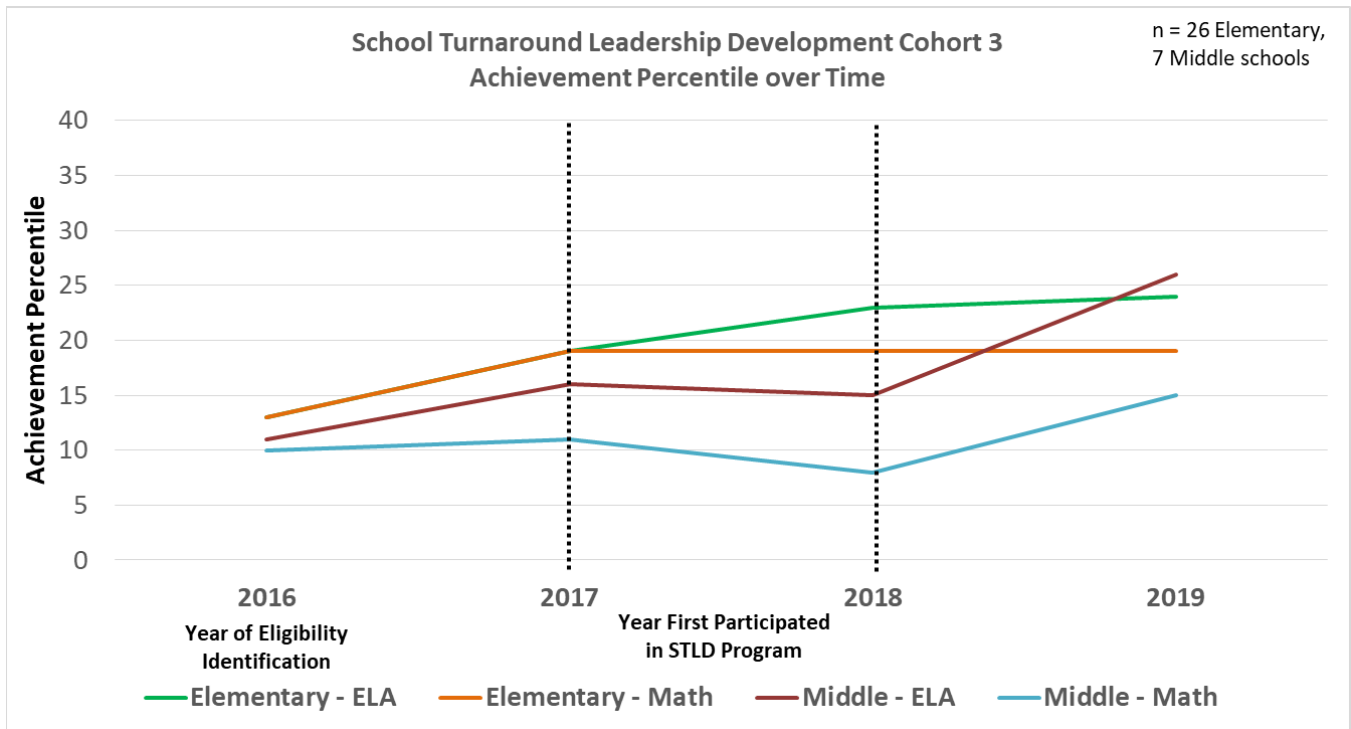


Figure 27: STLD Cohort 3 Achievement Percentile over Time

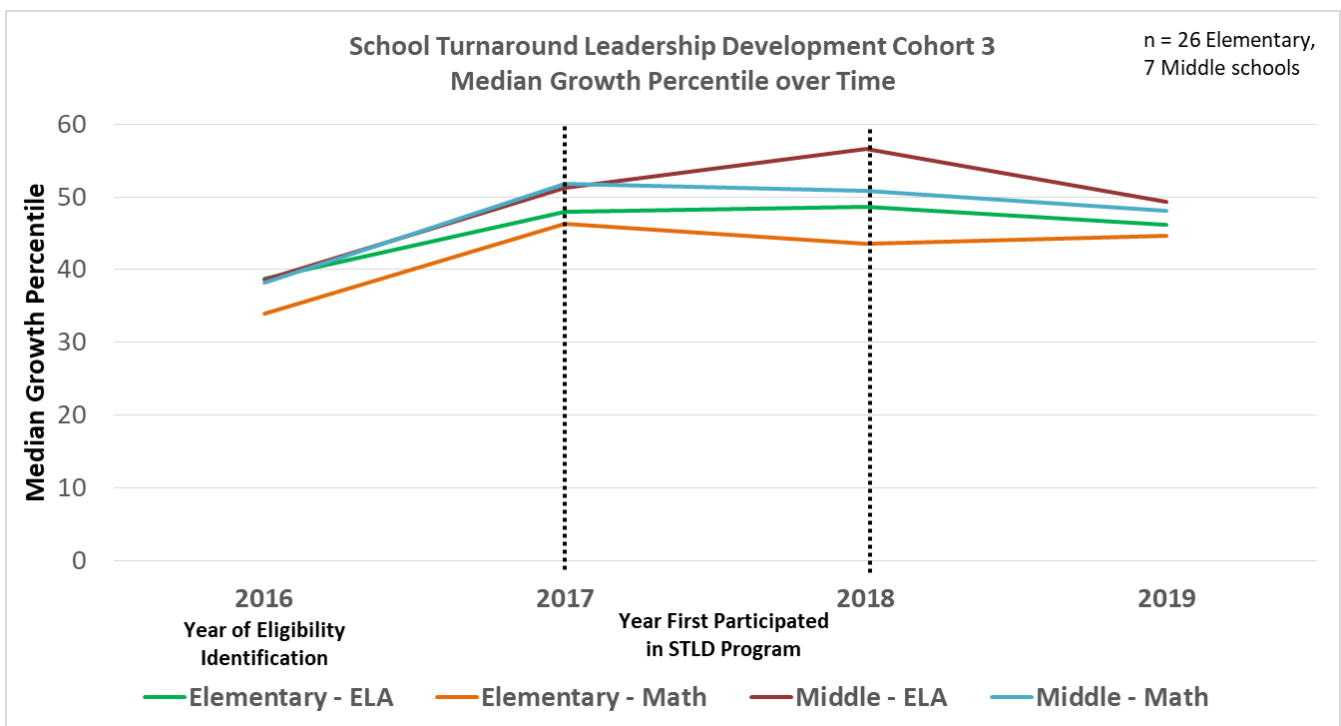


Figure 28: STLD Cohort 3 Median Growth Percentile over Time

Outcome Data – Connect for Success

Outcome Data - CFS Cohort 1

This section of outcome data will report on Connect for Success (CFS) cohorts that were funded through other grant programs prior to the establishment of the School Transformation Grant. However, STG 2018 and 2019 grantees that received awards to participate in CFS will receive similar professional development that prior CFS cohorts received.

The first cohort of CFS began in the 2015-16 school year and consisted of 20 schools. CFS Cohort 1’s eligibility for participation was based on the 2014 school performance framework (SPF), as well as federal criteria for identifying schools in need of support. On the 2014 SPF, 100% of CFS Cohort 1 schools were identified as Priority Improvement or Turnaround. After completion of the 3-year CFS program, only 20% of schools were identified as Priority Improvement or Turnaround on the 2018 SPF. This success was sustained through the 2019 school year, as only 10% of CFS Cohort 1 schools were identified as Priority Improvement or Turnaround on the 2019 SPF. Figure 29 shows CFS Cohort 1’s SPF ratings from 2014 through 2019. Please note that “N/A” means a school did not receive an SPF due to closure, too small of a student sample size, or similar reasons.

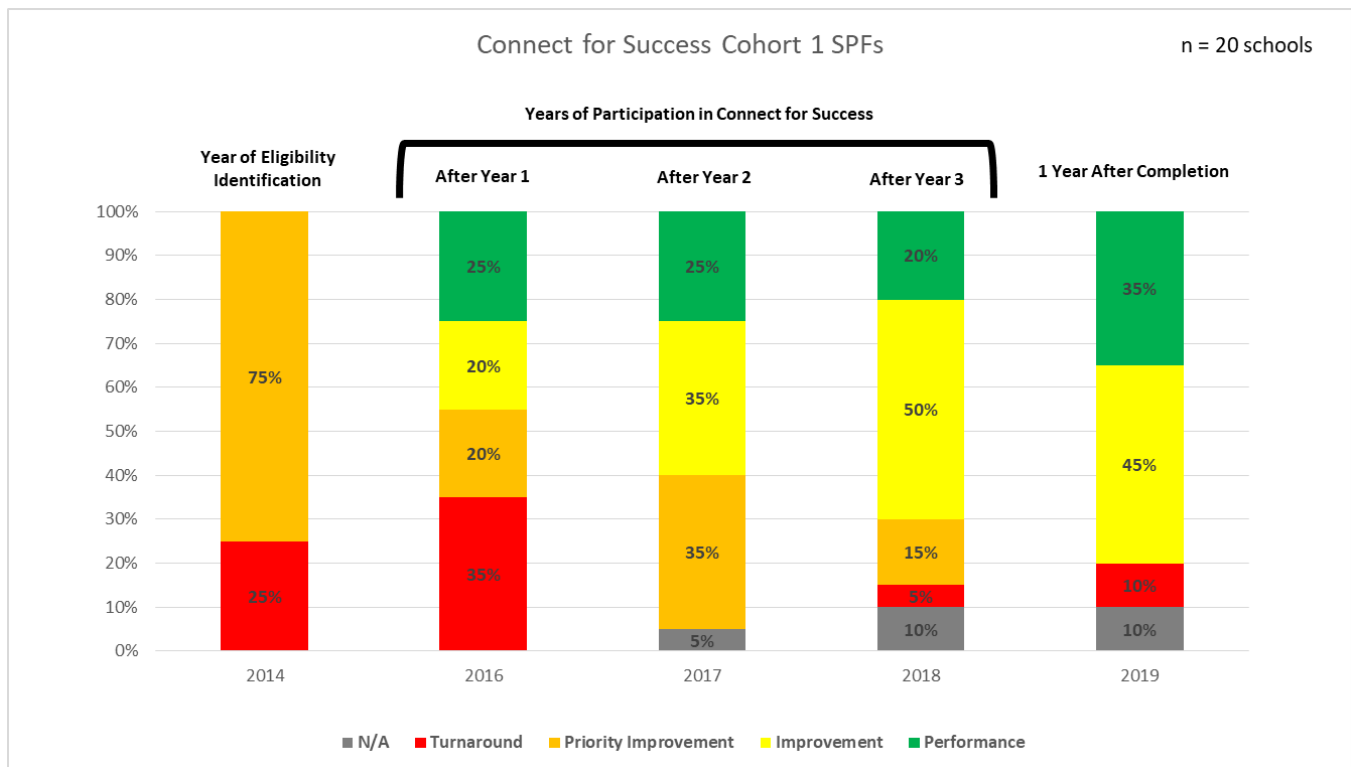


Figure 29: CFS Cohort 1 2014 - 2019 SPF Ratings

Figures 30 and 31 show CFS Cohort 1’s achievement percentile and median growth percentiles over time, respectively. Of CFS Cohort 1, all 20 schools serve students at the elementary school level, but 2 schools also serve students at the middle school level.

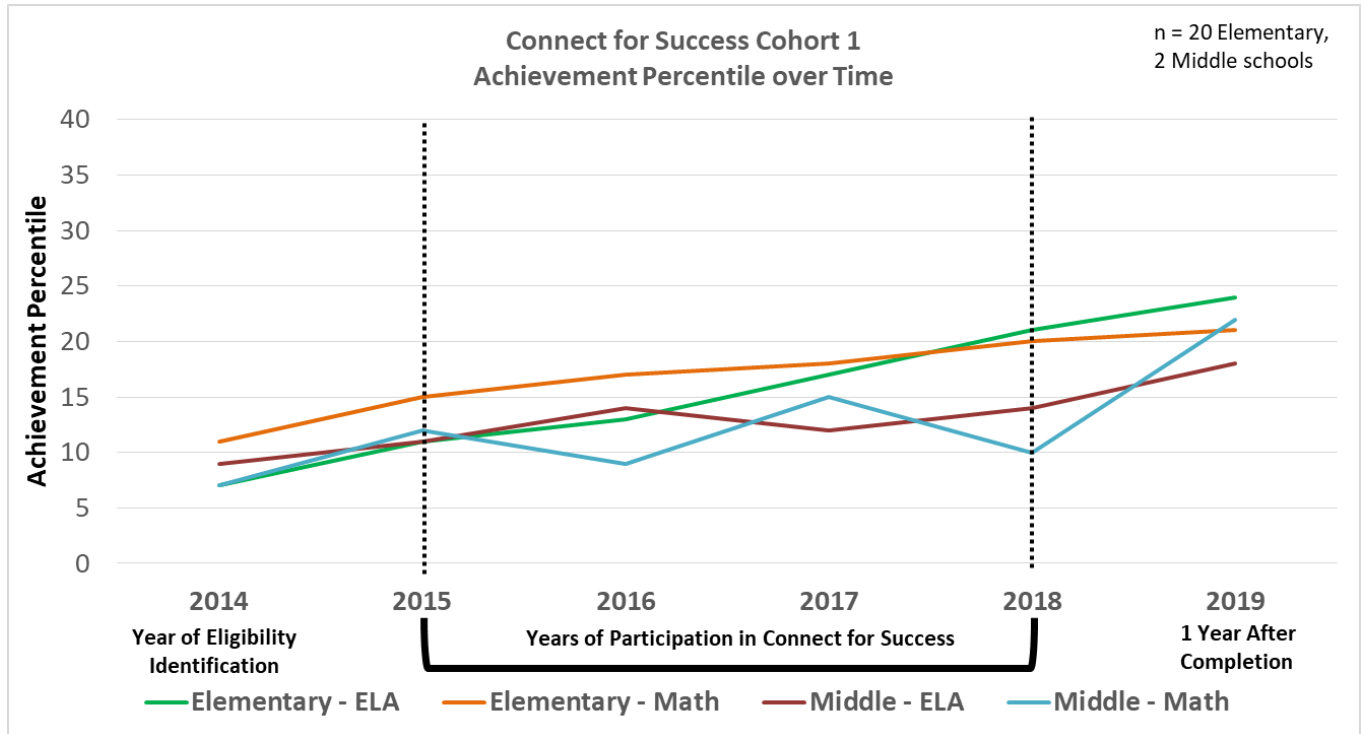


Figure 30: CFS Cohort 1 Achievement Percentile over Time

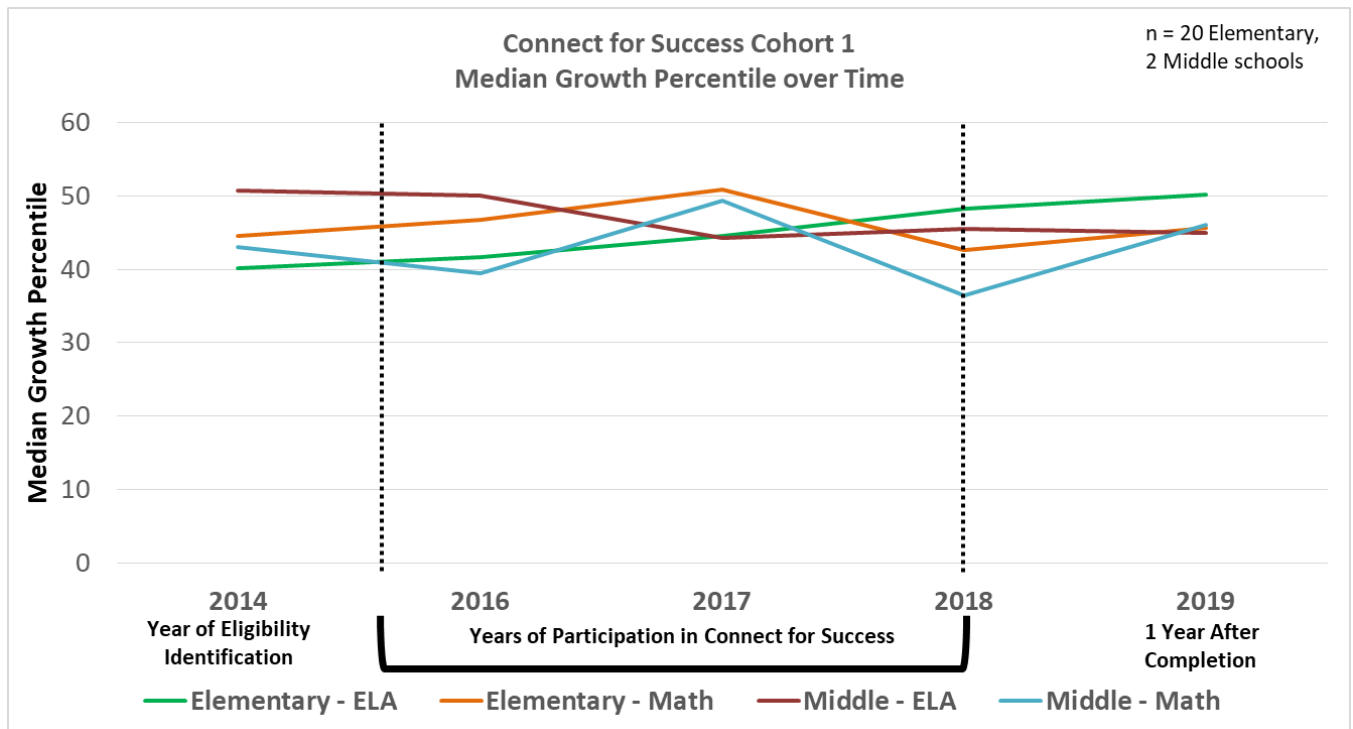


Figure 31: CFS Cohort 1 Median Growth Percentile over Time

Outcome Data - CFS Cohort 2

The second cohort of CFS began in the 2016-17 school year and consisted of 7 schools. CFS Cohort 2's eligibility for participation was based on the 2016 school performance framework (SPF), as well as federal identifications. On the 2016 SPF, 100% of CFS Cohort 2 schools were identified as Priority Improvement or Turnaround. After completion of the 3 year CFS program, only 43% of schools were identified as Priority Improvement or Turnaround on the 2019 SPF. Figure 32 shows CFS Cohort 2's SPF ratings from 2016 through 2019.

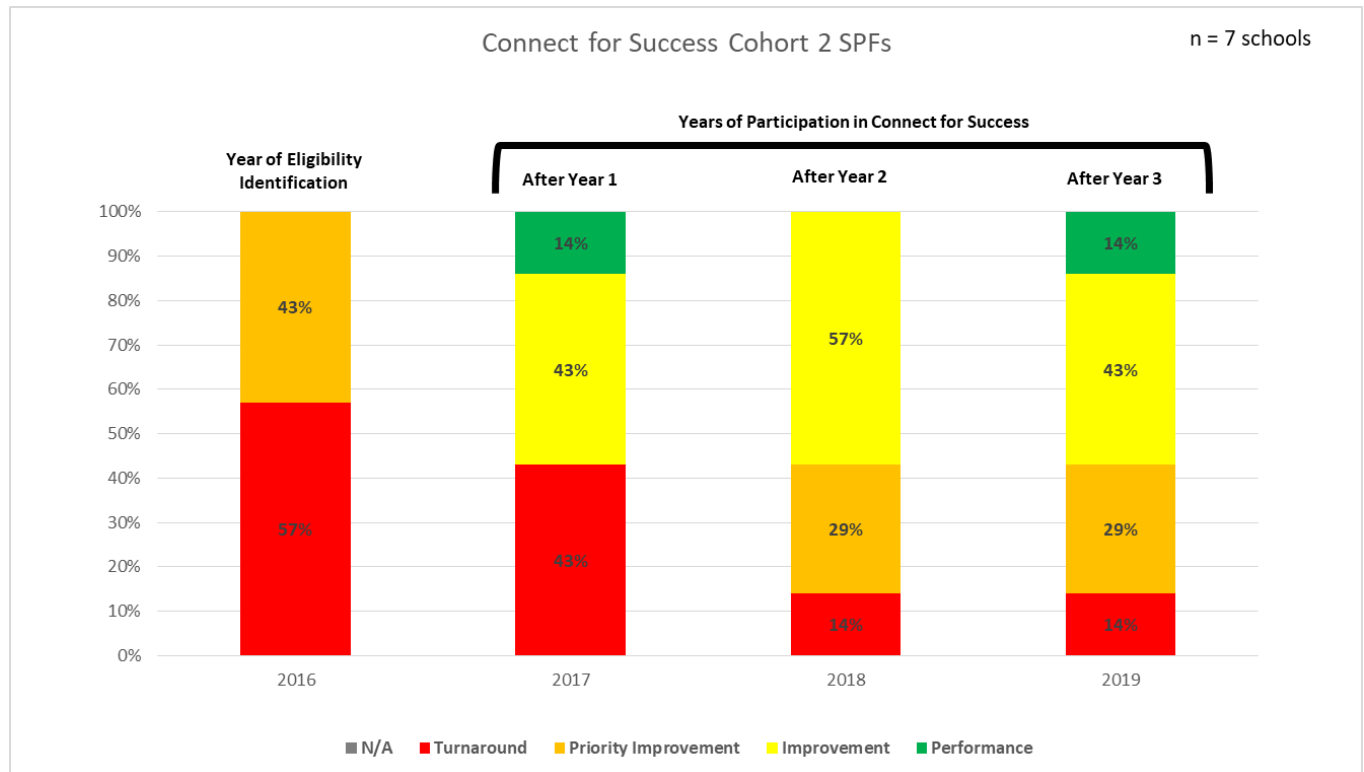


Figure 32: CFS Cohort 2 2016 - 2019 SPF Ratings

Figures 33 and 34 show CFS Cohort 2's achievement percentile and median growth percentiles over time, respectively. Of CFS Cohort 2, all 7 schools serve students only at the elementary school level.

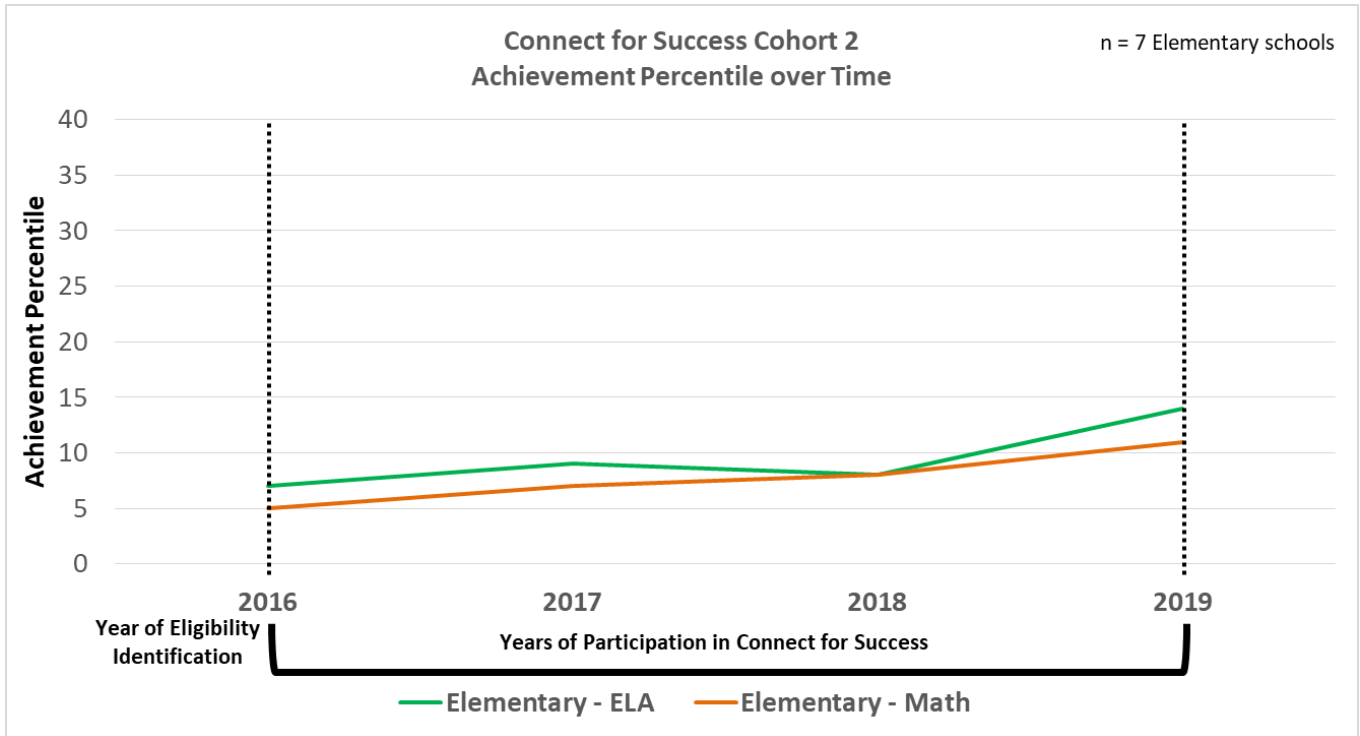


Figure 33: CFS Cohort 2 Achievement Percentile over Time

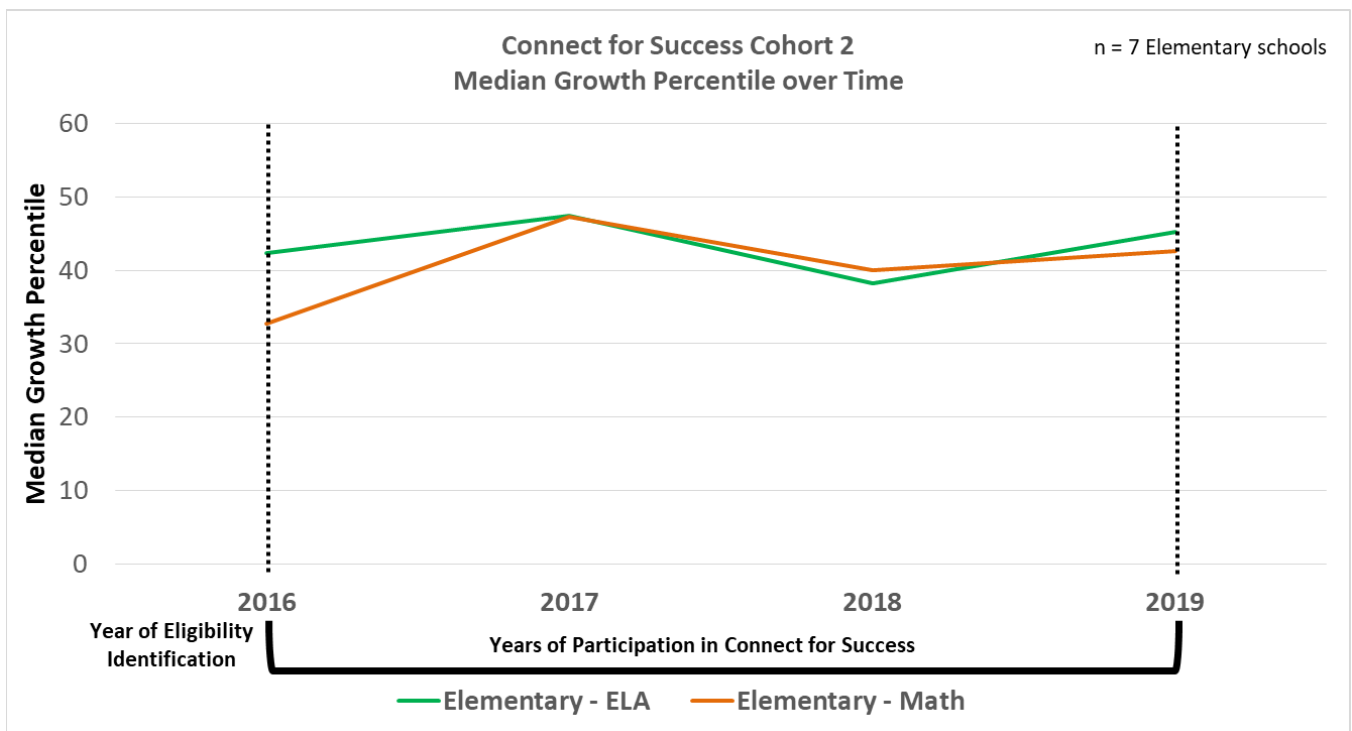


Figure 34: CFS Cohort 2 Median Growth Percentile over Time

Outcome Data – School Turnaround Network

Outcome Data - STN Cohort 1

This section of outcome data will report on School Turnaround Network (STN) cohorts that were funded through other grant programs prior to the establishment of the School Transformation Grant. However, STG 2018 and 2019 grantees that received awards to participate in the STN will receive similar professional development that prior STN cohorts received.

The first cohort of STN began in the 2014-15 school year and consisted of 9 schools. STN Cohort 1's eligibility for participation was based on the 2013 school performance framework (SPF). On the 2013 SPF, 100% of STN Cohort 1 schools were identified as Priority Improvement or Turnaround. After completion of the 3-year STN program, only 22% of schools were identified as Priority Improvement or Turnaround on the 2017 SPF. This success was partially sustained through the 2019 school year, as 44% of STN Cohort 1 schools were identified as Priority Improvement or Turnaround on the 2019 SPF (2 years after completion of the program).

Figure 35 shows STN Cohort 1's SPF ratings from 2013 through 2019. Please note that due to a pause in SPF ratings in 2015, the 2016 SPF is the first SPF after participation started for STN Cohort 1. The 2016 SPF thus is the first SPF after both years 1 and 2 in the School Turnaround Network. Please note that "N/A" means a school did not receive an SPF due to closure, too small of a student sample size, or similar reasons.

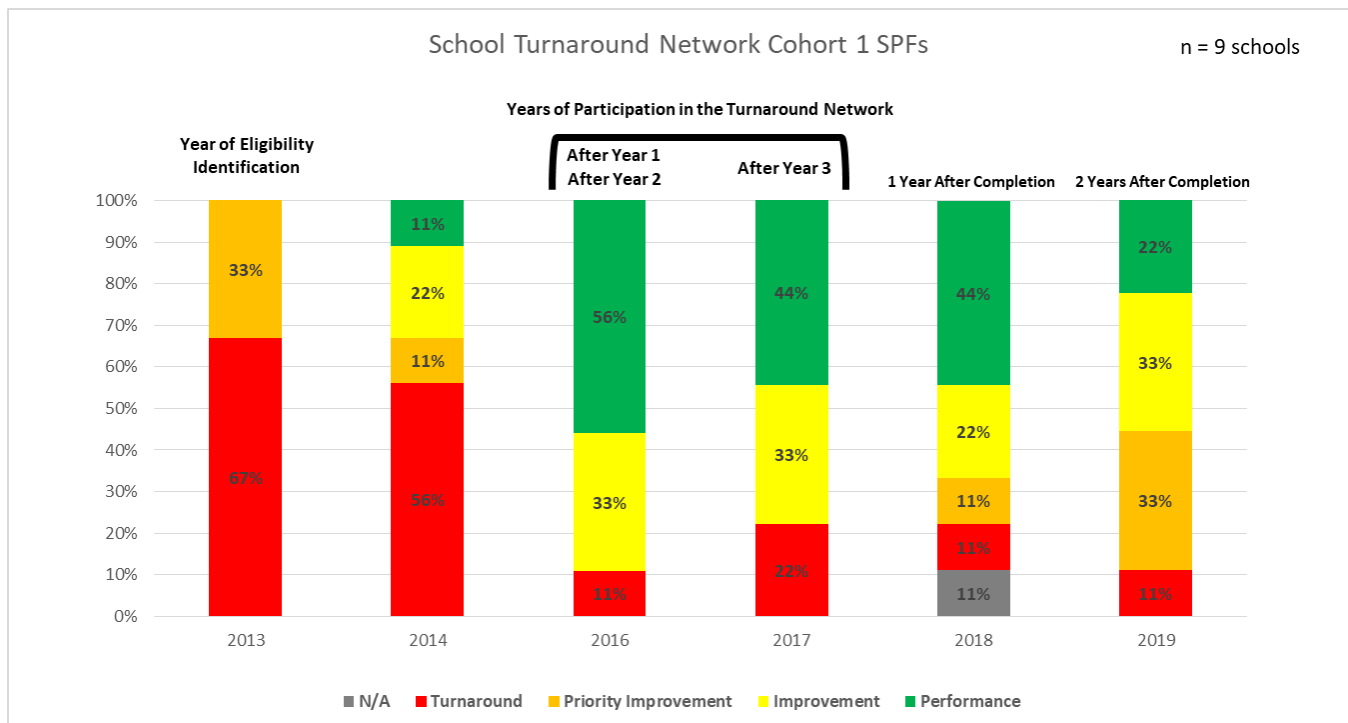


Figure 35: STN Cohort 1 2013 - 2019 SPF Ratings

Figures 36 and 37 show STN Cohort 1's achievement percentile and median growth percentiles over time, respectively. Of STN Cohort 1, 8 schools serve students at the elementary level and 1 school serves students at the middle school level. Therefore, the "Middle – ELA" and "Middle – Math" data points in Figures 36 and 37 are based on only the 1 school that serves students at the middle school level.

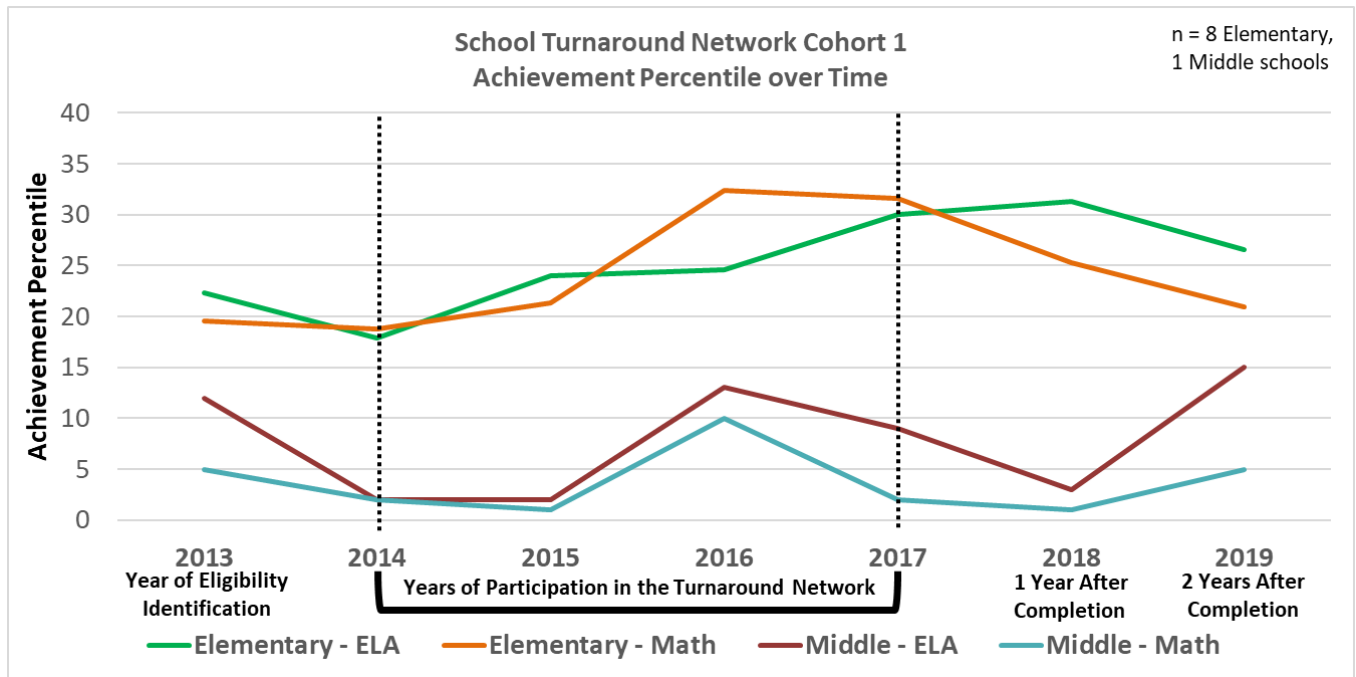


Figure 36: STN Cohort 1 Achievement Percentile over Time

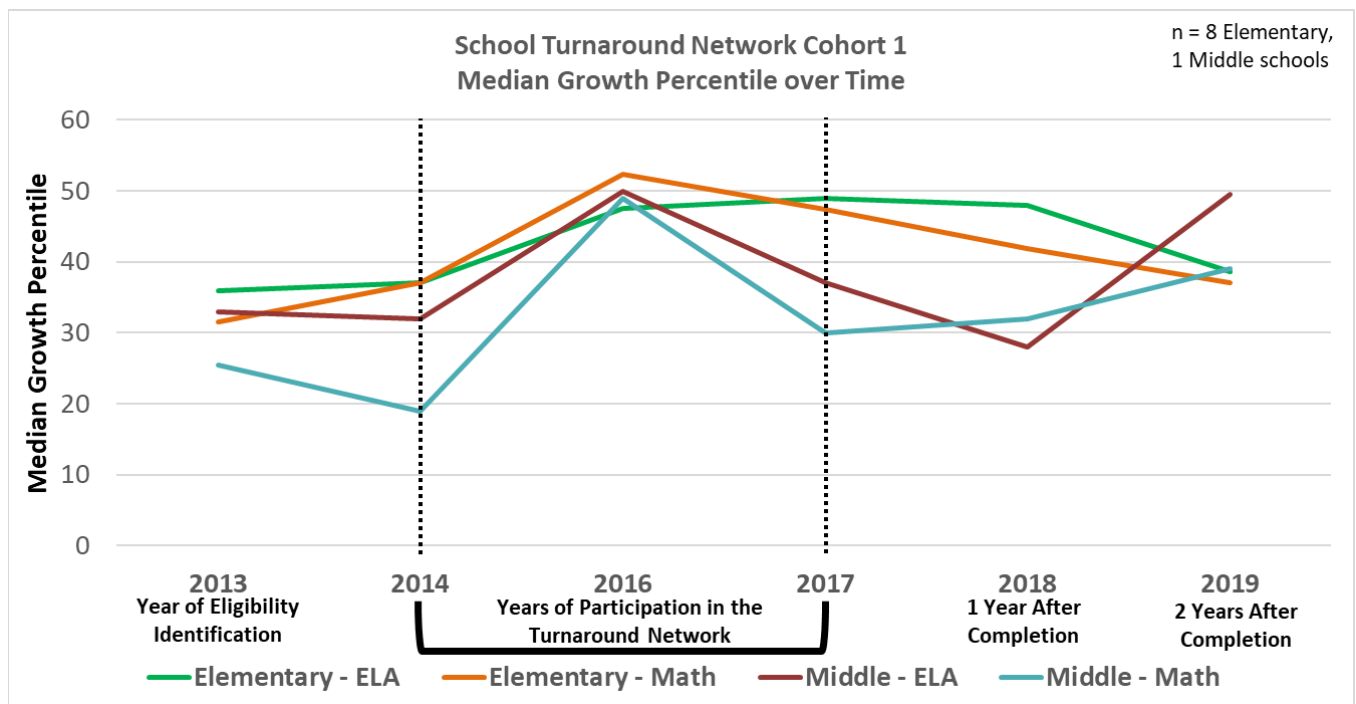


Figure 37: STN Cohort 1 Median Growth Percentile over Time

Outcome Data - STN Cohort 2

The second cohort of STN began in the 2015-16 school year and consisted of 15 schools. STN Cohort 2's eligibility for participation was based on the 2014 school performance framework (SPF). On the 2014 SPF, 93% of STN Cohort 2 schools were identified as Priority Improvement or Turnaround. After completion of the 3-year STN program, only 27% of schools were identified as Priority Improvement or Turnaround on the 2018 SPF. This success was sustained through the 2019 school year, as only 13% of STN Cohort 2 schools were identified as Priority Improvement or Turnaround on the 2019 SPF. Figure 38 shows STN Cohort 2's SPFs from 2014 through 2019. Please note that "N/A" means a school did not receive an SPF due to closure, too small of a student sample size, or similar reasons.

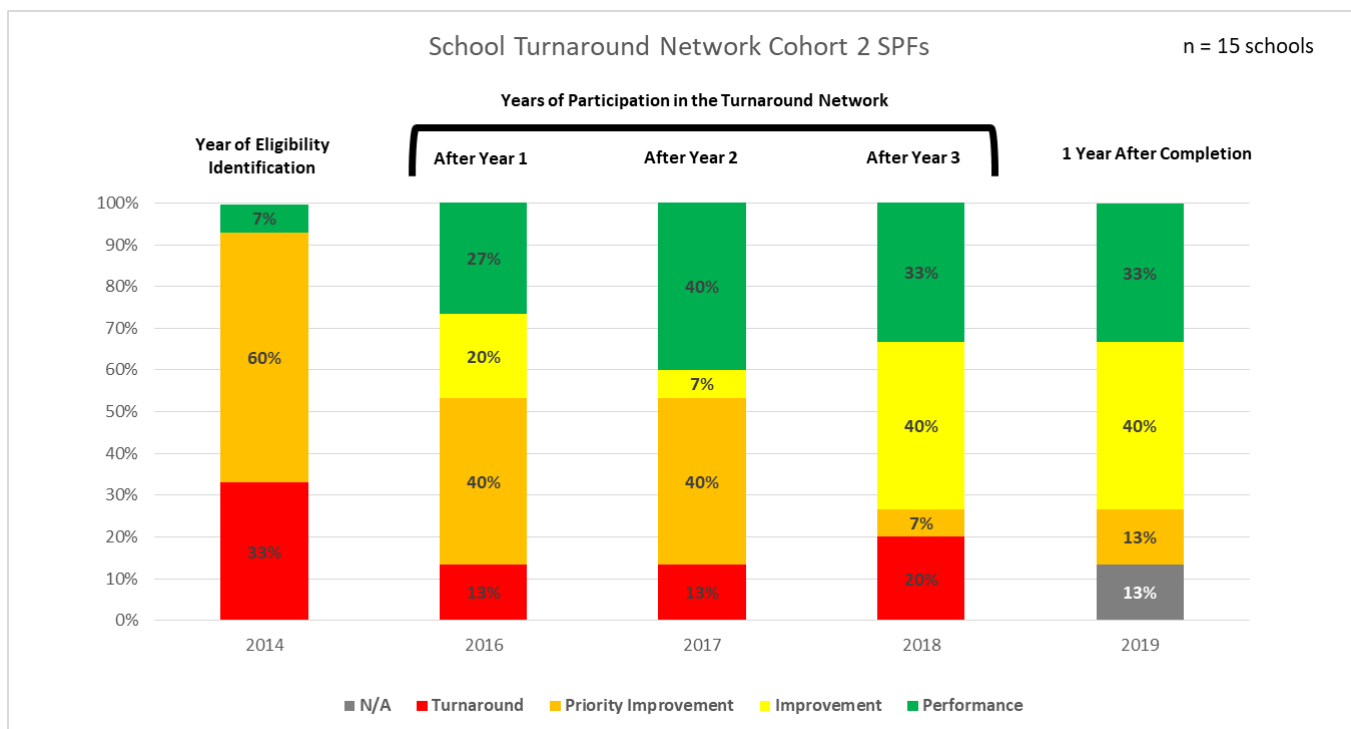


Figure 38: STN Cohort 2 2014 - 2019 SPF Ratings

Figures 39 and 40 show STN Cohort 2's achievement percentile and median growth percentiles over time, respectively. Of STN Cohort 2, 10 schools serve students at the elementary school level and 5 schools serve students at the middle school level.

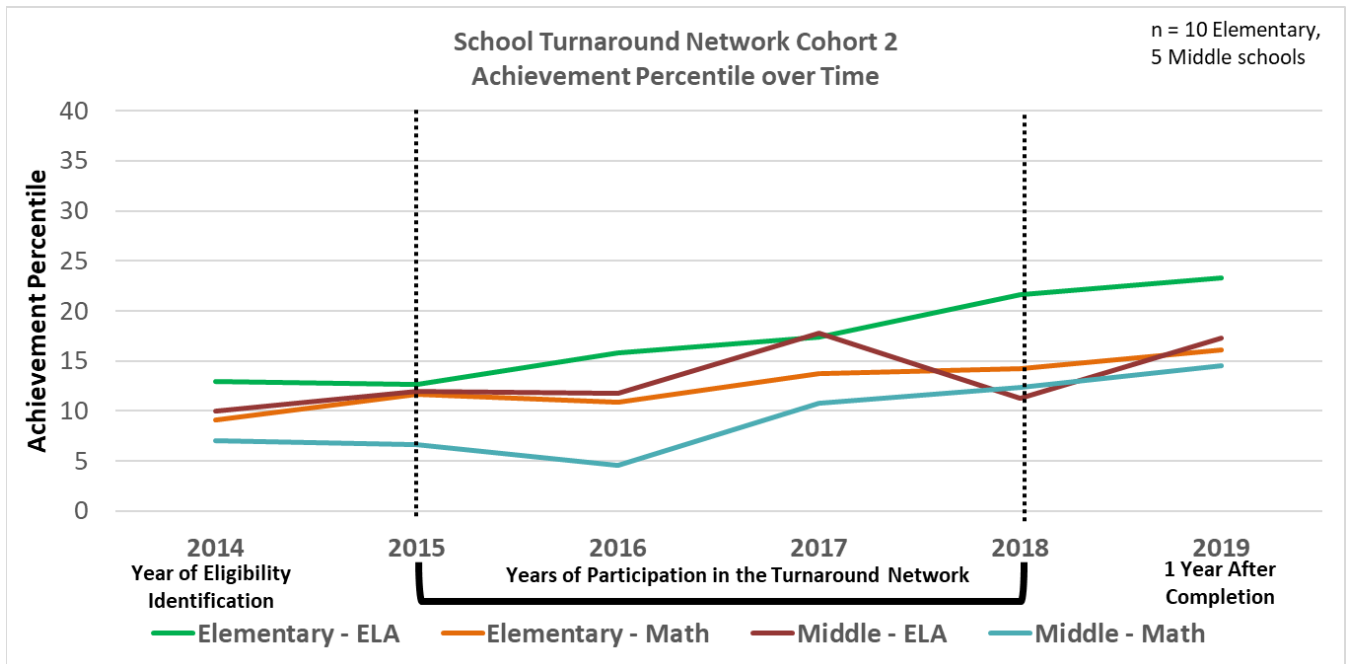


Figure 39: STN Cohort 2 Achievement Percentile over Time

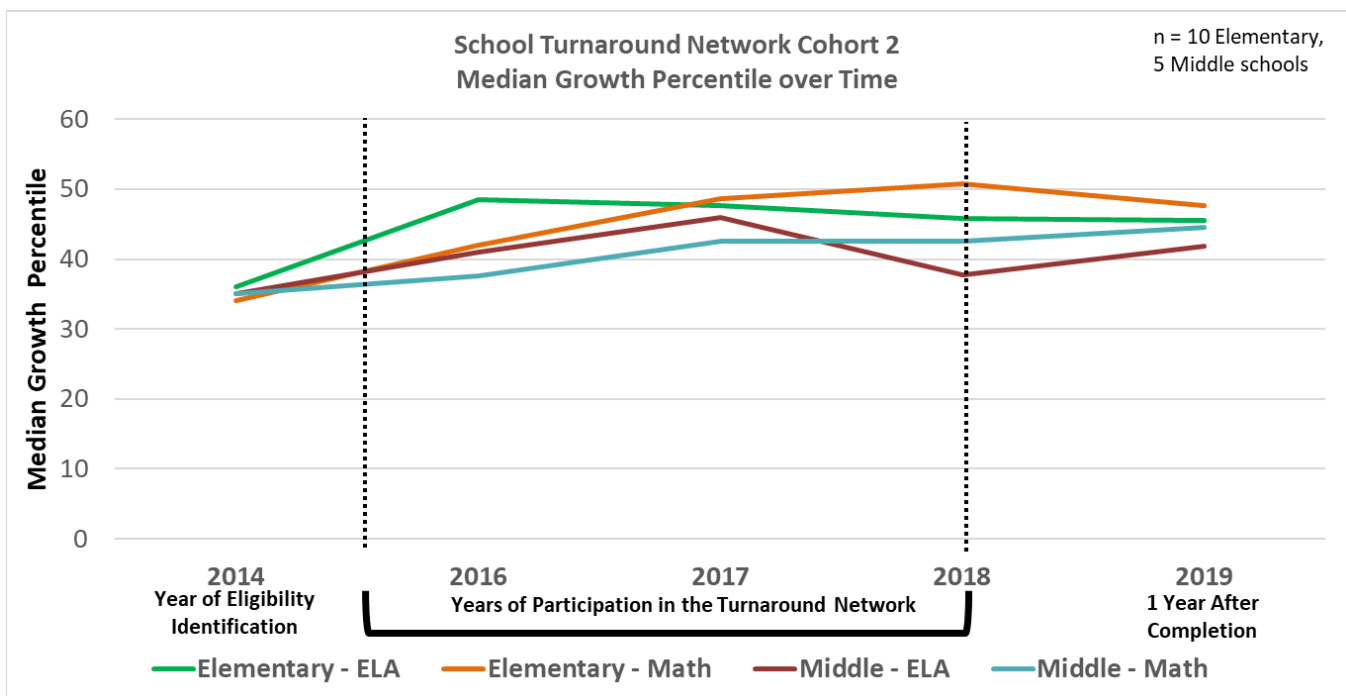


Figure 40: STN Cohort 2 Median Growth Percentile over Time

Outcome Data - STN Cohort 3

The third cohort of STN began in the 2016-17 school year and consisted of 10 schools. STN Cohort 3's eligibility for participation was based on the 2014 school performance framework (SPF). The gap in eligibility year and participation year is due to a transition in the school performance framework which caused no SPF ratings to be calculated in 2016.

On the 2014 SPF, 100% of STN Cohort 3 schools were identified as Priority Improvement or Turnaround. After completion of the 3-year STN program, only 10% of schools were identified as Priority Improvement or Turnaround on the 2019 SPF. Figure 41 shows STN Cohort 3's SPF ratings from 2014 through 2019.

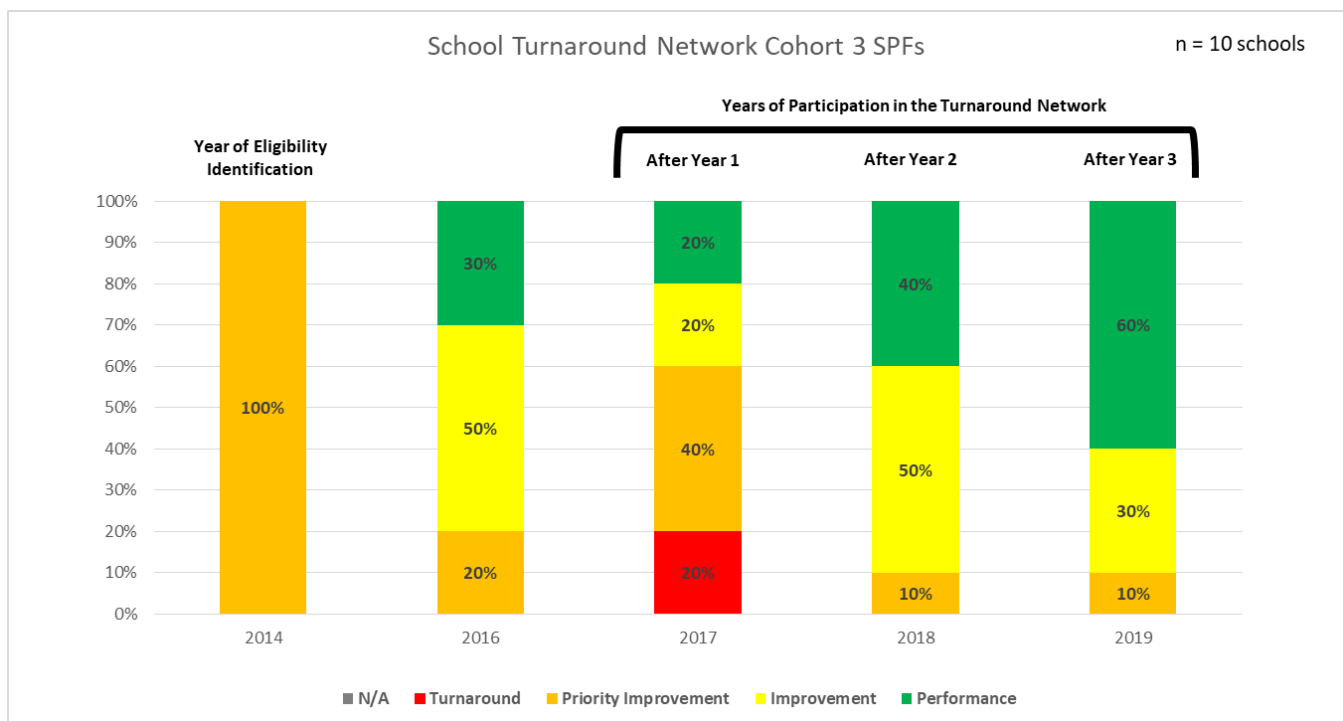


Figure 41: STN Cohort 3 2014 - 2019 SPF Ratings

Figures 42 and 43 show STN Cohort 3's achievement percentile and median growth percentiles over time, respectively. Of STN Cohort 3, 6 schools serve students at the elementary school level and 4 schools serve students at the middle school level.

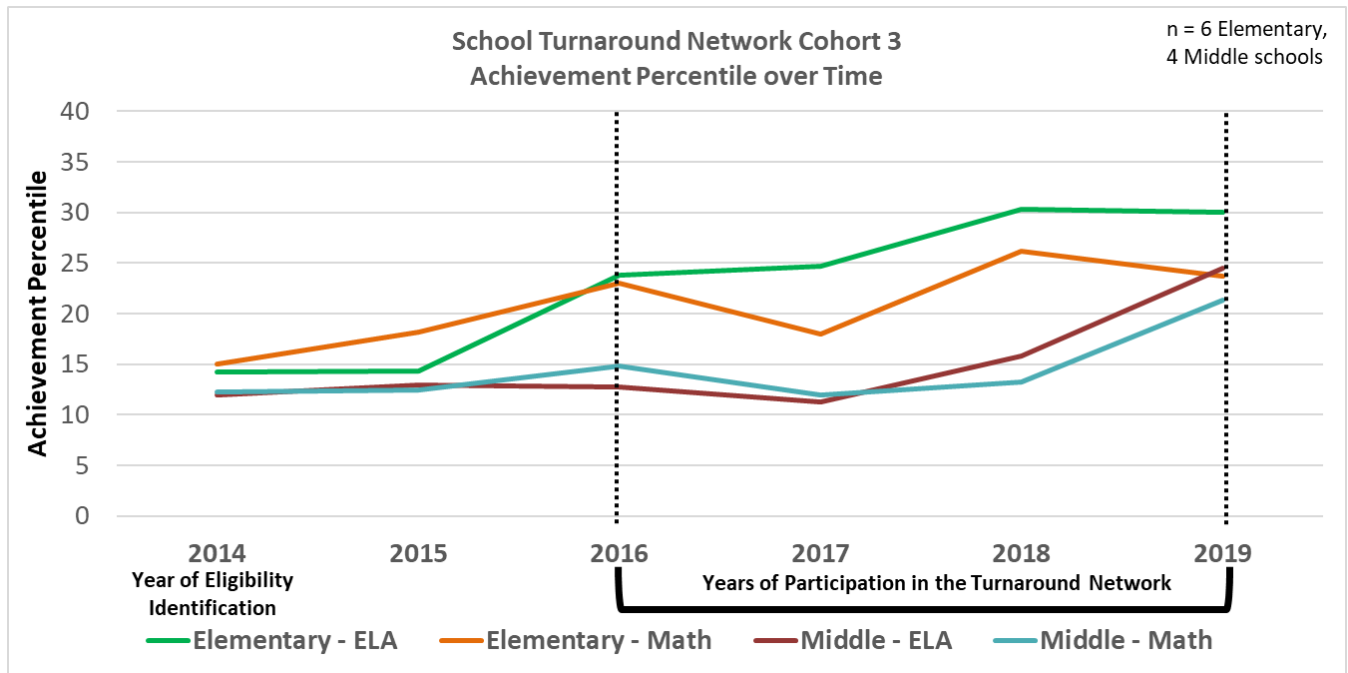


Figure 42: STN Cohort 3 Achievement Percentile over Time

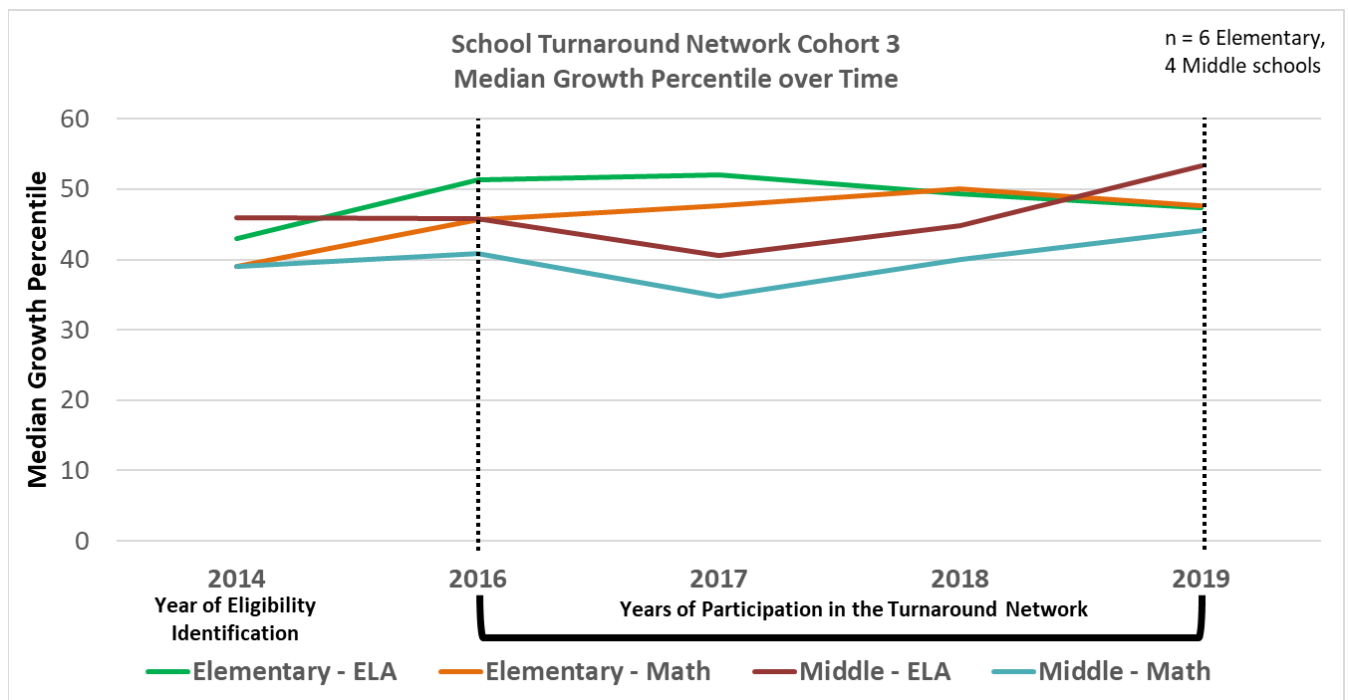


Figure 43: STN Cohort 3 Median Growth Percentile over Time



Looking Ahead

Next Year's Report / Evaluation

Alongside an external evaluation partner, CDE is currently planning to conduct a two-year evaluation of the School Turnaround Leadership Development and School Turnaround Network support program routes. This evaluation will comprise of two components, an outcome evaluation (quantitative), and a process evaluation (qualitative). The planned completion date for the outcome evaluation is Winter 2020-21, and the planned completion date for the process evaluation is Spring 2022.

Evaluators will support CDE by completing analyses of students, schools, and student performance outcomes to gain better insights about:

1. The schools receiving state supports; and,
2. Student performance (academic achievement and growth) at schools receiving state supports relative to student performance at schools that may be receiving district or other (non-CDE) types of supports (which analysis will be completed using a comparison group design).

CDE will submit another legislative report in Summer 2021 to provide an update on grant awards and participants. The external evaluation will complement the legislative report and support CDE in its goal of ensuring highly-effective supports to districts across the state of Colorado.

With the COVID-19 crisis, we are starting this evaluation under unusual conditions. Specifically, there will be no new accountability data for the 2020 school year for Colorado schools. Therefore, the 2019 data set is the most recent state data that will be available to the evaluation team. Additionally, there may be impacts to schools that influence the process phase of the evaluation (when it occurs). We are committed to working with our future evaluation partner to navigate these issues as best we can given changing circumstances.

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
Diagnostic Review <ul style="list-style-type: none"> - Holistic Review - AEC and Online Review - English Language Development (ELD) Review - Focused Review on Early Literacy (PK-3) 	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. View the list of Holistic Providers which includes providers that have expertise with special education programs.	LEAs with schools identified for improvement under ESSA (i.e., Comprehensive, Targeted, or Additional Targeted) and/or schools on the accountability clock (i.e., Priority Improvement or Turnaround)	1 Year	\$10,000-\$25,000 per school/district depending on review type
Stakeholder and Community Engagement Planning	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.		1 Year	Up to \$10,000 per school/district
Improvement Planning	The improvement planning component is intended to build upon the external review and stakeholder engagement work. Available supports include: <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



<p><u>Early Implementation</u></p>	<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 		<p>1 Year</p>	<p>Up to \$10,000 per school/district</p>
<p>DISTRICT DESIGNED AND LED IMPROVEMENT STRATEGIES</p> <p>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.</p>				
Support	Description	Eligibility	Duration	Available Funds
<p><u>District Designed and Led Improvement Strategies</u></p>	<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 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</p>	<p>LEAs with schools identified for improvement under ESSA (i.e., Comprehensive, Targeted, or Additional Targeted) and/or schools on the accountability clock (i.e., Priority Improvement or Turnaround)</p>	<p>Up to 2.5 Years</p>	<p>Up to \$25,000 for schools identified for TS or ATS; Up to \$75,000 for schools identified for CS; Up to \$50,000 for schools on the accountability clock</p>



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
Accountability Pathways Planning and Implementation	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>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>	Up to 2.5 Years	<p>\$100,000 for an LEA applying on behalf of one school</p> <p>\$400,000 for an LEA applying on behalf of multiple schools (at least 3) and/or the LEA itself</p>
Colorado Multi-Tiered System of Supports (CO-MTSS)	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>LEAs with schools identified for improvement under ESSA (i.e., Comprehensive, Targeted, or Additional Targeted) and/or schools on the accountability clock (i.e., Priority Improvement or Turnaround) and</p> <p>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>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, or Additional Targeted) and/or schools on the accountability clock (i.e., Priority Improvement or Turnaround).</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, or Additional Targeted) and/or schools on the accountability clock (i.e., Priority Improvement or Turnaround).</p>	<p>Varies, Based on Provider Programs</p>	<p>Varies, Based on Provider Programs</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, or Additional Targeted) and/or schools on the accountability clock (i.e., Priority Improvement or Turnaround).</p> <p>This grant opportunity is not a good fit for schools that currently have</p> <ul style="list-style-type: none"> • Pathways • Connect for Success 	<p>Up to 3.5 Years</p>	<p>\$30,000-\$75,000 per school, dependent on number of participating schools in each LEA</p>

**CONTINUATION OF CDE-OFFERED SERVICES**

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

Support	Description	Eligibility	Duration	Available Funds
Continuation of CDE-Offered Services	Current grantees will work directly with CDE staff to fulfill current grant requirements. Please contact your program contact with any questions.			



Appendix B: School Transformation Grant 2018 – Full Award Breakdown

District Name	School Name	Route	School Year Funds Awarded			Total
			SY 2019-2020	SY 2020-2021	SY 2021-2022	
ADAMS 12 FIVE STAR SCHOOLS	DISTRICT LEVEL	School Turnaround Network	\$25,754	\$20,000	\$20,000	\$65,754
ADAMS 12 FIVE STAR SCHOOLS	DISTRICT LEVEL	STLD	\$21,670	\$1,835		\$23,505
ADAMS 12 FIVE STAR SCHOOLS	FEDERAL HEIGHTS ELEMENTARY SCHOOL	School Turnaround Network	\$30,000	\$80,000	\$20,000	\$130,000
ADAMS 12 FIVE STAR SCHOOLS	FEDERAL HEIGHTS ELEMENTARY SCHOOL	STLD	\$39,670			\$39,670
ADAMS COUNTY 14	DISTRICT LEVEL	Accountability Pathways	\$200,000	\$200,000	\$200,000	\$600,000
ADAMS COUNTY 14	CENTRAL ELEMENTARY SCHOOL	Diagnostic Review (Exploration)	\$65,000			\$65,000
ADAMS-ARAPAHOE 28J	HINKLEY HIGH SCHOOL	Diagnostic Review (Exploration)	\$21,704			\$21,704
ADAMS-ARAPAHOE 28J	LAREDO ELEMENTARY SCHOOL	Diagnostic Review (Exploration)	\$16,278			\$16,278
AGUILAR REORGANIZED 6	DISTRICT LEVEL	Accountability Pathways	\$53,924	\$60,000		\$113,924
ARCHULETA COUNTY 50 JT	PAGOSA PEAK OPEN SCHOOL	Diagnostic Review (Exploration)	\$16,575	\$13,250		\$29,825
ARICKAREE R-2	ARICKAREE ELEMENTARY SCHOOL	Diagnostic Review (Exploration)	\$49,946			\$49,946
BOULDER VALLEY RE 2	ALICIA SANCHEZ INTERNATIONAL SCHOOL	STLD	\$95,000			\$95,000
CALHAN RJ-1	CALHAN MIDDLE SCHOOL	District Designed and Led	\$32,490	\$86,055		\$118,545
DENVER COUNTY 1	DISTRICT LEVEL	Accountability Pathways	\$66,615	\$92,200		\$158,815
DENVER COUNTY 1	COLE ARTS AND SCIENCE ACADEMY	Connect for Success	\$20,000	\$80,000	\$80,000	\$180,000
DENVER COUNTY 1	DSST: COLE MIDDLE SCHOOL	District Designed and Led	\$46,382	\$46,382	\$46,320	\$139,084
DENVER COUNTY 1	DENVER DISCOVERY SCHOOL	District Designed and Led	\$26,232	\$22,970		\$49,202
DENVER COUNTY 1	EAGLETON ELEMENTARY SCHOOL	STLD	\$94,097	\$9,750		\$103,847
DENVER COUNTY 1	EAGLETON ELEMENTARY SCHOOL	District Designed and Led	\$26,232	\$12,450		\$38,682
DENVER COUNTY 1	GODSMAN ELEMENTARY SCHOOL	Diagnostic Review (Exploration)	\$17,112	\$14,569		\$31,681
DENVER COUNTY 1	GODSMAN ELEMENTARY SCHOOL	District Designed and Led	\$7,270	\$12,327		\$19,597
DENVER COUNTY 1	GIRLS ATHLETIC LEADERSHIP SCHOOL	Diagnostic Review (Exploration)	\$10,000			\$10,000
DENVER COUNTY 1	DELTA HIGH SCHOOL	Connect for Success	\$20,000	\$80,000	\$80,000	\$180,000
DENVER COUNTY 1	KAISER ELEMENTARY	Diagnostic Review (Exploration)	\$17,112			\$17,112
DENVER COUNTY 1	KAISER ELEMENTARY	STLD	\$23,240			\$23,240
DENVER COUNTY 1	McGLONE ACADEMY	STLD	\$23,240			\$23,240
DENVER COUNTY 1	NORTH HIGH SCHOOL	District Designed and Led	\$26,232	\$24,777		\$51,009
DENVER COUNTY 1	NORTH HIGH SCHOOL ENGAGEMENT CENTER	District Designed and Led	\$7,270			\$7,270
DENVER COUNTY 1	PLACE BRIDGE ACADEMY	District Designed and Led	\$20,424	\$21,647		\$42,071
DENVER COUNTY 1	REACH CHARTER SCHOOL	Spec. Supports - Early Literacy (Exploration)	\$24,840	\$24,840		\$49,680
DENVER COUNTY 1	STEDMAN	Connect for Success	\$20,000	\$80,000	\$80,000	\$180,000
DENVER COUNTY 1	STEDMAN	District Designed and Led	\$7,270	\$12,327		\$19,597
DENVER COUNTY 1	WEST LEADERSHIP ACADEMY	District Designed and Led	\$7,270	\$22,847		\$30,117
DENVER COUNTY 1	WEST LEADERSHIP ACADEMY	STLD	\$87,340	\$14,934		\$102,274
DOUGLAS COUNTY RE 1	HOPE ONLINE LEARNING ACADEMY ELEMENTARY	Accountability Pathways	\$30,002	\$30,000	\$30,000	\$90,002



District Name	School Name	Route	School Year Funds Awarded			Total
			SY 2019-2020	SY 2020-2021	SY 2021-2022	
FREMONT RE-2	PENROSE ELEMENTARY SCHOOL	Diagnostic Review (Exploration)	\$24,575			\$24,575
GARFIELD RE-2	ELK CREEK ELEMENTARY	Diagnostic Review (Exploration)	\$45,026			\$45,026
JEFFERSON COUNTY R-1	FITZMORRIS ELEMENTARY SCHOOL	School Turnaround Network	\$31,686	\$80,000	\$30,000	\$141,686
JEFFERSON COUNTY R-1	STEVENS ELEMENTARY SCHOOL	School Turnaround Network	\$50,000	\$80,000	\$30,000	\$160,000
OTIS R-3	OTIS JUNIOR-SENIOR HIGH SCHOOL	District Designed and Led	\$52,563	\$57,750		\$110,313
POUDRE R-1	LINCOLN MIDDLE SCHOOL	Diagnostic Review (Exploration)	\$26,400			\$26,400
PUEBLO CITY 60	DISTRICT LEVEL - HEROES AND RISLEY	Accountability Pathways	\$188,200	\$200,000.00	\$200,000.00	\$588,200
PUEBLO CITY 60	RONCALLI STEM ACADEMY	STLD	\$20,000			\$20,000
SOUTH CONEJOS RE-10	ANTONITO HIGH SCHOOL	Diagnostic Review (Exploration)	\$60,000			\$60,000
THOMPSON R2-J	WINONA ELEMENTARY SCHOOL	School Turnaround Network	\$30,000			\$30,000
TRINIDAD 1	FISHER'S PEAK ELEMENTARY SCHOOL	STLD	\$49,725			\$49,725
WESTMINSTER PUBLIC SCHOOLS	WESTMINSTER HIGH SCHOOL	STLD	\$25,000			\$25,000
Total			\$1,899,366	\$1,480,910	\$816,320	\$4,196,596



Appendix C: School Transformation Grant 2019 – Full Award Breakdown

District Name	School Name	Route	School Year Funds Awarded				Total Approved
			SY 2019-2020	SY 2020-2021	SY 2021-2022	SY 2022-2023	
ADAMS COUNTY 14	ADAMS CITY HIGH SCHOOL	Exploration	\$10,000				\$10,000
ADAMS COUNTY 14	ALSUP ELEMENTARY SCHOOL	Exploration	\$10,000				\$10,000
ADAMS COUNTY 14	CENTRAL ELEMENTARY SCHOOL	Exploration	\$10,000				\$10,000
ADAMS COUNTY 14	District Level	Accountability Pathways	\$200,000	\$200,000			\$400,000
ADAMS COUNTY 14	ROSE HILL ELEMENTARY SCHOOL	Exploration	\$10,000				\$10,000
ADAMS-ARAPAHOE 28J	AURORA CENTRAL HIGH SCHOOL	Accountability Pathways	\$40,000	\$60,000	\$100,000		\$200,000
ADAMS-ARAPAHOE 28J	EDNA AND JOHN W. MOSLEY P-8	Exploration	\$25,000				\$25,000
ADAMS-ARAPAHOE 28J	GATEWAY HIGH SCHOOL	Accountability Pathways	\$40,000	\$60,000			\$100,000
ADAMS-ARAPAHOE 28J	LYN KNOLL ELEMENTARY SCHOOL	Exploration	\$20,000				\$20,000
ADAMS-ARAPAHOE 28J	MRACHEK MIDDLE SCHOOL	Exploration	\$23,500				\$23,500
ADAMS-ARAPAHOE 28J	NORTH MIDDLE SCHOOL	Accountability Pathways	\$40,000	\$60,000			\$100,000
BRUSH RE-2(J)	BEAVER VALLEY ELEMENTARY SCHOOL	DDL - Expansion	\$27,000	\$19,800	\$34,500		\$81,300
CHARTER SCHOOL INSTITUTE	RICARDO FLORES MAGON ACADEMY	Exploration	\$58,850				\$58,850
COLORADO SPRINGS 11	GALILEO SCHOOL OF MATH AND SCIENCE	School Turnaround Network	\$17,640	\$12,360	\$75,000	\$30,000	\$135,000
COLORADO SPRINGS 11	MIDLAND ELEMENTARY SCHOOL	Connect For Success	\$20,000	\$80,000	\$80,000		\$180,000
COLORADO SPRINGS 11	MITCHELL HIGH SCHOOL	Accountability Pathways	\$30,000	\$30,000			\$60,000
DENVER COUNTY 1	ABRAHAM LINCOLN HIGH SCHOOL	Accountability Pathways	\$25,000	\$75,000	\$76,501		\$176,501
DENVER COUNTY 1	COLUMBIAN ELEMENTARY SCHOOL	Exploration	\$20,000				\$20,000
DENVER COUNTY 1	DENVER CENTER FOR INTERNATIONAL STUDIES	Exploration	\$20,000				\$20,000
DENVER COUNTY 1	DENVER CENTER FOR INTERNATIONAL STUDIES AT FAIRMONT	Exploration	\$20,000				\$20,000
DENVER COUNTY 1	DENVER CENTER FOR INTERNATIONAL STUDIES AT FAIRMONT	STLD	\$18,000	\$2,840			\$20,840
DENVER COUNTY 1	DENVER DISCOVERY SCHOOL	Exploration	\$20,000				\$20,000
DENVER COUNTY 1	District Level	Accountability Pathways	\$8,000	\$96,000	\$76,000		\$180,000
DENVER COUNTY 1	ELLIS ELEMENTARY SCHOOL	Connect For Success	\$20,000	\$80,000	\$80,000		\$180,000
DENVER COUNTY 1	FAIRVIEW ELEMENTARY SCHOOL	Exploration	\$20,000				\$20,000
DENVER COUNTY 1	FAIRVIEW ELEMENTARY SCHOOL	STLD	\$50,000				\$50,000
DENVER COUNTY 1	HALLETT ACADEMY	Accountability Pathways		\$20,000			\$20,000
DENVER COUNTY 1	HALLETT ACADEMY	STLD	\$31,000	\$8,818			\$39,818
DENVER COUNTY 1	JOHN F. KENNEDY HIGH SCHOOL	STLD	\$18,000	\$2,840			\$20,840
DENVER COUNTY 1	KAISER ELEMENTARY SCHOOL	Exploration	\$20,000				\$20,000
DENVER COUNTY 1	MANUAL HIGH SCHOOL	Accountability Pathways	\$25,000	\$75,000	\$76,501		\$176,501
DENVER COUNTY 1	MARIE L. GREENWOOD ACADEMY	Exploration	\$20,000				\$20,000
DENVER COUNTY 1	SCHMITT ELEMENTARY SCHOOL	Exploration	\$20,000				\$20,000
DENVER COUNTY 1	SCHMITT ELEMENTARY SCHOOL	STLD	\$18,000	\$2,840			\$20,840
DENVER COUNTY 1	STEDMAN ELEMENTARY SCHOOL	STLD	\$31,000	\$2,818			\$33,818



District Name	School Name	Route	School Year Funds Awarded				Total Approved
			SY 2019-2020	SY 2020-2021	SY 2021-2022	SY 2022-2023	
DENVER COUNTY 1	SWANSEA ELEMENTARY SCHOOL	Accountability Pathways		\$20,000			\$20,000
DENVER COUNTY 1	WEST LEADERSHIP ACADEMY	Exploration	\$20,000				\$20,000
DOLORES COUNTY RE NO.2	District Level	STLD	\$6,350				\$6,350
DOLORES COUNTY RE NO.2	SEVENTH STREET ELEMENTARY SCHOOL	STLD	\$6,350				\$6,350
DOUGLAS COUNTY RE 1	HOPE ONLINE LEARNING ACADEMY ELEMENTARY	Accountability Pathways	\$70,000	\$70,000			\$140,000
DURANGO 9-R	THE JUNIPER SCHOOL	DDL - Initial	\$12,500	\$25,000	\$25,000		\$62,500
FORT MORGAN RE-3	COLUMBINE ELEMENTARY SCHOOL	Exploration	\$47,316				\$47,316
GREELEY 6	HEATH MIDDLE SCHOOL	STLD	\$44,500	\$3,849			\$48,349
GREELEY 6	HEATH MIDDLE SCHOOL	School Turnaround Network	\$12,878	\$15,837	\$75,000	\$30,000	\$133,715
GREELEY 6	MADISON ELEMENTARY SCHOOL	STLD	\$26,500	\$2,802			\$29,302
GREELEY 6	MADISON ELEMENTARY SCHOOL	School Turnaround Network	\$18,954	\$9,154	\$75,000	\$30,000	\$133,108
GREELEY 6	SHAWSHEEN ELEMENTARY SCHOOL	School Turnaround Network		\$30,000	\$75,000	\$30,000	\$135,000
JEFFERSON COUNTY R-1	ARVADA K-8	Accountability Pathways	\$30,000	\$30,000			\$60,000
JEFFERSON COUNTY R-1	CONNECTIONS LEARNING CENTER ON THE EARLE JOHNSON C	Exploration	\$10,000				\$10,000
JEFFERSON COUNTY R-1	EMORY ELEMENTARY SCHOOL	STLD	\$26,500				\$26,500
JEFFERSON COUNTY R-1	EMORY ELEMENTARY SCHOOL	School Turnaround Network		\$30,000	\$75,000	\$30,000	\$135,000
JEFFERSON COUNTY R-1	SWANSON ELEMENTARY SCHOOL	STLD	\$36,000				\$36,000
JEFFERSON COUNTY R-1	SWANSON ELEMENTARY SCHOOL	School Turnaround Network	\$15,000	\$15,000	\$75,000	\$30,000	\$135,000
LAS ANIMAS RE-1	AIM GLOBAL	Exploration	\$54,100				\$54,100
MAPLETON 1	BIG PICTURE COLLEGE AND CAREER ACADEMY	STLD	\$95,000				\$95,000
MAPLETON 1	MAPLETON EXPEDITIONARY SCHOOL OF THE ARTS	STLD	\$95,000				\$95,000
MESA COUNTY VALLEY 51	BOOKCLIFF MIDDLE SCHOOL	Exploration	\$20,000				\$20,000
MESA COUNTY VALLEY 51	CENTRAL HIGH SCHOOL	Exploration	\$20,000				\$20,000
MESA COUNTY VALLEY 51	District Level	STLD	\$152,540				\$152,540
MESA COUNTY VALLEY 51	NISLEY ELEMENTARY SCHOOL	STLD	\$30,290				\$30,290
MESA COUNTY VALLEY 51	NISLEY ELEMENTARY SCHOOL	School Turnaround Network	\$15,000	\$15,000	\$75,000	\$30,000	\$135,000
MESA COUNTY VALLEY 51	WEST MIDDLE SCHOOL	Exploration	\$20,000				\$20,000
MONTE VISTA C-8	BILL METZ ELEMENTARY SCHOOL	Accountability Pathways	\$50,000	\$100,000	\$100,000		\$250,000
MONTEZUMA-CORTEZ RE-1	CHILDREN'S KIVA MONTESSORI SCHOOL	Exploration	\$44,540				\$44,540
MONTEZUMA-CORTEZ RE-1	KEMPER ELEMENTARY SCHOOL	DDL - Expansion		\$25,000	\$25,000		\$50,000
MONTROSE COUNTY RE-1J	District Level	STLD	\$10,000				\$10,000
MONTROSE COUNTY RE-1J	NORTHSIDE ELEMENTARY SCHOOL	STLD	\$10,000				\$10,000
MONTROSE COUNTY RE-1J	POMONA ELEMENTARY SCHOOL	STLD	\$10,000				\$10,000
POUDRE R-1	COMPASS COMMUNITY COLLABORATIVE SCHOOL	Exploration	\$45,650				\$45,650
PUEBLO CITY 60	CENTRAL HIGH SCHOOL	Accountability Pathways	\$119,000	\$99,000	\$33,000		\$251,000
PUEBLO CITY 60	District Level	Accountability Pathways	\$10,000				\$10,000
PUEBLO CITY 60	HERITAGE ELEMENTARY SCHOOL	STLD	\$20,000				\$20,000
PUEBLO CITY 60	HERITAGE ELEMENTARY SCHOOL	DDL - Initial	\$4,500	\$38,500	\$10,500		\$53,500



District Name	School Name	Route	School Year Funds Awarded				Total Approved
			SY 2019-2020	SY 2020-2021	SY 2021-2022	SY 2022-2023	
PUEBLO CITY 60	HIGHLAND PARK ELEMENTARY SCHOOL	STLD		\$22,000			\$22,000
PUEBLO CITY 60	HIGHLAND PARK ELEMENTARY SCHOOL	DDL - Initial	\$4,500	\$38,500	\$10,500		\$53,500
PUEBLO CITY 60	IRVING ELEMENTARY SCHOOL	DDL - Initial	\$4,500	\$38,500	\$10,500		\$53,500
PUEBLO CITY 60	MINNEQUA ELEMENTARY SCHOOL	Accountability Pathways		\$50,000			\$50,000
PUEBLO CITY 60	RISLEY INTERNATIONAL ACADEMY OF INNOVATION	DDL - Initial	\$4,500	\$38,500	\$10,500		\$53,500
PUEBLO CITY 60	RISLEY INTERNATIONAL ACADEMY OF INNOVATION	Accountability Pathways	\$71,000	\$51,000			\$122,000
ROARING FORK RE-1	BASALT ELEMENTARY SCHOOL	Connect For Success	\$18,764	\$80,000	\$80,000		\$178,764
SCHOOL DISTRICT 27J	OTHO E STUART MIDDLE SCHOOL	Exploration	\$60,000				\$60,000
SCHOOL DISTRICT 27J	OVERLAND TRAIL MIDDLE SCHOOL	Exploration	\$60,000				\$60,000
SCHOOL DISTRICT 27J	VIKAN MIDDLE SCHOOL	Exploration	\$60,000				\$60,000
SHERIDAN 2	SOAR ACADEMY	Accountability Pathways	\$30,000	\$30,000			\$60,000
WELD RE-8 SCHOOLS	FORT LUPTON HIGH SCHOOL	Exploration	\$21,382				\$21,382
WESTMINSTER PUBLIC SCHOOLS	SHERRELWOOD ELEMENTARY SCHOOL	Exploration	\$35,000				\$35,000
WESTMINSTER PUBLIC SCHOOLS	TENNYSON KNOLLS ELEMENTARY SCHOOL	Exploration	\$35,000				\$35,000
WIGGINS RE-50(J)	WIGGINS MIDDLE SCHOOL	Exploration	\$54,600				\$54,600
		Total	\$2,653,704	\$1,765,958	\$1,353,502	\$210,000	\$5,983,164



Appendix D: 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	
Mass Insight	2018 2019	2018 2019	Culture Shift Leadership Training					X	X		
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						



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		
New Teacher Center	2019	2019	Turnaround Leadership Development		X More Information						
NYC Leadership Academy	2018 2019	2018 2019	Turnaround Leadership Development Talent Development Leadership Training		X More Information		X		X		
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				
Relay	2018 2019	2019	Turnaround Leadership Development		X More Information						
Rocky Mountain Prep	2018 2019	2018 2019	Charter Network	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		
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
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						



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		
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