Colorado

ESEA Flexibility Request

Submitted by the Colorado Department of Education on November 16, 2015

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U.S. Department of Education
Washington, DC 20202

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Cover Sheet for ESEA Flexibility Request

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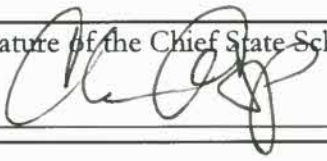
Signature of the Chief State School Officer: X 	Date: 11/16/15

The State, through its authorized representative, agrees to meet all principles of ESEA flexibility.

WAIVERS

By submitting this updated ESEA flexibility request, the SEA renews its request for flexibility through waivers of the nine ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements, as well as any optional waivers the SEA has chosen to request under ESEA flexibility, by checking each of the boxes below. The provisions below represent the general areas of flexibility requested.

☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.

☒ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.

☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.

☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a school-wide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*.

☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

☒ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

☒ 10. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

☒ 11. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.

☒ 12. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

☒ 13. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that

section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver in addition to waiver #6 so that, when it has remaining section 1003(a) funds after ensuring that all priority and focus schools have sufficient funds to carry out interventions, it may allocate section 1003(a) funds to its LEAs to provide interventions and supports for low-achieving students in other Title I schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

If the SEA is requesting waiver #13, the SEA must demonstrate in its renewal request that it has a process to ensure, on an annual basis, that all of its priority and focus schools will have sufficient funding to implement their required interventions prior to distributing ESEA section 1003(a) funds to other Title I schools.

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☒ 14. The requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The SEA requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level, mathematics coursework. The SEA would assess such a student with the corresponding advanced, high school level assessment in place of the mathematics assessment the SEA would otherwise administer to the student for the grade in which the student is enrolled. For Federal accountability purposes, the SEA will use the results of the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will administer one or more additional advanced, high school level, mathematics assessments to such students in high school, consistent with the State's mathematics content standards, and use the results in high school accountability determinations.

If the SEA is requesting waiver #14, the SEA must demonstrate in its renewal request how it will ensure that every student in the State has the opportunity to be prepared for and take courses at an advanced level prior to high school.

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ASSURANCES

By submitting this request, the SEA assures that:

☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of ESEA flexibility, as described throughout the remainder of this request.

☒ 2. It has adopted English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the State's college- and career-ready standards. (Principle 1)

☒ 3. It will administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)

☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii) no later than the 2015–2016 school year. (Principle 1)

☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)

☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)

☒ 7. It will annually make public its lists of reward schools, priority schools, and focus schools prior to the start of the school year as well as publicly recognize its reward schools, and will update its lists of priority and focus schools at least every three years. (Principle 2)

If the SEA is not submitting with its renewal request its updated list of priority and focus schools, based on the most recent available data, for implementation beginning in the 2015–2016 school year, it must also assure that:

☒ 8. It will provide to the Department, no later than January 31, 2016, an updated list of priority and focus schools, identified based on school year 2014–2015 data, for implementation beginning in the 2016–2017 school year.

☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)

☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its ESEA flexibility request.

☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs. (Attachment 2)

☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the SEA customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice. (Attachment 3)

☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout its ESEA flexibility request, and will ensure that all such reports, data, and evidence are accurate, reliable, and complete or, if it is aware of issues related to the accuracy, reliability, or completeness of its reports, data, or evidence, it will disclose those issues.

☒ 14. It will report annually on its State report card and will ensure that its LEAs annually report on their local report cards, for the "all students" group, each subgroup described in ESEA section 1111(b)(2)(C)(v)(II), and for any combined subgroup (as applicable): information on student achievement at each proficiency level; data comparing actual achievement levels to the State's annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. In addition, it will annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively. It will ensure that all reporting is consistent with *State and Local Report Cards Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended Non-Regulatory Guidance* (February 8, 2013).

Additional Assurance

15. If and when the Colorado State Board of Education approves a waiver to Colorado law that affects ESEA flexibility, CDE will notify the USDE of the waiver and how it will meet ESEA flexibility requirements.

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Notices inviting public comment and public and stakeholder group comments received, and letters of support can be found in Attachments 1 through 3.

Colorado recognizes that stakeholder engagement is critical to the effective development and implementation of the state's education initiatives and, ultimately, to moving all students in the state to college- and career-readiness. That is why our ESEA waiver request builds upon existing Colorado reform efforts in standards and assessments, recognition, accountability and support, and educator effectiveness - each of which has been shaped extensively by the input of our stakeholders. We have continued to seek stakeholder input as we have implemented Colorado's reforms and developed and revised our ESEA waiver requests. As we value a system of continuous improvement, we are firmly committed to ensuring that stakeholder consultation remains central to our implementation efforts.

The foundation of Colorado's system has been built through three key pieces of legislation: SB-212 (Colorado's Achievement Plan for Kids, standards and assessments), SB-163 (Education Accountability Act, school and district accountability), and SB-191 (Great Teachers and Leaders, educator evaluation). In each case, the legislative and rule-making process has included extensive public and stakeholder input. This process is summarized below, with details provided in each relevant section of this request.

Principle I: College- and Career-Ready Expectations for all Students
CAP4K: Defining Postsecondary and Workforce Readiness

The Colorado Department of Education (CDE) and the Colorado Department of Higher Education (DHE) worked together to develop a "postsecondary and workforce readiness" (PWR) description that includes the knowledge, skills and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy.

To accomplish this, the two departments jointly convened 13 regional meetings around the state between November 2008 and June 2009. The purpose of these meetings was to engage local

communities in conversations about the skills and competencies students need to succeed after high school. To this end, we engaged over 1,000 P-12, higher education, community college, business, parents, board members and other local stakeholders. Feedback captured at each regional meeting can be accessed at: http://www.cde.state.co.us/cdegen/SB212.htm.

Additionally, CDE partnered with Colorado Succeeds and a number of prominent business and community college leaders in online surveys targeted toward the specific needs and interests of these groups. A report of survey findings can be accessed at: http://www.cde.state.co.us/cdedocs/ASMTRev/LegislativeReport_2011_finalWattachments.pdf.

Based on local input, CDE and DHE jointly drafted a PWR description for review and feedback by the State Board of Education and Colorado Commission on Higher Education. Members of the public were invited to provide comment at the State Board meeting on June 10, 2009 (http://www.cde.state.co.us/communications/download/PDF/20090605postsecondaryreadiness.pdf). The final PWR definition was adopted by the State Board of Education and Colorado Commission on Higher Education for joint adoption at a meeting on June 30, 2009.

CAP4K: 2009 CDE/CEA Teacher Tour

In collaboration with the Colorado Education Association (CEA), CDE conducted a 13-stop tour across the state to identify teacher understanding of CAP4K, its relevance to practice, its impact on teaching and learning and the kind of help that teachers would find useful for classroom implementation. Following this tour, CDE and CEA released a report that captures findings from all 13 stops, titled "CAP4K Teacher Tour, Aligning State-Level Support with Classroom-Level Needs." The report highlights discussion, particularly the conclusion that teachers want to be involved in education reform, regional themes, and next steps, and contains meeting notes for each of the 13 locations. Feedback from the tour has been used to help CDE organize professional development and other support for teachers related to CAP4K. Specifically, it has guided and informed revised standards rollout and implementation, revised assessment design, the CAP4K cost study, design and implementation of a statewide system of accountability and support and Colorado's Race to the Top proposal.

Revisions from the Colorado Model Content Standards to the Colorado Academic Standards

In 2009, CDE initiated a year-long process of revising academic standards in all ten content areas (the arts, comprehensive health and physical education, mathematics, reading and writing, science, social studies, and world languages) and English language proficiency. Following this year-long standards revision process, the Colorado State Board of Education adopted the Colorado Academic Standards (CAS) in December 2009, creating Colorado's first fully aligned preschool-through-high school academic expectations. The standards were developed by a broad spectrum of Coloradans representing Pre-K and K-12, higher education, English learners, students with disabilities, and business, and utilized the best national and international exemplars. Seven hundred and eighty-six people applied to fill 255 unpaid roles on content subcommittees. Selection was made by Colorado stakeholders in a name-blind process

using the merits of both the application and resumes. National experts also provided advice and continuity editing, structural technique and research feedback on the drafts and public recommendations. Official public hearings also followed at each relevant State Board of Education meeting.

In its transition to new standards, Colorado has carefully planned a multi-year transition process that includes four phases: (1) awareness (school year 2010-11); (2) transition (school years 2011-13); (3) full implementation (school year 2013-14); and (4) transformation - an ongoing process of continuous improvement in teaching and learning. Awareness involves communication about the CAS; transition involves planning for required changes; implementation involves instituting the necessary changes; and transformation represents the intended outcome of implementing college- and career-ready standards. For a detailed description of how Colorado continues to engage stakeholders in each of these phases, please see Principle I of this request.

ESEA Waiver Renewal - Stakeholder Input/ Public Comment for College- and Career-Ready Expectations for all Students - Standards

Since 2012, thousands of Colorado educators have been engaged in an effort to deepen educator instructional leadership for implementation of the CAS. In March of 2012, the Department hosted a one-day summit on the new CAS that garnered feedback from participants regarding the "next steps" for successful standards implementation. Participants expressed a strong desire for the state to assist districts in developing sample standards-based curriculum resources. At the same time, the state received a letter from the leadership of CASSA (Colorado Association of School Superintendents and Senior Administrators) requesting the state's assistance in developing sample curricula that would be available for districts to use.

These grass-roots requests supplied the initial foundation and support for CDE to begin working with educators across Colorado to build curricula designed to help districts successfully implement all ten content areas of the CAS. The Colorado District Sample Curriculum Project is an evolving project that is oriented and guided by a fundamental principle; curriculum samples must be created by and for educators.

The project has several phases. Each phase builds on the work before as the Standards and Instructional Support team responds to input from educators. During the first phase of the project, Colorado educators worked together in grade level and content area teams to engage in process of translating the CAS into curriculum overview samples. During the second phase of the project, the Standards and Instructional Support team conducted area workshops across the state to get feedback on the project, the curriculum overview samples, and the curriculum support tools still needed in the state. During the third phase of the project, the Standards and Instructional Support team traveled across Colorado to work with educators to build units based on select curriculum overview samples. In three-day workshops, district-teams of general education, special education, English learners, and gifted and talented educators/specialists worked together to plan for the instruction of all students.

To date, educators from 121 of Colorado's 178 school districts have been involved in all three phases of Colorado's District Sample Curriculum Project, authoring and/or refining the curriculum overviews and instructional unit samples. Across the state, thousands of Colorado educators have voluntarily given their time and offered their expertise in service to a project designed to support all teachers in the transition to the new Colorado Academic Standards. Representing the full cross-section and diversity of the state, teachers from districts with less than one hundred students worked alongside teachers from Colorado's largest metropolitan-area districts to produce the curriculum overviews in the first phase of the project. Then, in the project's third phase, districts assembled 6-teacher teams comprised of general education, special education, EL, and gifted and talented educators/specialists to create full instructional units based on the overviews. Again, the response was overwhelming, with rural, urban, mountain, and suburban districts all putting together curriculum-writing teams.

Revisions to the Colorado State Assessment

A stakeholder advisory group was assembled to help frame the issues of the current state assessment system, recommend improvements, and define the work of subcommittee groups. There were 35 members with representatives from each key professional sector: business, higher education, military, K-12 educators, school district administration, early childhood education, special education, English language learner specialists, and local school board members. From October 2009 through 2010, the stakeholders met 13 times in day-long meetings. The committee advised the process, gave expert opinion on assessment attributes, selected subcommittee members and reached consensus on final recommended attributes. For more information about the Assessment Stakeholder Committee, please go to: http://www.cde.state.co.us/ASMTRev/stakeholders.htm.

To assist in the work of the Stakeholder Committee, it has created the following subcommittees:

1. School Readiness and Early Childhood Assessments
2. Postsecondary and Workforce Readiness Assessments
3. Summative Assessments
4. Formative Instruction and Interim Assessments
5. Assessments for Special Populations

For more information about the subcommittees, please go to:
http://www.cde.state.co.us/ASMTRev/Subcommittees.htm.

For a detailed description of how Colorado continues to engage stakeholders in the state's assessment revisions, please see Principle I of this request.

ESEA Waiver Renewal - Stakeholder Input/ Public Comment for College- and Career-Ready Expectations for all Students - Assessments

In support of the proposed changes to assessments to avoid double testing, CDE provided all LEAs in Colorado with notice and a reasonable opportunity to provide comment on this request. CDE provided such notice in an article in CDE's weekly stakeholder newsletter "The Scoop" on February 18, 2015 and via an email to all school districts on March 13, 2013. Notice inviting public comment was also posted on CDE's website in February and discussed with stakeholder groups such as the Accountability Work Group at its meeting on February 9, 2015, the ESEA Committee of Practitioners at its meeting on February 26, 2015 and attendees of the English Learner Mega Meeting on March 18, 2015.

Principle II: State-Developed Differentiated Recognition, Accountability and Support

Colorado education leadership and stakeholders have long embraced accountability. As early as 1998, the Colorado Accreditation Act (HB-127) required CDE to accredit districts by contract based on compliance with accreditation indicators, and in 1999, Senate Bill 186 established School Accountability Reports (SARs) for all public schools, rating schools based on CSAP status measures. School and district educators, however, recognized the limitations of these narrow evaluations. In 2001, a district consortium established a longitudinal growth pilot project, and in 2003, Colorado's Association of School Executives (CASE) and the Donnell-Kay Foundation, a private education foundation, published the results of the Colorado Accountability Project. The Colorado Accountability Project report reflects the efforts of a task force of more than 45 education, business and community leaders from across the state, who worked together to evaluate Colorado's existing accountability systems and propose recommendations for how to improve them. The report identified Colorado's three misaligned accountability systems – district accreditation, SARs, and NCLB accountability – and proposed that Colorado strengthen and simplify accountability by creating "one performance-based system that gives educators, parents and communities a clear picture of school and district performance. The purpose of the system should be to ensure that all students meet the state's academic standards and those students who have done so continue to progress." To access the full report, please go to: http://www.dkfoundation.org/PDF/Final%20Recommendations.pdf.

These efforts prompted the Colorado legislature to support a bill that would have aligned these systems and required growth measures in the evaluation of school performance, but the bill was not signed into law. However, the report did serve as the catalyst for a number of key legislative bills and actions that would pass and follow in the subsequent years:

- HB-109 directed a Technical Advisory Panel to develop a growth model (2007). The Technical Advisory Panel comprised of representatives from key stakeholder groups, including CASE, the Colorado Association of School Boards (CASB), the Colorado Education Association, superintendents, and charter school and other advocacy groups.
- HB-1048 established student academic growth as the cornerstone of Colorado's accountability system and required CDE to develop a longitudinal growth model (2008).
- Districts received CDE reports on the academic growth of their students using the newly-

implemented Colorado Growth Model (2008).

- SB-163, the Educational Accountability Act, established a statewide system of accountability and support, requiring aligned annual school and district performance framework reports and annual school and district improvement plans.

In developing SB-163, CDE sought the feedback of multiple stakeholders. The Commissioner engaged superintendents and school boards statewide in listening and feedback sessions, where CDE presented scenarios for how growth and other performance indicators could be included in the accountability system. The legislation itself was developed in cooperation with key education leaders, with extensive feedback opportunities in reviewing drafts of the bill. The result was unanimous support from the State Board of Education and the passing of the bill virtually unopposed in both the Colorado House and Senate, given overwhelming support from stakeholders in how it reflected their values and recommendations.

Similarly, CDE approached the regulatory process in an inclusive way. Stakeholders were asked for their feedback on the draft rules, prior to their being promulgated as proposed rules, then given an opportunity to provide formal feedback during the public comment period. The rules for SB-163, too, passed with unanimous support from the State Board of Education, having followed extensive discussions with urban and rural educators to ensure that they met the needs of the field. This included consultation with the Commissioner's Superintendents Advisory Committee, comprised of the leadership of regional superintendent groups, the SB-163 Advisory Committee, comprised of representatives from boards, CEA, parent associations and other advocates, and the statutorily-required Technical Advisory Panel, technical field experts from across Colorado and the nation. To view the published comments of hundreds of stakeholders over four months, please go to "Comments and Responses on SB-163 Regulations" at:
http://www.cde.state.co.us/Accountability/PerformanceFrameworksResearchAndPolicy.asp.

As Colorado has implemented SB-163 and its associated supports, CDE has continued to seek and respond to stakeholder input. To view the published comments of stakeholders regarding the implementation of Colorado's accountability system after its first year, please go to "Comments and Responses on SB-163 Implementation" at:
http://www.cde.state.co.us/Accountability/PerformanceFrameworksResearchAndPolicy.asp. Now into our second full year of SB-163 implementation and in response to adjustments as a result of this waiver request, CDE will convene an advisory panel of regional superintendent representatives, higher education, CASE and CASB on November 29, 2011.

ESEA Waiver Renewal - Stakeholder Input/ Public Comment for School and District Accountability

Over the past 5 years, CDE has sought continual input on the school and district accountability system from our stakeholder groups, through a number of different means. The feedback from these groups has, in some cases, shaped improvements that have been made to the system along the way. Feedback on more substantial changes is being used in this up-coming transition to improve upon the system.

CDE has formally gained feedback from stakeholders through the following processes:

1. The **SB-163 Superintendents Task Force** consisted of a group of regionally representative superintendents, a representative from the Colorado Association of School Executives (CASE), and a representative from the Colorado Association of School Boards (CASB). This group met 4-5 times per school year during the 2011-12, 2012-13, and 2013-14 school year. The group provided recommendations for CDE and the department responded to each recommendation with next steps. Some of them were actions that could be taken immediately to improve upon the system and others were considerations to take when the frameworks and accountability system would be revised more.

2. For the past 5 years, the Unit of Improvement Planning and the Accountability and Data Analysis Unit have jointly administered an annual **Needs Assessment Survey** with Colorado school districts to gather widespread feedback on the implementation of the accountability system and unified improvement planning process. The feedback from the survey has been used to develop the technical assistance and resources, as well as make adjustments to policies and practices. In this most recent year, more comprehensive feedback was collected on the frameworks (see below).

3. The Commissioner meets regularly with statewide children's **Advocacy Groups** to discuss the implementation of education reforms in Colorado, including accountability. Feedback from this group has been used to consider updates to policy.

As we begin this process of enhancing the current school and district performance frameworks, stakeholder input will become even more important. The following processes have occurred or are planned for the next year and a half:

1. The **2014 Needs Assessment survey** (described above) was heavily focused on the utility of specific measures and metrics currently included in the performance frameworks, gauging interest in inclusion of new/different measures and metrics, potential design changes and reflection on the impacts of the performance frameworks. Sixty two percent of districts in Colorado participated in the survey. The responses from the survey have been used to direct the initial development and research work for the next iteration of the performance frameworks.

2. To dig deeper into the feedback from the 2014 needs assessment survey, CDE contracted with The Center for Assessment to conduct **focus groups** with different key stakeholder groups. Three focus groups were conducted. The first was with the Association of Colorado Education Evaluators, which consists mainly of school district staff members that are closely involved in using assessment data for evaluation and accountability purposes. The second focus group consisted of a variety of Colorado advocacy group leaders, and the education leaders of rural school districts made up the third group.

3. The Center of Assessment wrote a **comprehensive report of the findings** from the survey and focus groups ("Stakeholder Input for the Next Version of the School and District Performance Frameworks") and included their recommendations for CDE's next steps in revising the frameworks. This report forms the beginning of the detailed work plan for the development of the next iteration of frameworks.

4. The SB-163 Superintendent's Task Force provided great input to CDE during the first implementation phase of the Education Accountability Act of 2009. Now that the state is entering a phase to refresh and improve the system, the group needs to expand to include other important perspectives and expertise. Furthermore, the group needs to shift its focus to "development" work as opposed to providing feedback to CDE. Thus, the Commissioner has appointed 25 members to the newly formed **Accountability Work Group.** The group consists of regionally representative superintendents, district staff, principals, CASE, CASB and CEA representation. There is also representation from a variety of school/district performance levels. The Commissioner has asked the group to come together to take the existing input on the school and district performance frameworks, review practices in other states and research, and recommend enhancements to the frameworks for the fall 2016 release. More information about the Accountability Work Group, please visit this website: www.cde.state.co.us/accountability/accountabilityworkgroup.

5. Additionally, CDE works closely with the statutorily created, **Technical Advisory Panel for Longitudinal Growth (TAP).** This group was initially legislated to help the state create and implement a growth model. Along with that work, the TAP has been instrumental in recommending measures, metrics and design decisions for the accountability frameworks. The TAP has also been asked to assist with developing the detailed specifications for state awards. Through the transition and next iteration of the frameworks, CDE will rely heavily on the technical expertise of members of the TAP in determining appropriate uses for transitional growth percentiles, the most actionable and valid uses of the new assessment results, and taking a critical and careful look at recommendations for changes to the frameworks and the impacts of making those changes.

6. CDE will work with the **State Advisory Council for Parent Involvement in Education (SACPIE)** to ensure parent input on the revisions to the school and district performance frameworks. The mission of SACPIE is to: review best practices and recommend to policy makers and educators strategies to increase family partnerships in public education, thereby helping to improve the quality of public education and raise the level of students' academic achievement throughout Colorado. Part of the charge of the group is to assist in training for school and district accountability committees in their work, which involves understanding and using the performance frameworks. CDE believes this is an important and perhaps under-utilized perspective to include in the revisions to the frameworks.

7. CDE will continue to consult with our **regular stakeholder groups** to gather input around proposed changes. These groups include: monthly regional superintendents meetings, monthly meetings of the Association for Colorado Education Evaluators, ESEA Committee of Practitioners, advocacy groups, and the Commissioner's Superintendents' Council.

The input and ideas provided by stakeholder groups have greatly strengthened the school and district accountability system in Colorado. It has also helped to develop a greater sense of ownership of the state's accountability system among Colorado's schools and districts. CDE will continue to solicit constructive input from those implementing these systems in an effort to create the best accountability system for Colorado.

Principle III: Supporting Effective Instruction and Leadership

Colorado's educator effectiveness reforms are based in the landmark SB-191 legislation, Great Teachers and Great Leaders, which shifts the focus of career advance qualifications to demonstrated effectiveness based on student outcomes. Stakeholder input in the development of this law and its rules are especially critical.

SB-191 required that a 15-member State Council for Educator Effectiveness, appointed by the governor, make recommendations regarding the implementation of a system for the evaluation of licensed personnel. The council was responsible for providing recommendations to the State Board concerning statewide definitions of effectiveness, performance ratings and evaluation standards for teachers and principals, and other guidelines for adequate implementation of a high-quality educator evaluation system. The State Council began meeting in March 2010 and has held 32 meetings to date. The council made recommendations to the State Board in April 2011. The State Board, after conducting an extensive rulemaking process that included three formal rulemaking hearings and responses to written comments submitted by the public over the course of five months, adopted rules for administration of local evaluation systems on Nov 9, 2011. These rules were submitted to the General Assembly for final review. To view the published comments of stakeholders in response to the draft rules between June through November 2011, please see "Public Comments and Department Recommendations" at: http://www.cde.state.co.us/EducatorEffectiveness/RB-Rulemaking.asp.

For a detailed description of how Colorado continues to engage stakeholders in the state's educator effectiveness reforms, please see Principle III of this request.

ESEA Waiver Renewal - Principle III: Supporting Effective Instruction and Leadership

CDE works closely with 25 pilot districts to learn about the process they use to implement educator evaluations. The pilot districts are a rich and ongoing source of consulting and feedback. Legislators conducted site visits and meetings with BOCES and districts around the state to learn about district needs regarding the use of state assessment for evaluation purposes. Notices inviting public comment

specific to waiver renewal and the extension of the full educator evaluation implementation timeline were posted and sent to a broad array of stakeholders. The majority of the feedback suggested giving another year of flexibility to allow assessment scores to come in and provide for an appropriate standard setting process and guidance to occur.

Colorado's ESEA Waiver Request

Building upon each of the above reforms in standards and assessments, accountability and educator effectiveness, Colorado began the process of gathering input specifically related to the ESEA waiver request with the State Board of Education at its meeting on August 10, 2011. At that meeting, an executive summary of CDE's waiver proposal was presented. Additional meetings were held with Board members during the months of August and September. A revised proposal was shared with the State Board of Education at its meeting held on September 14, 2011. At that meeting, the State Board gave its support to CDE staff to move ahead with its ESEA waiver request.

In late August, an executive summary of the ESEA waiver request was prepared for the Governor and his staff to ensure alignment of vision. Additional information was shared with the Governor and his staff at subsequent meetings.

Information related to CDE's waiver proposal was presented to the Colorado NCLB Committee of Practitioners (CoP) at its meeting on September 7, 2011. A draft copy of the waiver proposal was sent to CoP members on October 29th. Feedback from CoP members was taken via email and at its meeting on November 2nd.

In meetings and events through the months of September and October, information regarding CDE's ESEA waiver proposal was presented to, and feedback was solicited from, groups including the State Regional Superintendents Councils, Colorado Special Education Directors, Colorado Special Education Advisory Council, State Gifted and Talented Association, State English Language Acquisition Directors, and Colorado Regional Migrant Education Directors.

In October 2011, notices inviting public comment were sent to school district superintendents, school district Title I, II, and III program directors, the Colorado Education Association, Colorado Association of School Boards, Colorado Statewide Parent Coalition, and the Colorado Association of School Executives (see Attachment #1). Professional organizations were asked to disseminate the notice among their memberships and encourage their memberships to submit comments. An invitation to review CDE's request and submit comments was in CDE's weekly newsletter, The Scoop, which is sent weekly to over 2,500 subscribers.

CDE posted the notice inviting public comment and a draft of the waiver request on its website in late October. At the same time, a press announcement was released encouraging "students, parents, teachers, and all others interested in public education in Colorado" to read the proposal and submit

comments.

In late October, CDE reached out to members of Colorado's Congressional delegation through summaries and drafts of the waiver request.

On November 3, 2011, CDE presented its waiver request and solicited input at the MEGA meeting. The MEGA meeting is an annual meeting of English Language Learner stakeholders.

On November 4, 2011, CDE presented its waiver request to and solicited input from the Education Data Advisory Council (EDAC). EDAC, created by the State Legislature, is a council comprised of school district personnel, school board members, Board of Cooperative Educational Service (BOCES) representatives, and others that advises the Commissioner on issues related to data collection. The primary purpose of EDAC is to identify and eliminate the unnecessary collection of data and ensure the integrity of the data collection process.

CDE ended its period of accepting public comment on November 7, 2011, and provided an update to the State Board on November 9, 2011.

As CDE has engaged stakeholders in the development of its waiver request, many of the comments have referenced the credibility of the accountability system and the need to continue to hold schools and districts accountable for the performance of all groups of students.

As a result of the feedback it has received, CDE has made changes to the waiver request originally proposed. These changes are described in more detail within the body of this request; however, noteworthy modifications include:

- Modifying SES/Choice requirements rather than waiving them completely to ensure that parents and their students enrolled in struggling schools have options
- Including additional disaggregation of student results by student group
- Incorporating measures of English language proficiency into the state's performance frameworks
- Focusing intensive CDE interventions and supports primarily on priority improvement and turnaround schools and districts

Colorado recognizes that stakeholder engagement is critical to the effective implementation of the state's education initiatives and, ultimately, to moving the state to college and career readiness for all students. This ESEA waiver request builds upon existing Colorado reform efforts in standards and assessments, recognition, accountability and support, and educator effectiveness, each of which has been shaped extensively by the input of our stakeholders and communities. Colorado also recognizes that stakeholder input must be ongoing. To ensure the continuous improvement of Colorado's system of accountability and support, Colorado will continue to seek stakeholder input regarding the system's

performance annually. Colorado SB 163 requires the annual convening of education stakeholders to provide input regarding the system's strengths and areas of weakness. Toward that end, CDE has been hosting a series of meetings over the last several months to gather that input. Similarly, ESEA requires a Committee of Practitioners to oversee and evaluate the implementation of Colorado's ESEA plan and to make recommendations for its improvement. The Committee of Practitioners meets quarterly. CDE will work these groups and others to engage critics of Colorado's system, child advocacy groups, and other stakeholders in meaningful dialog with a goal of improving Colorado's accountability system and improving outcomes for Colorado's children.

Notices inviting public comment, public and stakeholder group comments received, and letters of support can be found in Attachments 2 and 3.

Colorado's ESEA Waiver Renewal

Solicitation of stakeholder input was fundamental to the renewal process. As part of the stakeholder consultation process, CDE sought input regarding Colorado's current waiver and intent to renew from a broad range of stakeholder groups, including: superintendents, BOCES directors, local ESEA program directors, professional organizations, advisory groups, child advocacy groups, and the general public. Comments received were compiled and are included with Colorado's waiver renewal submission. The substance of some of the comments has been incorporated into Colorado's waiver plan where appropriate.. CDE implemented stakeholder consultation in support of the ESEA waiver renewal request in three phases:

- Phase 1: January 21, 2015 through February 16, 2015 – Stakeholder consultation regarding Colorado's *current* ESEA waiver

During the initial phase of stakeholder consultation, CDE gathered feedback regarding Colorado's current ESEA waiver request using four guiding questions:

- Are the supports and interventions included as part of the waiver request the right ones? How can they be improved?
- Do you believe the waivers to the ESEA requirements have been beneficial to Colorado's students, schools, school districts and BOCES? If so, why? If not, why not?
- Specifically, what is working with Colorado's ESEA waiver and what is not?
- How can Colorado's ESEA waiver request be strengthened?

Following the initial phase of stakeholder consultation, CDE used the feedback to develop a draft of a revised ESEA Waiver request. Stakeholders were then given a second opportunity to provide input:

- Phase 2: February 16, 2015 through March 20, 2015 – Stakeholder consultation regarding Colorado's *proposed* ESEA waiver renewal request

The revised draft was posted to CDE 's ESEA Waiver website, notices inviting public comment were sent, and meetings were scheduled with stakeholder groups during the months of February and March, 2015.

Pursuant to this review process, additional revisions were made to the waiver request.

- Phase 3: March 20, 2015 through March 27, 2015 – Close out consultation process and finalize Colorado's renewed ESEA Waiver Request

CDE began the process of gathering input specifically related to the ESEA waiver renewal request at the December, 2014 meeting of the ESEA Committee of Practitioners (CoP). A copy of the approved waiver was reviewed with CoP members and ideas for changes to the waiver were solicited and collected. In meetings and events through the months of December, 2014 through March, 2015, information regarding CDE's USDE approved ESEA waiver plan and proposed ESEA waiver renewal request were presented to, and feedback was solicited from, a broad range of stakeholder groups including Colorado Regional Superintendents Councils, Colorado Rural Education Advisory Council, CDE Accountability Work Group, Statewide Advisory Council for Parent Involvement in Education, ESEA Committee of Practitioners, Front Range Title I Directors, Colorado Special Education Advisory Council, and the State Board of Education.

In January through March, 2015 notices inviting public comment were shared with local education agencies, community based organizations, civil rights organizations, the Colorado state legislature, the Colorado Commission of Indian Affairs, members of the business community, Institutions of Higher Education, professional organizations, advocacy groups and other stakeholders regarding the current approved waiver and proposed renewal request. Stakeholders were asked to disseminate the notice among their memberships and encourage their memberships to submit comments. The following groups were among those to receive notice:

- School district superintendents and BOCES directors
- School district Title I, II, and III program directors
- Colorado Education Association
- Colorado Association of School Boards,
- Colorado Association of School Executives
- Colorado BOCES Association
- Statewide Advisory Council for Parent Involvement in Education
- University of Colorado at Denver, Colorado Higher Education Linguistically Diverse Educators
- University of Colorado Bueno Policy Center
- Colorado Association of Bilingual Educators
- ESEA Committee of Practitioners
- Colorado's Rural Education Council
- CDE's Accountability Work Group
- Special Education Advisory Council
- Colorado Commission of Indian Affairs
- Equity Assistance Center, Metropolitan State University
- Statewide Parent Coalition

- Colorado General Assembly
- Padres Unidos
- Colorado PTA
- Colorado Education Initiative

The Colorado Commission of Indian Affairs has representatives from Colorado's Indian tribes. Our Deputy Commissioner is an appointed member of the Commission and shared information regarding our ESEA waiver request during a quarterly meeting of the Commission.

Several institutions of higher education were consulted as part of the process to develop Colorado's waiver renewal request: the University of Colorado, the University of Colorado at Denver, and Metropolitan State University. The focus of those discussions included policies that are supportive of English learners, supports for teachers of English learners, and equity and civil rights for historically underserved student populations.

A number of the groups and organizations listed above focus on civil rights and equity, including the Equity Assistance Center, Padres Unidos, the Statewide Parent Coalition, the Colorado Association for Bilingual Educators, the Bueno Policy Center, the Colorado Commission of Indian Affairs, the State Advisory Council for Parent Involvement in Education, the Higher Education Linguistically Diverse Educators, and the Special Education Advisory Council. In addition, the legislative process and State Board process include opportunities for public comment regarding proposed changes in policy and legislation, affording an opportunity for all to provide comments and input, including students, advocacy groups, civil rights groups, and the business community.

Members of the business community are represented on the boards and in the membership of a number of councils, commissions, and organizations that help shape Colorado policy and legislation as well as Colorado's waiver request. The business community also has a voice as part of the Colorado State board and legislative process.

Although Colorado students do not have a statewide group or organization that was consulted as part of the development of the waiver renewal process, they do have a voice as part of the State Board of Education and legislative processes. To ensure that the voice of students is heard moving forward, CDE will add a student member to the NCLB Committee of Practitioners beginning with the 2015-2016 school year.

An invitation to review CDE's USDE-approved ESEA waiver and submit comments was included in a January edition of CDE's weekly newsletter, The Scoop, which is sent weekly to over 3,000 subscribers. A similar invitation to review the proposed ESEA waiver renewal request was included in the Scoop in February.

CDE posted the notice inviting public comment of the approved waiver on its website in January, 2015

and posted a draft of the proposed waiver request in February, 2015.

On February 18, 2015, CDE solicited input from the State Board of Education regarding the renewal of Colorado's ESEA waiver. CDE staff presented information regarding the timeline, requirements, and impact of the waiver. At its meeting on March 11, 2015, the State Board of Education voted to allow CDE to submit its request for renewed ESEA flexibility. CDE ended its period of accepting public comment on March 20, 2015.

As CDE has engaged stakeholders in the development of its waiver request, some of the comments received have been more global in perspective while others have been technical and specific. For example, some of the comments broadly referenced the need to revisit the state's accountability system, while others focused on relatively minor adjustments to avoid double-testing. As a result of the feedback it has received, CDE is proposing changes to the waiver request originally proposed. Like the comments received, some of the proposals are broad in scope like the development of an accountability pilot project. Other proposed changes are more specific, like the proposals related to the Spanish language assessments or accountability for English learners. The changes are described in more detail within the body of this request; however, noteworthy modifications include:

- Develop a project to pilot an alternative accountability system that incorporates state and local assessments.
- Take advantage of the flexibility offered by the USDE to hold school and district accountability ratings and interventions at 2014-2015 levels.
- Modify Colorado's system of accountability to include English learner proficiency scores on English language arts and math assessments in the accountability system after they have received two years of instruction in a school in the U.S
- A proposal to eliminate double testing related to the field testing of new Spanish language assessments.
- Modify SES/Choice options to allow greater parent and local flexibility in the design of the program.

Colorado recognizes that stakeholder engagement is critical to the effective implementation of the state's education initiatives and, ultimately, to moving the state to college and career readiness for all students. This ESEA waiver request builds upon existing Colorado reform efforts in standards and assessments, recognition, accountability and support, and educator effectiveness, each of which has been shaped extensively by the input of our stakeholders and communities. Colorado also recognizes that stakeholder input must be ongoing. To ensure the continuous improvement of Colorado's system of accountability and support, CDE will continue to seek stakeholder input regarding the Colorado's standards, assessments, system of accountability, system of supports and interventions, and educator evaluation. Toward that end, Colorado has convened a number of task forces and advisory groups to gather input and recommendations regarding improvements that can be made. Similarly, ESEA requires a Committee of Practitioners to oversee and evaluate the implementation of Colorado's ESEA plan and to make recommendations for its improvement. The Committee of Practitioners meets quarterly. CDE will work these groups and others to engage in meaningful dialog with a goal of improving outcomes for

Colorado's children.

Notices inviting public comment, public and stakeholder group comments received, and letters of support can be found in Attachments 1 through 3.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

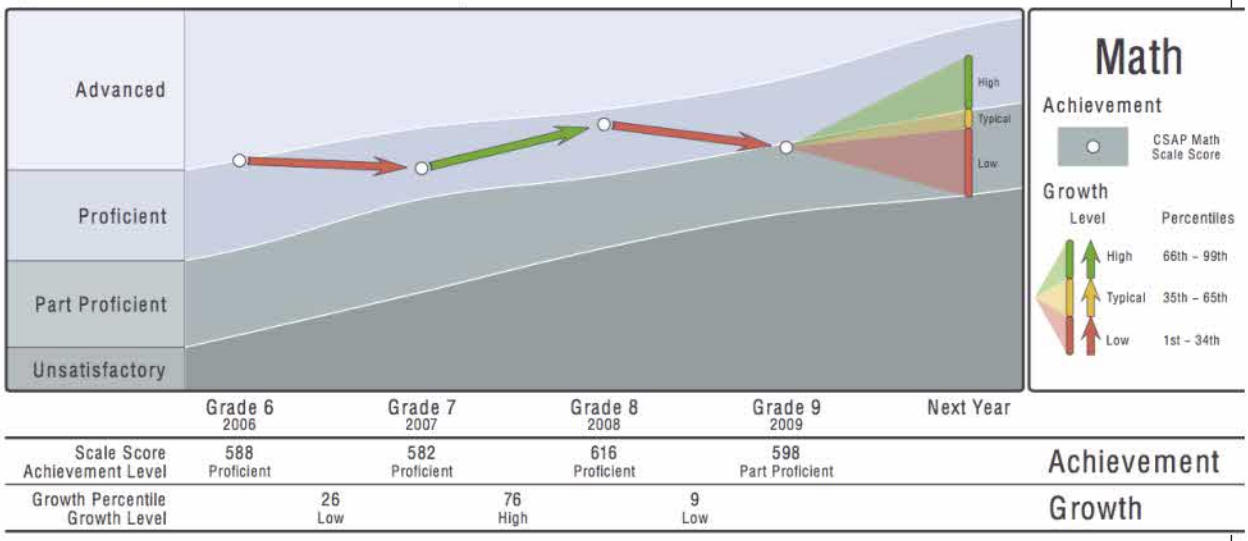
1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and

2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Colorado fully shares the values embodied in the ESEA flexibility package offered by President Obama and Secretary Duncan. Indeed, the thrust of Colorado's education reforms beginning in 2008 demonstrates our commitment to the implementation of rigorous college- and career-ready academic standards, strong assessments that measure progress toward high standards, thoughtfully constructed accountability tools, an educator effectiveness program with a formative focus, and the integration of all these components into a meaningful accountability system that targets supports where needed. The Colorado system not only delivers the required components, but extends the vision of this ESEA flexibility package in its promise to foster continuous improvement and ensure that all students are college- and career-ready by the time they graduate.

The system proposed herein is based on the performance and needs of individual students. Through the Colorado Growth Model, the state charts each student's path to proficiency, which in turn leads to a higher level of accountability for districts and schools charged with the education of each and every student. The focus on individual students provides an unprecedented level of insight into the successes and challenges that educators face, and removes the incentive to focus on "bubble kids" (the students just within striking difference of the proficiency cut score), so that growth by all students is acknowledged and counted. Graphical representations of student performance (see Figure 1 below) have proven to be powerful catalysts of action in Colorado, illustrating not just where achievement gaps exist, but how much progress needs to occur *at the individual level* for such gaps to be closed. As demonstrated in the figure, these data provide greater information about a student—in this case, a partially proficient student. The student represented was proficient in math in 8th grade, but without high levels of growth in the next year, she will not be college- and career- ready in math in 10th grade. Geared with such information, school leaders understand not just the student's current status, but the direction in which this student is headed, and can intervene in time.

Figure 1. Individual Student Growth Report



	Grade 6 2006	Grade 7 2007	Grade 8 2008	Grade 9 2009	Next Year	
Scale Score Achievement Level	588 Proficient	582 Proficient	616 Proficient	598 Part Proficient		Achievement
Growth Percentile Growth Level		26 Low	76 High	9 Low		Growth

These individual targets, identifying the path to proficiency for each student, are aggregated at the school, district, and student group level. These data accurately show not only the level of growth of students in a school but, more importantly, to what level of achievement this current rate of growth is likely to lead. Such a determination is extremely useful for accountability purposes because it requires that growth lead to college- and career-readiness. Consequently, increasing the numbers of students on track to reach proficiency is a way to determine clearly that improvement has occurred.

Student-level data also provide focus at the educator level. Teachers and principals use student-level data to plan instruction and direct intervention resources. At an aggregate level, educators analyze data by student group to decide whether their needs are being met by the curriculum and instruction, and also to identify which students need additional or adjusted instruction. Principals use these data, other student growth measures, and measures of professional practice to evaluate teachers. In turn, principals are evaluated based on individual student growth, other measures included in Colorado's accountability system, and professional practice standards.

The state, through a set of key indicators and ambitious but attainable objectives, holds each school and district accountable for its performance. Strong consequences along with intensive supports are applied when performance is not at acceptable levels. Incentives and recognition drive high performance. Our performance frameworks use multiple measures and performance targets to identify the schools and districts in need of the most intensive support. The frameworks also clearly show how the performance of all students, as well as that of historically disadvantaged disaggregated groups, stacks up against those performance targets. Districts and schools are required to engage in a process of intensive inquiry, through the yearly development and implementation of an improvement plan. The state's improvement plan template (Appendix 4) requires every school and district to reflect on its performance relative to state expectations, identify its greatest challenges and the root causes of these challenges, and chart a path forward that directly addresses problem areas. A crucial part of this plan is the clear presentation of benchmark performance as improvement efforts are

implemented over time.

Such powerful tools exist not only for district staff, but for teachers, students, principals, parents and the entire community. Public accountability through transparency is a value that Colorado strongly relies on in this plan. It is only through comprehensive community involvement and effort that true change can occur. School and district improvement plans require extensive stakeholder input and are prominently posted on the state website for public access and scrutiny. Data from schools and districts are made available to the public and put into compelling online interfaces that encourage disaggregation, exploration, and comparison. Parents looking for information about local schools have fast and straightforward access to the extent to which each school is meeting or falling short of performance expectations.

The focus on continuous improvement toward the goal of college- and career-readiness for all students forms the backbone of Colorado's system of education accountability. A single, comprehensive system using Colorado's education priorities in standards and assessments, accountability and support, and educator effectiveness will allow Colorado to see clearly where the goal is being met and where it is not.

By building a system based on the path of individual students to college- and career-readiness, CDE creates incentives to increase the quality of instruction and improve student achievement. This waiver package will enable our state to align its focus, resources, and supports with a single, comprehensive system. In creating and implementing the above mentioned reforms, Colorado has gone to great lengths to maximize the alignment of the state and federal systems of accountability. However, under the current ESEA authorization, Colorado was left implementing a dual accountability system consisting of two distinct sets of criteria used to assess school and district performance and two sets of labels, timelines and consequences for schools and districts identified as in need of improvement. With 2012 approval of Colorado's ESEA waiver in 2012, the state and federal accountability systems were more greatly aligned, eliminating much of the confusion brought about by the conflicting results of the two systems. Colorado believes that measuring and improving student growth is critical to achieving college- and career-readiness for all students, accordingly it has made growth a key indicator within its accountability system – and ESEA's required accountability simply does not make adequate provision for the inclusion of student growth, even when it is growth to a standard. By creating a single system, our state will send a unified message to students, parents and educators regarding school and district performance, target resources and interventions to students, schools and districts in greatest need and alleviate unnecessary, duplicative, and wasteful administrative burdens on schools, districts and the state.

With a single, comprehensive system, CDE will continue to meet the accountability needs and principles of ESEA within this waiver request by using:

- State-established school and district performance indicators to meet Title I Adequate Yearly

Progress requirements;
- Equitable distribution analysis and district performance indicators to meet Title II 2141(c) sanctions;
- State-established English language growth and proficiency measures to meet Title III annual measurable achievement objectives requirements;
- State-established school and district accreditation rules, performance categories, timelines, and consequences to meet Title I school and district improvement requirements;
- State school and district performance frameworks and performance categories to target Title I School Improvement and Title I Choice and SES set-aside funds.

If granted the waivers included in this request, Colorado will have a single accountability system that is stronger and more credible, and will more readily bring about needed school improvements than the current state and federal systems. Here are some key pieces of Colorado's waiver request.

- Colorado's system includes more students and more schools than NCLB accountability. The state accountability system pertains to *all* schools, and includes 600,000 more students and 1,200 more schools than under NCLB.
- Colorado's definition of college- and career-readiness sets a higher bar for proficiency than does No Child Left Behind. Beyond math, reading and graduation rates, student's performance on writing, science, social studies, English language proficiency, the ACT, and dropout rates are all measured and considered.
- Colorado looks beyond whether students are currently proficient. It expects students to make enough growth to catch up if they are behind, or to keep up if they are already scoring at the proficient level.
- Colorado advances a focus on equity through meaningful disaggregation of all data, including academic growth and graduation rates in its accountability frameworks, and many other measures in reporting.
- All Colorado schools and districts—not only those that are on NCLB Improvement—engage in improvement planning, regardless of performance. All schools and districts develop and implement improvement plans. Each plan is posted on CDE's website for the public. This process promotes collaborative, data-driven inquiry around performance challenges, root causes, and actions necessary to improve student achievement.
- Colorado is committed to public inquiry and transparent reporting and that true accountability is public accountability. It has developed an interactive web-based portal, SchoolView.org, to provide unprecedented access to state education data.
- Colorado has designed and implemented a coherent system, confident that creating the right tension in the system will improve outcomes for students.
- Additionally, since submitting its initial waiver request, Colorado's vision and plan for Expanded Learning Opportunities (ELO) has evolved to a strategy known as "Next Generation Learning". The state's ELO Initiative has advanced beyond what started as an innovation project to part of an emerging statewide vision for public education with the potential to

drastically alter the function, structures, and processes of Colorado's education system over the next 5-10 years. The Next Generation Learning vision not only invites new thinking about how we use time, resources, people, and technology to personalize learning, it also focuses on student outcomes that are critical to developing 21st century skills.

- Educators and leaders across Colorado are engaged in the Next Generation Learning Initiative and are helping 21st century learning strategies take hold in our classrooms and out-of-school programs. This work is anchored in a vision of the five outcomes/competency areas students will need to have developed to engage as 21st century adults, workers, leaders and community members.

Next Generation Learning Environment Characteristics and Student Outcomes/Competency Areas include:

- Academic Competencies: including math skills, literacy skills, and critical thinking skills
- Professional Competencies: including the ability to manage time and projects, collaborate with others, and independently learn new things
- Entrepreneurial Competencies: including the ability to manage professional risk, make interesting and new connections, and learn from failure
- Personal Competencies: including the deep knowledge of self that students can use to make decisions that play on their strengths and that allows them to learn how to learn
- Civic Competencies: including the drive to contribute as a member of the community and the workforce

The waiver for the 21st Century Community Learning Center grants will allow us the flexibility to use a portion of these important grant funds to advance the Next Generation Learning outcomes and support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

The waiver enables the state to support critical elements of expanded learning time and Next Generation Learning Characteristics. Examples include:

- Significantly more time by expanding the school day, school week, or school year to increase learning time for all students;
- Using the additional time to support a well-rounded education that includes time for experiences that develop all five categories of competency;
- Providing additional time for teacher collaboration, common planning, and professional development;
- Partnering with one or more outside organizations, such as a nonprofit organization, with demonstrated experience in improving student achievement;
- Supporting Next Generation Learning Characteristics which are described in 5 categories.

- Personal and Personalized: The delivery of education is not tied to a single method or structure but takes advantage of a variety of media, partners, schedules and approaches to systematically meet the needs of each student.
- Competency-Based: Progress through the education system is based on assessed mastery of learning, demonstrated through competencies, rather than measures of seat time. Competencies describe knowledge and skills that can be applied to novel, complex situations, and include explicit, measurable, transferrable learning objectives that empower students.
- Co-Created: Students play an active role in shaping their learning experience, and see themselves as owners of their own educational outcomes.
- Safe and Healthy: Learning environments are safe, welcoming and free of obstacles to learning. Basic health is not a barrier to learning, physical activity is a valued part of every learning environment and students are supported in building the skills to handle whatever they may be going through in life.
- Time-, Talent- and Tech-Enabled: Time, talent and technology are not drivers of, or impediments to, instructional priorities of the school. Technology enables learners and educators to be flexible with time, place and pace of learning. Schedules, staffing plans and technology use plans are designed to align with instructional priorities.

CDE sincerely appreciates this opportunity to demonstrate that its accountability system meets the intent and purpose of the NCLB requirements the Secretary has offered to waive. With an approved waiver renewal, Colorado will continue its efforts to innovate, increase the quality of instruction and improve student achievement in academics and a variety of 21st century skills for all students on their path to college- and career-success.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1A ADOPT COLLEGE-AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	**Option B**
☒ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)	☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4) ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

Preparing all students adequately for college- and career-success is the established goal of Colorado's public education system. Colorado's complete commitment to college- and career-ready standards is demonstrated by Senate Bill 08-212, Colorado's Achievement Plan for Kids (CAP4K). CAP4K grew out of the recognized need for higher, clearer standards for students in *all* content areas, including reading, writing, and mathematics. This legislation created the path for aligning Colorado's education system from pre-school through postsecondary education. CAP4K called for next generation, standards-based education to prepare Colorado's students for the increasing expectations and demands for higher-level critical thinking skills, and national and international competition in the workforce. With the new law in place, CDE initiated a year-long process of revising academic standards in all of its 10 content areas (the arts, comprehensive health and physical education, mathematics, reading and writing, science, social studies, and world languages) and English language proficiency in 2009.

CAP4K also required that the Colorado State Board of Education and the Colorado Commission on Higher Education (governing bodies for K-12 and higher education, respectively) co-adopt a definition of Postsecondary and Workforce Readiness (PWR), articulating a common focus on college- and career-

readiness for Colorado. CDE's partnership with higher education in defining PWR, and the participation of higher education faculty on the Colorado standards subcommittees, ensured that the design of the Colorado Academic Standards (CAS) stayed squarely focused on college- and career-readiness.

Following this year-long standards revision process, in December 2009, the Colorado State Board of Education adopted the Colorado Academic Standards, creating Colorado's first fully aligned preschool-through-high-school academic expectations (see Attachment 4). The standards were developed by Coloradans across a broad spectrum representing Pre-K and K-12, higher education, and business, and utilized the best national and international exemplars. These standards are the basis for a system that adequately prepares Colorado schoolchildren for achievement at each grade and, ultimately, successful performance in postsecondary institutions and/or the workforce.

Concurrent to the revision of the Colorado standards was the Common Core State Standards (CCSS) initiative, the process and purpose of which significantly overlapped with that of the CAS. Led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), these standards present a national perspective on academic expectations for students, kindergarten through high school, in the United States. These college- and career-ready standards have been adopted by 44 states and were designed to align with college and work expectations, contain rigorous content, and require application and higher order thinking.

Upon the release of the CCSS for Mathematics and English/language arts in June 2010, CDE began a gap analysis process to determine the degree to which the expectations of the CAS aligned with the CCSS. The independent analysis conducted by WestEd's Assessment and Standards Development Services program indicated a high degree of alignment between the two sets of standards, noting where the standards were aligned and where content was unique to either Colorado's standards or the CCSS. WestEd also provided detailed notes pertaining to the analysis in an annotated version of the CAS document.

Using this information, on August 2, 2010, the Colorado State Board of Education adopted the Common Core State Standards in mathematics and English/language arts, and requested the integration of the entirety of the CCSS with the Colorado Academic Standards (see Attachment 4). Colorado refers to its new standards, inclusive of the CCSS, as the Colorado Academic Standards and the Colorado English Language Proficiency Standards (CELP). The CAS in mathematics and reading, writing, and communicating fully integrate the entirety of the Common Core State Standards and include legislative aspects specific to Colorado, including personal financial literacy, 21st century skills, and components related to postsecondary and workforce readiness (PWR). During fall 2010, the CCSS were fully integrated into the CAS and the department reissued the CAS in mathematics and reading, writing, and communicating in December 2010.

1.B TRANSITION TO COLLEGE-AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Colorado's transition plans to the Colorado Academic Standards (CAS) involve ensuring accessibility and high expectations for all students, conducting rigorous gap analyses, determining a transition timeline, conducting a comprehensive outreach and dissemination effort, and continuing to expand access to postsecondary coursework for high school students. As demonstrated in the following areas, this implementation is already well underway in Colorado.

Gap Analyses and Alignment

Throughout the standards revision process in 2009, CDE engaged WestEd to conduct gap analyses to guide the development of each content area standards (found at http://www.cde.state.co.us/standardsandinstruction/cas-researchandanalysis.) Following release of the CCSS in June 2010, WestEd conducted a gap analysis to identify any areas of misalignment between the CCSS and the CAS. Taken together, these analyses informed the creation of standards crosswalk documents for each of the 10 academic content areas. These documents were instrumental in the creation of transition plans for the department and districts. Crosswalk documents for mathematics, reading, writing, and communicating were revised and reissued in 2011 to reflect adoption of the CCSS.

Accessibility

Transitioning to new standards involves multiple levels of communication and support to ensure that all students have an opportunity to master all standards. Colorado has approached this work intentionally and with particular consideration for English learners and students with disabilities.

Colorado is firmly committed to making sure that the special needs of English learners are given the attention they deserve. This effort starts with English language development and instructional services for students not yet fluent in English, in a time-frame parallel to that of the CAS. The state adopted the World Class Instructional Design and Assessment (WIDA™) English language proficiency standards using the same timeline and process as content area standards in December 2009. To emphasize that the WIDA™ English language proficiency (ELP) standards are Colorado standards, Colorado has named its new ELP standards the Colorado English Language Proficiency (CELP) standards.

In order to assess the alignment and linkage of this new set of WIDA™-based ELP standards with those of the Common Core, an independent alignment study was prepared for the WIDA™ consortium (http://www.wida.us/Research/agenda/Alignment/). Results, released in March 2011, indicate strong

alignment between the WIDA™ ELP standards and the Common Core State Standards English Language Arts and Mathematics.

CDE's statewide professional development efforts support districts' implementation of all new standards with a focus on academic language and connections between CELP standards and CAS. CDE models for districts the work of cross-unit teams that include content and English language acquisition specialists. Educators' consideration and understanding of linguistic demands while teaching challenging and relevant academic content ensures that English learners have the opportunity to access and achieve Colorado's college-and career-ready standards on the same schedule as other students.

Colorado is committed to ensuring access to grade-level content and learning expectations for students with disabilities. CDE's Standards Implementation Team includes members from special services, the Exceptional Student Service Unit (ESSU), to ensure that resources and support materials are inclusive and that outreach and communication to the field is consistent throughout the department. CDE offers instructional and assessment accommodation guidance to school districts. The ESSU has worked jointly with the Unit of Student Assessment to create and annually update an Accommodations Manual for this purpose. ESSU offers professional development training opportunities on instructional accommodations. Additionally, the ESSU monitoring process includes Individualized Education Program file reviews specific to the appropriate documentation of accommodations for instructional and assessment purposes. Expectations for students with disabilities to achieve the college-and-career ready standards are the same as for students without disabilities. Additionally, CDE has designed and adopted alternate achievement standards in mathematics, science, social studies, and reading, writing, and communicating for students with significant cognitive disabilities under section 602(3) of the Individuals with Disabilities Education Act (IDEA).

Transition Timeline

CDE has been committed to supporting Colorado school districts in the transition to Colorado's new standards. Because Colorado is in the unique position of implementing standards in all academic areas simultaneously, the department has carefully planned a multi-year transition process. The framework for Colorado's transition plan is illustrated in Figure 2. CDE is following a standards implementation support plan that includes four phases: (1) awareness (school year 2010-11); (2) transition (school years 2011-13); (3) full implementation (school year 2013-14); and (4) transformation—an ongoing process of continuous improvement in teaching and learning. Awareness involves communication about the CAS; transition involves planning for required changes; implementation involves instituting the necessary changes; and transformation represents the intended outcome of implementing college- and career-ready standards.

Figure 2. Colorado's Transition to New College- and Career-Ready Standards

CDE has provided a Transition Overview (see Table 1 below) to inform district and school leaders about the transition process, including recommended focus areas for the district, school, and teacher level. The transition overview was designed to guide districts in fulfilling the legislative requirements of CAP4K, and a Standards Implementation Toolkit (http://www.cde.state.co.us/standardsandinstruction/standardsimplementationsupport) contains resources and tools. According to CAP4K, districts were required to review and revise local standards relative to the CAS and CELP by December 2011. Subsequent to the review, districts were required to adopt standards that meet or exceed state standards, design and adopt curriculum based on the standards, and adopt assessments in areas not assessed by the state.

Although adoption of the CAS by all local school districts is a requirement under this state legislation, it is by no means the final step of implementation. After adoption, the new standards need to be addressed in the curriculum and classroom teaching practices at every grade. The Transition Overview below (Table 1) includes specific guidance related to curriculum design. As a local control state, Colorado does not have a state curriculum, nor does the state require or recommend that districts use state selected textbooks or instructional materials. Instead, Colorado defines curriculum as "an organized plan of instruction for engaging students in mastering standards." Thus, Colorado's transition plan was intentionally designed to support districts in the adoption of ~~a~~ new standards-based curricula. CDE's guidance to districts was to use the 2011-12 school year to design a standards-based curriculum and begin phasing it in during the 2012-13 school year. By using the two school years to design and begin implementation of ~~a~~ standards-based curricula, districts would support a thoughtful standards transition process.

Table 1: Transition Overview for Colorado School and District Leaders

	2011-12 Transition Year 1	2012-13 Transition Year 2	2013-14 Full Implementation
What Should Districts Do?	– Initiate district standards transition plan. – Review local standards by December 2011 and make needed revisions, pursuant to SB 08-212 – Design/redesign curriculum based on the new standards –	– Use and refine redesigned curriculum based on the new standards – Adjust grade level content to reflect the new standards. – Phase out content no longer in the standards – Professional development on the standards-based teaching and learning cycle	– Fully implement curriculum based solely on the new standards – Professional development on the standards-based teaching and learning cycle
What Should Be Educators' Instructional Focus?	– 21st century skills – Organizing concepts of the new standards. – Familiarity with standards-based teaching and learning cycle – Develop familiarity with new grade level content	– 21st century skills. – Organizing concepts of the new standards – Implement standards-based teaching and learning cycle – Integrate formative practice into instruction – Develop expertise with new grade level content	– 21st century skills – Organizing concepts of the new standards – Integrate formative practice into instruction – Refine standards-based teaching and learning cycle – Ensure focus is on the CAS; eliminate extraneous content.
What Support is CDE Providing?	– Protocols for districts to review and revise standards/curricula – Summer Learning Symposia – Curriculum development tools. – Standards-based teaching and learning cycle resources – Model instructional units.	– Leadership transition toolkit. – Curriculum examples – Instruction and formative practice resources. – Models of next generation standards-based instruction – Web resources for educators – Interim assessment resources	– Curriculum exemplars – Resources of student growth measures for all tested and non-tested content areas – Examples of student mastery – Video resources for teaching.
What is Happening with Assessment?	– Transitional Colorado Assessment Program (TCAP) – As blueprint flexibility allows, assess only content shared by Colorado Model Content Standards and the CAS – Release of TCAP assessment blueprint	– TCAP. – As blueprint flexibility allows, assess only content shared by Colorado Model Content Standards and the CAS	– Start of new Colorado summative assessment in social studies and science

Outreach and Dissemination

A key component of the transition has been a communication plan that facilitates district-level transition planning. Colorado has been committed to engaging all necessary stakeholders in the transition to college- and career-ready standards, including educators, administrators, families, and institutions of higher education (IHEs).

Educators and Administrators

The purpose of outreach to educators and administrators follows the four phase transition plan: awareness, transition, implementation, and transformation. Representative outreach and dissemination activities and resources are described below.

Awareness (2010-11)

- Regional Awareness Trainings were held in 12 cities across the state during the summer of 2010. Trainings focused on the standards revision process, design features of the CAS and CELP, and increased rigor and thinking skills required by the new standards.
- Comprehensive awareness outreach was conducted throughout Colorado in 2010 through presentations at Boards of Cooperative Education Services (BOCES) and regional superintendent meetings and at all professional educator conferences (e.g., Colorado Association for School Executives, Colorado Association of School Boards, Colorado Education Association, Colorado Staff Development Council, Colorado Council for Teachers of Mathematics, Colorado Council International Reading Association, and the Colorado Charter School Institute).
- Regional principal awareness trainings were conducted during fall 2010, in partnership with the Tointon Principal Institute at the University of Northern Colorado.
- Monthly online office hours were offered throughout 2010. These live and archived webinars were designed to inform Colorado educators about the development and design features of the CAS and CELP.

Transition (2011-12): Leadership Transition Planning Focus

- Regional Transition Trainings were held in five cities across the state as a part of the CDE Summer Symposium 2011. The training focused on transition resources and planning for school and district leaders.
- Monthly online office hours were held via webinars designed to keep district and school leaders informed of tools and resources to assist with standards implementation.
- An online Standards Implementation Toolkit was launched in June 2011, to support district and school administrators in leading standards awareness and transition.
- A series of 10 training sessions for the CELP Standards to support English language learner mastery of the CAS was conducted in the fall of 2011, involving CDE staff from the Language, Culture, and Equity office, the Office of Federal Programs Administration (Title III) and the CDE content specialist team.

Transition (2012-13): Professional Development Focus.

- During the 2012-13 school year, CDE continued outreach for the transition phase to the new standards which will include an intensive professional development focus for administrators and educators on the CAS and CELP.
- CDE staff includes content specialists in mathematics, literacy, science, social studies, comprehensive health and physical education, and the arts. Additionally, CDE has expertise in English language learners in the office of Language, Culture, and Equity and the Office of Federal Programs Administration. Together, these teams have been trained in the WIDA™ standards that Colorado has adopted as its English language proficiency standards. In addition to co-planning and co-presenting during the CELP training sessions in fall 2011, plans to integrate WIDA™ training into content area administrator and teacher professional development are underway.
- CDE has based its educator and administrator professional development on a revised version of the Colorado Standards Based Teaching and Learning Guide. The guide was updated to reflect the rigor of the new standards as well as to support educators and administrators in using instructional materials aligned with those standards and data on multiple measures of student performance (e.g., from formative, benchmark, and summative assessments) within the context of the standards-based teaching and learning cycle. Rubrics for supporting the standards-based teaching and learning cycle at the classroom, school, and district level were also being revised. Together, these materials formed the foundation of department support to Colorado educators, administrators, and district leaders in leading instructional transformation.
- During fall 2012, CDE engaged more than 500 Colorado educators, representing 61 school districts, to participate in curriculum design workshops that resulted in the creation of 670 curriculum samples based on the Colorado Academic Standards (CAS). As voluntary resources for districts, the samples, (1) represent the translation of the CAS into unit overviews for all ten content areas, grades k-12, (2) illuminate possibilities for sequencing grade-level and content-specific standards across courses/years, (3) offer one possible foundation for exploring standards-based unit and lesson-plan development. The samples, the blank template upon which they are based, and a standards based curriculum development process guide can be accessed on the CDE website: http://www.cde.state.co.us/standardsandinstruction/samplecurriculumproject.

Implementation (2013-14): Professional Development Focus.

From September 2013 to February 2014, the content specialists within the Office of Standards and Instructional Support traveled across the state to work with educators in district settings to build fully differentiated units based on the overview samples. These developed units included learning strategies, resource suggestions, differentiation options, and assessment ideas linked to helping all students master the CAS. During a three-day workshop delivered within a district, a team of educators produced one full instructional unit for one grade and content area in each participating district (e.g., one 1st grade math unit or one 3rd grade science unit, etc.). This process reflected a model of educators working together to plan for the instruction of *all* students including English learners, students with disabilities, economically disadvantaged, and low achieving students. Teams were comprised of:

- 2 General Education teachers (content specialists)
- 1 English Learner teacher
- 1 Gifted and Talented teacher
- 1 Special education teacher
- 1 Title I teacher (or one additional general education/content teacher)

The CDE plan for facilitating sample curriculum depended on the participation of dedicated teachers throughout Colorado who are responsible for the instructional delivery of standards-based curricula. As with the first phase workshops, CDE diligently pursued the participation of educators to ensure representation of the diverse teaching force and districts across Colorado. Upon the completion of Phase III, hundreds of educators were involved in creating at least one instructional unit. As of December 2014, more than 100 full instructional units have posted on the Standards and Instructional Support website alongside the 700+ unit overview samples (http://www.cde.state.co.us/standardsandinstruction/samplecurriculumproject). This project involved more than 2000 Colorado educators from 121 of Colorado's 178 school districts.

Implementation (2014-15): Building District Standards-Based Curriculum Development Capacity

To augment the face-to-face workshops in standards-based curriculum design, the Office of Standards and Instructional Support created process guides to allow districts to replicate and customize the curriculum overview development and instructional unit development processes for local contexts. The process guides have been disseminated through the curriculum project resource webpage: http://www.cde.state.co.us/standardsandinstruction/districtsamplecurrproject-resources.

By district request, the Standards and Instructional Support Office transitioned from working with teachers from multiple districts across the state to produce curriculum samples, to facilitating cross-district curriculum development projects to complete secondary units. This work has been co-led by districts leaders and the Director of the Standards and Instructional Support Office and is designed to develop deeper capacity within participating districts to develop standards-based curricula.

In addition to these projects, additional workshops are being conducted to expand the bank of sample units and to create performance assessments for selected units. Specifically, workshops will result in the creation of additional sample units for personal financial literacy, physical education, arts integration, and content area units focused on building reading, writing, and communicating skills.

Institutions of Higher Education (IHE)

The CAP4K legislation required that all educator preparation programs at institutions of higher education align their content to the new CAS by December 15, 2012. The Colorado Department of Higher Education (DHE) and CDE have been engaging these institutions actively over the past three years to bring about these changes. As a result, students now in the pipeline, preparing to enter the educator workforce in Colorado colleges and universities, already will have been trained on the new standards when they begin working in Colorado's school districts.

Colorado is the recipient of an alignment grant from three foundations (Lumina, William and Flora Hewlett, and Bill and Melinda Gates) in support of K-12/postsecondary alignment activity around the CCSS and aligned assessments in 10 leading states. The goal of the grant is to promote successful implementation of the CCSS and the aligned assessments and shared ownership of college readiness by the K-12 and postsecondary sectors. A specific focus of the grant is the use of the aligned assessments as one element in the determination of a student's readiness for placement into credit-bearing courses by postsecondary institutions. In partnership with the DHE, CDE has communicated to IHE faculty related to align academic expectations for preschool through postsecondary students and revision of educator preparation programs through the Council of Colorado Deans of Education. Regional meetings with both content and education faculty were conducted through 2012 to introduce the new standards and promote shared understanding of increased academic expectations. Specific training on the CELP Standards will be provided to higher education faculty as a support for English language learners in mastering the CAS as well as a means of supporting all students in developing academic language to meet content area standards.

The Colorado Department of Education Exceptional Student Services Unit (ESSU) is currently participating in a project under the auspices of the Collaboration for Effective Educator Development, Accountability, and Reform Center (CEEDAR). The project is designed to enable intensive work with institutions of higher education that prepare teachers to provide services to students with disabilities. The focus of the project is improving and enhancing the preparation of teachers in those skills required for literacy instruction. During academic year 2014-2015, the ESSU will receive targeted technical assistance from the CEEDAR Center; in 2015-2016, intensive technical assistance will be provided in order to better align higher education literacy curriculum to meet the tenets of the READ Act and to support actualizing the State Identified Measurable Result (SiMR).

In 2013, the Colorado Department of Higher Education, in collaboration with the Colorado Department of Education, partnered to create a full-time position to (1) provide outreach and training opportunities to Colorado institutions of higher education on the new educator evaluation system and CAS; (2) launch a pilot project to embed the tools, materials and strategies already in use in many Colorado school districts within their preparation programs; and (3) provide technical assistance to institutions of higher education focused on scaling up emerging best practices to support the alignment of all preparation programs to the new expectations by 2015.

Simultaneously, CDE and DHE have partnered with The New Teacher Project (TNTP) to identify options for a system of educator licensure, induction, and preparation that is aligned with the new standards and educator evaluation system. The Colorado Educator Pipeline Task Force, created in August 2011, will provide recommendations and input to guide and inform the first phase of the initiative, which will focus on educator licensure and induction. The task force comprised of key stakeholders, including Human Resources leaders from local school districts, teachers, administrators, and educator preparation program representatives. Recommendations and input of the task force will guide CDE, DHE, and other

stakeholders in redesigning licensure and induction to better meet the needs of educators and to help Colorado achieve its vision of effective educators for every student and effective leaders in every school.

The task force will provide input and recommendations to guide project staff in the production of these key deliverables:

1. Design options for the new system to be presented to the State Board of Education for their consideration (December 2011).
2. Design options and considerations for state legislature as they consider new legislation governing licensure.
3. A starting point for staff to consider the implications of and options to redesign the current licensure system.

Combined with outreach efforts to IHEs, the Colorado Educator Pipeline Task Force deliverables will create information and policy levers to impact programs to prepare educator and principals to meet Colorado's college- and career-ready standards.

Parents

CDE is currently working with the Colorado Parent Teacher Association (PTA) and other statewide parent networks to provide outreach materials specifically made for parents. The National PTA has developed materials specific to the college- and career-ready standards. Colorado worked to create similar materials for content areas not included in the standards in order to provide families with a comprehensive understanding of the CAS standards in all content areas. In November 2014 and January 2015, the Standards and Instructional Support Office released user-friendly guides to the Colorado Academic Standards. The guides are now available to help families and communities across Colorado better understand the goals and outcomes of the standards. The guides describe the "big picture" purpose of the standards, as road maps to help ensure that all Colorado students graduate ready for life, college, and careers. They also provide overviews of the learning expectations for each of the 10 content areas of the standards and offer examples of educational experiences that students may engage in, and that families could support, during the school year. The guides can be found at http://www.cde.state.co.us/standardsandinstruction/guidestostandards

Expanding Access to Postsecondary Coursework

CDE is expanding access to postsecondary coursework through multiple pathways, such as the concurrent enrollment and Accelerating Students through Concurrent Enrollment (ASCENT) programs. In May 2009, the Colorado state legislature passed the Concurrent Enrollment Programs Act as in Colorado Revised Statutes §22-35. The collective intent of these programs is to increase the success of high school students and ensure they are college and career ready. Studies have shown students who participate in concurrent enrollment programs are more likely to enroll in college, remain in college, and earn a credential. Colorado data show dually enrolled students are more likely to matriculate to college, have higher earned credit hours, higher GPAs, and are more likely to still be enrolled in college after the first year.

Beyond coordinating and clarifying the existing concurrent enrollment programs, the act also created the "5th year" ASCENT program, for students to remain in high school beyond the senior year for additional postsecondary instruction. Students in the ASCENT program may earn both a high school diploma and college certificate or an associate's degree over a five-year extended high school experience, without the additional cost of postsecondary tuition. The following details the increased enrollment, since the program began in the 2010-11 school year, using the actual number of students participating in the ASCENT program:

- 2010-11: 99 students participated from 3 school districts
- 2011-12: 201 students participated from 16 school districts
- 2012-13: 283 students participated from 23 school districts

Colorado is expanding student pathways to college and careers through Individual Career and Academic Plans (ICAP) and the School Counselor Corps Program. The intent of the legislation as outlined in the School Finance Bill (SB 09-256), is to ultimately decrease dropout rates and increase graduation rates by assisting students and their parents in developing and maintaining a personalized postsecondary career and educational plan. Each ICAP requires students to:

- Explore careers, including interest surveys that the student completes;
- Create a written career and college goal with yearly benchmarks for reaching that goal;
- Record academic progress in alignment with an intentional sequence of courses reflecting progress toward a student's written goal;
- Reflect on experiences in contextual and service learning;
- Store college applications and résumé, as they are prepared and submitted; and
- Outline postsecondary studies as the student progresses.

Over the past several years, CDE has partnered with DHE, the Colorado Community College System and districts to assist in implementing ICAP requirements. By fall 2011, all students in grades 9 through 12 were required to have access and assistance to personalized plans that are aligned with the Postsecondary and Workforce Readiness definition adopted by the Colorado State Board of Education and the Colorado Commission of Higher Education.

Additionally, the School Counselors Corps Grant Program was created to increase the graduation rate within the state and increase the percentage of students who appropriately prepare for, apply to and continue into postsecondary education. The grant program provides three-year grants, awarded on a competitive basis, to increase the availability of effective school-based counseling within secondary schools with a focus on postsecondary preparation. Grant funding is awarded to eligible school districts, BOCES, charter schools or Institute charter schools.

Since the School Counselors Corps program's inception in 2008, 126 secondary schools in 59 districts have participated in the three-year grant. Schools served in the grant's first cohort demonstrated the following outcomes: 1) increased graduation rates by 4.2 percentage points, 2) decreased dropout rates

by 3.4 percentage points from the baseline rate of 7.7 percent, and 3) increased college preparation, as summarized in Table 2 below.

Table 2. School Counselor Corps College-Related Data

School Counselor Corps College Related Data (2008 to 2011)			
	Year One	**Year Two**	**Year Three**
Number of College Applications Sent	8,911	9,922	12,053
Number of Scholarship Applications Submitted	3,543	7,612	6,153
Total Scholarship Dollar Amount Received	$18,172,719	$23,682,426	$32,826,836

Given such positive findings, the School Counselor Corps Grant Program is an innovation incubator to create models and best practices for efforts to increase graduation rates, decrease dropout rates and encourage participation in education beyond high school.

Implementing an Integrated Standards, Instruction, and Assessment System

As the department engaged stakeholders from across the state in the standards and assessment revision process called for by CAP4K, the need for a more instructionally appropriate assessment system was expressed. Additionally, Colorado educators indicated a desire for a more integrated approach to standards, instruction, and assessment. Thus, CDE is taking a comprehensive approach to the development of formative assessment and instructional resources, especially as they relate to the new CAS.

CDE is developing a plan to build and sustain instructional and assessment expertise and effective leadership models necessary to prepare students to be college- and career-ready without need for remediation. A regional content-specific model is being designed to build local expertise in setting educator success measures, modeling effective teaching and distributing the most effective classroom practices to every teacher. This model will serve as the state's production and delivery system. With CDE in a leadership role, Colorado educators are both the designers and the leaders of the relevant work oriented to specific content areas and the conscientious sharing of the most efficient practices.

Content Collaboratives

To this end, CDE brought together a network of Content Collaboratives, to engage Colorado educators in the creation and dissemination of standards-based assessment and instructional materials for use in the classroom. The CAS require students to skillfully apply and transfer their content knowledge across multiple environments. As such, educators must find new and innovative approaches to guiding students toward this objective.

Purposes of the Content Collaboratives

- Develop instructional and assessment expertise in content by modeling high-quality assessment embedded in mastery-based instructional practices;

- Develop instructional and assessment leadership capacity in the field;
- Serve as a sustainable professional learning community for Colorado educators; and
- Streamline CDE support and facilitate collaborative resource development with the field.

Outcomes of the Content Collaboratives

- Increase student achievement through improved instructional and assessment practices in every classroom;
- Ensure enactment of Colorado's education reform initiatives in every classroom;
- Ensure authentic and active participation in reform initiatives by educators across Colorado;
- Encourage more effective use of district professional development budgets and time; and
- Decrease the need for remediation.

Work Products/Deliverables of the Content Collaboratives

- Develop instructional modules and tasks based on the CAS.
- Identify/create measures of student growth in all content areas embedded within the instructional modules and tasks; all grades and progression areas phased in over time.
- Develop strategies for actionable use of assessment data. New standards and the resulting assessments will require that educators:
    - (1) have greater understanding of the purposes and uses of formative, interim/benchmark, and summative assessments; and,
    - (2) be able to demonstrate competence in the interpretation of information that directs timely adjustments to benefit academic programs, instruction, and student learning.
- Identify attributes of best practices and demonstrations of mastery.

CDE's newly adopted assessment system attributes include the development of state-supported formative and interim assessment resources. CDE will offer exemplary, voluntary interim assessment tools aligned to the state-tested subjects and grade with the goal of providing interim assessments aligned to all standards. Interim assessments in the state-tested subjects and grades were developed for use by Colorado schools in 2014-2015. Through the work of the Content Collaboratives, CDE has made available multiple assessments across grade levels and content areas that were vetted or created by the Content Collaboratives for alignment to the CAS and appropriateness for use in Colorado classrooms. CDE has also made available a vetting process and rubrics to assist LEAs in purchasing or designing rigorous and standards-focused interim assessments for all grades and all content areas, as resources allow. The Content Collaboratives will also be active participants in designing tools and resources to advance assessment literacy across the state.

Additional Professional Development in support of English Learners (ELs), Students with Disabilities, Economically Disadvantaged students, and all students not meeting the standards

All professional development training for standards is predicated upon the understanding that all standards apply to all students - including those with disabilities and English language learners and those

that are economically disadvantaged - and that all content teachers are responsible for the learning of all of their students. The Colorado Department of Education's (CDE) Standards Implementation Team (SIT) includes representatives from CDE's Exceptional Student Services Unit, Title I Program, and Culturally and Linguistically Diverse Education Office allowing for substantial inclusion of support for students with disabilities and English learners in standards implementation planning, including all resources, tools, and professional development. The SIT team has informed the work that the Standards and Instructional Support Office has completed with teachers in the field. This includes the Sample Curriculum Project, which has involved participation of special educators Title I teacher and EL teachers. This fall, for example, the Sample Curriculum Project engaged more than 500 Colorado educators, representing 61 school districts, in curriculum design workshops that resulted in the creation of 670 curriculum samples based on the Colorado Academic Standards (CAS). Utilizing a Colorado-designed and refined template, the samples provide organizing structures for addressing the grade-level expectations (GLEs), evidence outcomes (EOs) and 21st century skills that build students' mastery of the standards at each grade level.

Colorado English Language Proficiency Standards (CELP) - Professional Development in Support of English Learners

On December 10, 2009 the Colorado State Board of Education voted unanimously to adopt the World-Class Instruction Design and Assessment (WIDA™) standards as the Colorado English Language Proficiency (CELP) standards. WIDA™ advances academic language development and academic achievement for linguistically diverse students through high-quality standards, assessments, research, and professional development for educators. The new standards were a major change in English Language Proficiency (ELP) Standards for Colorado, thereby creating a need for intentional professional development throughout the state. The CELP standards facilitate content instruction, impact curricula through academic language and create a bridge to the Colorado Academic Standards (CAS) for English learners.

In response to the new English Language Proficiency standards, CDE developed a professional development plan that would target not only English as a Second Language/English Language Development teachers but that would also include content teachers, specialists, as well as school and district leaders. A 10 city training tour occurred shortly after the adoption of the new English Language Proficiency standards in 2011. The trainings, held throughout Colorado in September and October 2011, helped to ensure that school districts would include the new CELP Standards as part of the larger Colorado Academic standards (CAS) implementation effort and helped build district capacity to implement them. The CELP development and implementation team included CDE content specialists in all disciplines, the Office of Language, Culture and Equity, the Unit of Student Assessment, and the Unit of Federal Programs Administration. The professional development was developed with a goal of building local capacity to effectively implement the state's new standards.

CDE recognized that it would not be able to train all teachers in the state on the new CELP standards, so it designed specialized trainings. These trainings targeted content experts, English Language

Development (ELD) experts, coaches, content teachers and ELD teachers. Once these teachers were trained, they were able to deliver the same training in their respective districts. The training included a full day Trainer of Trainer (TOT) model, as well as a half day training designed and targeted to building, school and district leaders.

The TOT training was marketed to a great extent to content teachers, grade level teachers, and content experts, as ELD personnel had the background information necessary to understand the framework and theory behind the WIDA™-developed ELP Standards. Because these standards are grounded in ~~academic~~ language, a new focus for grade level and content teachers would be necessary to ensure they gained the tools necessary to provide content and concept access to ELs in their classrooms.

The full day training included modules in the following areas: Language Acquisition, Orientation to the CELP Standards and all components, Academic Language, Transformation of Model Performance Indicators, and Implementation Planning.

In addition to the full day TOT training, a half day training was offered to the school, building and district leaders. Given the drastic change and shift in the CELP standards, it was very clear that CDE had to get "buy in" from leaders to ensure the training and Standards were implemented with fidelity and with appropriate human and fiscal resources. Modules in this training included: State and Federal Laws/Requirements with respect to ELs; Language Acquisition, Academic Language; CELP Standards Orientation; and Planning/Implementation of Standards.

There was an overwhelming response to the training and approximately 600 practitioners attended the 10 city training tour. The evaluations indicated that the training was highly successful and that additional training would be helpful moving forward.

In Fall 2014, CDE provided a similar opportunity and hosted five CELP standard trainings that trained more than 120 teachers. The ELD specialist team at CDE is currently developing additional training for Spring 2015 that will be targeted at both ELD and content teachers and will specifically provide training on making connections to the disciplinary literacy of each Colorado content area through the CELP standards academic language framework. CDE will provide this professional learning opportunity in multiple regions across Colorado, as well as within individual districts, as requested, but prioritizing those districts on Title III Year 4+ Improvement.

Additional professional learning opportunities, in support of the implementation of CELP standards, have occurred across the state to include a diverse representation of stakeholders to include:

1) A Standards Implementation Summit which happened just prior to and in conjunction with the Colorado Association of School Executives (CASE) Winter Leadership Conference in March 2013.
2) Institutes of Higher Education training, which was training specifically for higher education personnel on how colleges and universities can incorporate the new CELP standards into their teacher preparation programs. These trainings included the following: a) training for University of

Colorado Denver (UCD) graduate students by the CDE Math Content Specialist in a cross-listed course-SPED/CLDE, on language assessment and advocacy for diverse learners. Graduate students, as a part of this training, created formative assessments mapped to the CELP and CAS; b) the Higher Education Linguistically Diverse Education (HELDE) consortium, made up of higher education faculty from across Colorado with an interest in English learners, hosted a couple of sessions with higher education personnel for linguistically diverse education on integrating those courses and use with schools; c) in November 2012 HELDE offered a training on the ACCESS for ELLs® assessment and WIDA™ standards with about 50 professors from universities around Colorado in attendance; d) ESSU staff from CDE provided sessions on how to incorporate the CELP standards into the Special Education Teacher Preparation program for University of Northern Colorado (UNC) and other higher education staff at various venues in 2013; and e) various professors at higher education institutions such as UCD, UNC, University of Denver (DU) and the University of Colorado at Colorado Springs (UCCS) have provided faculty development to incorporate CELP standards into teacher preparation. In many instances, such as with (DU, UCD and UNC), teacher education students have been trained to use the CELP standards to create content and language objectives. Many of these students have also been trained to incorporate these standards in their planning units and lessons and have received training on how to differentiate their instruction using the CELP standards.

3) An ELD Standards in Action: Differentiation Workshop (five throughout Colorado) provided by the Office of Student Assessment in May 2013. These workshops helped familiarize participants with academic language and its connection to the WIDA™ ELD Standards within a sociocultural context as well as the components of the WIDA™ ELD Standards Framework and the elements of the amplified standards matrix. There were 104 participants at the various workshops

The state has provided additional professional learning opportunities in support of Assessment of ELs (WIDA ACCESS for ELLs®), state and federal requirements in ELD programs, as well as opportunities for ongoing and sustained professional development through a variety of networking and webinar opportunities.

In January 2013, the WIDA ACCESS for ELLs assessment was administered for the first time in Colorado. Colorado educators and administrators received multiple opportunities in the administration and interpretation of the ACCESS for ELLs® assessment.

A Welcome to ACCESS for ELLs® training at the CDE Office of Student Assessment District Assessment Coordinator (DAC) Academy was held on August 23, 2012 in Golden, CO. The training was an introduction to the new ACCESS for ELLs® assessment that was adopted.

A Welcome to WIDA™ Workshops (three in total) provided by the Office of Student Assessment on September 18, 2012 and September 27, 2012 with 170 participants in attendance. These workshops focused on standards, the W-APT™ and ACCESS for ELLs®.

ACCESS for ELLs® Logistics Training (four in total, both onsite and via webinars) provided by the Office of Student Assessment on October 21, 22 and 25, 2012 on ordering, receiving and returning of materials. There were more than a hundred participants.

ACCESS for ELLs® Administration training (15 in total throughout Colorado) provided by the Office of Student Assessment in October and November 2012 and again in September and October 2013. These trainings were structured as Trainer of Trainers (TOT) for participants to learn procedures for: group test administration; administering and scoring the speaking test; accessing and navigating the online training course; and procedures for administering and scoring the Kindergarten test. More than 600 district personnel attended the trainings.

ACCESS for ELLs® Score Report Interpretation training (five in total throughout Colorado) provided by the Office of Student Assessment. These trainings gave an overview of the various ACCESS for ELLs® score reports and the uses of each report. There were 175 attendees at these trainings.

WIDA™, ACCESS for ELLs®' Data Analysis: Focus on Districts provided by the Office of Language, Culture, and Equity. Participants were introduced to a data analysis process and applied this process to a particular set of data focused on language. This two day workshop was designed for teams looking to gain a more in depth understanding of their district-level language data. Participants analyzed data, identified areas of possible strength and need, and developed a plan for further investigation and action. Two 2-day trainings were provided and trained 60 attendees.

ELD Training-in 2013-2015

Offices within the Unit of Federal Programs Administration held and will continue to hold trainings for district personnel to develop or enhance their knowledge around English language development program requirements by understanding: Office of Civil Rights requirements; state identification, re-designation, and exit guidance; ESEA program requirements; and how to leverage state, local, and supplemental funds to support English Language Development (ELD) programs.

In May 2014, CDE provided a competitive grant opportunity for Title III grantees that have missed their Annual Measurable Achievement Objectives (AMAOs) for four years or more, to apply for a two year (2014-2016) competitive grant for professional development in building a district system that is supportive and inclusive of ELs. This grant provides an English learner focus to building and sustaining district systems that are supportive and inclusive of unique opportunities and challenges ELs bring to school districts. The PD will assist districts to develop their leadership capacity and to use data in an ongoing manner to inform decision-making for ELs.

Ongoing Professional Learning Opportunities

English Learner Lunch Hour webinars: These webinars have been provided monthly by the Office of ESEA Programs and the Office of Language, Culture and Equity since Fall 2012. Topics covered have included: ELs and Academic Language; Designing Effective Programs to Meet the Needs of ELs; English Language

Proficiency Quality Indicators; Evaluation of Student Progress and Re-designation; Requirements and the Process of Identification for ELs; Legal Requirements for an English Language Proficiency Program; and Developing and Maintaining Family Partnerships.

LCE Academy: The Office of English Language Development holds an annual LCE Academy for district ELD Directors/Coordinators and teachers to attend sessions on various topics related to ensuring that all culturally and linguistically diverse learners are achieving academic success Regional Networking Meetings: In 2014 the Unit of Federal Programs Administration is providing opportunities for targeted local support in the form of four regional networking meetings held throughout Colorado. Any district or school personnel are welcome to attend these meetings. The purpose of these meetings is to provide a forum for stakeholders to engage with Federal Programs staff and with other professionals from the region, to communicate local updates, needs, and concerns. Federal Programs staff will use this opportunity to respond to updates provided by participants and provide locally relevant updates from the state. Four identified regions in the state will host 3 meetings each throughout the 2014-2015 school year.

Two tools, specific to ELs and ELD program models, are currently being used in the statewide system of support of English learners and within ELD programs in Colorado school districts.

Colorado English Language Development Program Quality Rubric

The development of the district system rubrics emanated from requests from Colorado education leaders for a framework that would guide a district in establishing and/or improving upon a system that would support and be inclusive of the unique academic, linguistic, and social-emotional needs of English learners.

Rubrics were developed along a continuum of implementation benchmarks:

- Emerging: Establishing Consensus
- Developing: Building Infrastructure
- Operationalizing: Gaining Consistency
- Optimizing: Innovating and Sustaining

The continuum was developed in an asset-based approach, so that efforts to improve were not overwhelming for districts and a barrier to district improvement reform efforts. Each indicator was provided an independent rubric in order for the document to be flexible in its use and districts would be able to use selected indicators as a means to identify the level of implementation at the current level. For example, a district may choose to self-assess on one indicator or one characteristic, rather than the need to complete the entire document, in order to receive an overall implementation benchmark.

The rubrics provide a framework in which the user(s) can identify areas to improve upon and support improvement of the overall ELD programming at the district level. The guiding questions within each indicator are based on the defining characteristics that were present in districts with the highest

achieving outcomes for ELs. The guiding questions provide the framework for which the user can assess the current level of system-wide practices as they relate to ELD programming as well as identify areas in which to celebrate and improve upon current practice. Each level builds on the previous level so that each phase of implementation includes and extends the prior phase.

The rubrics represent the CDE's effort to provide resources and tools that districts can align, improve upon, and celebrate the strengths and opportunities in ELD programming. The rubrics are not compliance documents, nor do they evaluate the degree to which a district is in compliance with Office of Civil Rights, state, or ESEA programs. They are used to provide guidance and support to school districts in support of developing and improving upon ELD programming in the context successful indicators and the defining characteristics associated with each indicator.

Use of Colorado ELD Program Rubrics

The ELD Program rubrics are intended to be used by Colorado school districts, administrators, and CDE staff as a means to improve upon and evaluate current ELD programming and services for ELs in school districts. The ELD rubrics are playing a central role in the state's creation of a statewide system of support for English language development. There are many levers that are driving the system of support that include requirements of Colorado and federal legislation that outline the CDE's role in collaborating with districts to improve programs for ELs.

While AMAOs provide a broad overview of program evaluation, the targets do not identify the strengths and challenges of ELD program models nor to what extent the program model (s) are implemented with fidelity. A deeper analysis, including multiple data points or sources, is needed to provide the context of ELD program strengths, challenges, and effectiveness in the development of the district improvement plan. As part of the improvement planning process, the ELD program rubrics, in conjunction with the EL Data Dig Tool, a resource created by CDE to guide districts and schools in diving deeper into local data (see below), are being used as a method to develop and monitor strategies, specific to ELD programs that will be included in the district Improvement plan.

In addition, for Colorado school districts that have failed to meet NCLB Title III (AMAOs) for four or more consecutive years, the CDE has an obligation to provide additional support in developing/modifying, monitoring, and evaluating ELD program(s). The ELD rubrics have established a framework with which to guide ELD program. They also act as a vehicle for CDE staff to engage with and facilitate conversations within districts with regard to the operation of ELD programs. CDE staff, alongside district staff, are using the ELD rubrics, as a tool to help determine strengths and challenges of ELD programs within the district, and what role the district plays in the success and positive outcomes for EL students, families, and instructional staff within the ELD program.

The Colorado English Learner (EL) Data Dig Tool

CDE's Federal Programs Unit developed to guide districts in analyzing longitudinal data at the local level. Analyzing the longitudinal trends within a school or district will provide a deeper understanding of the successes and challenges for the organization to consider. The EL Data Dig Tool was designed to help schools and districts dig into EL data at the district level. By gathering the data recommended in the document, districts can dive in to search for patterns and trends that would pinpoint areas of success and areas of need. The tool has been presented at various state conferences as well as during regularly scheduled webinars for local education agencies (LEAs). Districts are able to conduct analyses of EL performance by using the state provided data tables that provide the aggregate EL subgroup at the state level.

The Colorado EL Data Dig Tool is located at http://www.cde.state.co.us/cde_english/el-data-dig

Professional Development in Multi-Tiered Systems of Support (MTSS)

Colorado defines Multi-Tiered Systems of Support (MTSS) as a whole-school, data-driven, prevention-based framework for improving learning outcomes for every student through a layered continuum of evidence-based practices and systems.

CDE provides online classes, professional development, and instructional tools to support districts and school personnel on a variety of topics designed to improve the social, emotional and academic outcomes of every student especially students with disabilities and English learners and economically disadvantaged students. To help build local capacity, most trainings utilize a trainer of trainer model followed by coaching supports within specific sites. Below is a listing of some additional professional development opportunities around MTSS. All of the following are intended for both general education and special education teachers.

Online Classes

The MTSS Online Academy hosted multiple courses during Spring 2014 via the Blackboard course management platform. Although outcomes of these courses demonstrate great efficacy, the capacity of the CDE to sustain training personnel has recently been diminished due to recent funding cuts to the State Personnel Development Grant, which has historically supported these classes. As a result, the number of course offerings for 2015 will change in scope and breadth. The series of courses focused on a MTSS are listed below:

a) **Multi-Tiered Family, School, and Community Partnering**
   This course is open to all Colorado education stakeholders including administrators, family members, teachers, related service providers, school board members, higher education faculty, district/school accountability members, and future educators. The course objectives include: developing knowledge about family, school, and community partnering (FSCP), applying evidence-based practices to a personal site or situation, learning about how FSCP implementation benefits all

learning outcomes for students, identifying challenges and solutions, adapting tools, and using data to plan tiered individual, team, and school actions.

b) Family-School Partnering at the Secondary Level

This course is for all secondary school staff including administrators, school counselors, teachers, alternative education staff, and student services personnel. The course objectives include developing knowledge about family, school, and community partnering (FSCP) and applying evidence-based practices to a personal site or situation. Learning about how partnering within a MTSS benefits all learning outcomes for students. The course also includes identifying challenges and solutions, adapting tools, and using data to plan tiered individual, team, and school actions. This course has a specific focus on the secondary level, including postsecondary workforce readiness, student engagement, and dropout prevention and the Individual Career and Academic Plan (ICAP).

c) Math Intervention: Multiplication and Division

This action-centered course focuses on evidence-based instructional strategies to develop understanding and fluency for struggling students and students with math -related disabilities in multiplication and division. Participants will use their increased knowledge of multiplicative reasoning to develop and implement an instructional plan with a targeted student or group of students within a MTSS. This course was offered twice during the 2014 school year.

Targeted students who can access an instructional plan focused on multiplication and division must be able to:

1. recognize 10 as 1 unit of size 10 as well as 10 units of size 1
2. can count forward within 100 from any starting number including crossing the decade
3. can add within 100 using counting on strategies

d) Assessment in a Multi-Tiered System of Supports (MTSS)

This online course provides the foundation for monitoring student progress within a MTSS for the purpose of evaluating the effectiveness of academic interventions with the use of screening, diagnostic, progress monitoring and summative/outcome data. The course addresses goal setting, data collection, data analysis, and decision-making as part of the problem-solving process through the universal, targeted, and intensive systems of academic support for the purpose of improving student outcomes.

e) Differentiated Instruction within a Multi-Tiered System of Supports (MTSS)

This course is intended to enhance adult learners' ability to support improved student outcomes. Colorado educators in general education and special education are invited to participate and develop knowledge and skills in relation to standards-based differentiated instruction within a layered continuum of supports. Using the MTSS framework, learners will engage in activities that aim to: increase their understanding of differentiated instruction, examine how differentiation lives within an MTSS, and apply differentiation within their own site or situation. With the support and

coaching of CDE instructional staff, participants reflect on and self-assess progress towards their implementation of differentiated practice.

f) Improving Literacy Outcomes for Grades K-3

This course features professional development based on current scientific research regarding reading assessment, instruction, and intervention within MTSS. This course also provides primary teachers and specialists with information and resources to intervene appropriately and develop a body of evidence for identification and instruction for students with reading disabilities. Content focuses on literacy skills development for students in kindergarten through third grade in the areas of phonological awareness, phonics, reading fluency, and spelling. Participants gain an understanding of literacy development for typical readers in order to more accurately understand and identify students with reading disabilities such as dyslexia.

g) Improving Literacy Outcomes for Grades 4-12

This course will provide professional development based on current scientific research regarding reading assessment, instruction, and intervention within a Multi-Tiered System of Supports (MTSS). Content will focus on literacy skill development for students in third grade and beyond, in the areas of reading fluency, vocabulary, and comprehension. In order to more-accurately understand and identify students with reading disabilities such as dyslexia, participants gain an understanding of literacy development for typical readers and how to identity and intervene for common breakdowns in literacy development for students with disabilities. This course provides intermediate and secondary teachers and special educators with information and resources to intervene appropriately and develop a body of evidence for identification and instruction for students with reading disabilities.

Table 3: Participant Evaluation Feedback of Literacy Online Courses

Evaluation Item (n=20)	Literacy Outcomes (4.0 scale)
Course expectations clearly articulated	3.5
Objectives met	3.55
Course was well organized	3.45
Instructor's content knowledge was comprehensive	3.56
Responsive instructor(s)	3.45
Content was high quality	3.6
Readings and PPT useful and increase understanding	3.65
Assignments appropriated and related to MTSS	3.47
Discussion Board Discussions were helpful and increased understanding	3.2
I will implement strategies and/or skills learned	3.6
I know where to access support for effective implementation	3.5
My students will benefit from my learning	3.63
The material/content was appropriate for online format	3.65

Outcomes for Online Literacy Courses

(Registration for both courses reached capacity)

Comments included:

- "I liked that it included articles and video resources. Having access to these materials and resources helped me to understand how to talk with colleagues around implementation of strategies."
- "Let's build on this it was an awesome course of study. This class was so well laid out, informative and contained information that was so useful. I also want to say thank you to my Instructor, she took a lot of time putting it together and it shows."
- "This course had so much information and the resources were amazing. "
- "I love all of the online classes that are part of the MTSS Online Academy."

h) Progress Monitoring for Behavior within a Multi-Tiered System of Supports

This online course addresses data collection, data analysis, and decision-making as part of a problem-solving process throughout the universal, targeted, and intensive systems of social-emotional support. The course provides the foundation for monitoring student progress for the purpose of evaluating the effectiveness of behavior interventions in school. Course objectives include:

a. Explaining how data is used within a system to impact practices and outcomes.
b. Strategically selecting and defending the use of specific tools to gather data for behavior evaluation.
c. Analyzing progress monitoring data to drive decision-making and intervention planning.
d. Applying behavioral assessment at all three tiers of social-emotional support.

i) Data-Based Problem Solving and Consultation

This course will describe data-based problem solving and decision making as part of the Colorado MTSS. Participants will learn how to engage with stakeholder teams from multiple settings (e.g., home, school, community) to analyze and evaluate information related to planning and implementing effective instructional strategies matched to student need. This course will address a multi-tiered system of supports with focused attention on coaching and consultation approaches at the targeted and intensive levels of support. Participants will learn how to engage in effective consultation partnerships with teachers, parents, children, and other school staff.

j) Introduction to Functional Behavioral Assessment and Behavior Intervention Planning

This online course is for school and district personnel whose role it is to provide behavior and mental health supports to students. Over a period of six weeks, participants receive an overview of Functional Behavioral Assessment (FBA) and Behavior Intervention Plans (BIP). The course provides a foundation for understanding and participating in the completion of FBAs and BIPs. Topics include:

- Foundations of FBA and function-based support
- FBA data collection methods and procedures
- FBA forms and tools
- Linking FBA with BIPs
- Data based problem-solving and decision-making

- Critical features of effective and sustainable Behavior Intervention Plans

Regional Trainings

a) MTSS Overview Training:

During fall, 2014, seven face-to face, full-day, overview training sessions were offered throughout Colorado. The purpose of these regional trainings was to increase MTSS readiness through awareness and skill building activities provided to a general audience of school and district personnel. Materials are posted on the Colorado Department of Education, MTSS website located at: http://www.cde.state.co.us/mtss/support.

Alternatives to Suspension Training: School discipline, specifically suspensions, can cause student to miss school, which has a significant impact on learning and achievement. Three regional trainings were provided for school and district personnel whose role it is to support school discipline. This training supported participants in:

- Understanding key federal and state legislative factors related to school discipline,
- Increasing skills in utilizing a problem solving approach for school discipline , and
- Discussing alternative strategies to keep students engaged and connected to school.

b) Family, School, and Community Partnering: "On the Team and at the Table"

The purpose of this training is to learn how schools, families, and communities can partner in a Multi-Tiered System of Supports (MTSS) to support positive academic, social, emotional, and behavioral outcomes for students. This training is for all education stakeholders, including family and community members. Administrators, teachers, related service providers, higher education faculty, advisory groups, school board members, family advocates, and accountability committee members are all invited to participate. Participants develop knowledge of family partnering legal mandates and the research about coordinated learning between home and school. By identifying challenges and solutions to effective partnering and making connections to Response to Intervention (RtI) and/or Positive Behavioral Interventions and Supports (PBIS), this training provides participates with opportunities to make meaning of information and plan how they might use the "takeaway" tools to support ongoing family, school, and community partnering.

Communities of Practice (CoPs)

a) Family, School, Community Partnerships

This Community of Practice (CoP) was created in 2011 as a result of identified needs from the field that had been gathered through RtI implementation rubric data collection. LEAs recognized that they did not have the systems and supports in place to address the shift to families as partners in education. This CoP has stakeholders from community family organizations, district family liaisons, Title I programs, special educators, and family members. CDE co-coordinates the meetings with Peak Parent Center. Meetings occur primarily online with periodic face-to-face meetings.

b) North Central MTSS

This community began as a regional RtI Implementation Cadre in 2007. It has evolved over time as a CoP and from solving "problems of practice" into improving practice. This CoP is focused on MTSS implementation and it includes leadership from 6-10 districts, higher ededucation, and Board of Cooperative Educational Services (BOCES) representatives. The CoP wiki space identified their purpose as: *We focus on academic and behavioral supports for every student. Our experience with RtI and PBIS implementation helps provide us with topics for conversation and opportunities for action steps.* The wiki space serves as a holding place for resources and communication in between face to face meetings. CDE continues to assist in coordinating the convening with district leaders and participating in meetings.

c) MTSS and Bilingual School Mental Health

Initially, in 2010, this CoP was formed to address the barriers regarding language and culture for students within the context of MTSS implementation. They identified three areas in which they wanted to foster growth: professional development, advocacy, and networking. This community currently has more than 80 psychologists participating from across the state. The group created a leadership team which manages the coordination of meetings, topics, and activities. CDE continues to participate but this CoP is run by the leadership team.

d) MTSS Leadership in Action

A group of successful principals form this CoP which is a partnership with National Council for Learning Disabilities (NCLD), National Association of Elementary School Principals, Colorado Association of School Executives, and the Colorado Department of Education. This community has been in place for two years 2012-2014. It is focused on the use of MTSS to organize state implementation of large scale initiatives required through legislation, including Educator Effectiveness, Colorado Academic Standards, and Unified Improvement Planning. CDE coordinates with the NCLD mentor to set up and facilitate online and face- to- face meetings which are led by the principals. This leadership capacity building opportunity will be discontinued for the 2015-2016 school year due to funding cuts.

Professional Development Specifically in Support of Students with Disabilities

CDE has provided and will continue to provide multiple, specialized professional development learning opportunities for various types of practitioners across the state who work with students with disabilities.

a) Regional Development of Model Autism and Significant Support Needs Programs

This project is a collaborative effort to implement the RtI process to build quality programs for students with Significant Support Needs (SSN) and Autism Spectrum Disorders (ASD). Using both SSN and Autism Quality Indicators as guidelines, data were collected to measure current program practices and set baselines and target goals. This project began with two administrative units (AUs) across the state. Year 1 (09-10) SSN sites included two sites within two school districts/regions (Metro and Northwest). Year 2 (10-11) the project was expanded in these AUs to include preschool and middle school programs and the project brought on one more AU to develop model elementary

programs. In 2010-2011 there were seven sites within three school districts/regions (Metro, Northwest and Southeast). In 2011-2012 there were 11 SSN sites within five school districts/regions (Metro, Northwest, Southeast, Pikes Peak, and North Central). In 2012-2013 there were 14 SSN sites within five school districts/regions (Metro, Northwest, Southeast, Pikes Peak, and North Central). For the 2013-2014 school year there are 18 SSN sites within five school districts/regions (Metro, Northwest, Southeast, Pikes Peak, and North Central). The SSN trainings included:

- inclusive strategies for elementary teachers;
- inclusive strategies for secondary teachers;
- literacy for students with significant support needs including deaf-blindness;
- progress monitoring;
- communication;
- writing measurable goals using the alternate standards;
- what are the alternate standards or EEOs; and
- new eligibility categories (i.e., intellectual disabilities with multiple disabilities).

b) Autism Spectrum Disorders (ASD)

Regional professional development trainings have been and will continue to be conducted on content-specific autism topics. Topics have been selected from the 11 Established Treatments showing evidence based practice from National Autism Center (2009) and recommendations from the Colorado Autism Commission's Ten-Year Strategic Plan (2008). As for ASD sites, they were: in 2009-2010, four sites within two school districts/regions (Pikes Peak and West Central; in 2010-2011, nine sites with four school districts/regions (Pikes Peak, West Central, Metro, North Central); in 2011-2012, 12 sites within five school districts/regions (Pikes Peak, West Central, Metro, North Central, Southeast); in 2012-2013, 14 sites within six school districts/regions (Pikes Peak, West Central, Metro, Southeast, Northeast, Northwest); and in 2013-2014 they are 19 sites within seven school districts/regions (Pikes Peak, West Central, Metro (x2), Southeast, Northeast and Northwest). In 2010-2011 the following topics were presented: Preschool and ASD, Progress Monitoring and ASD, Social Skills and ASD, and Assessment of Basic Learning and Language Skills (ABLLS-R). In 2011-2012 topics included were: Preschool and ASD, Progress Monitoring and ASD, Social Skills and ASD, Assessment of Basic Learning and Language Skills (ABLLS-R), Challenging Behavior, Inclusion and ASD. Topics included in 2012-2013 were Inclusion and ASD, Transition and ASD, Verbal Behavior, and Challenging Behavior. And, in 2013-2014 the topics are Transition and ASD as well as Literacy and ASD.

c) Specific Learning Disabilities: Math Instruction Professional Development Project

This multi-component math project includes regional professional development and follow-up technical assistance that is provided for special and general educators, administrators, and interventionists. Targeted students are those identified as having, or suspected as having, Specific Learning Disabilities related to math. The professional development provided includes effective assessment, instruction and intervention specifically targeting areas of mathematical understanding and skill attainment commonly found to be deficient.

d) Specific Learning Disabilities: Reading Instruction Professional Development Project

This multi-component reading project includes regional professional development and follow-up technical assistance that is provided for special and general educators, administrators, and interventionists. Targeted students are those identified as having or suspected as having Specific Learning Disabilities in one or more areas of reading. Assessment, instruction and intervention addressed are proven to be effective and align with scientifically based reading research (SBRR)..

e) Mentor Program for Deaf/Hard-of-Hearing

Constantly evolving technology in the field such as the introduction of the Cochlear Implant, as well as opposing philosophies of communication of sign language vs. communication by spoken language, have combined to create an extraordinarily challenging environment for public school staff as they try to provide appropriate individualized education for students with hearing loss. It is in this climate and need for specific specialized professional development that the Colorado Deaf/Hard-of-Hearing Mentor program was created. A team of 13 mentors, each with a Master's as a Teacher of the Deaf and also an additional expertise (e.g. deafness plus autism, deafness plus multiple disabilities, deafness plus Cochlear Implants, deafness plus American Sign Language (ASL), etc.) are on the Mentor Team. The Mentors provide individualized coaching to staff members to match the needs of their students with hearing loss as well as professional development offerings to the larger school staff. Current mentoring sites include: Canon City School District – three sites; Mountain BOCES – one site; Lewis Palmer School District – one site; Gunnison Watershed School District – three sites; Pueblo City Schools – two sites; Northwest Colorado BOCES – two sites; San Juan BOCES – seven sites; Aurora Public Schools – one site; Pikes Peak BOCES – one site, (21 sites within nine Administrative Units). In this way, Colorado is addressing the challenges of the uniqueness of students with hearing loss and the philosophical differences in the field.

f) Transition Leadership Institute

This institute, though no longer funded by the National Secondary Transition Technical Assistance Center, continues to be a capacity building model. This model provides planning, professional development and leadership training opportunities for all Colorado Administrative Units (AUs) regarding transition programming and systems. AU level transition teams attend the Institute to develop transition action plans to implement in their districts. Specific Goals for the Institute ~~will be~~ are identified each year based on data collected throughout the year including Indicator 13 data, outcomes of completed Transition Plans, and implementation (levels of use) of specific professional development provided at the Institute.

g) Targeted Transition Training

This activity continues to provide direct instruction to secondary special education practitioners that is transition focused and based on data collected on the IDEA 2004 transition requirements through Indicator 13 audits. Training provides a basis for "self-review" and capacity building that ensures compliant transition-focused IEPs. This activity is a precursor to Indicator 13 file reviews or a post-review training for corrective action purposes.

h) Cultural and/or Linguistically Diverse Resources Toolkit (trainer of trainer model)

In Fall 2012 and Spring 2013 face-to-face as well as webinar trainings were presented on the appropriate referral and identification of Culturally and Linguistically Diverse (CLD) students suspected of having disabilities using a CDE-developed toolkit of resources. The resources include information on the collection of a body of evidence in making the distinction between a language/cultural difference and a true disability. CDE staff has added a module 7 titled "Early Childhood Education and the CLD Learner". The resources in this module focus on supporting English learners who are in early childhood settings. These trainings were a cross-office collaboration. The Exceptional Student Services Unit (ESSU) is also developing a web-based training library called "Your On Demand Educational Library" (YODEL), for the field. The resources in the YODEL address various topics on compliance and best instructional practices for students on Individual Education Programs (IEPs). The CDE ESSU has significantly restructured its current monitoring process. While CDE continues to monitor IDEA and ECEA compliance, the renewed focus is on partnering with Administrative Units for Results Driven Accountability (RDA). The revised Colorado Continuous Improvement Process will focuses on successful outcomes for students with disabilities through a tiered system of a layered continuum of support. This affords the opportunity for increased collaboration with other CDE offices including the Office of ESEA Programs, the Office of Culturally and Linguistically Diverse Education and the Office of Learning Supports, among others.

i. Language and Literacy

a. Regional trainings for speech-language pathologists (SLP) and speech-language pathology assistants (SLPA) discussed the impact of oral language development on literacy skills.

b. An Early Childhood Literacy Workshop focused on the early childhood population and interventions to support vocabulary, phonological and phonemic awareness development for students with disabilities as well as students who are struggling with these concepts. Teams of early childhood educators were encouraged to attend. This workshop was offered throughout the state: face-toface in Denver and at six remote locations with attendance of 123 early childhood educators. The intent with seven locations throughout the state was for all districts to have the opportunity to receive this information.

Support for Effective Schoolwide Planning

During the fall of 2014, CDE conducted a study of high performing Title I and non-Title I schools. The purpose of the study was to identify conditions, practices, and strategies that work with a goal of providing effective schoolwide planning support to low performing, high poverty, Title I schools. All too often, Title I schoolwide schools fail to adequately address the challenges and barriers created by high poverty or the needs of individual students in schoolwide planning. The purpose of the inclusion of non-Title I schools in the study was to model that many relatively high poverty schools are successful without Title I funds. This enables CDE and Title I school staff to focus on how to more effectively leverage the

Title I funds they receive in support of services for students and better outcomes for students. The intent of the schoolwide planning support will be to:

- Clarify the requirements of the schoolwide planning process and the schoolwide plan;
- Strengthen the integration of the schoolwide plan with the requirements of the Unified Improvement Plan and the Consolidated Application;
- Create incentives for chronically low performing, high poverty schools to build into their schoolwide plans, the lessons learned from the study of high performing schools;
- Help high poverty, low performing schools think differently about the use of their Title I funds to help improve instruction and remediate the impact of poverty in the development of their schoolwide plan. Just adding FTE is not enough; and
- Ensure that all Title I schoolwides have a high quality schoolwide plan that drives effective services for all students failing, or at risk of failing, to meet academic standards.

The reports from the high performing school study were completed and released in spring, 2015. They will be posted on the CDE website. Training will be offered during fall, 2015. In addition, incentive grants will be offered to low performing schoolwides to incorporate the strategies of successful schools and strengthen their Title I programs.

Approach to Evaluating and Adjusting Current Assessments

Colorado is fully committed to adopting and implementing a state-of-the-art assessment system that will measure students' college- and career-readiness in key content areas. This commitment is evident through the CAP4K legislation, which focused the state's strategic direction. Since the CAP4K legislation was enacted before Race to the Top-funded national assessment consortia had begun their work, CDE began planning to design a new state-developed assessment system, to be implemented by 2013-2014. An RFP is expected to be released this November for the new summative and alternate assessments, as well as other components of the system, so the process is well under way.

The planned development of a new state-developed system is dependent upon adequate funding by both the state and the federal government. In recognition of the reality of challenging fiscal times and of the potential benefits of a multi-state assessment, Colorado has been an active participant in both of the national assessment consortia. In the case that the development of a Colorado assessment system does not appear likely to be funded by the state legislature, Colorado's participation in these consortia will guarantee that a Common Core-aligned national assessment system is available for the state's use.

Colorado's overarching commitment is to have assessments that are rigorous and aligned to college-and career-ready standards. At this time, Colorado is pursuing multiple avenues for ensuring that it will be able to implement assessments meeting that commitment. Should a state system not be developed, Colorado will be well positioned to participate in the first administration of one of the consortia assessments in 2014-2015. Should Colorado receive adequate funding, it still fully intends to leverage consortia resources to support its own system. Discussions on how to provide comparable score information across assessments already have been initiated.

Changes to the current state assessments – Transition to the 2013-2014 Assessment Year

In 2011, CDE began to consider making adjustments to the state assessments currently used for state and federal accountability. Potential issues with revising existing assessment content and/or performance level descriptors (PLDs) and cut scores were discussed with the state's Technical Advisory Committee (TAC), which included two district representatives, in January of 2011. The TAC recommended that the state's current assessments should not be adjusted, for multiple reasons including the fact that Colorado was on a faster track to moving to its new assessments than most states. Colorado planned to have new assessments in place for 2013-2014.

The transition to college- and career-ready standards from Colorado's previous set of academic standards requires substantial thinking, planning, and effort for schools and districts. In recognition of the magnitude of this effort, the state decided to make a smooth changeover to the next assessment system with a transitional assessment, called TCAP, based on the current test blueprint and using the same vendor, scale, and achievement level cut scores. This transitional assessment system essentially only includes content and grade-level expectations shared by both the old and new sets of standards, so it focuses attention on content and skills that will continue to be assessed in the future. This way there is not an abrupt, single switchover from old to new standards and assessments. As Colorado districts complete their implementation of the new academic standards in their curricula, materials, training and practice, the new assessment system aligned to the new standards will come online and the transition will be complete. [1]

Federal guidance refers to three possible activities: 1) raising the state's academic achievement standards of its current assessments to ensure that they reflect a level of postsecondary readiness, or are being increased over time to that level of rigor, 2) augmenting or revising current assessments by adding questions, removing questions, or varying formats in order to better align those assessments with the state's college- and career-ready standards, and 3) Implementing another strategy to increase the rigor of the assessment, such as using the "advanced" performance level on state assessments instead of the "proficient" performance level as the goal for individual student performance or using college-preparatory assessments or other advanced tests on which IHEs grant course credits to entering college students to determine whether students are prepared for postsecondary success. Each of these is addressed more specifically below.

Raising the State's academic achievement standards on its current assessments: Colorado rejected establishing new cut scores for technical reasons. First, the previous Colorado standards were not based on college- and career-readiness. On any assessment, there should be a relationship between the cut scores and the content standards. Reliance on a measurement tool that was not designed to measure the intended standards would lead to poorly aligned cut scores, and making valid inferences would be challenging. Secondly, implementing a strategy that merely involved setting new cut scores based on

[1] It should be emphasized that the Colorado Growth Model can continue to estimate growth even when assessments change, provided that the underlying constructs remain constant.

correlations related to a college readiness indicator could falsely imply that the assessment itself was covering the content of the new standards.

Augmenting or revising current State assessments:
Augmentation of the Colorado state assessments was rejected for two reasons. First, putting a new assessment in place with some type of hybrid of the new and old standards could result in unnecessary confusion and distraction for the field as it moves to fully implementing the standards by 2013-2014. Second, changing the content of the assessments would have required revising the assessment frameworks, blueprints, scoring and reporting of the assessments. Given the limited time span of two years, Colorado decided that this was not the best use of limited financial and human resources.

Implementing another strategy to increase the rigor of current assessments:
Colorado already has a rigorous high school assessment capable of measuring college readiness, including a college-preparatory assessment. Earlier assessments are already aligned to that level of rigor, based on previous standards. The current assessments are already aligned to that level of rigor, as demonstrated in the paragraphs below. Colorado continues to administer the ACT statewide to all 11th graders as part of its assessment system, except for those with the most significant cognitive disabilities. Students with significant cognitive disabilities participate by taking the 11th Grade Alternate Assessment for the Colorado ACT, which is a performance-based assessment that yields Performance Level Descriptions that may inform transition planning. CDE recognizes the value of establishing a connection between its grade-specific assessments and college readiness indicators, as well as establishing the use of the state assessment as a predictor of future remediation needs in college. To this end CDE conducted two studies evaluating the relationship between the Colorado Student Assessment Program (CSAP) scores and college readiness indicators.

The first study evaluated the relationship between Colorado state assessment results and ACT results. The study provided clear evidence that CSAP was an accurate predictor of later performance on the ACT. In fact, the correlation between CSAP in 10th grade and ACT is actually higher than the correlation between PLAN and ACT for Reading, Mathematics and Science. For 9th grade, the correlations between CSAP and ACT are higher than the correlations between EXPLORE and ACT for all content areas. For students, this means that their 9th and 10th grade CSAP scores are reliable indicators of whether they are on track for being college-ready as indicated by ACT.

The second study examined the relationship between Colorado state assessment results and Colorado college remediation needs for students (N=17,500). The study provided clear evidence that, if students were not proficient on the Colorado state assessment as early as the sixth grade, they were very likely to require remediation later when they entered college. In fact, 66% of non-proficient 6th grade students who later entered a Colorado college needed remediation. If Colorado schools analyze their current state assessment results with this information in mind, they could readily identify which students are on track to being postsecondary ready and which students are not. As Colorado transitions to a new system of assessments, based on college- and career-ready standards, it is anticipated that this predictive relationship would become even stronger.

Colorado has also recognized the importance of providing the field with guidance on how to compare the new standards with the assessment frameworks. Crosswalks were created between the assessment objectives and the new standards. Given that the new standards are more rigorous, these crosswalks provided a relatively easy way of demonstrating that as districts move to teaching the new standards, by default, in most cases, they will be covering the material reflected in the assessment frameworks.

In sum, Colorado has already committed fully to the implementation of a new, Common Core-aligned assessment system in the coming three years. Through the state-of-the-art reporting tools on SchoolView, an innovative growth model that helps make the assessment data meaningful and useful to stakeholders, and a sustained strategic focus on the use of data for improvement at all levels of the system, Colorado is already ahead of the game and is well prepared for the task of implementation of the college-and career-ready standards and corresponding assessments that lies ahead. Such a system forms the cornerstone of a state accountability system that is capable of objectively evaluating the performance of schools and districts and determining whether progress is being made or not.

1.C DEVELOP AND ADMINISTER ANNUAL STATEWIDE ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B	Option C
☒ The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition. i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)	☒ The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014–2015* school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments. * Colorado did administer new consortium-created college and career ready assessments in 2014-2015; however, Colorado will be moving to a new 10th grade assessment in 2015-2016	☐ The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)

As noted in 1.B, Colorado is committed to having a college readiness assessment system. Colorado administered its new science assessments in 2015. As a Governing state in the PARCC consortium,

Colorado administered the new English language arts and mathematics assessments in spring 2015. The Memoranda of Understanding between Colorado and PARCC is included in the attachments to this request.

Based on changes from the 2015 legislative session, HB15-1323 requires some adjustments to the state assessment system. The law additionally requires CDE to request the use of the 9th grade assessments for federal high school level assessment requirements. Based on guidance from the U.S. Department of Education, the 9th grade state-required assessment will not satisfy the federal requirement that math is assessed at least once in high school in grades 10-12. The exception to the grades 10-12 requirement is if an end-of-course assessment is being used and students take that assessment whenever they complete the course. As Colorado does not require that all students take Algebra I no later than 9th grade, the federal requirements for the end-of-course exemption is inconsistent with Colorado law requiring students to be assessed in math in 9th grade. Therefore, Colorado will be using its 10th grade assessment, aligned to state standards and the 11th grade college entrance exam to meet federal requirements for both math and English language arts. All state assessments are listed below, but those in italics are state required only, not federally required.

Grade Level	Required math assessment	Required ELA assessment
3	Grade 3	Grade 3
4	Grade 4	Grade 4
5	Grade 5	Grade 5
6	Grade 6	Grade 6
7	Grade 7 or EOC1 (Algebra I or Integrated I)	Grade 7
8	Grade 8 or EOC1 (Algebra I or Integrated I) or EOC2 (Geometry or Integrated II)	Grade 8
9	*EOC 1 (Algebra I or Integrated I), EOC 2 (Geometry or Integrated II), or EOC 3 (Algebra II or Integrated III)*	*Grade 9*
10	Grade 10 (aligned to standards and college entrance exam)	Grade 10 (aligned to standards and college entrance exam)
11	*College Entrance Exam*	

New Assessment Procurement and Implementation Timeline

In compliance with state legislation C.R.S. 22-7-1006 (1.5), Colorado joined the Partnership for Assessment of Readiness for College and Careers (PARCC) consortia as a governing member in August, 2012. PARCC is a multi-state assessment consortium that developed and administered shared English language arts (ELA) and mathematics assessments. In the 2014-15 school year, students in Colorado were among 5 million students in 11 states and the District of Columbia who took the PARCC annual assessments in grades 3-11. PARCC has ELA assessments in grades 3-11 and mathematics assessments in grades 3-8 with three high school assessments. PARCC has developed college- and career-ready determinations based on the assessments given in 11th grade and will be setting cut scores for all assessments in the summer of 2015.

In school year 2015-2016, Colorado will continue to administer the PARCC assessments in grades 3-8 to meet federal elementary and middle school requirements; but will be administering a new 10th grade assessment, covering at least reading/language arts and mathematics, aligned to both a college entrance exam, as well as to the Colorado Academic Standards, to meet high school federal requirements.

During the Colorado legislative session in spring 2015, House Bill 15-1323 reduced the administration of the PARCC English Language Arts and Mathematics exams to students in grades 3 – 9, and added the requirement that the Colorado Department of Education will select and the state will pay the costs of administering an assessment that is aligned with both the state academic standards for students enrolled in tenth grade and with the college entrance exam. The Department of Education will set the schedule for the administration of the tenth grade exam upon award of the contract. Finally, House Bill 15-1323 set the requirement that the Department of Education request competitive bids and contract for both the college entrance exam for students in eleventh grade and the aligned exam for students in tenth grade every five years.

In compliance with this new statute, the Colorado Department of Education (CDE) has developed a plan and timeline to ensure high quality assessments are administered in grade 10 in spring 2016 and beyond. The first step in procuring the assessments to be used in spring 2016 is writing and releasing a Request for Proposals (RFP). The RFP will call for evidence of valid and reliable assessments meeting federal requirements. In the RFP, the current plan is for offerors to be required to provide:

- Test blueprints and item specifications used in development of the proposed assessments. In addition, evidence of the alignment between the blueprints, the item specifications, and the Colorado Academic Standards will be requested.
- A description of the process followed to review the test items during the development process for both content and bias/sensitivity and the process used to select the items for inclusion in the assessments. Evidence that individuals with expertise in working with students with disabilities and with English language learners were included in the development of the test items and the forms.
- A description of the scaling methodology that includes documentation of equating and linking studies.

- A description of the scoring process for machine scoring, hand scoring and artificial intelligence, if proposed, and evidence that scores are valid and reliable.
- Test administration procedures, including the use of appropriate accommodations. These procedures must demonstrate that the assessment system has been designed to be accessible and valid for use by the widest possible range of students. Offerors must provide evidence that there is an appropriate variety and number of valid accommodations to meet the needs of students with disabilities and students with limited English proficiency.
- Data analyses and any other evidence to document reliability and validity, including for the purpose of identifying students prepared to attend post-high school educational institutions or to successfully obtain and perform in an entry-level career, of the assessments. Selection of the vendor will depend on the offeror providing documentation of acceptable validation studies.
- Specifically, documentation of alignment that provides evidence that the assessments are
    - aligned comprehensively to the Colorado Academic Standards(i.e., items measure the full range of the standards, address the appropriate range of cognitive complexity, measure the appropriate level of difficulty and depth of knowledge);
    - aligned in terms of both content and process skills;
    - aligned in terms of degree and pattern of emphasis; and
    - reflective of the full range of the state's achievement standards (i.e., the assessments provide a sufficient number of items to assess students at all levels of achievement).
    - results of a previously-completed alignment study and a commitment for independent evaluation of alignment of the assessments with the state's college- and career-ready standards. The offeror must also address how the vendor will maintain and/or improve alignment of assessments and standards over time.

Continuation with the use of the procured assessments will be contingent on the vendor's willingness/ability to make necessary changes to rectify any alignment deficiencies.

- The process and timeline used for setting college- and career-ready achievement standards and the process used to validate those standards.
- Samples and descriptions of meaningful report formats to communicate to students, parents, and educators how the student is performing against the Colorado Academic Standards, including whether or not they are track for being college and career ready.
- Evidence of commitment to monitor the assessment system to ensure on-going quality.
- Description of procedures to be used in monitoring the assessment system.
- Evidence that the assessment system meets the definition of "high-quality assessment" required by the ESEA Flexibility guidance.
- Description of policies and procedures to ensure data privacy and data security of data provided by or generated through the Department, districts and/or students.

The timeline for completing the procurement and awarding a contract is provided in the following table. This is an aggressive timeline that requires substantial collaboration among state entities.

Activity	Responsible Party	Timeline
RFP submitted to CDE Procurement Section	CDE Assessment Unit	End of August 2015
Colorado Procurement Section releases the RFP.	CDE Procurement Section	Beginning of September 2015
Offers are received by the Colorado procurement staff	Offerors and CDE Procurement Section	Mid-October
Reviewers receive proposals	CDE Procurement Section	Mid-October
Reviewers score proposals	Evaluation Committee	End of October
Intent to Award posted	CDE Procurement Section	Beginning of November
Negotiations/clarifications	CDE Procurement Section and CDE Assessment Unit	November
Contract awarded	CDE Procurement Section	December
Initial professional development webinar	CDE Assessment Unit with winning offeror	December
Administer assessments	CDE Assessment Unit with winning offeror	Late spring 2016

Upon award of a contract, information will be provided to stakeholders (superintendents, instructional leaders, testing and accountability coordinators) about the assessments and the implementation of the assessments. This information will be provided through correspondence, face-to-face, and virtual meetings (e.g., through regularly scheduled meetings and through meetings specifically scheduled by the CDE in conjunction with the contractor).

Significant obstacles include the availability of a valid and reliable off-the-shelf assessment system that aligns to the college- and career-ready standards, the short timeline to award a contract for the assessments; and the limited time between the award and the administration for communicating with district, schools, students, and parents. Based on experiences in 2014-15, additional potential obstacles are ensuring assessments for all students, parental refusal to permit students' to test, and corporate policies on test administration that conflict with local practice. In addition, CDE anticipates a potential renewal of ESEA and new USED guidance on peer review that is to be issued after this RFP process is underway, which could impact the contract(s).

With that said, CDE has the resources to work with local school districts to implement the assessments on the short time line. The CDE Assessment Unit includes staff experienced in measurement and research, instructional design, test development and administration, and teaching and testing students with disabilities and English learners. In addition to the NCLB State Assessment Grant, monetary resources are provided by the state legislature.

Spanish language assessments:
In the 2014–2015 school year, the Colorado Department of Education (CDE) will be field testing the new Spanish Language Arts assessment aligned to college- and career-ready standards and the PARCC English Language Arts assessment. CDE is requesting flexibility with regard to double-testing. Specifically, CDE

requests a one-year waiver of the requirements in Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, and their associated regulatory provisions.

This waiver will only apply to Grade 3 or Grade 4 students who are native Spanish speakers who are within their first five years of school within the United States and are enrolled in an English Language Proficiency program that provides academic instruction in Spanish. Please see the Colorado Spanish Literacy Assessment Decision Making Flowchart at http://www.cde.state.co.us/assessment/spanishliteracyassessmentqualification. CDE seeks a waiver of these provisions in order to remove the "double testing" burden for Grade 3 and Grade 4 students participating in the field test who meet the eligibility criteria described above in the 2014-15 school year. Approval of this waiver will mean that not all students in Colorado will take the same assessment for language arts. Based on preliminary participation commitments, approximately 1,100 3rd graders and 100 4th graders will participate in the field test of the accommodated Spanish Language Arts assessment rather than the regular Colorado English Language Arts assessment developed by the PARCC consortium.

As English learners, these students are also required to take an annual English language proficiency test. Requiring an English language proficiency test, an English Language Arts test, and a Spanish Language Arts test is actually a triple testing burden for this group of approximately 1,200 students. The time required to give these different assessments has been criticized as creating a negative impact on instruction for this group of English learners. Upon approval of this waiver, Colorado will consider participation in the Spanish Language Arts Field Test equal to participation in the PARCC English Language Arts assessment for the purposes of school and district participation calculations.

Principle 1 – Assessments – Math, double testing

The requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the state and to administer the same academic assessments to measure the achievement of all students. Colorado requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level, mathematics coursework.

For 7th and 8th grade students taking advanced high school level mathematics courses, they will take the corresponding end of course mathematics assessment available through PARCC rather than the grade-based assessment. When it matches the students' instruction, seventh graders may take the Algebra I or Math (Integrated) I assessment. When it matches the students' instruction, eighth graders may take the Algebra I, Math (Integrated) I, Geometry or Math (Integrated) II assessment. These students will also take a math high school assessment in 10th grade. For mathematics, all students will test in grades 3-8 and 10.

For federal accountability purposes, CDE will use the results of the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will use the results of the 10th grade assessment in high school accountability.

All middle school students in Colorado have the opportunity to be prepared for and take advanced level courses prior to high school. Section 22-7-1013, C.R.S. requires local school boards to adopt policies for academic acceleration, which can include the systems and procedures to allow students in middle school grades to participate in secondary courses. Below, please find relevant statutory language:

(2.5) (a) Each local education provider shall review its procedures concerning academic acceleration for students. Academic acceleration allows a student to progress through an education program at a rate faster or at ages younger than the student's peers. The local education provider shall consider procedures that may include, but need not be limited to, the following:

(I) The process for referral for academic acceleration and procedures that ensure the fair, objective, and systematic evaluation of the students referred;

(II) A decision-making process for accelerated placement that involves multiple persons, including a student's parents, rather than a sole decision-maker;

(III) Guidelines for the practice of academic acceleration, including the categories, forms, and types of academic acceleration and the award of credit;

(IV) Guidelines for preventing nonacademic barriers to the use of acceleration as an educational intervention; and

(V) An appeals process for decisions related to academic acceleration, as well as a process for evaluating the academic acceleration procedures and its effectiveness in successfully accelerating students.

Section 22-32-109(1)(t), C.R.S. provides the general statutory authority for local school boards to develop their own programs of study.

(t) [Each local board of education shall have the duty to] determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs;

Section 22-32-109(1), C.R.S. outlines how individual career and academic plans can be used by middle school students, parents, and educators to ensure that they understand and plan for options for advanced-level coursework.

(1)(I) [Local boards of education have the duty to] adopt policies to require each school of the school district, including the charter schools, to assist each student and his or her parent or legal guardian to

develop and maintain the student's individual career and academic plan, referred to in this paragraph as an "ICAP", no later than the beginning of ninth grade. The board of education may require the schools of the school district to assist the student and his or her parent or legal guardian to develop and maintain the student's ICAP in any grade prior to ninth grade. Each student's ICAP shall comply with the requirements specified in section 22-2-136 and the rules promulgated by the state board of education pursuant to said section.

(II) The board of education shall further require each school of the school district to assist each student who is enrolled in the school and has an ICAP to use the plan effectively to direct the student's course selections and performance expectations in at least grades nine through twelve; to assist the student in meeting his or her academic and career goals as described in the ICAP; and to enable the student to demonstrate postsecondary and workforce readiness prior to or upon graduation from high school at a level that allows the student to progress toward his or her postsecondary education goals, if any, without requiring remedial educational services or courses.

(III) At a minimum, each public school shall ensure that, in developing and maintaining each student's ICAP, the counselor or teacher explains to the student's parent or legal guardian, by electronic mail or other written form, and to the student the requirements for and benefits of concurrently enrolling in courses with an institution of higher education pursuant to the "Concurrent Enrollment Programs Act", article 35 of this title. Based on a request from the student or the student's parent or legal guardian, the counselor or teacher shall assist the student in course planning to enable the student to concurrently enroll in courses with an institution of higher education.

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

COLORADO'S GUIDING PRINCIPLES

From a foundation of ambitious college- and career-ready expectations for all students, implemented through rigorous standards and assessments and expectations for teachers and building leaders, Colorado is poised to deliver an effective differentiated accountability, support and recognition system. The state's accountability system, implemented since 2010, was designed to drive continuous improvements in student achievement and to account for individual student growth and proficiency in assessing school, district and state performance. With a successful ESEA flexibility application, the Colorado Department of Education (CDE) has been able to build upon current alignment efforts to create a single, rigorous, comprehensive accountability system that aligns state and federal determinations, interventions and resources, and differentiates support to the schools and districts in greatest need.

Colorado's accountability system creates focus by drawing a single bright line: all students need to be college- and career-ready by the time they leave Colorado's K-12 system. As a part of the Colorado Achievement Plan for Kids (CAP4K) and in conjunction with the Colorado Department of Higher Education and the public, CDE has defined college- and career-readiness as the knowledge, skills and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. In June 2009, the Colorado State Board of Education and the Colorado Commission on Higher Education developed a postsecondary and workforce readiness description. This description includes: (1) content knowledge in literacy, mathematics, science, social studies, and the arts and humanities, and (2) learning and behavior skills that include critical thinking and problem-solving; the ability to find and use information, especially through information technology; creativity and innovation; global and cultural awareness; civic responsibility; work ethic; personal responsibility; communication; and collaboration. For a complete description, please see Appendix 1 or follow this link: http://www.cde.state.co.us/sites/default/files/documents/contentareas/documents/pwrdescription.pdf.

As shown in Principle 1 of this document, Colorado is on a clear path towards aligning its standards and assessments with this bright line. Colorado's accountability system includes rigorous performance levels that hold all schools to college- and career-ready standards. The performance levels apply not only for the general population, but for historically disadvantaged subgroups as well. Colorado is proposing an

accountability system that effectively melds achievement status, disaggregation, growth, and postsecondary readiness measures.

The results from a rigorous growth model such as Colorado's provide useful data that go well beyond what achievement status percentages can communicate – they give individual measures of student progress. Through intensive data analysis, CDE has concluded that a meaningful way to measure a school or district's effectiveness in preparing students for college- and career-readiness is by measuring students' growth to proficiency standard. Absolute levels of student performance as measured by "achievement status" percentages tell a part of the story necessary for evaluating a school or district's effectiveness, but the other part of the story relies on a measurement of student academic growth. When status measures alone are considered, the system cannot be used to easily identify schools in which proficiency is currently meeting expectations, but where students are not learning enough to maintain that proficiency. Likewise, schools with low achievement can be identified as failures even when their students show remarkable growth that will most likely lead to proficiency at a later date. It is critical that an accountability system distinguish not just the schools and districts that are furthest from the bright line of college- and career-readiness for all students, but that the system also distinguishes among the schools and districts making the most progress in moving their students toward college- and career-readiness. Colorado's performance frameworks reflect these important distinctions among schools through use of the Colorado Growth Model and differentiated performance levels.

The Colorado Growth Model produces information about growth to standard, using both norm- and criterion-referenced data, allowing the state to measure how well schools and districts are moving students towards college- and career-readiness. First, the norm-referenced information provides a consistent context in which to understand performance because it describes how a student, a disaggregated student group, or a school or district is doing relative to others. Reporting of the median student growth percentiles distinguishes between an elementary school whose typical student is growing at the 10th percentile of his/her academic peers and an elementary school whose typical student is growing at the 80th percentile of his/her academic peers. This normative information is useful in its own right, but it is not enough. The criterion-referenced data from the Colorado Growth Model places normative progress in a meaningful context, quantifying what growth was needed for those students to, on average, be reaching or maintaining proficiency within a reasonable period of time. The model does this by matching the normative data with the state's achievement level cut scores, which have remained the same for a number of years. In this way, someone can understand both the normative level of growth (how much above or below average it might have been) as well as what outcomes that level of growth is likely to lead to.

Colorado places great value on growth to a standard, as it is a strong indicator of whether a school or district is effective in moving students towards college- and career-readiness. By including growth in the state's accountability system, Colorado can meaningfully distinguish between schools and districts that have high levels of student achievement but who are making limited growth, and schools and districts that have low levels of student achievement but who are making high growth. Although the state's accountability tools use both types of performance (achievement and growth, and normative and

criterion-referenced growth), the emphasis is on growth to proficiency standard because it provides the most relevant information as to a school or a district's effectiveness, and consequently directs the state's support and interventions.

Finally, Colorado's system creates fairness by protecting all students. To close achievement gaps and increase equity, our state is concerned with improving educational outcomes not just for some students, or for the majority of students, but for all students. Compared to AYP accountability, almost 600,000 additional students are included in Colorado's accountability system. Colorado's accountability system not only maintains but advances a focus on equity. Along with reporting all available growth and achievement data at the specific NCLB disaggregated group level in SchoolView, the state's accountability measure includes a growth gaps indicator that disaggregates growth by minority status, poverty, disability, limited English proficiency, and by students scoring below proficient. This creates incentives for schools, districts and the state to look carefully at the growth that disaggregated groups of students are making relative to their academic peers, as well as if they are making the criterion-referenced growth they need to be college-and career-ready. Without higher growth rates, students that start out behind will never catch up. The additional disaggregation of the growth of students needing to catch up – those students below proficient on the prior year's assessment – further ensures that Colorado's accountability system highlights the growth of any students who are not on track to college- and career-readiness, regardless of their association with a specific student group. Graduation rate data is also disaggregated within the accountability framework.

Growth Percentiles During the Assessment Transition

Colorado's move to the new Colorado Measures of Academic Success (CMAS) Math and English Language Arts Assessments will impact the production and release of growth data during the fall of 2015. Growth percentiles can be calculated between Transitional Colorado Assessment Program (TCAP) and CMAS results as the Colorado growth model methodology allows for those calculations; however, analyses will need to be conducted to determine the validity of the growth results. Student growth percentiles will be calculated once all relevant assessment data is provided by the test vendor. CDE, along with our technical partners, will then conduct a series of studies to estimate the validity of the derived student growth percentiles. Adequate growth percentiles will not be available for transition growth percentiles, as two years of data on the same assessment are required for calculation. During the fall of 2016, both median growth and adequate growth will be calculated, thus resuming our normal data release and report production schedules.

Growth percentiles obtained from the English Language proficiency assessment will not be impacted by the CMAS transition and will be available as normal in 2015.

OVERVIEW OF COLORADO'S SYSTEM OF ACCOUNTABILITY, SUPPORT AND RECOGNITION

In August 2010, Colorado launched its new, comprehensive system of accountability, support and recognition for schools and districts, designed to ensure that all students graduate from the Colorado K-12 school system college- and career-ready. Built upon the state's Education Accountability Act of 2009 (SB-163), the years of implementing NCLB accountability and support systems, an innovative and meaningful growth model, and a dynamic data reporting platform, this new system creates a performance management system focused on continuous improvement at all levels. Colorado's accountability system, though still relatively new, has sparked meaningful conversations regarding school and district performance and sharpened the focus on improvement efforts.

Colorado's accountability system applies to all schools and districts (see Figure 3 below). Schools and districts are sorted based on their performance in the **School and District Performance Frameworks**. The differentiated performance types, represented in the second column, indicate which schools and districts need the most attention and intervention. After receiving performance data, all schools and districts analyze and respond to the data through the **Unified Improvement Plan** process in order to determine the specific actions needed to raise student achievement. For those in the lowest levels of performance, Turnaround and Priority Improvement, an in-depth review of their plan is conducted and detailed feedback is provided. In alignment with the necessary action steps identified in their UIP, schools and districts can access supports from the state. A **tiered system of support** includes universal supports for all, as well as targeted and intensive supports and interventions for the lowest performing schools and districts. These supports are based on the identified needs in struggling schools and districts and the research on effective systems, designed to leverage the greatest gains in student learning.

Specific **consequences** apply to Priority Improvement and Turnaround schools and districts as well. Turnaround schools and districts must implement a Turnaround Option upon identification. Title I Priority Improvement and Turnaround schools must offer choice and supplemental education services to families. To ensure that students are not attending persistently underperforming schools, no school or district may remain in Turnaround or Priority Improvement status for more than five consecutive years, per state legislation. Finally, all of the performance data, achievement data, staff information, and the UIPs themselves are reported through our dynamic, interactive **SchoolView** system, which provides transparent performance information.

Figure 3. Overview of Colorado's Single, Comprehensive Accountability System.

	SPF Plan Type	UIP	UIP Review	Supports		Consequences		Reporting
All schools in Colorado	Performance	All schools complete this process		Universal				Data for all schools is reported through SchoolView.org
	Improvement				Title I struggling schools			
	Priority Improvement		CDE and State Review Plan provide feedback (approval for focus schools)		Targeted and Intensive Supports: SIG and focus prioritized		SES Choice (Title I only)	
	Turnaround					Implement Turnaround Option	Five Year Clock	

Continuous improvement is necessary at all levels, including statewide, in order for this system to be effective. CDE annually analyzes the results of the performance frameworks and looks for ways to improve upon them through the inclusion of other measures, better calculation methods, inclusion of more students, and meaningful disaggregation of the data wherever possible. SchoolView is regularly enhanced and updated to further enable inquiry. Colorado continues to work to more explicitly define the legislation and consequences for identification, while building out the support provided to the schools and districts identified as having the greatest need. Through continuous evaluation and stakeholder input, CDE will annually strengthen the process of identifying performance challenges, planning for improvement, and implementing action steps with supports, enabling the state to increase student learning and student achievement throughout the state with the goal of college- and career-readiness for all.

Colorado believes our state system creates a more rigorous, comprehensive approach to accountability and support than previously existed with NCLB alone. As table 4 outlines, Colorado's single, comprehensive accountability system meets the requirements of and exceeds the expectations in NCLB Title IA accountability regulations. More students are included because accountability applies to all schools and not just Title I schools, a higher bar is set, and greater expectations for continuous improvement are expected of all schools. Additionally, support and interventions will now be directed towards all of the truly lowest performing schools.

Table 4. Comparison between NCLB Accountability and Colorado's Approved System

	NCLB	Colorado's, single, comprehensive accountability system
Purpose	• To ensure that all students attain basic proficiency in reading and math and meet graduation rate targets by a specific date.	• To ensure that every student graduates from K-12 education college- and career-ready.
Students Included for accountability	• 220,140 students (27% of all students) • 157,998 students in poverty (48% of students in poverty)	• 811,867 students • 327,932 students in poverty
Schools Included in Accountability Consequences	• 660 schools (35% of schools)	• 1899 schools
Measure of college- and career-readiness	• Partially proficient, proficient, and advanced • Reading, Math and Graduation Rates	• Proficient and advanced (will change with new assessments) • Growth to Standard (Adequate Growth) • English language arts, Math, and Science • Beginning in 2016, social studies will be administered on a sampling basis. Individual schools will test once every three years • English language proficiency • A curriculum-based college entrance exam • Graduation and dropout rates
School and District Performance Indicators	• Participation	
	• Academic Achievement (AMOs)	
	• Partially Proficient and Above	• Proficient and Above (will change with new assessments)
	• Measures of progress	
	• Safe Harbor	• Academic Growth to Standard (normative and criterion referenced growth)
	• Matched Safe Harbor	• Academic Growth Gaps (Academic Growth to Standard by disaggregated group)

	• (in Title III AMAOs, not AYP)	• Academic Growth in English Language Proficiency
	• Postsecondary Workforce Readiness- 4-, 5-, and 6-year graduation rates	
		• 7-year graduation rates
		• Dropout rates
		• Composite ACT score
Disaggregation of Achievement Results by Student Groups	• 52,390 minority students included	• 152,563 minority students included
	• All indicators	• Academic Growth Gap Indicator and Graduation Rate Indicator
	• English language learners, Students with Disabilities, Economically Disadvantaged students	
	• Race/ethnicity categories	• Minority
		• Catch-up Students (growth for non-proficient students)
AMOs and Determinations	• Targets increase every three years.	• Targets/cut-points normed based on 2009-10 data; are reviewed annually and increased over time.
	• Targets step-up to 100% proficiency (Partially Proficient or higher) by 2014	• Growth targets are based on students on track to proficient (proficient and advanced) within three years or by 10th grade.
	• Yes or No for each disaggregated indicator	• Points (1-4) assigned for each sub-indicator
	• If there are any "No" determinations, then AYP is not met.	• Points are aggregated by indicator and overall
	• Schools and districts either make AYP or not.	• Schools are assigned 4 different plan types. Districts are given one of five accreditation levels.
	• Data are also reported by percent of targets met, by Reading, Math and Graduation Rate	• Report the percent of points earned overall and for each individual indicator.
Improvement Planning Requirements	• Only Title I schools on Improvement	• All schools in the state, regardless of performance
Supports available	• Only for Title I schools •missed many of the lowest performing schools •over-identified others	• All of the lowest performing schools

Public Reporting	• Limited requirements- achievement, HQ, etc	• In addition, includes growth, growth to standard, dropout, equitable distribution of teachers, etc.

Participation in State Assessments

To help ensure that all students participate in state-administered assessments, CDE will:

- Calculate disaggregated state assessment participation rates for all schools and districts and disaggregated groups
- Report state-administered assessment participation rates and assessment results for all schools and districts and disaggregated groups
- Require schools and districts that fall below 95% participation in one or more of the state-administered English Language Arts or Math assessments to address their low participation rates as part of their Unified Improvement Plan, including actions that schools and districts will take in response to their low participation rates.
- Include low participation rates as an indicator in ESEA Program Effectiveness Reviews conducted with Priority Improvement and Turnaround districts and priority, focus, and other Title I schools with participation rates below 95%
- Provide information to low assessment participation rate schools and districts to share with their communities regarding the state assessments, including reasons for administering the assessments and how the results are used.

Before addressing the specific questions in the rest of the application, the next section provides an orientation to the Colorado Growth Model, the School and District Performance Frameworks and SchoolView as these provide the foundations of our waiver request.

THE COLORADO GROWTH MODEL

Absolute levels of student performance – "achievement status" percentages – provide a "snapshot" of current performance, but they do not provide an indication of where a school is headed. Because achievement only tells part of the story necessary for an evaluation of system effectiveness, a solid measurement of student academic progress across all levels of achievement is needed. Colorado has developed and implemented an innovative growth model designed to do this. This combination of growth calculations and an accompanying reporting system allows users to focus on the specific level of the system that is pertinent to their line of inquiry - from the individual student ("We know that this student is already proficient in Reading, but is he making further progress?") to a student group ("Are the American Indian students in this school making enough progress in Writing to be proficient by the time they move on to high school?") to the whole state ("Are the state's English learners in metro areas making as much growth as those in rural areas?").

With multiple years of the state's data, the growth model accumulates a general understanding of the likelihood of patterns of performance. This translates into an ability to consider hypothetical scenarios, such as: *"A student scoring x, y and z in grades 3, 4 and 5 in reading would like to reach the level of Advanced by grade 8 in 2014. How much growth would she need to achieve for this to happen? Answer: nth percentile, sustained over each of the next three years."* These are not predictions per se; they are calculations that flow from positing one piece of the scenario and requesting model output for the other. In Colorado, this aspirational level of individual student growth is referred to as adequate growth percentiles (AGP), or growth to a proficiency criterion.

Aspirational growth related to particular criterion levels of performance is reported to Colorado schools and districts along with the rest of the growth information for each of their students. Districts have found the AGPs to be useful in helping to set individual goals for students, especially those far behind in terms of proficiency. Looking at this growth-to-a-standard measure serves as a reality check on how much effort will be required to get a student to proficiency within three years or by exit. If exceptional levels of growth are required, then an exceptional intervention is called for. When this fact becomes widely understood by all stakeholders, an opportunity is created to marshal a consensus for change.

Colorado has pioneered this use of growth models and accordingly needed to investigate the validity of AGPs, to determine whether calculating them offers any advantage over not doing so. Using two cohorts of historical data for each content area, a simple prior proficiency achievement status model predicted that students already scoring at the proficient level in a given content area would continue to do so through the final year of the data, while those scoring below proficient would not attain proficiency within the timeframe. Those predictions were checked against what actually happened to get a sense of the accuracy of the base rate prediction – the percentage of the predicted outcomes that actually came true several years later. In an AGP-based prediction model, on the other hand, the prediction uses the statistical power of the Colorado Growth Model to look at score history and growth for each student in order to estimate whether or not a student is on track to catch up (starting out below proficient) or keep up (staying proficient). The AGP-based predictions were also compared against actual data (what really happened to those students) to arrive at a percentage of correct predictions. A summary of the correct predictions for each model is included in the Table 5, below.

Table 5. Correct Predictions of Proficiency Level using Prior Achievement versus Adequate Growth Calculations

		Percentage of correct predictions (prior proficiency level only)	Percentage of correct predictions (AGPs)	Improvement in percentage of correct predictions
Math	Below proficient	77.7	88.6	10.9
	Proficient	58.2	75.5	17.2

Reading	Below proficient	55.8	76.2	20.5
	Proficient	78.1	82.6	4.4
Writing	Below proficient	56.4	78.8	22.4
	Proficient	68.7	78.7	9.9

Using the simple prior proficiency model gives moderately good predictions in several cases. For example, predicting that a below-proficient student will remain below proficient in math is accurate 77.7 percent of the time. However, AGP-based predictions are better in all cases. The improvement in the percentage of correct predictions is impressive, and provides evidence of the validity and usefulness of the AGPs. Most importantly, the results suggest that the AGPs are most useful at discerning which students are beating the odds and catching up, because the improvements in correct predictions are highest for the Below Proficient rows. This is directly attributable to the power of the Colorado Growth Model and its extension to AGPs. The percentages of correct predictions are unlikely to approach 100 even under the best of circumstances because of the large number of situations affecting a student's life and schooling in the years subsequent to the growth calculation made by the state. Indeed, these levels of prediction are quite remarkable by themselves, showing how useful the growth data can be.

These growth-to-standard calculations are essentially a hybrid statistic, with both growth and proficiency components represented. Schools with large numbers of students scoring below proficient have a difficult task facing them, because these students must grow more than already-proficient students – they need to catch up. In this way, schools that have large numbers of students needing to catch up face a stark reality that is quantified by the AGP calculations. No matter how high the observed *normative* growth in these schools, the amount of growth necessary for these students to achieve proficiency is calculated and reported, and that number can be high enough to represent a significant challenge. These AGPs are calculated at the individual level, but are aggregated in the same way as student growth percentiles, by the creation of a median that represents the central tendency. Median AGPs tell what level of growth was needed for all students, so that, on average, they would be reaching or maintaining proficiency within a reasonable timeframe.

Also fundamental to Colorado's approach is the recognition that in order to close persistent achievement gaps, observed growth needs to be significantly higher for historically disadvantaged groups. Achievement gaps are the end result of multiple years of lower growth for impacted students; therefore, growth will be a leading indicator of when gaps are closing. Colorado's accountability system looks specifically at the growth of disaggregated groups to assess whether or not it is sufficient to get these students to college- and career-readiness in time.

Additional information has been to submitted to the U.S. Department of Education around the Colorado Growth Model in Appendix 10.

Growth Measures During the Assessment Transition

During the upcoming 2015 reporting year, transitional growth percentiles will be calculated for students using the scale scores from the 2014 Transitional Colorado Assessment Program (TCAP) and the 2015 Colorado Measures of Academic Success (CMAS) Math and English Language Arts Assessments developed by the PARCC consortium. The Colorado Growth Model is capable of calculating growth percentiles between two different assessments which are called transitional growth percentiles. However, calculations between different assessments raise questions about the validity of the calculated transitional growth percentiles. While some commonalities may exist between the different assessments, the CMAS English language arts and math assessments will not cover content identical to the TCAP. The validity of the transitional percentiles will depend upon how similar student performance is on the two different assessments. Specific challenges include transitioning from separate reading and writing assessments to a combined English language arts assessments, as well adjusting to the options for mathematics assessments at the high school level and for advanced middle school students.

Once CMAS PARCC data is available, the results will be analyzed to investigate the validity of the transitional growth percentiles. Only after this thorough data analysis - along with discussions with the Colorado Technical Advisory Panel for Longitudinal Student Growth and other stakeholders- will a decision be made regarding the release of the transitional growth percentiles for use by local education agencies for accountability, improvement planning, educator effectiveness, and public reporting purposes. This is similar to the process used during the transition of our English language proficiency assessments from CELAPro to ACCESS. It was ultimately determined that the transitional growth percentiles from CELAPro to ACCESS could be used for accountability purposes.

Adequate Growth Percentiles will not be available for transition growth percentiles, as two years of data on the same assessment are required for calculations. That being said, Median Growth Percentiles and Adequate Growth Percentiles will both be available for use within our accountability system during the Fall of 2016. At that time, the production of growth data and reports will resume with their typical release schedule.

SCHOOL AND DISTRICT PERFORMANCE FRAMEWORKS

Overview

To focus attention on what matters most, the Education Accountability Act of 2009 (SB-163) requires the state to align conflicting accountability systems into a single system that holds all schools and districts accountable to a common framework. The state has acted upon this mandate by developing annual reports known as the School and District Performance Framework (SPF and DPF) reports (see attachments for an annotated report). The SPF and DPF reports provide a body of evidence on each school's and district's attainment on the four key performance indicators that most impact the system's ability to ensure college- and career-readiness for all students: Academic Achievement, Academic Growth to Standard, Academic Growth Gaps and Postsecondary and Workforce Readiness. Colorado defines expectations, measures and metrics for each of these performance indicators, and a school's or district's demonstrated outcomes are combined to arrive at an overall evaluation of a school's or

district's performance. These evaluations are made annually, with the state providing both School and District Performance Framework reports to schools and districts at the start of each school year (by August 15) and publishing them on SchoolView for the public in the fall of each school year (by December).

For schools, the overall evaluation determines the type of improvement plan they must implement. Schools are assigned one of four plan types: **Performance Plan, Improvement Plan, Priority Improvement Plan, or Turnaround Plan.**

For districts, the overall evaluation determines their accreditation designation. Districts are assigned with one of five accreditation designations: **Accredited with Distinction, Accredited, Accredited with Improvement Plan, Accredited with Priority Improvement Plan, or Accredited with Turnaround Plan.**

These determinations are the trigger for a differentiated system of recognition, accountability and support. The lowest-performers, those on a Priority Improvement or Turnaround Plan, have required interventions and receive the greatest attention from the SEA, including targeted state supports. Those on Distinction are rewarded, and the majority, those schools or districts on Performance or Improvement Plan, receive universal supports from the state.

Given this intent, Colorado set a baseline for the distribution of schools and districts in each category. In the first year of releasing the performance frameworks (August 2010), 65.9% of schools received a Performance plan assignment, 20.8% an Improvement plan, 8.3% a Priority Improvement plan, and 5.1% a Turnaround plan assignment. With a small proportion of schools and districts in the lowest two categories, the state is able to direct accountability and support efforts where they are most needed. This baseline also allows the state to benchmark its performance and to track progress from year to year in the shifts of the distribution. For the second year, the cut-points for each category remained the same as the prior year, but the numbers of schools and districts in Priority Improvement and Turnaround decreased slightly. These shifts are examined annually, and the State Board, in particular, is charged with annually reaffirming or adopting targets. When significant shifts in the system are observed, the bar for all schools and districts will be raised.

Reflection on Changes in School and District Performance

CDE has analyzed the performance of Colorado schools and districts over the past five years, based on the outcomes on the School and District Performance Frameworks. As the frameworks have stayed relatively stable over this time (a few indicators were added in 2012 as a result of the ESEA waiver), the results provide a good indication of the aggregate performance change in the state. The results may also be indicative of the impact of the accountability system. The following table shows the change in school plan types over time, based on the schools open each specific year.

Table 6: School Plan Type Changes

	2010		2011		2012		2013		2014	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Performance Plan	1143	68.0%	1188	70.4%	1199	70.6%	1211	70.9%	1198	70.5%
Improvement Plan	343	20.4%	307	18.2%	332	19.6%	329	19.3%	332	19.5%
Priority Improvement Plan	131	7.8%	144	8.5%	127	7.5%	119	7.0%	114	6.7%
Turnaround Plan	65	3.9%	48	2.8%	40	2.4%	49	2.9%	55	3.2%
Total	1682		1687		1698		1708		1699	
School Closed	39		28		17		24		29	

* Please note that the schools in the table above include schools that are assigned ratings by LEAs, as a result of insufficient state data, schools whose plan types have been lowered by their district, and excludes Colorado's Alternative Education Campuses.

Baselines for the school performance frameworks (SPFs) were established in 2010 to identify the bottom 5% of schools as Turnaround and the next 10% as Priority Improvement. These two categories indicate a school is low-performing and requires additional support from CDE. The next 20% of schools earned Improvement ratings, and finally the top 65% of schools were given a Performance rating. The cuts were originally set separately by (Elementary, Middle, High) EMH level but after requests from the field, school levels were combined to give a single rating to a total of 1682 traditional schools. This resulted in 3.9% of schools being identified as Turnaround and an additional 7.8% as Priority Improvement. In total 11.7% of traditional schools were identified as Turnaround or Priority Improvement. In 2011, the proportion of schools with Turnaround ratings dropped to 2.8%, several of them shifting to the Priority Improvement category which increased to 8.5% (11.4% Priority Improvement or Turnaround). In 2012, the total of Turnaround and Priority Improvement schools dropped to 9.8%, where it remained for 2013 and 2014. The proportion of schools falling into each of the Turnaround and Priority Improvement categories has fluctuated over the years, as have the individual schools identified as Priority Improvement or Turnaround.

Table 7: 2010 School Performance Frameworks

	2010 SPF Rating					
	Priority Improvement Plan		Turnaround Plan		Priority Improvement or Turnaround Plan	
Observed outcomes between 2011 and 2014	Frequency	Percent	Frequency	Percent	Frequency	Percent
Earned Improvement or Performance Plan	99	75.6%	30	46.2%	129	65.8%
Stayed Priority Improvement or Turnaround Plan	11	8.4%	15	23.1%	26	13.3%
School Closed	17	13.0%	16	24.6%	33	16.8%
Designated as AEC	4	3.1%	4	6.2%	8	4.1%
Total	131		65		196	

If you track outcomes for the 65 schools originally identified as Turnaround in 2010, 16 schools have

been closed by their districts, most in the first couple years of the performance frameworks. Four schools have subsequently been identified as Alternative Education Campuses (AEC) and shifted to being evaluated on the AEC performance frameworks. Fifteen schools have continued to earn Priority Improvement or Turnaround ratings on every year of the SPF, and continue to be subject to Colorado's accountability clock. Finally, 30 schools have earned at least an Improvement rating at some point between 2011 and 2014, 23 of which achieved or maintained this higher rating for 2014.

An additional 131 schools earned Priority Improvement ratings in 2010, 17 of these closed and 4 became AECs before 2014. Only 11 schools initially identified as Priority Improvement earned that designation for each of the subsequent years. Ninety-nine schools earned an Improvement or higher rating at least once between 2010 and 2014, and 80 of these earned or maintained such a rating in 2014.

A total of 1,143 schools were identified for Performance plans in 2010, of these 835 (78% of Performance schools and 49.6% of all traditional schools) maintained a Performance rating for all years through 2014. Only 71 (6.2%) of the original Performance schools dropped to either Priority Improvement or Turnaround ratings at some point over the past four years.

Summary of school results over time.

In general, Colorado's lowest performing schools have either shown improvement over time or been closed by their districts. Most schools that were initially identified for the highest rating have continued to be identified for Performance plans every year. These data suggest that identifying low-performing schools for Turnaround or Priority Improvement plans may have motivated change within schools and their districts. The closing or improvement of low-performing schools over time has resulted in positive outcomes for Colorado's students.

District results over time.

Accreditation ratings for the much smaller number of Colorado districts are presented in the table below. These are based upon the District Performance Framework (DPF) results for the past five years.

Table 8: District Accreditation Ratings 2010-2014

	2010		2011		2012		2013		2014	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Accredited with Distinction	14	7.7%	18	9.9%	19	10.4%	16	8.8%	27	14.8%
Accredited	97	53.6%	94	51.9%	87	47.8%	95	52.2%	101	55.5%
Accredited with Improvement Plan	46	25.4%	46	25.4%	52	28.6%	55	30.2%	44	24.2%
Accredited with Priority Improvement Plan	17	9.4%	17	9.4%	19	10.4%	14	7.7%	9	4.9%

Accredited with Turnaround Plan	7	3.9%	6	3.3%	5	2.7%	2	1.1%	1	0.5%
Total	181		181		182		182		182	

The distribution of district accreditation ratings was intended to be similar to that of schools, but with an additional category of Distinction for the highest performing 10% of districts. The initial 2010 distribution resulted in 3.9% of districts Accredited with Turnaround Plan, and 9.4% Accredited with Priority Improvement Plan, for a total of 13.3% of districts subject to the state's accountability clock. The remaining 86.7% of districts were split between Accredited with an Improvement Plan (25.4%), Accredited (53.6%) and Accredited with Distinction (7.7%). The proportion of schools Accredited with Turnaround or Priority Improvement plans remained stable through 2012, dropping in 2013 to 8.8% and again in 2014 down to 5.5%.

Table 9: 2010 District Performance Ratings

	2010 DPF Rating					
	Accredited with Priority Improvement Plan		Accredited with Turnaround Plan		Accredited with Priority Improvement or Turnaround Plan	
Observed outcomes between 2011 and 2014	Number	Percent	Number	Percent	Number	Percent
Earned Improvement or Performance Plan	12	70.6%	4	57.1%	16	66.7%
Stayed Priority Improvement or Turnaround Plan	5	29.4%	3	42.9%	8	33.3%
Total	17		7		24	

Of the seven districts initially accredited with Turnaround plans in 2010, one served only a single AEC school and per State Board Rule, could be accredited with the school's rating (AEC: Performance). Three other districts earned Improvement or Performance ratings by 2014. The three remaining districts continued to earn Priority Improvement or Turnaround ratings across all years and are subject to the state accountability clock.

Seventeen districts were Accredited with Priority Improvement Plans in 2010. Of these, five remained at Priority Improvement or Turnaround while the remaining 12 earned accreditation ratings of Improvement or Performance by 2014.

In 2010, 111 districts were Accredited or Accredited with Distinction. Ninety-one of these districts (82% of districts earning Accredited or higher ratings, and 50.3% of all districts) maintained Accredited or Accredited with Distinction ratings for all subsequent years. Only one district (0.9%) dropped to a Priority Improvement or Turnaround rating at any time between 2011 and 2014. Like the school results, these accreditation rating trends indicate that lower performing districts have generally improved student

outcomes over the past several years and are no longer subject to Colorado's accountability clock. Most districts showing higher performance in 2010 have continued to earn Accredited and Accredited with Distinction ratings in all subsequent years.

Reflection on the School and District Performance Frameworks at a System and Aggregate Level
Based on feedback from stakeholders and for the purpose of improving the frameworks, CDE contracted with The Center for Assessment to conduct deeper analyses of the impact of the school and district performance frameworks. Specifically, the analyses involved looking more closely at the relationship between the framework outcomes and school/district demographics and enrollment size (N size), and the consistency of results over time. These areas were reviewed since they represented the areas of most concern to the district stakeholder groups. The reports from these investigations are posted here: http://www.cde.state.co.us/accountability/performanceframeworksresearchandpolicy.

The high level learning from these reports includes:

- Performance framework results for schools and districts with historically more high-needs students (FRL, EL, minority) tend to be more correlated with lower performance ratings at the high school and district level, where there are more status based measures (achievement and postsecondary workforce readiness indicators). There is a lower correlation at the elementary and middle school levels where growth is weighed more heavily.
- Schools and districts with fewer students included in the analyses are more often performing at either higher or lower levels of the performance distribution than larger schools/districts - although this is commonly found by educational researchers to be the case any time data are aggregated and reported for schools and districts.
- Schools and districts with fewer students included in the analyses more often fluctuate in their performance than larger schools/districts - although this is commonly found by educational researchers to be the case any time data are aggregated and reported for schools and districts.

The results were presented to the SB-163 Superintendents Task Force and will be a part of conversations with the newly formed Accountability Work Group, as work begins to improve and enhance the school and district performance frameworks. Specifically, CDE will conduct conversations regarding the weighting of the indicators at the elementary and middle level compared to the high school and district level. Additionally, beyond the creation of the three-year aggregate frameworks to increase N size and the request to review process, CDE is soliciting other suggestions from district stakeholder groups regarding around how best to address challenges associated with smaller student samples.

The reports provided initial insights into key properties of the frameworks developed relative to concerns expressed by users of the information. CDE valued the feedback tremendously and will continue to ensure that this kind of analysis is part of our ongoing to continuously monitor and evaluate whether the frameworks are meeting the intended goals of the accountability system.

Performance Indicators

To arrive at an overall evaluation of a school or district's performance, the School and District Performance Frameworks individually evaluate a school or district's performance on each of the performance indicators of Academic Achievement, Academic Growth to Standard, Academic Growth Gaps and Postsecondary and Workforce Readiness. Each performance indicator evaluation is based on multiple state-defined measures and metrics. Based on performance relative to minimum state expectations (targets), schools/districts receive one of four ratings: *exceeds*, *meets*, *approaching* or *does not meet*. These are described below, with a summary in Table 10 and specific AMOs/performance targets/cut-points in Principle 2B and Appendix 4. For additional detail, see: http://www.cde.state.co.us/Accountability/PerformanceFrameworks.asp or http://www.cde.state.co.us/media/training/SPF_Online_Tutorial/player.html for an online tutorial.

TABLE 10. COLORADO'S SCHOOL PERFORMANCE FRAMEWORK REPORT				
PERFORMANCE INDICATOR	**ACHIEVEMENT**	**GROWTH**	**GROWTH GAPS**	**POSTSECONDARY AND WORKFORCE READINESS**
Points/Weight Elementary/Middle High School	 25 points 15 points	 50 points 35 points	 25 points 15 points	 - 35 points
Measure	**Colorado Student Assessment Program (CSAP), including:** • Lectura and Escritura (Spanish versions of reading & writing for grades 3, 4) • CSAP-A (alternate CSAP) **In the following content areas:** • Reading (25%) (33.3%) • Mathematics (25%) (33.3%) • Writing (25%) (33.3%) • Science (25%) (0%) • Social studies may be added in 2016 (will be available once every 3 years for every school) • The second set of parenthesis show the weights for 2013-14, when science achievement data was not available.	**Colorado Growth Model CSAP** • Reading (28.6%) • Mathematics (28.6%) • Writing (28.6%) **Colorado English Language Acquisition Proficiency Assessment (CELApro)** (14.3%)	**Colorado Growth Model CSAP** • Reading (33.3%) • Mathematics (33.3%) • Writing (33.3%)	**Graduation rate** (25%) **Disaggregated graduation rate** (25%) **Dropout rate** (25%) **Colorado ACT** (25%)
Metric	**% of students proficient/advanced**	**Median Student Growth Percentile (MGP)** • Normative growth relative to academic peers **Adequate Student Growth Percentile (AGP)** • Criterion-referenced growth relative to standard (proficiency)	**For the following disaggregated student groups:** • Free/Reduced Lunch Eligible • Minority Students • Students w/Disabilities • English Learners • Students needing to catch up (below proficient in prior year) **Median Student Growth Percentile (MGP)** • Normative growth relative to academic peers **Adequate Student Growth Percentile (AGP)** • Criterion-referenced growth relative to standard (proficiency)	**Graduation rate** **Graduation rate disaggregated for the following student groups:** • Free/Reduced Lunch Eligible • Minority Students • Students w/Disabilities • English Learners **Dropout rate** **Colorado ACT composite score**

Academic Achievement

The Achievement indicator on the School and District Performance Framework reports reflect how a school/district's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. (Note that for AYP purposes, Colorado is approved to use partially proficient, proficient and advanced scores. The state system raises the bar to only include proficient and advanced). Academic Achievement indicators include results from TCAP (reading, math and writing given in grades 3-10; science given in grades 5, 8, 10), COAlt (the alternate TCAP given to students with the most significant cognitive disabilities), and TCAP Lectura/Escritura (the Spanish versions of the reading and writing CSAP, for which English learners in grades 3 and 4 may be eligible). Colorado is transitioning to a new, on-line science assessment in 2013-14. As a result of the standards setting timeline, Science achievement data will not be included in 2013-14 framework reports. It will be included again in 2014-15.This data, including disaggregation by race/ethnicity, disability, English proficiency, disability, poverty, migrant and gifted/talented status, grade, and gender, are all reported in SchoolView. Specific AMOs are provided in Principle 2B.

Academic Growth to Standard

The Academic Growth to Standard indicator measures academic progress using the Colorado Growth Model. This indicator reflects two aspects of growth: 1) median normative growth- how the academic progress of the students in a school/district compare to that of other students statewide with a similar TCAP score history in that subject area, and (2) adequate growth- whether this level of growth was sufficient for the typical student in a school/district to reach an achievement level of proficient or advanced on the TCAP within three years or by 10th grade, whichever comes first.

The framework sets minimum expectations for the Academic Growth to Standard indicator in reading, math and writing for each school level based on the interplay of median and adequate growth. (Because science is not assessed annually in each grade, annual growth percentiles are not calculated.) As a result of the ESEA flexibility waiver and continuing improvements to the frameworks, Colorado also includes median and adequate growth percentiles for the Colorado English Language Proficiency Assessment (ACCESS) as an additional content area for the Academic Growth to Standard indicator.

The state recognizes that students start from varying achievement levels and that the most successful schools and districts make the greatest gains in moving a student from his/her starting point. However, growth to a standard is also imperative. The state's mission is to ensure that *all students* exit Colorado's K-12 system prepared for college- and career-success – not *all students except for those who start behind*. As a result, the Education Accountability Act requires that adequacy of growth is a factor in a school's or district's growth rating. The Growth indicator evaluates growth through the normative measure using median growth percentiles, but also through the criterion-referenced adequate growth percentiles. To be adequate, schools' or districts' MGPs must meet or exceed their median AGP, or have an MGP greater than 55. Specific performance targets on this indicator (AMOs) are provided in Principle 2B.

Academic Growth Gaps

The Academic Growth Gaps indicator measures the academic growth to standard of historically disadvantaged disaggregated student groups and students needing to catch up. It disaggregates the Growth Indicator into student subgroups, and reflects their median and adequate growth using the same criteria as Academic Growth to Standard. The subgroups include minority students, students eligible for Free/Reduced Lunch, English learners, students with disabilities (IEP status), and students needing to catch up (students who scored Unsatisfactory or Partially Proficient in the prior year). Colorado added accountability for Academic Growth to Standard for students needing to catch-up, as these are the key students on whom the system, especially the Title I system, needs to focus.

The framework sets minimum expectations for the Growth Gaps indicator in the same way as in the Growth indicator. The framework evaluates where each subgroup's median growth percentile falls into the decision tree/scoring guide ~~above~~ and assigns points to each accordingly. By disaggregating for the median and adequate growth of historically disadvantaged student groups, the School and District Performance Frameworks hold schools/districts accountable for the growth of all students, not only growth relative to their academic peers and where they started, but also to the standard of proficiency and college- and career-readiness. Specific performance targets on this indicator (AMOs) are provided in Principle 2B.

Postsecondary and Workforce Readiness

The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or careers upon exiting Colorado's K-12 school system. This indicator reflects student graduation rates, dropout rates, and Colorado ACT composite scores. In Colorado, all 11th grade students take the ACT assessment. Specific performance targets on this indicator (AMOs) are provided in Principle 2B.

Scoring: Arriving at an Overall Performance Indicator Rating, School Plan Type and Accreditation Designation

Based on the individual ratings of *does not meet*, *approaching*, *meets* and *exceeds* for each measure within each indicator, schools and districts receive an overall rating for each of the four key performance indicators of Academic Achievement, Academic Growth to Standard, Academic Growth Gaps and Postsecondary and Workforce Readiness. Details on these calculations are provided in the appendix.

The percent of points earned on all of the indicators are then combined to arrive at an overall school plan type or district accreditation designation. Each performance indicator is weighted differently; the percent of indicator points earned translate into a weighted percent of points earned. These weights, shown in Table 10, reflect Colorado's values. The Education Accountability Act requires that the state performance frameworks give the greatest weight to Academic Growth to Standard and Postsecondary and Workforce Readiness. Although all of the performance indicators provide evidence of a school/district's success in preparing students for college- and career-readiness, growth is the leading indicator of progress towards this and postsecondary and workforce measures most closely reflect actual preparedness.

Finally, the weighted percent of points earned sum up to an overall percent of framework points earned. Appendix 4 shows the cut-points needed to earn a final school plan type or district accreditation designation on the School and District Performance Framework reports.

School and District Performance Framework Resources and Results

For more information on Colorado's School and District Performance Framework, including technical specifications, see the School Performance Framework Technical Guide www.schoolview.org/documents/SPFTechnicalGuide.pdf. For a guided online tutorial, see: www.cde.state.co.us/media/training/SPF_Online_Tutorial/player.html.

To access public School and District Performance Framework reports, go to: www.schoolview.org/performance.asp. Reports are available for 2009-10, 2010-11, 2011-12, 2012-13, 2013-14.

Accountability during the Assessment Transition (2015 accountability determinations)
Hold on Accountability

During the 2015 legislative session, the Colorado General Assembly passed HB15-1323, which created a hold for 2015 school and district accountability. 2015 district accreditation ratings and school plan types will not be assigned. Districts and schools will implement their 2014 ratings during the 2015-16 school year. The accountability clock will not advance. For more details, see: http://www.cde.state.co.us/accountability/impact-of-assessment-transition-on-school-and-district-accountability.

Now that the accountability hold is required by state law, the Colorado Department of Education requests the ability to retain the 2014 school plan type assignments and 2014 district accreditation ratings, and the actions and interventions required within, for the 2015-16 school year. Colorado will still publicly report the results of the assessments from 2014-15, and will resume assigning school plan types and district accreditation ratings and interventions again in the 2016-17 school year based on 2015-16 assessment results.

Additionally, if Colorado's ESEA Waiver flexibility is not approved and Colorado is required to make school and district adequate yearly progress (AYP) determinations and implement Title I accountability as required under Sections 1111 and 1116 of NCLB, Colorado requests the flexibility to not implement Section 1116 school and district improvement requirements based on AYP determinations for the 2015-16 school year using 2014-15 assessments results. However, CDE would report assessment and AYP results publicly.

Informational framework reports incorporating results from 2014-2015 CMAS assessments (both PARCC-developed English language arts and math and Colorado-developed science and social studies) will be provided for educator use in the spring of 2016. This will help districts and schools better understand their performance on the new assessments. The reports will include the achievement results on the assessments, and may include transitional growth results, if those are determined to be appropriate for

use. Additionally, these informational reports will provide a preview of other adjustments the CDE is considering to improve the frameworks based upon feedback from the field.

Accountability after the Assessment Transition – SPF/DPF 2.0 (2016 and beyond accountability determinations)

The assessment transition is an optimal time to reflect and improve upon the existing school and district performance frameworks in Colorado. As previously described in the public comment section, CDE has and is continuing to collect in-depth information regarding the performance frameworks in order to determine how they have impacted the ability of schools and districts to improve student performance over time. Along with external partners, CDE has been analyzing performance outcomes and data included in the framework reports to evaluate the frameworks in terms of their measures, metrics, and design functions. While there are a wide variety of factors that contribute to improved student performance, Colorado has seen improvements in the performance in our schools and districts since the first year of the performance frameworks (see pages 83 and 84), which in part, may be a result of the frameworks themselves. However, CDE recognizes that there are ways to improve upon the frameworks to make them more useful and actionable for improving student performance, which is the goal for this next revision process.

What We've Learned

The following bullet points are a summary of some of the analyses and feedback we have received. A more thorough analysis of these will be used in creating the next iteration of the school and district performance frameworks (SPF/DPF 2.0).

- A disconnect exists when there is just one school per grade span in a district and the district receives a different rating than the schools within the district.
- The results for small systems tend to land at the higher and lower ends of performance more often than larger systems, and fluctuate more frequently.
- Performance on growth measures is less correlated to at-risk student demographics than status measures.
- Districts value growth measures as an indication of school and district performance; however questions remain about the use of adequate growth percentiles and determinations.
- Some stakeholders would like achievement to be more heavily considered in the frameworks, while others would like growth to be more heavily considered.
- The performance frameworks have been most useful for:
    - Setting school-wide goals;
    - Fostering conversations around academic performance between administrators and teachers and among teachers;
    - Expanding efforts to serve students in at-risk and disaggregated groups;
    - Empowering schools to engage in systemic improvement; and
    - Instilling a culture of change in schools and the district with respect to using student performance data.

- Additional data for Postsecondary and Workforce Ready (PWR), early literacy and improvement/changes would be most useful to include in the frameworks.
- Counting at-risk students once (EL, FRL, IEP, minority) instead of multiple times is viewed as being more fair than the current system.
- The ratings/labels could be improved, along with the visual presentation of the frameworks.
- There are different viewpoints on the purpose(s) of the frameworks.

These core findings are the starting point for analyzing and proposing enhancements to the frameworks.

Process and Timeline for Determining Enhancements

CDE will convene stakeholders, collect feedback, run analyses and create recommendations for SPF/DPF 2.0. The following table shows a high-level timeline for this work.

Table 11: SPF/DPF 2.0 Enhancements Timeline

Month	Activity	Who
January 2015	Determination of purpose of performance frameworks (through February)	Accountability Work Group with CDE staff
February 2015	Exploration of potential changes to the performance frameworks (through June 2015)	Accountability Work Group, Technical Advisory Panel and CDE staff
March 2015		
April 2015		
May 2015		
June 2015	Recommendations for potential changes to the performance frameworks	Accountability Work Group and Technical Advisory Panel
July 2015	Widespread feedback on potential changes to the performance frameworks (through September)	Superintendent Groups, Advocacy Groups, Parent Groups
August 2015		
September 2015		
October 2015	Analyses of CMAS PARCC results (achievement and growth), through December/January.	CDE staff with technical experts and stakeholders
November 2015	Share results of analyses with stakeholders	CDE staff
December 2015	**Final recommendations regarding changes to the school and district performance frameworks**	AWG
January 2016	Finalize specifications for informational reports.	CDE staff
February 2016	Production of informational reports	CDE staff
March/April 2016	Validation of informational reports	CDE staff
April/May 2016	**Release of informational reports regarding revised frameworks with new assessment data, as available.**	CDE staff
May 2016	Input from stakeholders on informational reports (through June)	Accountability Work Group, Superintendent Groups, Advocacy Groups, Parent Groups
June 2016		
July 2016	Final specifications for SPF/DPF 2.0	CDE staff
August 2016	Analyses of 2015 data and calculations for SPF/DPF 2.0.	CDE staff with technical experts

September/October 2016	**Release of preliminary SPF/DPF 2.0.**	CDE staff

Possible Changes for the Frameworks

CDE has received wide and varied feedback on the performance frameworks. Some of the feedback contradicts other feedback (for example, the weighting of achievement versus growth). However, there are certain areas in which there has been more consistent feedback. CDE and the Accountability Work Group will prioritize the following areas for recommendations for changes, as there has been more consistent support in these areas:

- Inclusion of additional measures of postsecondary and workforce readiness;
- Alignment of school/district targets;
- Accountability for a single group representing students who fall into any historically disadvantaged subgroup, while reporting at the disaggregated group level;
- Adjustments to the growth metrics included to ensure that the concepts of growth to standard are the most actionable; and
- Options for considering improvements in performance over time.

In addition to the feedback provided, CDE has identified other areas of focus for CDE and the Accountability Work Group. These include:

- Consideration of disaggregated achievement along with disaggregated growth to standard;
- Requirements for districts to earn an Accredited with Distinction rating;
- Possibilities for a fifth performance rating for schools (Distinction);
- Messaging and communication of the revision process as well as the final product; and
- Conversations around how non-academic competencies could be included in school and district accountability.

Potential Changes to this Proposal

As decisions are made by the Commissioner and/or State Board of Education, CDE will submit updates and/or amendments to the U.S. Department of Education. CDE appreciates the position that the U.S. Department of Education is in, with regard to approving a waiver renewal before all aspects of the revised system have been determined. It is also appreciated that the U.S. Department of Education understands that CDE cannot provide these details at this time as stakeholder input is still being gathered and new assessment results are not yet available. CDE will keep the U.S. Department of Education apprised of potential changes and final decisions on a timely and regular basis.

Additionally, Colorado's legislature is actively discussing topics related to standards, assessments, and school, district and teacher accountability. The plan and processes included in the waiver renewal reflects current state statute and CDE policy. If changes are made to state law that impact the ESEA waiver, CDE will work with the U.S. Department of Education through the amendment process.

English Learners and Accountability

Pursuant to new legislation passed by the Colorado legislature, CDE is requesting a change in how English learner scores from the English language arts assessment are included in the accountability system.

HB15-1323 requires two new components for English learners in the assessment and accountability system.
1. A students who is an English language learner, and who has been enrolled in a school in the United States for fewer than twelve months is not required to take the English language arts assessment.

2. If allowed by federal law or by a waiver of federal law received from the federal department of education, in the first twenty-four months in which a student who is an English language learner is enrolled in a school in the United States and takes the English language arts assessment, the department of education shall not include the student's scores in calculating achievement of the performance indicators.

Although the newly revised state law does not require recently arrived English learners to be assessed, CDE understands that in order to be eligible for the flexibility in #2, recently arrived English learners must be assessed in their first year in the U.S. With that understood, CDE commits to including all ELs in performance calculations starting in their second year in US schools, either in the proficiency or growth indicators.

If the decision is made to assess recently arrived English learners in English language arts assessments with appropriate accommodations within their first 12 months in US schools, CDE will use the resulting scores differently than we have in the past. English learners will be included in participation calculations in their first year, but their scores will no longer be included in proficiency calculations in the first year. The scores earned in year 1 will continue to be used for growth calculations in year 2. In the third year in US schools (24+ months), students' scores will be used in proficiency calculations as well as growth.

See Table 12 for when English learners are tested in their first year and how resulting scores will be included in the accountability system for English language arts.

Table 12: English Learners and Accountability if Tested in First Year

Inclusion of English Learners in English Language Arts Assessment and Accountability Calculations	**Year 1 (less than 12 months in US schools)**	**Year 2 (less than 24 months in US schools)**	**Year 3 (greater than or equal to 24 months in US schools)**
Will students test?	Yes	Yes	Yes

Will students be included in participation calculations?	Yes	Yes	Yes
Will students be included in growth calculations?	No (not available)	Yes	Yes
Will students be included in proficiency calculations?	No	No	Yes

If the decision is made to not assess recently arrived English learners (less than 12 months in US) in English language arts, CDE will count students as participants if they take the ACCESS for ELLs, English language proficiency assessment. As there are no English language arts scores, they would not be included in achievement or growth calculations in the first year. In the second year, students would be required to be assessed and their proficiency scores would be included. Growth percentiles would not be available. In the third year, both achievement and growth would be included.

See Table 13 for when English learners are not tested in their first year and how resulting scores will be included in the accountability system for English language arts.

Table 13: English Learners and Accountability When Not Tested in First Year

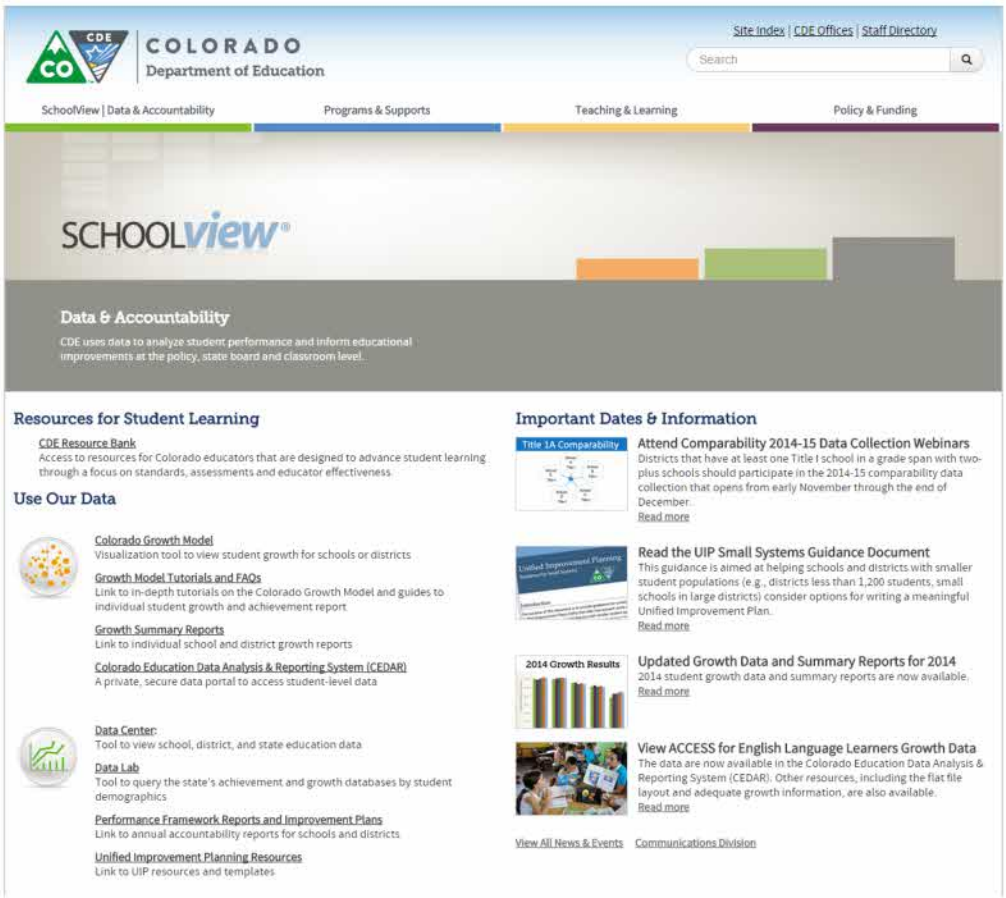
Inclusion of English Learners in English Language Arts Assessment and Accountability Calculations	**Year 1 (less than 12 months in US schools)**	**Year 2 (less than 24 months in US schools)**	**Year 3 (greater than or equal to 24 months in US schools)**
Will students test?	No	Yes	Yes
Will students be included in participation calculations?	Yes	Yes	Yes
Will students be included in growth calculations?	No (not available)	No (not available)	Yes
Will students be included in proficiency calculations?	No	Yes	Yes

All recently arrived English learners in Colorado will be assessed in English language arts and included in Colorado's school accountability system under one of the two options presented in Tables 12 and 13.

Please note the above described revision to the testing practices of English learners in Colorado may require state legislative adjustments.

PUBLIC REPORTING THROUGH SCHOOLVIEW

Colorado's approach to education data is to report all available data in a way that makes the information transparent, understandable, accessible, and – above all – useful. Usefulness is an important standard because improvement is the objective, not just exploration or understanding. In order to do this, Colorado created and registered a national trademark for SchoolView (www.schoolview.org), a website where public users and educators can access the most important education-related data in a quick and easy fashion.



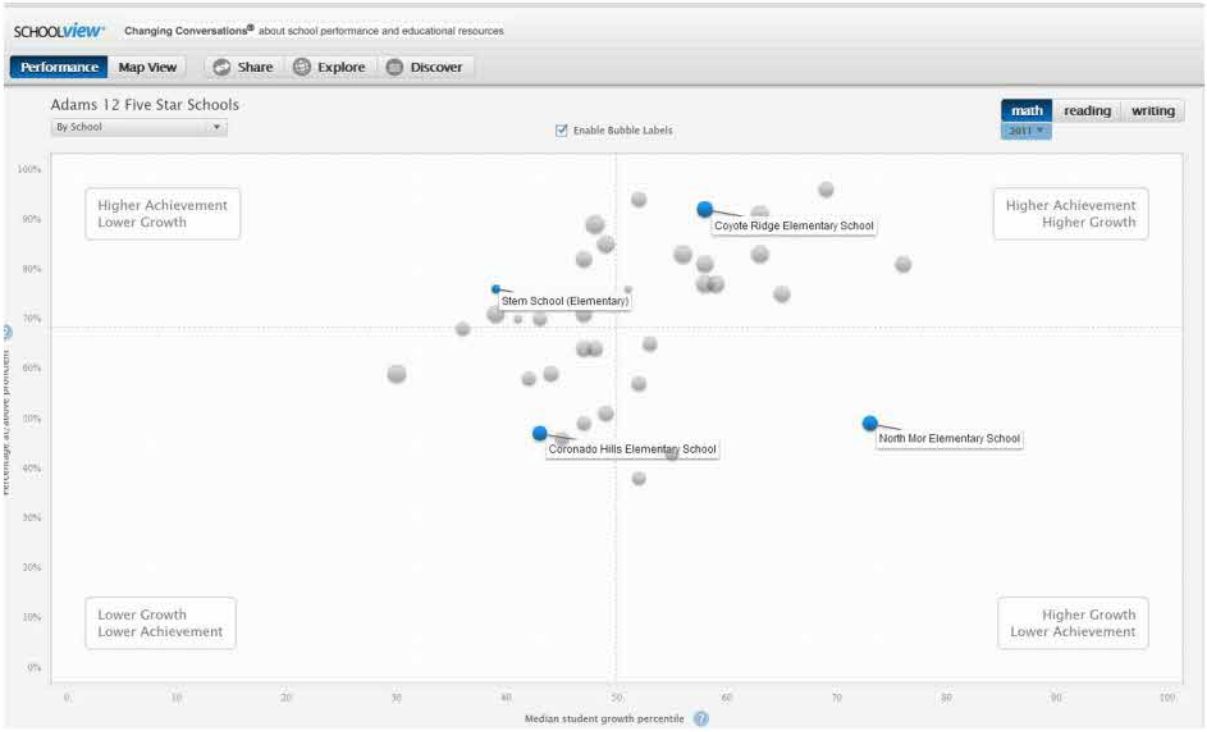
SchoolView is home to a suite of tools that puts all the information at a user's fingertips (Data Center, Data Lab, etc.), including the award-winning Colorado Growth Model application. For our educators and public users, they can expect to find state-, district-, and even school-level data on SchoolView. And for our educators, they have exclusive access to student-level data through a secure portal.

Colorado Growth Model

Colorado has been at the forefront of the effort to use a growth model and a particular set of visual displays to generate understanding and interest around its student growth and achievement

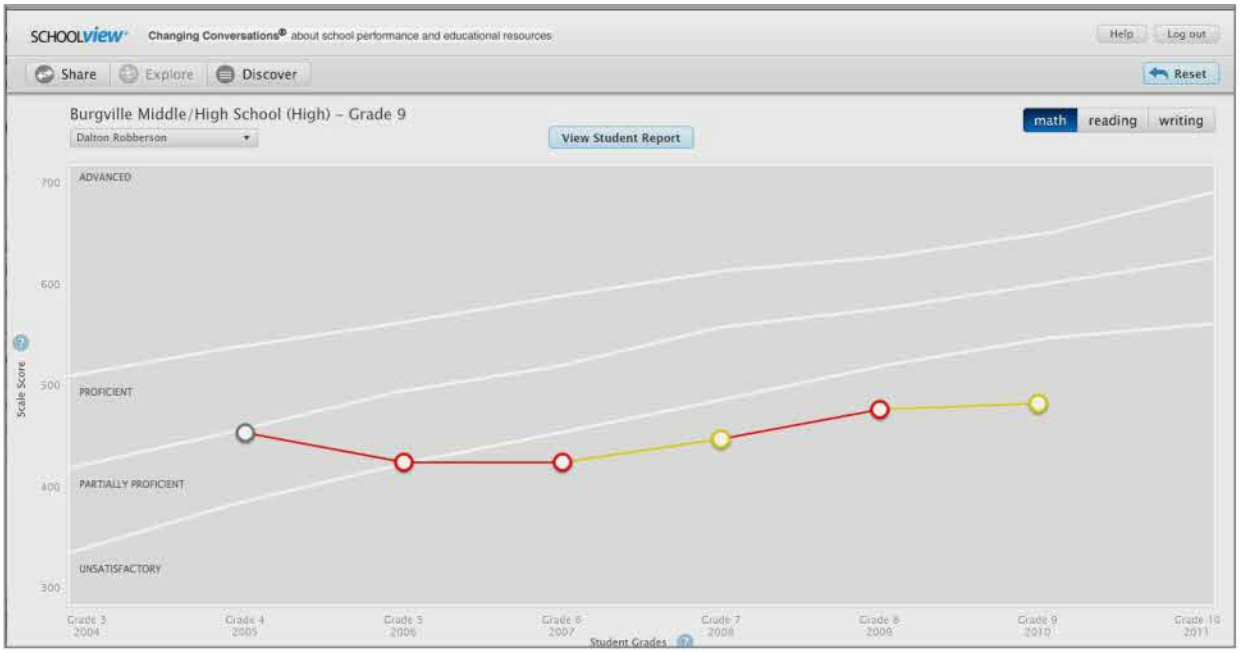
calculations. CDE provides both in-person and online professional development so that school and district educators can develop understanding of the data and the underlying meaning. Student growth, as calculated by the state, has not just been accepted by Colorado's schools and districts, but has been embraced and brought into many pertinent conversations and decisions. Frequent use of growth data by groups working in districts and schools has been documented by CDE, demonstrating the numerous appropriate uses these groups have been able to put the data up against.

The Public Growth Model index allows users to select districts or schools of their choice and compare status and growth results in reading, writing, and math over the last four years in an easy-to-read and interactive visual. Users can further disaggregate and analyze the data by grade, student group, and ethnicity.



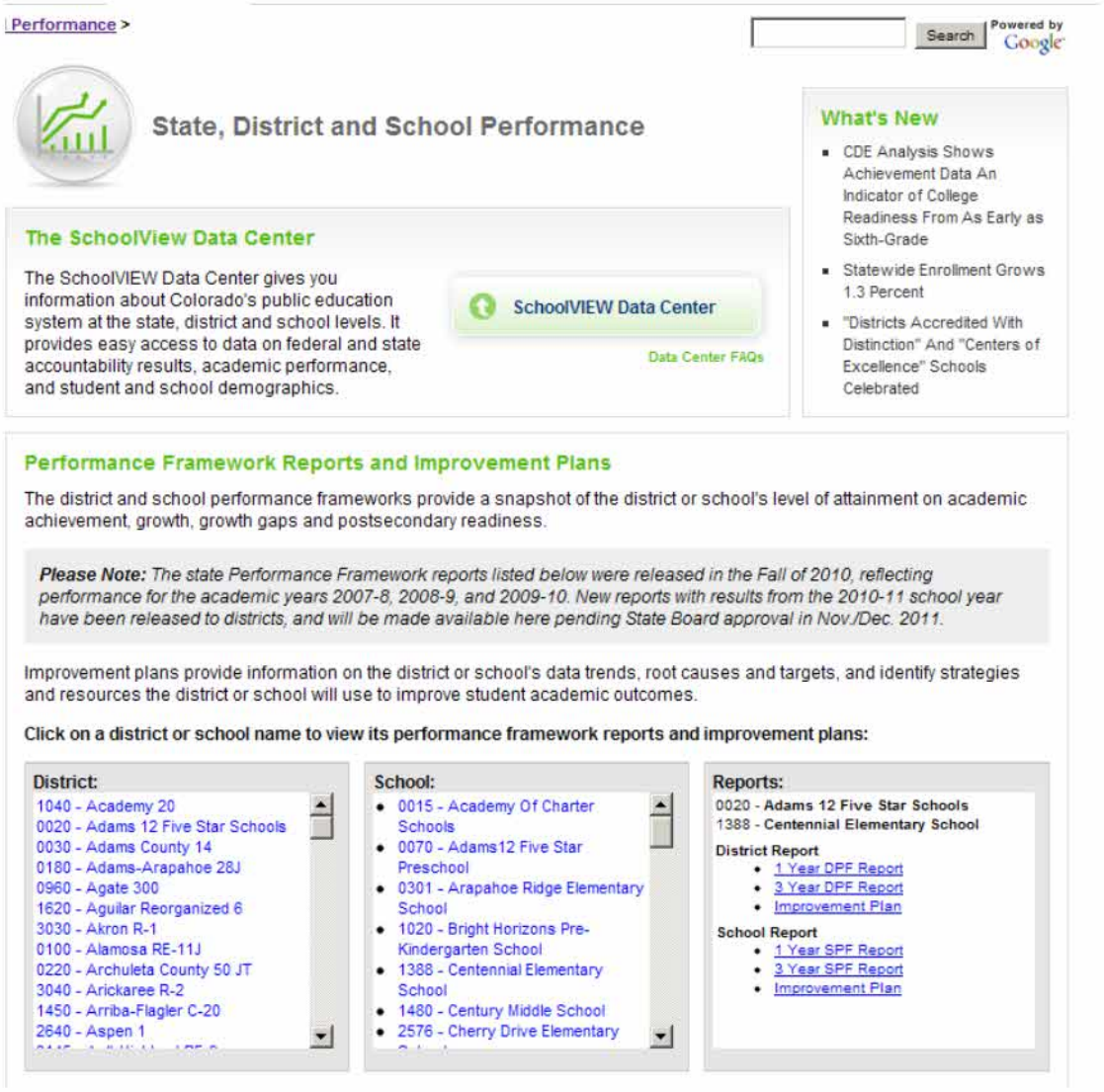
For our educators, Colorado built into the tool student-level access. Through the Student-Level Data Access, school and district educators with authenticated access can get insights into their data through a variety of private reports, like the one shared in the Overview. The tool allows educators to drill down into a school's data to reveal the patterns of growth and achievement at the individual student-level. The screen shot below is an example of how an educator might access the student level data. The screen shows ninth graders' math scores and growth percentiles, with a particular student's data highlighted (data provided is fictional).

Another click enables this user to drill down into the student's historical math data. These displays and accompanying downloadable and printable pdf reports can become the center of a fruitful conversation about the different scenarios for a student's college- and career-readiness between the student him/herself, a parent and a teacher.



Transparent Reports

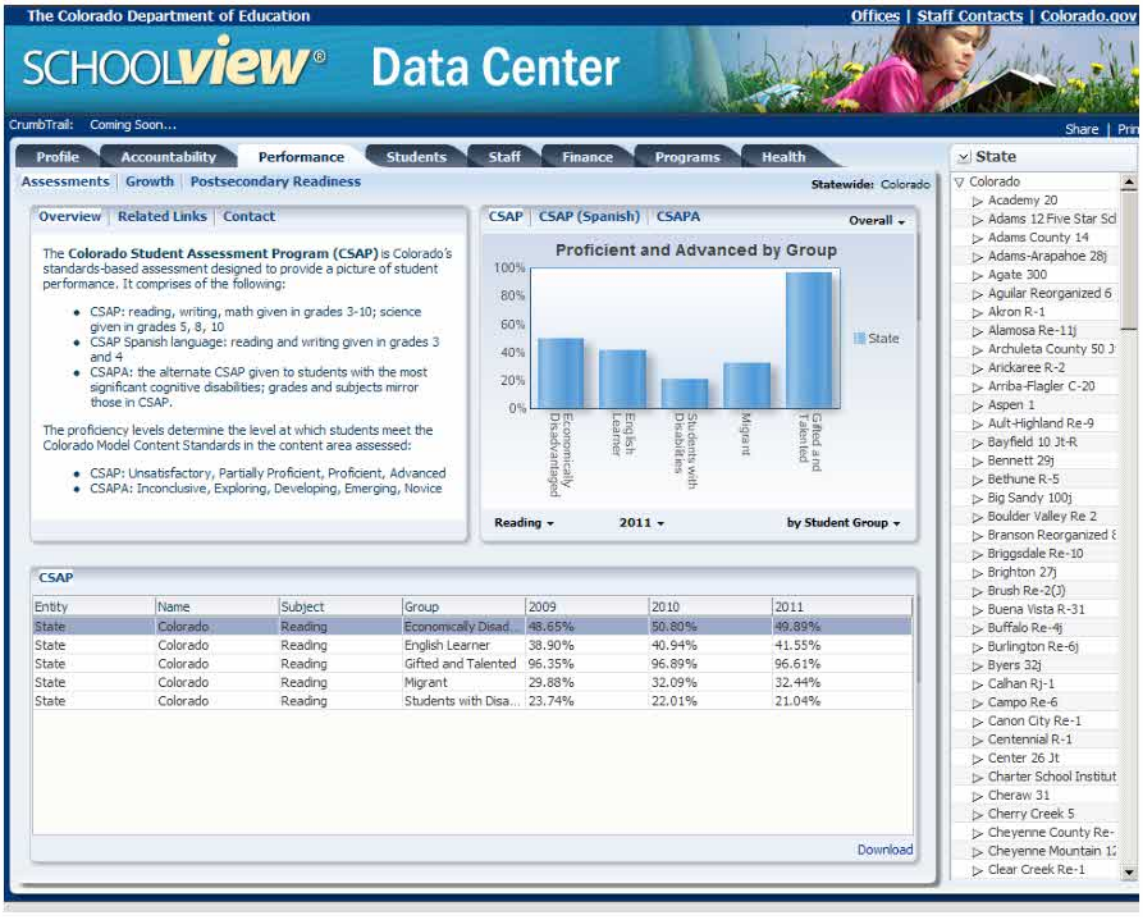
Through a thoughtful and transparent presentation of all available education-related data in SchoolView, the state aims to engage stakeholders and to facilitate a purposeful and effective use of those data at all levels of the system. An example of this is users can access all results for the School and District Performance Frameworks, as well as the specific Unified Improvement Plan (at the bottom of the screen shot below).



Colorado includes the most important indicators in the Performance Frameworks; however, different stakeholders have different interests. Knowing that, CDE believes all available data should be accessible to the public. In Colorado, stakeholders have access to the information they most value for accountability and they are able to analyze this data and cite public reports. This kind of online data reporting is an integral part of the system Colorado has constructed. All groups of stakeholders can see public data relevant to their areas of interest. In order for the public to make meaning of the data, it must be readily accessible and interpretable.

As of 2010, in response to annual public reporting requirements in the Education Accountability Act, SchoolView is also home to the Data Center application, pictured below. Data Center serves as the primary application through which the public can access information about Colorado's public education system at the state, district and school levels.

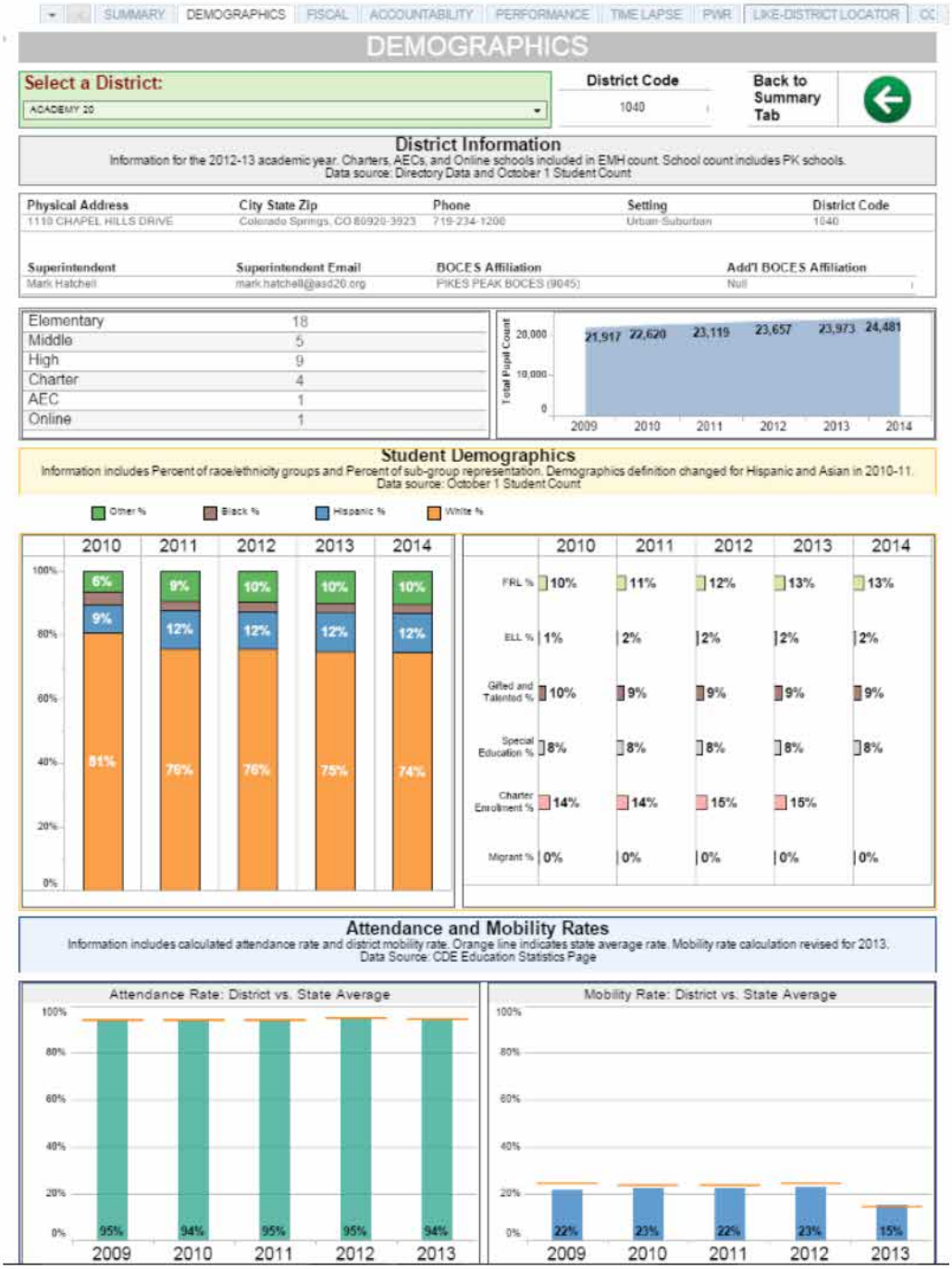
Using the Data Center application, users can focus on a particular school or district and explore a variety of data from the past three years. The platform allows users to navigate through tabs such as profile (school/district contact info), performance (assessment results), students (enrollment and safety), and staff (teacher quality and equity). Of particular importance to this waiver application is the accountability tab, where users can see a school's plan type or district accreditation rating, a school or district's improvement status on the federal system, or pull up a school or district's improvement plan. The fact that a school's achievement gaps or a district's accreditation rating are so easily obtainable by the media, parents and other stakeholders reflects Colorado's efforts to build transparency into the system. It also creates a strong incentive for school and district leaders to improve performance knowing that all results are publicly reported.



New Tools

The Unified Improvement Planning process requires districts and schools to use data (including trends) to identify and create focused strategic improvement plans. In efforts to help districts and schools with

that process, CDE created two new dashboard tools – a district dashboard and a school dashboard. These dashboard tools aggregate and display comprehensive LEA information (demographics, financial, accountability, and performance) in an easy-to-use format and in a centralized location. The goal of these tools is to help districts and schools quickly identify trends and challenges, focus on the analysis rather than the data collection and aggregation. The tools were released in the fall of 2014 to all districts and schools with great success. You can access these tools using the following URL:
District Dashboard: http://www.schoolview.org/dish/dashboard.asp
This screen shot shows demographic information over time:



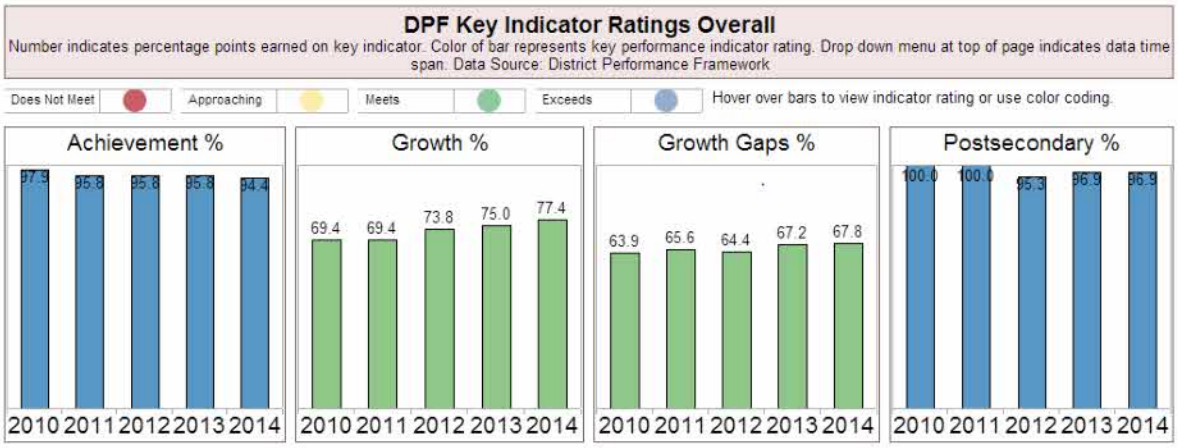
This view shows accountability performance trend data over time, which is particularly valuable for improvement planning:

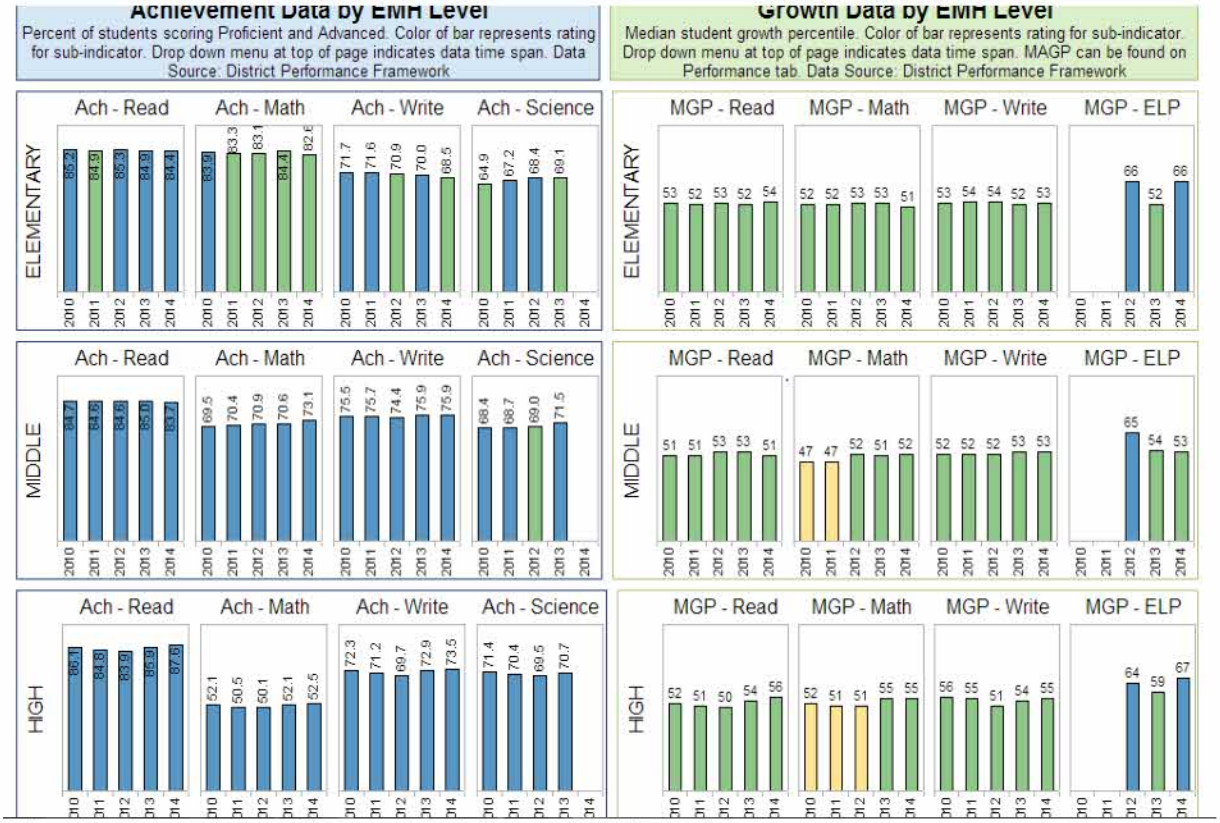
DPF Accreditation Rating				
2010	2011	2012	2013	2014
Accredited with Distinction	Accredited with Distinction	Accredited with Distinction	Accredited with Distinction	Accredited with Distinction

School Plan Type (Including AECs, only official results)					
	2010	2011	2012	2013	2014
Schools: Turnaround		0	0	0	
Schools: Priority Improvement		0	0	0	
Schools: Improvement	1	3	1	1	
Schools: Performance	33	29	31	31	

DPF % Points Earned				
83.6	83.5	83.3	84.7	85.4

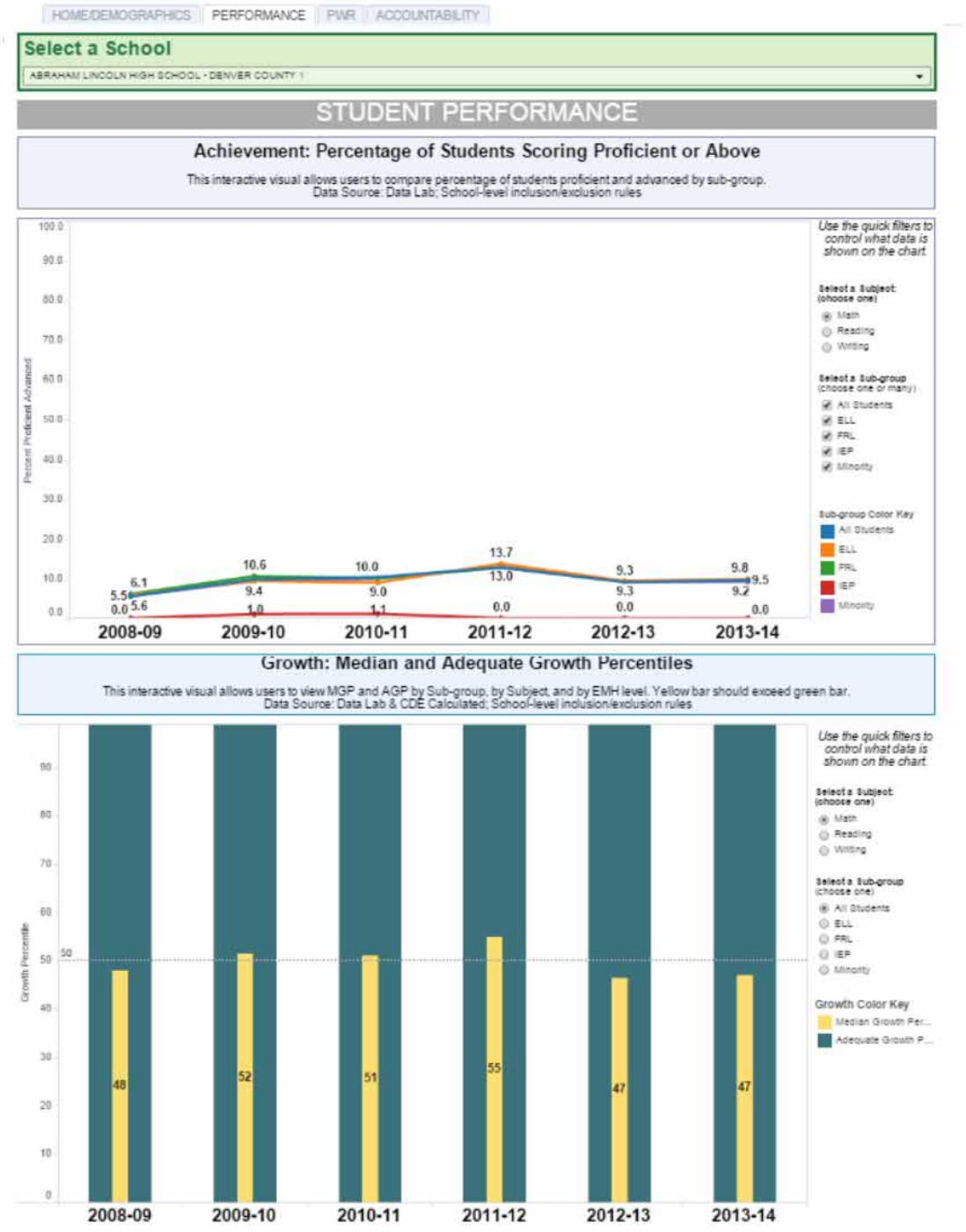
Year Entering Priority Improvement or Turnaround





School Dashboard: http://www.schoolview.org/dish/schooldashboard.asp.

This view shows the interactive visualization tools that display achievement and growth data in different content areas and for different groups of students.



Through the transparency of the Performance Frameworks, Unified Improvement Plans and data accessible in SchoolView, Colorado has created a system where the performance of the state, districts and schools is both the basis and focus for the education work in the state.

ADDITIONAL ACCOUNTABILITY INCLUDED IN THE DISTRICT PERFORMANCE FRAMEWORKS

TITLE IIA

Colorado has found the Title IIA accountability provisions under 2141(c) to be extremely helpful in assisting those districts with the greatest staffing needs to better leverage Title IIA funds. However, the 2141(c) identification process did not adequately identify the districts with the greatest needs, as we had outgrown the highly qualified and AYP targets. As of the 2013-14 school year, 99.15% of classes in Colorado were taught by highly qualified teachers. Increasingly, the state's focus on "educator effectiveness" is shifting from examining educator qualifications to focusing on educator evaluation as part of SB 10-191 (see Principle 3). Furthermore, AYP targets were extremely challenging and do not fully align with the state's system for identifying districts (as described by the performance frameworks above). Colorado proposes to keep the financial and planning requirements associated with 2141(c) in place, but to continue to re-define how districts are identified under this provision. Accordingly, districts identified under 2141(c) are those districts identified for Priority Improvement or Turnaround for under the state accountability system, regardless of highly qualified teacher data.

By changing how districts are identified for Title IIA accountability, Title IIA has aligned its work with state efforts. Colorado believes that if a district performs in the bottom 15%, it is highly probable that its human capital systems and use of Title IIA funds would benefit from a closer examination. The newly defined 2141(c) accountability continues to give the state the leverage to work with those districts to identify human capital needs and align Title IIA resources accordingly. This negotiation will continue to be documented through the state's Unified Improvement Planning process.

Additionally, CDE continues to integrate the equitable distribution of teachers (EDT) requirements into the UIP process. Currently, all districts are required to conduct an EDT analysis, develop an action plan, and provide an annual update to CDE. These plans have been folded into the Unified Improvement Plan and process, thus reducing the reporting burden on districts (Principle 4). Colorado has investigated the best way to identify districts with Equitable Distribution gaps during the transition period to teacher effectiveness data. While highly qualified teacher data shows very little variability, CDE has detected equity gaps based on teacher experience. While experience alone does not determine a teacher's effectiveness, when teacher experience data is paired with a school's Academic Growth to Standard rating, the state has a better sense of how experience is impacting the school's achievement. Thus, CDE has identified districts with Equitable Distribution Gaps based on schools with high poverty/minority populations, high percentages of novice teachers and schools with the lowest Academic Growth to Standard ratings. Each district's EDT can be seen on the staff tab of SchoolView. Colorado Springs District 11's equitable distribution report from SchoolView is displayed below.

While CDE is not proposing to use the EDT directly in the identification of 2141(c) districts, the state will raise expectations for the use of that analysis in the improvement planning process and use of Title IIA funds. In other words, districts accredited with plan types of Priority Improvement and Turnaround must include elements of their EDT analysis in their overall data analysis in the UIP. Based on their EDT analysis, CDE expects specific action steps and use of Title IIA dollars to be reflected in the action plan. Through the district's UIP, a clear plan to address any relevant staffing and staffing distribution issues will be presented. CDE staff will carefully review the analysis and proposed plans and funding to ensure Title IIA funds are leveraged in the most effective manner.

As data and metrics related to the effectiveness of Colorado educators becomes more reliable, CDE will transition to defining and identifying EDT based on effectiveness. The plan for this transition will be developed in more detail in Colorado's Plan to Ensure Equitable Access to Excellent Educators, which will be informed by extensive stakeholder input.

TITLE IIIA- ACCOUNTABILITY FOR ENGLISH LEARNERS' IN COLORADO'S SINGLE, COMPREHENSIVE ACCOUNTABILITY SYSTEM

Colorado schools have more than 126,840 English learners (includes students that are Not English Proficient, Limited English Proficient, and Fluent English Proficient Monitored Year 1 and 2, 14.3% of the state's K-12 population based on 2014-2015 Student October data). In order to ensure that schools are able to prepare all students for college- and career-readiness, the state needs to ensure our English learners are gaining English proficiency, as well as academic content knowledge. It is not enough to measure this solely through separate Title III accountability measures. Thus, Colorado has added measures of English language progress and attainment to the state performance frameworks for schools and districts.

Specifically, Colorado's Performance Frameworks include the following indicators focused on English learners:

1. Academic Growth to Standard on Colorado's English language proficiency assessment (ACCESS for ELLs®).

   This includes the Growth Percentiles for all students with two consecutive ACCESS composite scores. The Student Growth Percentile provides a number (1-99) of the relative growth the student made compared to other students with a similar language attainment history as measured by ACCESS for ELLs®. The Median Growth Percentile (MGP) is calculated by finding the median of all the school/district's student growth percentiles. The median of the individual student growth percentiles provides a measure of the relative effectiveness of the school/district in teaching English to English language learners.

   Additionally, CDE calculates an Adequate Growth Percentile (AGP) for each student with an ACCESS for ELLs® score. The ACCESS calculates performance levels 1 through 6, where 1 is the lowest level of English proficiency and 5 is considered fully English proficient. The AGP is the growth percentile needed to get the student to the desired level of English proficiency within the set timeline. AGP is calculated as follows:

Current Proficiency Level	Desired Proficiency Level	Time Line to Reach Target
1	2	1 year
2	3	1 year
3	4	1 years
4	5	2 years

For example, the aspirational growth goal for a student at Proficiency level 1 is to reach Proficiency Level 2 in one year. CDE calculates the student growth percentile needed to move that student's scale score in level 1 to the cut-point of level 2, based on the student's score history on the ACCESS for ELLs®. The growth percentile needed is the student's AGP. AGP is calculated for all students within a school/district based on the goals in the table above. Instead of a single proficiency level goal set for three years out, ACCESS for ELLs® AGPs are based on interim proficiency levels. Due to technical aspects of the growth model and the fact that English language acquisition, based on the ACCESS for ELLs® levels, is not linear, it made more sense to include interim AGP targets.

Finally a Median Adequate Growth Percentile is calculated for the school/district, following the same decision rules as for Academic Growth to Standard in Reading, Writing, and Math when assigning points for Academic Growth to Standard on ACCESS for ELLs®.

2. The Academic Growth Gaps Indicator captures the Academic Growth to Standard ratings in Reading, Writing and Math for English learners.

3. The Postsecondary Workforce Readiness Indicator includes Graduation Rate targets for English learners.

Title III AMAO 1 and 2 target information is on file in Colorado's Title III Accountability workbook.

Districts with ratings of *does not meet* on the ACCESS for ELLs® Academic Growth to Standard indicator would be considered to have not met AMAO 1 and 2. Districts with *does not meet* ratings for English learners in reading, writing and math Academic Growth to Standard indicators, and graduation rate indictors, would be considered to have not met AMAO 3.

By changing how AMAOs are defined for Title IIIA accountability, the program can align its work with state efforts. If data for English learners is embedded into a single accountability system, then the performance of English learners is a central focus, not the afterthought it often becomes when AMAOs are run separately. With more than 14% of Colorado students learning English, it is imperative that the system includes performance indicators for English language proficiency and content proficiency for English language learners.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A	**Option B**
☐ The SEA only includes student achievement on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.	☒ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools, it must: a. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

2.A.ii. a. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed;

In addition to reading and math, four other assessments contribute to Colorado's comprehensive performance frameworks. The percentage of students in the "all students" group that performed at the proficient level on the 2011 assessments (the most recent administration), are provided for all grades assessed, below (2.A.ii.a). Also included are the Median Growth Percentiles and Adequate Growth Percentiles, when applicable.

Writing

Results from the state writing assessments administered in grades 3-10 are included in three indicators in the performance frameworks. Writing constitutes 25% of the Academic Achievement indicator, 28.5% of the Academic Growth to Standard indicator and 33% of the Academic Growth Gaps indicator calculations. The state's alternate assessment (CSAPA) and the third and fourth grade Spanish version (Escritura) are used only in Academic Achievement, as the state does not calculate growth on the alternate assessment.

Table 14: Writing Performance

Grade	Percent Proficient or Advanced on CSAP Writing 2011	Percent Developing or Novice on CSAPA Writing 2011	Percent Proficient or Above on Escritura 2011	Median Growth Percentile 2011	Adequate Growth Percentile 2011
3	51.30%	27.91%	62.04%	NA	NA
4	55.73%	28.94%	28.80%	50	35
5	60.28%	39.68%	NA	50	38
6	61.91%	41.10%	NA	50	42
7	59.06%	38.29%	NA	50	47
8	54.26%	33.40%	NA	50	48
9	52.63%	30.11%	NA	50	45
10	46.89%	26.15%	NA	50	49

Science

Results from the science assessment results (CSAP and CSAPA), administered in grades 5, 8 and 10, are included in the Academic Achievement indicator calculation. Colorado does not calculate growth on science because it is not given in consecutive grades. Science data contributes to 25% of the Academic Achievement indicator.

For 2013-14, science achievement data will not be used. Cut-points will be re-set, based on the results of the new assessment, and included again in the 2016 frameworks.

Table 15: Science Performance

Grade	Percent Proficient or Advanced on CSAP Science 2011	Percent Developing or Novice on CSAPA Science 2011
5	46.69%	44.22%
8	49.43%	50.37%
10	47.46%	30.55%

As approved in Colorado's Accountability Workbook for Title I under AYP, proficiency was defined as Partially Proficient, Proficient and Advanced. The state has determined that in a comprehensive state accountability system focused on college- and career-readiness, it is important to only include proficient or advanced scores. Thus, before the ESEA Waiver Approval, the data presented above did not align with data submitted through EDFacts and the Consolidated State Performance Report.

ACCESS for ELLs®

Results from the ACCESS for ELLs® (administered in grades K-12 is included in the Academic Growth to Standard indicator calculation. ACCESS for ELLs® Growth data contributes to 14% of the Academic Growth to Standard rating.

Table 16: ACCESS for ELLs® Proficiency Trend

Grade	Percent Level 1 2014	Percent Level 2 2014	Percent Level 3 2014	Percent Level 4 2014	Percent Level 5 2014	Percent Level 6 2014
K	61.4%	15.2%	12.1%	6.9%	3.4%	0.4%
1	2.8%	23.6%	52.1%	14.0%	4.7%	1.0%
2	1.9%	10.5%	41.1%	30.0%	12.5%	2.8%
3	0.6%	3.7%	15.5%	32.7%	30.8%	15.4%
4	0.8%	3.8%	15.3%	32.5%	33.2%	13.6%
5	1.2%	3.6%	15.1%	30.8%	34.8%	13.7%
6	0.8%	5.6%	23.7%	42.7%	22.9%	3.0%
7	1.5%	6.1%	26.3%	38.1%	23.9%	2.4%
8	2.1%	7.4%	27.5%	40.7%	18.5%	2.1%
9	2.1%	4.6%	13.6%	26.7%	34.7%	15.3%
10	2.3%	7.0%	16.0%	28.7%	32.1%	9.6%
11	2.9%	7.0%	15.8%	28.9%	29.0%	10.0%
12	3.9%	8.2%	19.2%	30.3%	20.7%	5.9%

As ACCESS for ELLs® is not used as a status measure, CDE uses the median growth percentile compared to the median adequate growth percentile for the Academic Growth to Standard rating. The table below displays, by grade, ACCESS for ELLs® median growth percentiles and adequate growth percentiles. By nature of the growth model, the state median growth percentiles will be right about 50.

Table 17: ACCESS for ELLs® Growth

Grade	ACCESS for ELLs® Median Growth Percentile 2014	ACCESS for ELLs® Adequate Growth Percentile 2014
1	50	4
2	50	41
3	51	16
4	51	32
5	51	39
6	51	61
7	51	60
8	51	40
9	52	19
10	52	41
11	52	48
12	52	56

ACT

The Postsecondary and Workforce Readiness indicator includes Colorado ACT composite scores. ACT results contribute to 33% of the Postsecondary Workforce Readiness indicator.

Table 18. ACT Scores.

Grade	Colorado ACT Composite Score 2011
11	19.452

All of the indicators included in the Performance Indicators are directly related to college- and career-readiness. Reading, writing, math and science proficiency assessments all measure the content needed for success in college- and career- and are weighted in an equal manner. English language proficiency is directly related to a student's success in the U.S. postsecondary system or workforce, but does not apply to all students, and thus is weighted half of the weight of content assessments. Finally, ACT scores are a third of the Postsecondary Workforce Readiness indicator, as they directly measure students' college readiness.

2.A.ii. b include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

As writing, math, English language proficiency and ACT results are key skills needed for students to be college- and career-ready, their inclusion in the accountability system strengthens the state's ability to determine the effectiveness of schools and districts at preparing students.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	**Option B**	**Option C**
☐ Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☐ Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☒ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. iii. Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups. (Attachment 8)

2.B.i. Provide the new AMOs and an explanation of the method used to set these AMOs.

Setting Ambitious but Attainable AMOs

The effectiveness of Colorado's recognition, accountability and support system depends in large part on Annual Measurable Objectives (AMOs) that are both ambitious and attainable. The AMOs must be ambitious to ensure that the system reflects our highest aspirations for getting all students college- and career-ready, yet they must also be attainable so that schools and districts find them to be meaningful and useful goals that guide improvement efforts.

The Colorado Department of Education built upon the cut-points in the school and district performance frameworks and create annual AMOs for proficiency. The 2011-12 AMO cut-points for earning a *meets* rating in the academic achievement section of the one-year School Performance Frameworks (see Appendix 4 for cut-points for all content areas) were set at the proficiency rate (percent proficient or above) of the 50th percentile school/district in 2010. Cut-points were set separately for reading, math, writing and science, at the elementary, middle and high school levels. The longer-term goal was for schools/districts to earn an *exceeds* rating by 2015-16. The *exceeds* cut-points were set at the proficiency rate (proficient or above) of the 90th percentile school/district in 2010. In order to reach this goal, interim annual targets were set from 2011-12 until 2015-16. The chart below shows the specific AMOs for each content area and grade level. AMOs do not vary by district, school or disaggregated group, requiring schools and groups further behind to make greater gains.

Colorado, having recently implemented new CMAS assessments for 2015 and beyond, will develop new AMOs once CMAS results have been validated and analyzed.

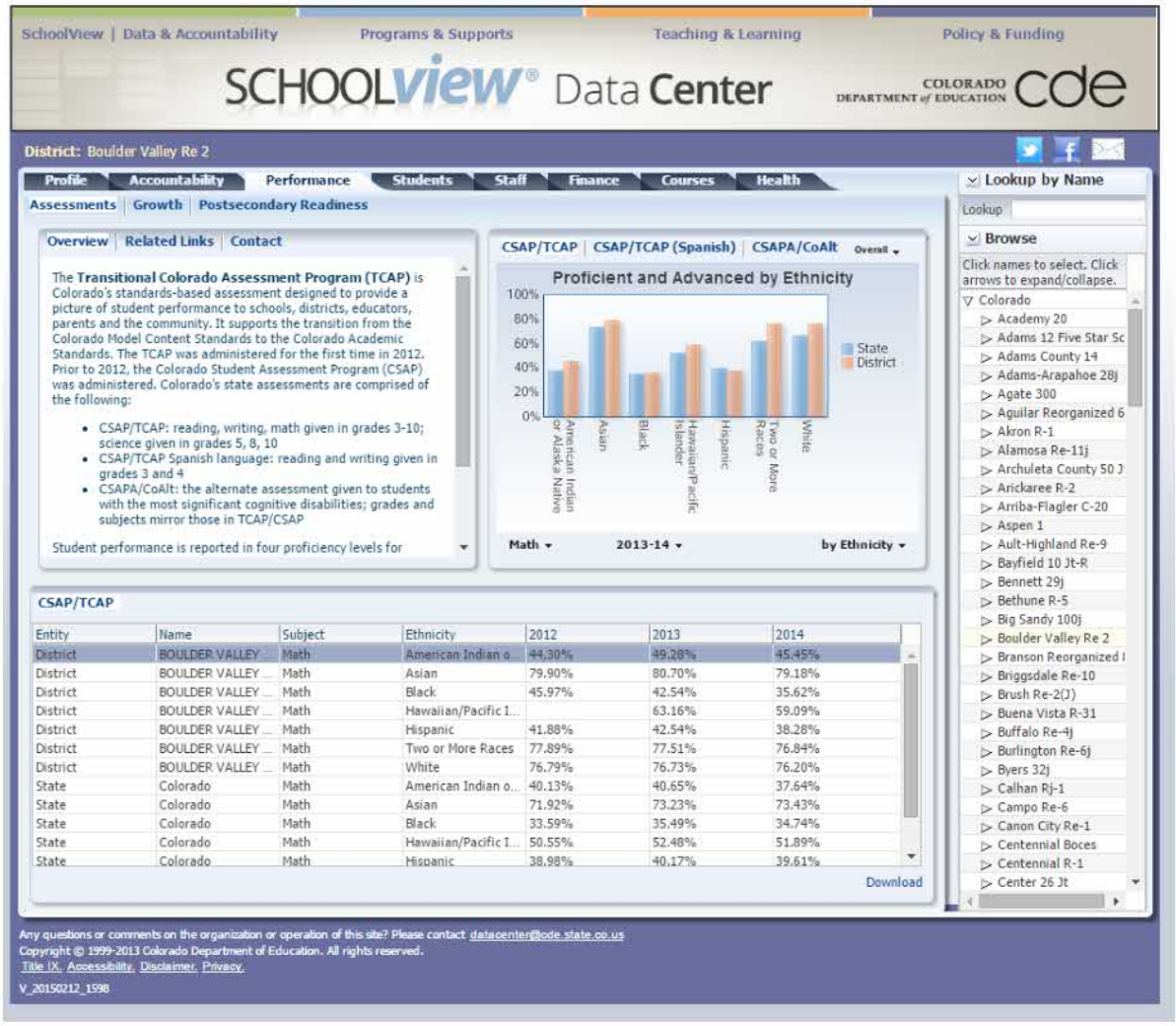
Table 19. AMOs for the percent of students proficient and advanced 2011-12 through 2015-16

Content	Level	2011-12 (*meets* cut-point)	2012-13	2013-14	2014-15	2015-16 (*exceeds* cut-point)
Reading	Elementary	71.5%	74.7%	77.9%	TBD	TBD
	Middle	70.5%	73.8%	77.1%	TBD	TBD
	High	71.5%	74.8%	78.2%	TBD	TBD
Writing	Elementary	54.7%	58.5%	62.2%	TBD	TBD
	Middle	56.4%	60.4%	64.4%	TBD	TBD
	High	48.6%	53.4%	58.1%	TBD	TBD
Math	Elementary	70.5%	74.0%	77.6%	TBD	TBD
	Middle	50.0%	54.7%	59.4%	TBD	TBD
	High	32.2%	37.2%	42.3%	TBD	TBD
Science	Elementary	48.0%	53.4%	NA	TBD	TBD

	Middle	45.6%	51.5%	NA	TBD	TBD
	High	48.9%	54.3%	NA	TBD	TBD

Colorado publicly reports both status achievement and growth achievement for all disaggregated groups through SchoolView.org. In conversations with the U.S. Department of Education, we have been told that publicly reporting the data would meet the requirements. Currently, the race/ethnicity TCAP and CoAlt status data is reported ~~5~~ in SchoolView.org as shown in Figure 4.

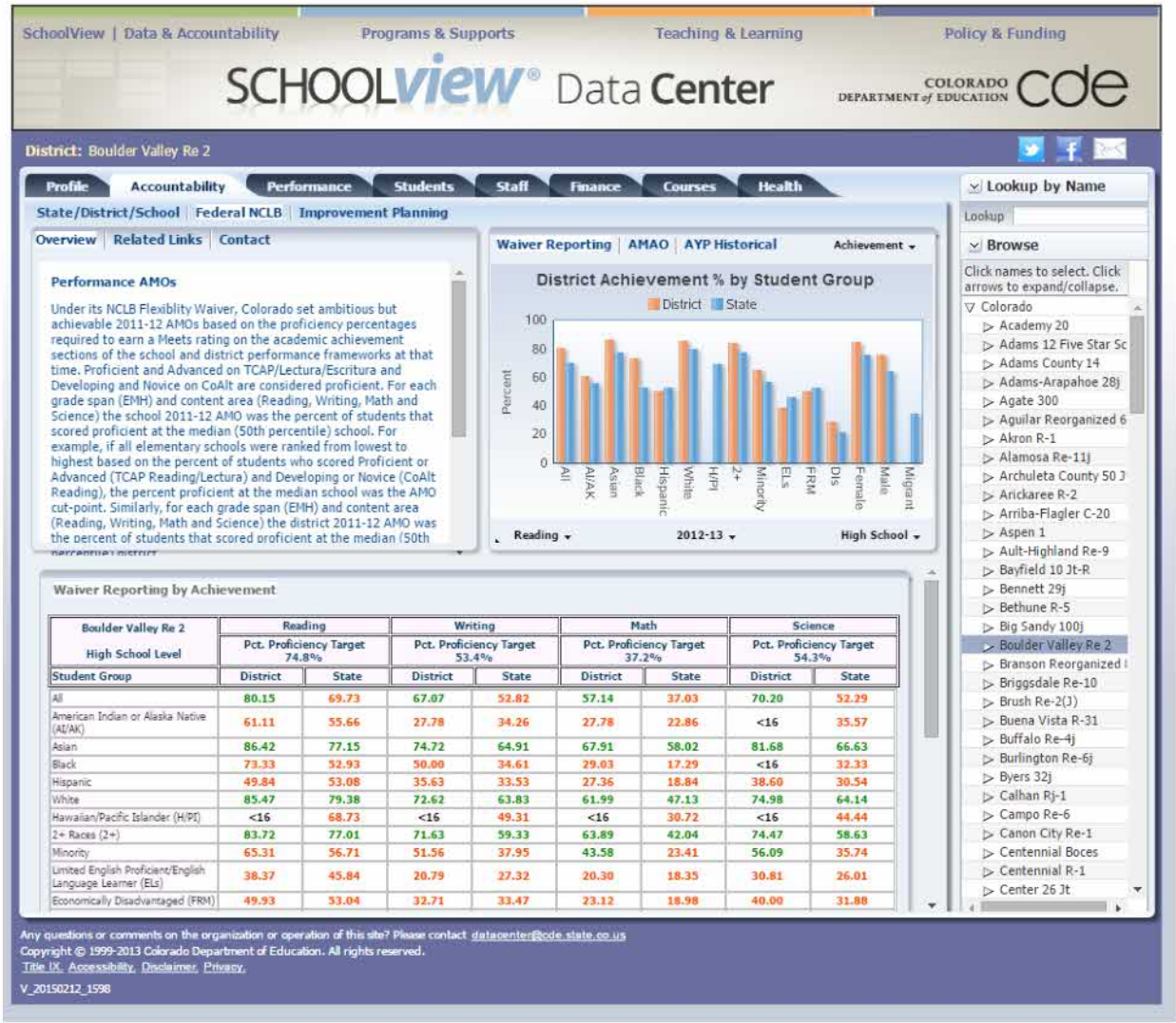
Figure 4. TCAP and CoAlt Reading proficiency results by ethnicity for 2013



The data can also be viewed by individual proficiency level, by grade, gender, English learner, migrant, economically disadvantaged, gifted and talented, and students with disabilities.

The AMOs will be reported in SchoolView.org. Below, you will find screen shots of how the data is reported in the Data Center of School View..

Figure 5: Achievement toward 2012-13 AMO targets overall and by disaggregated groups for all content areas



ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.

The rationale for each of the specific AMOs is described in detail in 2.B.i. Overall, the AMOs are meant to strike a balance between being ambitious and being attainable, while a meaningful part of the performance frameworks. The *meets* and *exceeds* cut-points were set in consultation with schools, districts and other stakeholders, particularly Colorado's SB-163 Superintendents Advisory Council and the Technical Advisory Panel, both panels comprised of field staff.

Ambitious and attainable performance targets are achieved through Colorado's school and district performance framework reports by setting minimum state expectations at the *meets* cut-point, then setting higher expectations at the *exceeds* cut-point. Having these tiered levels of performance allows Colorado to set AMOs that are stable. Stability within the cut-points is critical so that schools and districts know what they are aiming for, and can monitor progress towards higher levels. The AMOs provide a map for schools to achieve higher levels of performance. The AMOs increase from 3 to 5 percentage points a year, a stretch for schools, but definitely attainable. The AMOs provide added incentives for schools and districts to continuously improve.

iii. If the SEA set AMOs that differ by LEA, school, or subgroup, do the AMOs require LEAs, schools, and subgroups that are further behind to make greater rates of annual progress?

Colorado does not set AMOs that vary by LEA, school or subgroup. We hold all students, subgroups, schools and districts accountable to the standard of college- and career-readiness. However, because some students, subgroups, schools and districts start further behind, getting to the standard will require greater rates of annual progress.

iv. Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010□2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups. (Attachment 8)

While all of the requested data is available at the SchoolView, we have also provided the high level data in Attachment 8, where you will find the academic achievement data for reading and math by grade and by disaggregated group. Also included is the academic growth data for reading and math reported by grade and disaggregated group.

The SchoolView Data Center can be accessed at www.schoolview.org/performance.asp by clicking on the "SchoolView Data Center" button. Once in the Data Center, navigate to the "Performance" tab. From here any member of the public can investigate the CSAP, CSAP (Spanish) and CSAPA data for the state. These data are available by specific content area (Reading, Math, Writing, and Science), disaggregated by grade, ethnicity, gender, or student group (economically disadvantaged, English

learner, students with disabilities, migrant or gifted and talented). Trend data are also provided. To get even more detailed information, use the drop down labeled "Overall" in the upper right corner and select "Detail."

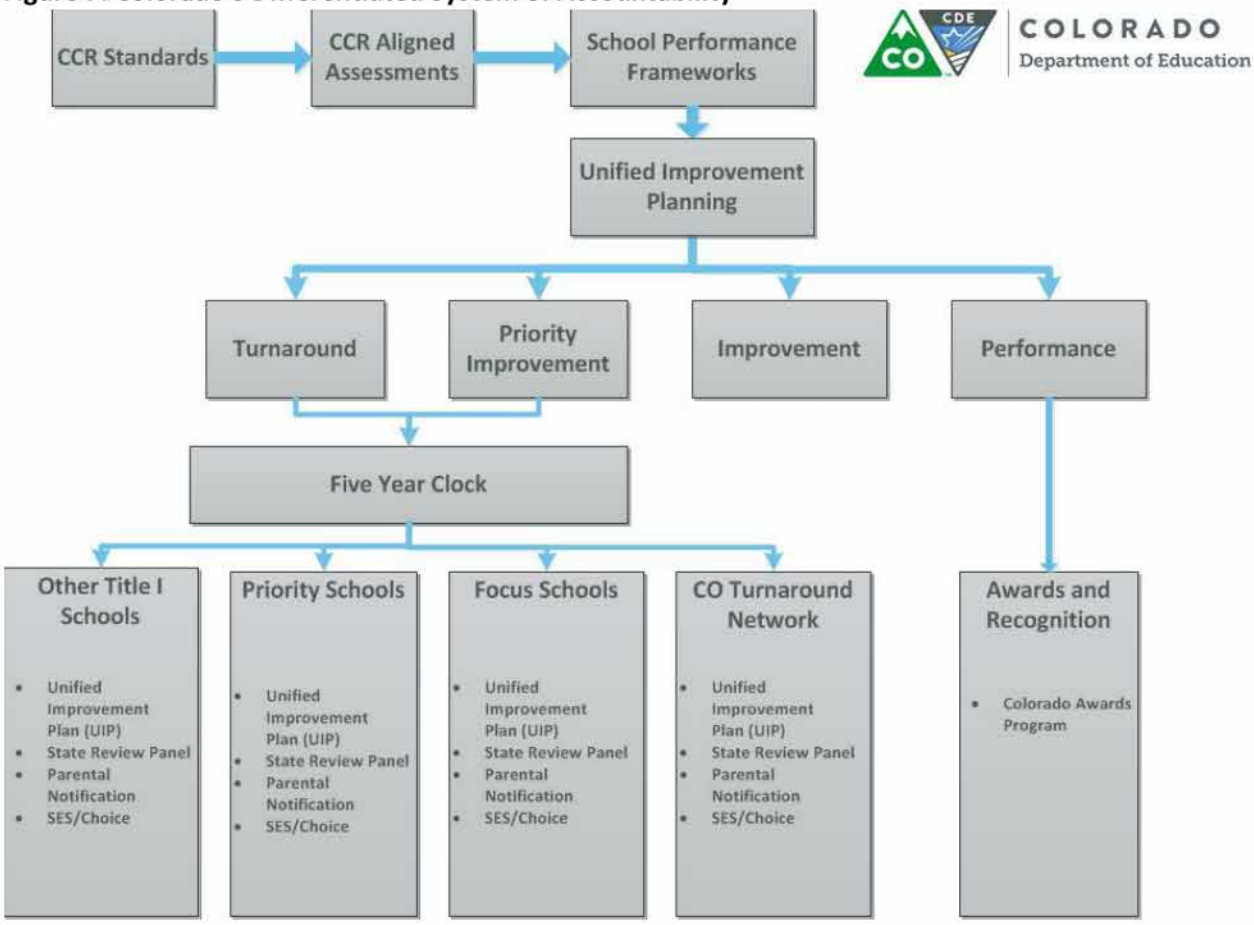
As approved in Colorado's Accountability Workbook for Title I, proficiency is defined as Partially Proficient, Proficient and Advanced. The state has determined that in a comprehensive, single state accountability system focused on college- and career-readiness, it is important to include only proficient or advanced scores, thus holding itself accountable to a higher but more defensible standard. Thus, the data in the NCLB State Report Card and EDFacts files will not match what is presented below in Figure 6.

Figure 6: School View Example

Entity	Name	Subject	Grade	2009	2010	2011
State	Colorado	Reading	03	72.59%	69.83%	72.80%
State	Colorado	Reading	04	65.03%	65.90%	65.32%
State	Colorado	Reading	05	68.65%	69.57%	69.06%
State	Colorado	Reading	06	71.78%	72.09%	71.02%
State	Colorado	Reading	07	67.15%	67.93%	67.13%
State	Colorado	Reading	08	64.47%	67.92%	66.99%
State	Colorado	Reading	09	66.92%	67.62%	65.51%
State	Colorado	Reading	10	69.46%	66.25%	65.24%

2.G.ii The SEA's process for holding LEAs accountable for improving school and student performance

Figure 7: Colorado's Differentiated System of Accountability



The Education Accountability Act of 2009 (SB-163) requires the state to align conflicting accountability systems into a single system that holds all schools and districts accountable to a common framework. This waiver is a key component to ensuring this alignment. As discussed in earlier sections, the state has developed annual reports known as the School and District Performance Framework. The SPF and DPF reports provide a body of evidence on each school's and district's attainment on the four key performance indicators that most impact the system's ability to ensure college- and career-readiness for all students: Academic Achievement, Academic Growth to Standard, Academic Growth Gaps and Postsecondary and Workforce Readiness. The state defines expectations, measures and metrics for each of these performance indicators and a school's or district's demonstrated outcomes are combined to arrive at an overall evaluation of a school's or district's performance. These evaluations are made annually, with the state providing both School and District Performance Framework reports to schools and districts at the start of each school year.

For schools, the overall evaluation determines the type of improvement plan they must implement. Schools are assigned one of four plan types: **Performance Plan, Improvement Plan, Priority Improvement Plan, or Turnaround Plan.**

For districts, the overall evaluation determines their accreditation designation. Districts are assigned one of five accreditation designations: **Accredited with Distinction, Accredited, Accredited with Improvement Plan, Accredited with Priority Improvement Plan, or Accredited with Turnaround Plan.**

These determinations are the trigger for a differentiated system of recognition, accountability and support. The lowest-performers, those on a Priority Improvement or Turnaround Plan, have required interventions and receive the greatest attention from the SEA, including targeted state supports. Those on Distinction are rewarded, and the majority, those schools or districts on Performance or Improvement Plan, receive universal supports from the state.

1. Unified Improvement Plan (UIP) requirements

The Unified Improvement Plan enables schools and districts to meet state and federal accountability requirements in a single, common format. The intended audiences range from the public to the state, depending on the plan type. Colorado law (SB-163, the Education Accountability Act) requires that all schools and districts submit a Unified Improvement Plan for public posting on SchoolView. Three months prior to the public posting deadline schools and districts with Turnaround and Priority Improvement plan type assignments must submit their plans to CDE and the State Review Panel.

CDE reviews the plans to 1) ensure state and federal are being met and 2) provide technical assistance through actionable feedback. Whereas the State Review Panel reviews the plans as a part of their evidence gathering to provide recommendations to the Commissioner and State Board of Education for required actions at the end of the accountability clock.

More information about the UIP and CDE's supports for the planning process are available in section 2 F., G. More information about the State Review Panel's role in the accountability system is discussed later in this section (subsection 4).

2. Turnaround Actions for Schools and Districts (Years 1 through 5)

Colorado law (SB-163, the Education Accountability Act) specifies that districts and schools with a Priority Improvement or Turnaround plan type must create a UIP that demonstrates a plan for dramatic change. For districts and schools with a Turnaround plan type, this includes selecting at least one state specified intervention, as outlined below. No school or district may remain on Turnaround or Priority Improvement status for more than five consecutive years. Actions after five consecutive years on the accountability clock are discussed later in this section (subsection 4).

In years one through five on the accountability clock, schools with a Turnaround plan type must select a required turnaround strategy and provide details in the UIP. As per C.R.S. 22-11-210 (3)(d), the strategies may include:

(I) Employing a lead turnaround partner that uses research-based strategies and has a proven record of success working with schools under similar circumstances, which turnaround partner shall be immersed in all aspects of developing and collaboratively executing the turnaround plan and shall serve as a liaison to other school partners;
(II) Reorganizing the oversight and management structure within the public school to provide greater, more effective support;
(III) For a district public school, seeking recognition as an innovation school or clustering with other district public schools that have similar governance or management structures to form an innovation school zone pursuant to article 32.5 of this title;
(IV) Hiring a public or private entity that uses research-based strategies and has a proven record of success working with schools under similar circumstances to manage the public school pursuant to a contract with the local school board or the institute;
(V) For a district public school that is not a charter school, converting to a charter school;
(VI) For a district charter school or an institute charter school, renegotiating and significantly restructuring the charter school's charter contract; and
(VII) Other actions of comparable or greater significance or effect similar to those delineated under NCLB, including turnaround, restart, close/restart and transformation models.

For a district with a Turnaround plan type (C.R.S. 22-11-209), at least one of the following strategies must be selected:

(a) employing a lead turnaround partner that uses research-based strategies and has a proven record of success working with schools under similar circumstances;
(b) reorganizing the oversight and management structure within the District or the Institute to provide greater, more effective support for Public Schools;
(c) recognizing individual district schools as innovation schools or clustering district schools with similar governance or management structures into one or more innovation school zones and seeking designation as a District of Innovation pursuant to Article 32.5 of Title 22;
(d) hiring an entity that uses research-based strategies and has a proven record of success working with schools under similar circumstances to operate one or more district schools;
(e) for a district converting one or more district school to charter schools;
(f) for CSI, renegotiating and significantly restructuring an Institute Charter School's charter contract;
(g) closing the District Public Schools or Institute Charter Schools; and
(h) other actions of comparable or greater significance or effect.

A flowchart of Pathways for Priority Improvement and Turnaround schools and districts can be found at: http://www.cde.state.co.us/turnaround/pitapathwaysflowchart

3. Turnaround Actions for Schools and Districts (After Five Consecutive Years)

If the Department, the Commissioner and the State Review Panel recommend that a district's or CSI's Accreditation be removed, the Department shall issue to the State Board a written recommendation for removal of Accreditation. The State Board must hold a hearing, in accordance with its administrative procedures, on the matter at the earliest possible regularly scheduled board meeting. Following the hearing, the State Board shall issue a written final determination on the removal of the District's or Institute's Accreditation within thirty (30) days of the date of the hearing, and provide a copy to the District or Institute and the Department. The written determination shall be final. If the State Board removes a district's or CSI's Accreditation, the State Board shall notify the district or CSI of the actions the district or CSI is required to take. After the district or CSI takes the required actions, the State Board shall, upon recommendation of the Department, reinstate the District's or the Institute's Accreditation at the Accreditation category deemed appropriate by the State Board.

Colorado law also requires that each school district that is assigned an Accredited with Priority Improvement or Turnaround Plan create and adopt an improvement plan. The improvement plan shall be designed to ensure that the school district or Charter School Institute (CSI) improves its performance sufficient to achieve a higher Accreditation category. At a minimum, each school district or CSI plan shall:

(I) Set or revise, as appropriate, ambitious but attainable targets;

(II) Identify positive and negative trends for schools as a group and individually ;

(III) Assess and prioritize the root causes of any low-performance for the district and for the individual schools;

(IV) Identify specific, research-based strategies that are appropriate in scope, intensity and type to address the district's or CSI's root causes of any low-performance. These strategies must include the strategies to be used in addressing the needs of students enrolled in kindergarten and first, second, and third grade who are identified pursuant to section 22-7-1205 as having significant reading deficiencies. For Turnaround districts, these strategies shall, at a minimum, include one or more of the following:

(V) Identify the local, state and federal resources that the District or the Institute shall use to implement the identified strategies with fidelity;

(VI) Identify implementation benchmarks and interim targets and measures to assess whether the identified strategies are carried out with fidelity; and

(VII) Address any other issues raised by the Department through the Accreditation process described in sections 4.00 and 5.00 of these rules.

In reviewing a District's or Institute's plan, the State Review Panel shall report to the Commissioner and the State Board its recommendations concerning:

(I) whether the District's or Institute's leadership is adequate to implement change to improve results;

(II) whether the District's or Institute's infrastructure is adequate to support school improvement;

(III) the readiness and apparent capacity of Public School and District or Institute personnel to plan effectively and lead the implementation of appropriate actions to improve student academic performance within the District Public Schools or Institute Charter Schools;

(IV) the readiness and apparent capacity of Public School and District or Institute personnel to engage productively with and benefit from the assistance provided by an external partner;

(V) the likelihood of positive returns on state investments of assistance and support to improve the District's or Institute's performance within the current management structure and staffing; and

(VI) the necessity that the District or Institute remain in operation to serve students.

The Department may recommend to the Commissioner and the State Board that the State Board remove a district's or CSI's Accreditation for any of the following reasons:

(I) The district or CSI is in the Accredited with Turnaround category and the Department determines that the district or CSI failed to make substantial progress under its Turnaround Plan, as evidenced by the district's or CSI's failure to improve attainment on the Performance Indicators or failure to meet the implementation benchmarks and interim targets and measures included in the district's or CSI's improvement plan;

(II) For five consecutive school years, the District or Institute has remained in an Accreditation category of Accredited with Priority Improvement Plan and/or Accredited with Turnaround Plan; or

(III) The district or CSI has substantially failed to comply with the provisions of Article 44 of Title 22, concerning budget and financial policies and procedures, or Article 45 of Title 22, concerning accounting and financial reporting; and the District or the Institute has not remedied the noncompliance within ninety (90) days after receipt of notice from the Department; and loss of Accreditation is required to protect the interests of the students and parents of students enrolled in the District or Institute Charter Schools.

If the Department recommends removing a District's or the Institute's Accreditation, the Commissioner shall assign the State Review Panel to critically evaluate the district or CSI's performance and to recommend one or more of the following actions:

If the recommendation applies to a district:

(I) that the District be reorganized pursuant to Article 30 of Title 22, which reorganization may include consolidation;

(II) t h at a private or public entity, such as another Colorado District or BOCES, with the agreement of the District, take over management of the District or management of one or more of the District's Public Schools;

(III) that one or more of the District's Public Schools be converted to a charter school;
(IV) that one or more of the District's Public Schools apply for status as an "Innovation School" pursuant to § 22-32.5-104, C.R.S.; or
(V) that one or more of the District's Public Schools be closed; or

If the recommendation applies to the Institute:

(I) that the Institute board be abolished and that the governor and Commissioner appoint a new Institute board pursuant to § 22-30.5-505, C.R.S.;
(II) that a public or private entity take over management of the Institute or management of one or more of the Institute Charter Schools; or
(III) that one or more of the Institute Charter Schools be closed.

In its evaluations and recommendations, the State Review Panel shall consider:

(I) whether the District's or Institute's leadership is adequate to implement change to improve results;
(II) whether the District's or the Institute's infrastructure is adequate to support school improvement;
(III) the readiness and apparent capacity of Public School and District or Institute personnel to plan effectively and lead the implementation of appropriate actions to improve student academic performance within the District Public Schools or the Institute Charter Schools;
(IV) the readiness and apparent capacity of Public School and District or Institute personnel to engage productively with and benefit from the assistance provided by an external partner;
(V) the likelihood of positive returns on state investments of assistance and support to improve the District's or Institute's performance within the current management structure and staffing; and
(VI) the necessity that the District or Institute remain in operation to serve students.

4. The State Review Panel

The State Review Panel are a body of external education experts, selected by the Commissioner - with the approval of the State Board of Education - based on their expertise in areas such as school improvement, instruction and assessment, data management and analysis, and school district leadership or governance. Their tasks are to 1) critically evaluate a school or district's Priority Improvement or Turnaround plan and 2) make recommendations to the Commissioner of Education and the State Board of Education on required actions at the end of a school or district's time on the accountability clock.

Panelist recommendations are based on document review (a paper-based evaluation) and site visits (document review plus interviews and classroom observation). Through the document review and the site visits, the State Review Panel is expected to consider the following criteria about the school or

district's leadership and capacity to implement the needed change for rapid improvement (C.R.S. 22-11-208 through 210):

- Whether the school/district leadership is adequate to implement change to improve results;
- Whether the school/district infrastructure is adequate to support school improvement;
- The readiness and apparent capacity of the school/district personnel to plan effectively and lead the implementation of appropriate actions to improve student academic performance;
- The readiness and apparent capacity of the school/district personnel to engage productively with and benefit from the assistance provided by an external partner;
- The likelihood of positive returns on state investments of assistance and support to improve the school/district performance within the current management structure and staffing; and
- The necessity that the school or district remain in operation to serve students.

In making their recommendations to the Commissioner and the State Board of Education, the Panel must select one of the following interventions summarized in Table 20.

Table 20: Turnaround Actions for Schools and Districts

Type of Required Action	Districts (C.R.S. 22-11-209)	Schools (C.R.S. 22-11-210)
District Reorganization	That the school district be reorganized pursuant to article 30 of this title, which reorganization may include consolidation	n/a
Change in Management	That a private or public entity, with the agreement of the school district, take over management of the school district or management of one or more of the district public schools	With regard to a district public school that is not a charter school, that the district public school should be managed by a private or public entity other than the school district
		With regard to a district or institute charter school, that the public or private entity operating the charter school or the governing board of the charter school should be replaced by a different public or private entity or governing board
Charter School Conversion	That one or more of the district public schools be converted to a charter school	With regard to a district public school, that the district public school be converted to a charter school if it is not already authorized as a charter school
Innovation Status	That one or more of the district public schools be granted status as an innovation school pursuant to section	With regard to a district public school, that the district public school be granted status as an innovation school pursuant to section

	22-32.5-104 or that the local school board recognize a group of district public schools as an innovation school zone pursuant to section 22-32.5-104	22-32.5-104
School Closure	That one or more of the district public schools be closed	That the public school be closed or, with regard to a district charter school or an institute charter school, that the public school's charter be revoked

5. Parent notification

Colorado law (HB11-1126 and SB 13-193, Improving Parent Involvement in Schools) requires districts to inform parents of a school's assignment to Priority Improvement or Turnaround Plan within 30 days of the preliminary release of the performance frameworks. This communication must include an explanation for the plan type and a timeline for creating the UIP. The local board must offer a public hearing on a school's progress in implementing the plan prior to adoption.

6. Supplemental Education Services (SES) and Public School Choice

Recognizing that improvement plans may take the entire school year to implement and even longer to yield growth in student achievement, other immediate options need to be available to parents of non-proficient students in low-performing schools. Colorado will require Public School Choice (Choice) and Supplemental Educational Services (SES) for focus schools, Title I Priority Improvement schools, and Title I Turnaround schools that have been operating a Title I program for two consecutive years. CDE believes that schools new to Title I programming should be given two years to see whether additional funds will improve outcomes for the lowest performing students. School districts with Title I Priority Improvement or Title I Turnaround or focus schools must set-aside up to 15% of the district's Title I funds to cover costs associated with Choice and SES. Districts must provide parents with timely written notification of these options for their students.

The SES program design is as follows:

- Eligible students are those who are non-proficient in Reading, Writing, Math, or Language Development and enrolled at a Title I school with a plan type of Priority Improvement or Turnaround or a focus school.
- School Districts, with the input of parents, will determine from whom and how the additional services will be provided. Flexible options could include: online, in home, after school, extended year, etc. At a minimum, districts with the capacity to do so should provide at least three options at each school for parents, including an outside provider, based on the recommendations of families. District must submit a plan to the state for approval that takes

into account the needs of students to be served with the program, and that includes at least one outsider provider.

- Districts will design a program that meets the parent notification requirements to ensure that families are aware of the opportunity; districts will convene parents of eligible students to collaborate in the design of the SES programs (eligible students are those at risk of not meeting state academic standards) and; establish a reasonable window for parents to decide whether to enroll their students.
- The program will be designed to accelerate growth and achievement of the served students and will be of sufficient length (minimum of 20 hours).
- District will provide a "reasonable" timeframe to inform parents and provide sufficient opportunity for sign-up. Parents will have a choice of multiple programs.
- Districts will annually evaluate the effectiveness of the program and, if applicable, the provider implementing the program.
- The tutoring fee will be negotiated by the district with applicable vendors. The negotiated fee must be reasonable, necessary and sufficient to meet the minimum required hours (20) for each eligible student from each eligible school.
- Districts will conduct a CBI background check for anyone who is not a current district employee working with students.
- The district must provide updates to parents to inform them of the student's progress at least monthly.
- Parent notification must be sent when the school is required to offer SES. Districts may notify parents as soon as the plan type assignment is known, if the district is choosing to provide these services in the identification year.
- Oversight of providers is the responsibility of the school district, including oversight of the data submittal to the state.
- The SES program must be aligned with district curriculum and student needs.
- Standardized pre- and post-assessments must be administered to participating students and the results reported to the state.
- Districts must submit student level implementation data to the state to be used in the statewide evaluation of the program effectiveness.
- Districts may also provide SES to Title I schools newly identified as priority improvement or turnaround, rather than waiting until the subsequent school year.

The Choice program design is as follows:

- Students who attend a Title I-funded school with a Priority Improvement or Turnaround plan type must be given the option of Public School Choice. This provision allows all students attending such a Title I school the option to transfer to another public school, including a public charter school, that is within the district that has a Performance or Improvement plan type.
- The option of school choice must be made available to all students enrolled in Title I Priority Improvement and Turnaround schools, until the end of the school year that the school is no longer identified as Priority Improvement or Turnaround.

- Districts must provide transportation for students who transferred from a Title I school assigned a Priority Improvement or Turnaround plan to the Choice school.
- Students who exercise their right to attend another school under this school choice provision must be given the option to continue to attend that school until they complete the highest grade of that school, even if the original Title I school the student transferred from moves to a higher plan type of improvement or performance.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools.

From the schools identified as Priority Improvement or Turnaround using Colorado's system of performance frameworks, CDE identifies a subset of these schools as priority schools. Colorado identifies these schools using the following criteria:

- a Title I school among the lowest 5% in achievement; or
- Title I high schools with a graduation rate less than 60 percent over a number of years.

The above criteria will be used to identify the schools as priority and priority schools will be eligible for SIG grants and other supports. In April, Colorado will be submitting an application for the next Cohort of SIG schools, including a list of eligible schools that align with the new USDE Guidance. In that application, Colorado will submit and request approval of a two year eligibility list to accommodate the transition to the new assessment.

Background of Colorado's Priority Schools

Based on the approval of the original ESEA waiver application, the approved criteria were used to identify 33 schools to implement SIG models, four schools with low graduation rates and 29 Tier I and Tier II schools. Each year, a new cohort of low-performing schools was identified, new schools were approved as SIG schools, and those were added to the list of priority schools. Currently, five cohorts have been approved and have implemented or are implementing SIG.

Cohorts 1 and 2 have finished implementation of their SIG grants. Colorado has conducted a summative evaluation of these grantees. Many have increased in performance and are no longer in the state's lowest 5%. Of the original 33 schools, only nine remain on priority status. For a summary of the evaluation findings, see Attachment 12.

In addition to the schools with increased performance, others have also come off of priority status. After SIG implementation, seven Cohort 1 and 2 schools are now closed, six under Closure Models or as a result of SIG implementation (i.e., they phased out as new schools were phased in). An additional school has since closed (not under the closure model). One school, Fulton Elementary School, no

longer counts as a priority school because of the USDE decision to transfer Fulton from 1003(g) to 1003(a) funding. Colorado proposes to remove the six closed Cohorts 1 and 2 schools from the priority list in order to serve more schools as priority.

Colorado's exit criteria (see section 2.D.v of this document) was applied to Cohort 1 and 2. Of the remaining open Cohort 1 and 2 schools, nine did not meet the state's exit criteria and remain on the list of current priority schools.

In addition to the nine remaining Cohort 1 and 2 priority schools, an additional 11 have been identified as priority in Cohorts 3, 4, and 5 (one in Cohort 3, 5 in Cohort 4, and five in Cohort 5). Cohort 4 includes one closure model that is now closed, but remains on the priority list.

Specifically, CDE used the following criteria described in Table 21 to identify the "priority" schools.

Table 21. Colorado's Priority Schools

Colorado Waiver Applications	April 1, 2013 Waiver	Waiver Renewal (January 2015)
Category of Schools	Number of Schools	Number of Schools
Title I schools	661	667
Priority schools required to be identified (5% of total Title I)	33	33
Current priority schools no longer implementing SIG (Cohort 1 and 2 schools that have completed SIG implementation but did not meet exit criteria)	NA	9
Current priority schools implementing SIG 1 in Cohort 3 - Year 3 of SIG implementation (1 Transformation) 5 in Cohort 4 - Year 2 of SIG implementation (3 Transformation, 1 Turnaround, and 1 Closure) 5 in Cohort 5 - Year 1 of SIG implementation (5 Transformation)	29	11
Number of schools that need to be identified in order to meet the minimum 5% number	NA	13
Total number of identified "priority" schools	33	33

2.D.ii Provide the SEA's list of priority schools in Table 2.

a. Did the SEA identify a number of priority schools equal to at least five percent of its Title I schools?

Colorado currently has 20 priority schools. An updated list of priority schools will be provide to USDE no later than January, 31st, 2016 [See Table 21 above]

Table 22. Current Priority Schools: Former SIG Schools that Did Not Meet Colorado's Exit Criteria

District No.	District Name	District NCES #	School No.	School Name	School NCES #	TIG Grade Level	Cohort	Reform Model
0880	DENVER COUNTY 1	0803360	3426	GILPIN ELEMENTARY SCHOOL	00353	E	1	Turnaround
0880	DENVER COUNTY 1	0803360	3655	GREENLEE ELEMENTARY SCHOOL	06477	E	1	Turnaround
0030	ADAMS COUNTY 14	0801950	6534	HANSON ELEMENTARY SCHOOL	00018	E	1	Transformation
2690	PUEBLO CITY 60	0806120	4376	JAMES H RISLEY MIDDLE SCHOOL	01051	M	1	Turnaround
0880	DENVER COUNTY 1	0803360	5255	LAKE INTERNATIONAL SCHOOL	06490	M	1	Turnaround
2690	PUEBLO CITY 60	0806120	5048	LEMUEL PITTS MIDDLE SCHOOL	01055	M	1	Turnaround
0070	WESTMINSTER 50	0807230	2876	FAIRVIEW ELEMENTARY SCHOOL	01235	E	2	Transformation
0880	DENVER COUNTY 1	0803360	8909	TREVISTA ECE-8 AT HORACE MANN	06389	EM	2	Turnaround
0070	WESTMINSTER 50	0807230	9462	WESTMINSTER ELEMENTARY SCHOOL	01252	E	2	Transformation

Table 23. Current Priority Schools: Currently Implementing a SIG Grant

District No.	District Name	District NCES #	School No.	School Name	School NCES #	TIG Grade Level	Cohort	Reform Model
2000	MESA COUNTY VALLEY 51	0804350	7236	R-5 HIGH SCHOOL	00623	H	3	Transformation
0180	ADAMS-ARAPAHOE 28J	0802340	1458	AURORA CENTRAL HIGH SCHOOL	00056	H	4	Transformation
0880	DENVER COUNTY 1	0803360	6350	BRUCE RANDOLPH SCHOOL	01869	M	4	Transformation
0030	ADAMS COUNTY	0801950	0022	LESTER	01307	H	4	Transformation

	14			ARNOLD HIGH SCHOOL				
0070	WESTMINSTER 50	0807230	5388	M. SCOTT CARPENTER MIDDLE SCHOOL	01241	M	4	Turnaround
0260	VILAS RE-5		9085	VILAS ONLINE SCHOOL	01805	H	4	Closure
0180	ADAMS-ARAPAHOE 28J	0802340	1948	CRAWFORD ELEMENTARY SCHOOL	00058	E	5	Transformation
0880	DENVER COUNTY 1	0803360	0418	ASHLEY ELEMENTARY SCHOOL	00309	E	5	Transformation
0880	DENVER COUNTY 1	0803360	9496	CASTRO ELEMENTARY SCHOOL	00424	E	5	Transformation
0880	DENVER COUNTY 1	0803360	1528	CHELTENHAM ELEMENTARY SCHOOL	00325	E	5	Transformation
0880	DENVER COUNTY 1	0803360	2880	FAIRVIEW ELEMENTARY SCHOOL	00347	E	5	Transformation

Did the SEA's methodology result in the identification of priority schools that are —

(i) among the lowest five percent of Title I schools in the State based on the achievement of the "all students" group in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, combined, and have demonstrated a lack of progress on those assessments over a number of years in the "all students" group;

N/A

(ii) Title I-participating or Title I-eligible high schools with a graduation rate less than 60 percent over a number of years; or

Of the 9 current priority schools that did not meet exit criteria, none were identified for low graduation rate.

Of the 11 current priority schools that are current SIG-implementing schools, 4 were identified based on low graduation rates.

(iii) Tier I or Tier II schools under the School Improvement Grants (SIG) program that are using SIG funds to fully implement a school intervention model?

Of the 20 current priority schools, 11 are currently implementing school interventions using SIG funds. The other 9 are no longer implementing a SIG grant but did not meet Colorado's exit criteria.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Table 24: Targeted Interventions	
Tiered Intervention Grant (TIG) Opportunities (1003g), implementation of one of the four turnaround models Progress Monitoring: A CDE Performance Manager is assigned the school to track implementation and provide support Formal Monitoring during year 2 of the grant Intensive UIP Review	Title I Priority Schools
5 year Clock State Review Panel	Title I Priority Schools that do not exit

Tiered Intervention Grant Opportunities (TIG):

TIG is designed to support districts with chronically low-performing schools in the lowest five percent of achievement (Title I Priority Schools), as indicated by state assessments. The intent of the grant is to provide funding for Title I Priority Schools to:

- partner with CDE in the implementation of one of the four intervention models provided in the draft guidance for the use of federal Title I 1003(g) funds;
- increase the academic achievement of all students attending chronically low-performing schools as measured by the state's assessment system; and
- utilize the support and services from CDE and turnaround providers in their efforts to accomplish the above.

For more information, visit:
http://www.cde.state.co.us/fedprograms/tieredinterventiongrantresources#sthash.b7f8B73b.dpuf

RFP/Review Rubric

In order to receive a TIG grant, reviewers will use a review rubric to evaluate the application. In order for the application to be recommended for funding, it must receive at least at least 131 of the total possible 164 points and all required parts of the application must be addressed. An application that receives a score of 0 on any required parts within the narrative will not be funded. For more information, see pages 16 – 22 of the full RFP document posted here:
http://www.cde.state.co.us/fedprograms/tieredinterventiongrantresources

Assurances

The following assurances are included in the RFP, and pertain to the LEA's responsibilities for supporting/intervening in the schools. In order to receive the TIG grant, districts must agree, in writing, to the requirements below.

http://www.cde.state.co.us/fedprograms/tieredinterventiongrantresources

Federal Assurances:

- Use its Tiered Intervention Grant to effectively and fully implement an intervention in each Tier I and Tier II school that the LEA commits to serve, consistent with the final requirements;
- Establish annual targets for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements, in order to monitor each school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive School Improvement funds;
- If the applicant implements a restart model in a priority school, it will include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- Monitor and evaluate the actions a school has taken, as outlined in the approved School Improvement Grant application, to recruit, select and provide oversight of external providers to ensure their quality;
- Monitor and evaluate the actions schools have taken, as outlined in the approved School Improvement Grant application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools regarding how they can sustain progress in the absence of School Improvement Grant funding; and
- Report to the Colorado Department of Education (CDE) the school-level data required under section III of the final requirements (program guidance can be found at: http://www2.ed.gov/programs/sif/sigguidance02232011.pdf).

State Assurances:

- Provide the Colorado Department of Education such information, as it may be required to determine if the grantee is making satisfactory progress toward achieving the goals of the grant (e.g., TCAP by State Assigned Student IDs, school level non-performance data). The district will report to CDE, at least quarterly, the school-level interim measures of student learning required under section III of the final requirements (program guidance can be found at: http://www2.ed.gov/programs/sif/sigguidance02232011.pdf);
- Align current and future funding sources in support of improvement goals, including commitment to identify and reallocate existing local funds for the purpose of sustaining the improvement work after federal funds expire;
- Participate in ongoing professional learning opportunities, focused on school and district improvement;
- Commit to working with CDE to monitor progress ~~on~~ of the UIP and make adjustments to the plan accordingly;
- Provide data on attainment of performance targets to CDE to inform decision around the continuation of funding;
- Fully participate in on-site visits of every funded school conducted by during the grant cycle;

- Work collaboratively with CDE, as appropriate, in the selection of a strong school leader or partner, such as a Charter Management Organization (CMO), Education Management Organization (EMO) or other provider;
- Work cooperatively with CDE and provider(s), if applicable, in waiving district policies, procedures or practices that are deemed to be impediments to improvement, such as scheduling of the school day and year; staffing decisions; budgeting; and/or to obtain innovation school status for identified schools;
- Commit to engaging in significant mid-course corrections in the school if the data do not indicate attainment of or significant progress toward achievement benchmarks within the first year of implementation, such as replacing key staff, leadership or external providers;
- Notify the community of the intent to submit an application and that any waiver request will be made available for public review prior to submission of the application;
- Participate in the development and submission of any reports necessary to meet statutory requirements (e.g., EdFacts, CSPR) within the time frames specified;
- Maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipient agencies annually as a part of their regular audit;
- Submit budget revision(s), if applicable, to CDE on a quarterly basis for review and approval;
- Submit Annual Financial Reports as part of their annual review with CDE. CDE will utilize the information as a measure of performance and leading indicator of performance in subsequent year(s); and
- Contracts with education providers must include a performance guarantee to increase student achievement based on services provided.

As a partner in the Tiered Intervention Grant, CDE agrees to provide the LEA with support and tools to foster successful implementation. Specifically, CDE will:

- Provide the LEA with guidance about the specific types of changes and interventions each of the models require;
- Provide the LEA with descriptions and examples of special district governance structures that will ensure necessary freedom and support for interventions in identified schools;
- Provide the LEA with a description of the changes in policy or practice that may be required to ensure necessary flexibility for dramatic improvement in identified schools;
- Periodically review school and district UIPs and provide feedback;
- Meet regularly with School/District to review performance data and implementation of improvement efforts, as defined in the UIP.
- Provide the LEA with a model budget and/or set of principles to guide allocation of 1003(g) and other funds in support of dramatic improvement of achievement in the school(s)
- Provide support for quarterly budget revisions;
- Provide ongoing technical assistance; and
- Define a set of leading indicators and overall performance targets that the identified school(s) and external providers, if applicable, will be required to demonstrate during the course of the reform effort; additionally interim measures and implementation benchmarks that the LEA may use to hold school(s) and provider(s) accountable.

Progress Monitoring

The TIG Performance Manager works with the priority schools from the beginning, starting with the data analysis process. Together, the performance manager with the LEA and school to identify any performance challenges in the school, including challenges for English learners and students with disabilities. Once the performance challenges are identified, root causes are identified. The Performance Manager works with the school through the root cause identification process to identify the most direct and appropriate improvement strategy and assist in identifying the appropriate SIG model. When an appropriate improvement strategy is identified, then the Performance Manager will work to identify key actions, resources and supports. Through regularly scheduled, on-site visits (more details are included in the following section), the Performance Managers check for and support implementation of the improvement strategies.

All TIG schools receive regularly scheduled visits from the identified Performance Manager. During the visit, the Performance Managers use the Onsite Visit Feedback Form (Table 25) to provide feedback to building leadership. Through this process, CDE can assure that the interventions required to meet the turnaround principles are being implemented.

LEAs and schools are also asked to submit quarterly leading indicator data using a common data template. During the onsite visits these data are discussed with the school and the LEA to inform next steps or changes to the school implementation plan.

Table 25: TIG Onsite Visit Progress Monitoring Feedback Form

AGENDA NOTES	
Welcome and Successes	
Student Data Discussion	
Improvement Strategies	
Classroom Walk-Throughs	
Identify Next Steps	

TIG Questions:

CURRICULUM AND INSTRUCTION	
How are rigorous, aligned assessments used as part of a school assessment strategy?	
How is data being used to monitor student learning and	

make adjustments?	
How does the school collect, organize and distribute data? What evidence exists to show data analysis meetings are effective?	
How does leadership monitor teacher implementation of data-driven instruction practices?	
What does program evaluation look like? How do you evaluate the effectiveness of reading program, EL program, SPED program?	
How are you monitoring the performance of special populations?	
How do you monitor the effectiveness of your instructional model?	
EXTENDED LEARNING	
How did you extend learning time for students and teachers?	
How is extended learning time being used to increase instructional time in the core subjects?	
PRINCIPAL AND TEACHER EFFECTIVENESS	
What types of PD have you provided to support your reform strategies?	
How are you providing feedback to teachers around their use of high-impact strategies grounded in your	

instructional model?	
How do you differentiate your support for teachers based on teacher's needs?	
What kind of leadership opportunities exist for teachers?	
How is the leadership fostering a positive, learning-focused staff culture given the need for rapid change?	
What is your plan for for recruiting and retaining teachers?	
COMMUNITY-ORIENTED SCHOOLS	
How has the school's vision for student culture transformed into a system of routines, procedures, expectations, and consequences?	
How does school leadership measure, monitor, and maintain school culture and ensure engagement and a focus on learning?	
How are you engaging the local community in your school improvement efforts?	
How have you engaged parents in your school improvement strategies?	
DISTRICT SUPPORT	
How is the district differentiating support and technical assistance based on school needs?	

What type of support has the district provided to the school? How does the district support the school in monitoring the impact of improvement strategies on school goals?	

Formal Monitoring

CDE monitors districts and schools on the implementation of the SIG program and compliance with the SIG requirements. The Federal Programs Unit conducts an onsite monitoring visit to SIG schools during the second year of implementing the SIG model. This monitoring is done with all SIG schools and the district personnel responsible for overseeing the implementation of the SIG model. The protocol for the monitoring closely follows that used by the USDE, including the indicators released by CDE and used in their monitoring of states (See Table 26). The state's online tracking system, Tracker, provides a mechanism for monitoring any indicators that require follow up by a district. (The full on-site monitoring document is posted here: http://www.cde.state.co.us/fedprograms/tieredinterventiongrantresources)

Table 26. SIG monitoring indicators tied to LEA responsibilities for implementing interventions.

Guiding Questions	Acceptable evidence
Has the LEA made any structural changes to support the implementation of the SIG intervention models?	LEA describes structural changes made, such as reassignment of duties, creation of turnaround offices, addition of staff Current documentation that describes how the LEA is organized to support/implement SIG, such as organizational charts or job descriptions
Has the LEA made any contractual changes or agreements with the labor union to ensure full and effective implementation of the intervention models (if applicable)?	LEA describes contractual changes or agreements, their relationship to SIG, and the timing of the changes Copies of MOUs
How has the LEA addressed the following requirements: Recruited, screened, and selected external partners, if applicable, to ensure their quality? Modified its practices or policies, if necessary, to enable its schools to implement interventions fully and effectively?	Current documentation that describes the LEA's process and criteria for approving external providers. Contracts/Agreements the LEA has entered into with external providers LEA describes how it has modified its policies and practices
Has the LEA established annual goals for student	LEA provides copies of LEA's annual goals

achievement on the State's assessments in both reading/language arts and mathematics for each Tier I and Tier II school that it is serving?	for student achievement on the State's assessments in both reading/language arts and mathematics for each Tier I and Tier II school that it is serving LEA provides any data it may have on progress toward those goals
Did the district develop procedures and processes to screen school staff for hiring/rehiring?	District screening protocol and procedures. District hiring screening tools
Did the district develop procedures and processes to recruit, place, and retain staff with the necessary skills to implement the intervention model selected?	District Recruitment and retention policies/protocol Teacher evaluation protocol
Has the principal been given new authority with regard to the model implementation? For example, specifically relating to: • Staffing? • Calendars? • Scheduling?	Documentation of operational flexibilities provided to principal(s) assigned to school(s) implementing a SIG reform model.
Has professional development been provided to support the implementation of school-reform strategies? For example, specifically regarding implementing new instructional programs or strategies, analyzing data, or teaching LEP students?	Documentation of professional development activities conducted during the current school year LEA memorandum, announcements, or agendas for professional development meetings Professional Development resources and materials provided by LEA to SIG school staff relating to the school reform models and effective instruction Documentation, research, or data used to determine the types of professional development to be provided
Has the LEA implemented procedures and processes to recruit, place, and retain staff with the necessary skills to implement the intervention model selected?	District Recruitment and retention policies/protocol Teacher evaluation protocol
Does the LEA have documentation for why it implemented the closure model?	Planning meeting notes, agendas Parent survey results
Did the LEA ensure that students who previously attended the closed school enrolled in schools that are	Achievement data for the schools in which students are now enrolled

higher performing than the school which was closed with respect to student achievement data	
With regards to technical assistance, how has the LEA supported, schools in implementing the SIG program?	LEA describes any technical assistance it has provided to the schools, including the types, to whom, and how often
Is the LEA ensuring that each SIG school is fully implementing the selected intervention model in the 2010 school year? Is the LEA ensuring that each SIG school is meeting the requirements of the school's intervention model?	LEA describes its process for ensuring that schools are implementing in accordance with the final requirements
Does the LEA have a way to collect and manage data on the leading indicators? Is the LEA using this data to inform its decision-making and reform efforts? Is the LEA collecting any additional data beyond that required by the SEA and the SIG program?	LEA describes the data it is collecting, its process for collecting the data, and its protocols for managing data on the leading indicators
Has the LEA begun collecting any benchmark or interim data on the leading indicators?	LEA provides copies of and explains any benchmark or interim data it has collected, if available

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

The currently served SIG schools (11 currently funded) have already begun implementation of meaningful interventions aligned with the turnaround principles. Schools are required to implement the interventions for the entire length of the 3-year period. The renewal of the ESEA waiver would make it possible to dedicate resources towards providing opportunities for Next Generation Learning and expanded learning time strategies to be implemented to a greater degree and with more flexibility in turnaround schools and districts. This presents a unique opportunity to leverage multiple federal funding streams to accomplish a unified education reform mission, a key goal of the ESEA Flexibility program.

At this point in time, the plan is to serve the following cohorts and schools, over the specified years, as

shown in table 27.

Table 27. SIG cohorts served 2011-12 to 2016-17.

Cohort	2011-12	2012-13	2013-14	Current Year 2014-15	2015-16	2016-17
Cohort 1	Year 2 implementation	Year 3 implementation	Continued monitoring and support	Continued monitoring and support	Continued monitoring and support	Continued monitoring and support
Cohort 1 (Year 4 - Funded)	Year 2 implementation	Year 3 implementation	Year 4 Implementation	Continued monitoring and support	Continued monitoring and support	Continued monitoring and support
Cohort 2	Year 1 implementation	Year 2 implementation	Year 3 implementation	Continued monitoring and support	Continued monitoring and support	Continued monitoring and support
Cohort 3 (1 school)		Year 1 implementation	Year 2 implementation	Year 3 implementation	Continued monitoring and support	Continued monitoring and support
Cohort 4 (5 schools)			Year 1 Implementation	Year 2 Implementation	Year 3 Implementation	Continued monitoring and support
Cohort 5 (5 schools)				Year 1 Implementation	Year 2 Implementation	Year 3 Implementation

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Schools that have not received a school plan type assignment of Improvement or Performance as determined by the state for two consecutive years after ending their SIG grant will continue to be supported and monitored and are eligible for future SIG grants. Performance Managers will continue to work with the schools and LEAs on the implementation of their reform models. As shown in Appendix 4, a school must receive at least 47% of framework points to receive an Improvement rating. When results in Academic Achievement, Academic Growth to Standard, Academic Growth Gaps, and Postsecondary and Workforce Readiness (if applicable),are combined and schools are able to earn at least 47% of their framework points, for two consecutive years, then they will exit priority status. While the performance of schools earning only 47% of points is not exemplary (not at Performance level), it is enough to no longer prioritize the state's resources and interventions.

The schools that were identified as priority schools based on low graduation rates will be exited from priority status when they have attained a graduation rate above 60% for two consecutive years.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "focus schools."

From the schools identified as Priority Improvement or Turnaround using Colorado's system of performance frameworks, CDE identifies a subset of Title I schools on this list as focus schools. Colorado identifies at least 10% of Title I schools as "focus schools" based on the following USDE criteria:

- Title I schools that has a subgroup or subgroups with lowest achievement based on a composite score calculated using the achievement of all subgroups; or,
- Title I high schools that have a subgroup or subgroups with graduation rates less than 60 percent over a number of years.

Additionally, Colorado requires that a school has to be Title I for two consecutive years in order to be identified as a focus school (Title I in the current year as well as the year prior to being identified as focus). This allows newly served schools to utilize the Title I funding to improve student achievement, particularly among the student subgroups.

Table 28 quantifies the number of schools identified in each category based on the previously approved criteria. If the criteria being proposed in this application are approved, the number of focus schools will change in that some of the currently identified focus schools will become priority and the schools that do not meet the 2 year-minimum as Title I criteria would also be removed. Please note that schools already identified as priority are not identified as focus schools. Currently Colorado has a total of 129 focus schools, of which 30 are coming off of focus status (they have finished their 3 years of focus identification and were not again identified as new focus schools) as of the end of the 2014-2015 school year, leaving 99 focus schools for the 2015-2016 year. At the end of the 2015-2016 year, another 11 will come off of focus status (if they meet exit criteria), leaving 88 schools identified for the 2016-2017 school year, at which time Colorado will again have state assessment data available to be used in identifying the next round of focus schools.

Based on the USDE's Guidance that focus schools will be eligible for SIG as of April, 2015, some of the currently identified focus schools might become priority schools in the next competition to award SIG schools. Therefore, a reduction of the total number of focus schools is anticipated based on the results of the next SIG application.

Table 28. Colorado's process for identifying focus schools

Colorado Waiver Applications	April 1, 2013 Waiver	Waiver Renewal (March 2015)
Category of Schools	Number of Schools	Number of Schools
Title I schools	664	667
Focus schools required to be identified (10%)	66	66

Low Graduation Rate: Title I-participating high schools that had a graduation rate less than 60 percent for either all students or a subgroup or subgroups over a number of years (schools with a low disaggregated graduation rate have to also have a rating of Turnaround or Priority Improvement)	7 (Already identified as Priority)	9*
Low Disaggregated Achievement: Schools that have a rating of Turnaround or Priority Improvement and a subgroup or subgroups with low achievement	69	104**
Both Low Graduation and Low Disaggregated Achievement: School identified for both low graduation rate and disaggregated achievement		16***
Total number of focus schools	76	129****

*One of these 9 schools will come off of focus status at the end of the 2014-2015 school year, because their 3 year designation will end and they were not re-identified as focus

**Of the 104 current schools, 28 will come off of focus status at the end of the 2014-2015 school year, because their 3 year designation will end and they were not re-identified as focus

***One of the 16 schools will come off of focus status at the end of the 2014-2015 school year.

****30 schools will come off of the list at the end of 2014-2015. Therefore, as of the 2015-2016 school year, Colorado will have 99 focus schools, 11 of which will come off of focus status at the end of 2015-2016. Therefore, in 2016-2017 Colorado will have 88 focus schools, when the state has new state assessment data to identify the next cohort of schools.

Title I schools that had earned a Turnaround or Priority Improvement rating and the lowest achievement for disaggregated groups of students, were identified as focus schools. Focus schools were identified for low disaggregated achievement based on the percent of students scoring proficient and advanced on the TCAP, using the same cut-points that are used in the School Performance Framework's Academic Achievement indicator. The disaggregated groups in the analyses include minority students, English learners, economically disadvantaged students and students with disabilities. Schools were assigned a rating based on the performance of each group, which is then totaled and ranked. Three years of data were used in order to ensure more schools could be held accountable for the performance of the most at-risk students. Additionally, schools with low subgroup graduation rates were also identified as focus schools. As noted above, schools must be Title I in the current year and the prior year in order to be categorized as focus.

2.E.ii Provide the SEA's list of focus schools in Table 2.

a. Did the SEA identify a number of focus schools equal to at least 10 percent of the State's Title I schools?

An updated list of priority schools will be provided to USDE no later than January 31st, 2016.

Table 29: List of Colorado's current focus schools.

District Number	District Name	School Number	School Name	Grade Span
0020	ADAMS 12 FIVE STAR SCHOOLS	1878	CORONADO HILLS ELEMENTARY SCHOOL	E
0020	ADAMS 12 FIVE STAR SCHOOLS	2918	FEDERAL HEIGHTS ELEMENTARY SCHOOL	E
0020	ADAMS 12 FIVE STAR SCHOOLS	4000	HILLCREST ELEMENTARY SCHOOL	E
0020	ADAMS 12 FIVE STAR SCHOOLS	8361	STUKEY ELEMENTARY SCHOOL	E
0020	ADAMS 12 FIVE STAR SCHOOLS	5814	THE INTERNATIONAL SCHOOL AT THORNTON MIDDLE	M
0020	ADAMS 12 FIVE STAR SCHOOLS	8842	THORNTON ELEMENTARY SCHOOL	E
0030	ADAMS COUNTY 14	0020	ADAMS CITY MIDDLE SCHOOL	M
0030	ADAMS COUNTY 14	1426	CENTRAL ELEMENTARY SCHOOL	E
0030	ADAMS COUNTY 14	7500	ROSE HILL ELEMENTARY SCHOOL	E
0180	ADAMS-ARAPAHOE 28J	0914	BOSTON K-8 SCHOOL	EM
0180	ADAMS-ARAPAHOE 28J	4646	KENTON ELEMENTARY SCHOOL	E
0180	ADAMS-ARAPAHOE 28J	6728	PARIS ELEMENTARY SCHOOL	E
0180	ADAMS-ARAPAHOE 28J	7932	SIXTH AVENUE ELEMENTARY SCHOOL	E
1620	AGUILAR REORGANIZED 6	0066	AGUILAR JUNIOR-SENIOR HIGH SCHOOL	MH
0040	SCHOOL DISTRICT 27J	6294	NORTH ELEMENTARY SCHOOL	E
0040	SCHOOL DISTRICT 27J	6395	NORTHEAST ELEMENTARY SCHOOL	E
2395	BRUSH RE-2(J)	1438	BEAVER VALLEY ELEMENTARY SCHOOL	E
1500	BURLINGTON RE-6J	1150	BURLINGTON MIDDLE SCHOOL	EM
8001	CHARTER SCHOOL INSTITUTE	8929	PIKES PEAK PREP	H
9000	COLORADO SCHOOL FOR THE DEAF AND BLIND	1924	COLORADO SCHOOL FOR THE DEAF AND BLIND	EMH
1010	COLORADO SPRINGS 11	8457	JACK SWIGERT AEROSPACE ACADEMY	M
1010	COLORADO SPRINGS 11	8359	SPACE TECHNOLOGY AND ARTS ACADEMY (STAR ACADEMY	EM
0880	DENVER COUNTY 1	0220	AMESSE ELEMENTARY SCHOOL	E
0880	DENVER COUNTY 1	1400	CENTENNIAL A SCHOOL FOR EXPEDITIONARY LEARNING	E
0880	DENVER COUNTY 1	1788	COLLEGE VIEW ELEMENTARY SCHOOL	E
0880	DENVER COUNTY 1	1748	COLORADO HIGH SCHOOL CHARTER	H
0880	DENVER COUNTY 1	1846	COLUMBINE ELEMENTARY SCHOOL	E
0880	DENVER COUNTY 1	5844	CONTEMPORARY LEARNING ACADEMY	H
0880	DENVER COUNTY 1	2789	ESCUELA TLATELOLCO SCHOOL	EMH
0880	DENVER COUNTY 1	3000	FLORENCE CRITTENTON HIGH SCHOOL	H
0880	DENVER COUNTY 1	4450	JOHNSON ELEMENTARY SCHOOL	E
0880	DENVER COUNTY 1	4656	KEPNER MIDDLE SCHOOL	M
0880	DENVER COUNTY 1	6188	MUNROE ELEMENTARY SCHOOL	E
0880	DENVER COUNTY 1	7163	P.R.E.P. (POSITIVE REFOCUS EDUCATION PROGRAM)	MH

0880	DENVER COUNTY 1	8145	SUMMIT ACADEMY	H
0890	DOLORES COUNTY RE NO.2	7764	SEVENTH STREET ELEMENTARY SCHOOL	E
0900	DOUGLAS COUNTY RE 1	3847	HOPE ONLINE LEARNING ACADEMY MIDDLE SCHOOL	M
0900	DOUGLAS COUNTY RE 1	3863	HOPE ONLINE LEARNING ACADEMY ELEMENTARY	E
1520	DURANGO 9-R	3012	FLORIDA MESA ELEMENTARY SCHOOL	E
1110	FALCON 49	3475	GOAL ACADEMY	H
3120	GREELEY 6	5412	MADISON ELEMENTARY SCHOOL	E
3120	GREELEY 6	6774	MARTINEZ ELEMENTARY SCHOOL	E
1540	IGNACIO 11 JT	4252	IGNACIO ELEMENTARY SCHOOL	E
1420	JEFFERSON COUNTY R-1	4422	JEFFERSON HIGH SCHOOL	H
3110	JOHNSTOWN-MILLIKEN RE-5J	5896	MILLIKEN ELEMENTARY SCHOOL	E
1510	LAKE COUNTY R-1	4901	LAKE COUNTY INTERMEDIATE SCHOOL	E
1510	LAKE COUNTY R-1	9486	WESTPARK ELEMENTARY SCHOOL	E
2660	LAMAR RE-2	6794	PARKVIEW ELEMENTARY SCHOOL	E
0290	LAS ANIMAS RE-1	4986	LAS ANIMAS JUNIOR HIGH SCHOOL	M
0010	MAPLETON 1	0505	ACHIEVE ACADEMY	EM
0010	MAPLETON 1	0509	CLAYTON PARTNERSHIP SCHOOL	E
0010	MAPLETON 1	0263	GLOBAL LEADERSHIP ACADEMY	EMH
0010	MAPLETON 1	0504	WELBY MONTESSORI SCHOOL	E
2035	MONTEZUMA-CORTEZ RE-1	4546	KEMPER ELEMENTARY SCHOOL	E
2035	MONTEZUMA-CORTEZ RE-1	5436	MANAUGH ELEMENTARY SCHOOL	E
2035	MONTEZUMA-CORTEZ RE-1	5836	MESA ELEMENTARY SCHOOL	E
2180	MONTROSE COUNTY RE-1J	6807	PASSAGE CHARTER SCHOOL	H
2690	PUEBLO CITY 60	0822	BESSEMER ELEMENTARY SCHOOL	EM
2690	PUEBLO CITY 60	3206	HEROES MIDDLE SCHOOL	M
2690	PUEBLO CITY 60	4302	IRVING ELEMENTARY SCHOOL	E
2690	PUEBLO CITY 60	7481	RONCALLI STEM ACADEMY	M
2530	ROCKY FORD R-2	5114	JEFFERSON INTERMEDIATE SCHOOL	E
1560	THOMPSON R2-J	5992	MONROE ELEMENTARY SCHOOL	E
3080	WELD COUNTY RE-1	3398	GILCREST ELEMENTARY SCHOOL	E
3140	WELD COUNTY S/D RE-8	8930	TWOMBLY ELEMENTARY SCHOOL	E
0070	WESTMINSTER 50	4465	JOSEPHINE HODGKINS ELEMENTARY SCHOOL	E
0880	DENVER COUNTY 1	0010	ABRAHAM LINCOLN HIGH SCHOOL	H
0880	DENVER COUNTY 1	0040	RIDGE VIEW ACADEMY CHARTER SCHOOL	H
1620	AGUILAR REORGANIZED 6	0058	AGUILAR ELEMENTARY SCHOOL	E
0880	DENVER COUNTY 1	0067	ACADEMY OF URBAN LEARNING	H
0030	ADAMS COUNTY 14	0186	ALSUP ELEMENTARY SCHOOL	E
0100	ALAMOSA RE-11J	0368	ALAMOSA OMBUDSMAN SCHOOL OF EXCELLENCE	MH
0010	MAPLETON 1	0501	MONTEREY COMMUNITY SCHOOL	E
0880	DENVER COUNTY 1	0650	BEACH COURT ELEMENTARY SCHOOL	E
8001	CHARTER SCHOOL INSTITUTE	0654	THE PINNACLE CHARTER SCHOOL ELEMENTARY	E
0880	DENVER COUNTY 1	1295	COLLEGIATE PREPARATORY ACADEMY	H
3120	GREELEY 6	1384	CENTENNIAL ELEMENTARY SCHOOL	E
0120	ENGLEWOOD 1	1556	CHERRELYN ELEMENTARY SCHOOL	E
0880	DENVER COUNTY 1	1866	ACE COMMUNITY CHALLENGE SCHOOL	H
0880	DENVER COUNTY 1	2188	DENVER CENTER FOR 21ST LEARNING AT WYMAN	MH
0030	ADAMS COUNTY 14	2308	DUPONT ELEMENTARY SCHOOL	E
0020	ADAMS 12 FIVE STAR SCHOOLS	2582	ROCKY MOUNTAIN ELEMENTARY SCHOOL	E
0180	ADAMS-ARAPAHOE 28J	2998	FLETCHER COMMUNITY SCHOOL	E
1390	HUERFANO RE-1	3306	GARDNER ELEMENTARY SCHOOL	M

0880	DENVER COUNTY 1	3512	GOLDRICK ELEMENTARY SCHOOL	E
0880	DENVER COUNTY 1	3778	HARRINGTON ELEMENTARY SCHOOL	E
3120	GREELEY 6	4438	JOHN EVANS MIDDLE SCHOOL	M
0880	DENVER COUNTY 1	4494	JUSTICE HIGH SCHOOL DENVER	H
0030	ADAMS COUNTY 14	4536	KEMP ELEMENTARY SCHOOL	E
8001	CHARTER SCHOOL INSTITUTE	4699	NEW AMERICA SCHOOL - THORNTON	H
0910	EAGLE COUNTY RE 50	4838	JUNE CREEK ELEMENTARY SCHOOL	E
2520	EAST OTERO R-1	4841	LA JUNTA INTERMEDIATE SCHOOL	E
0180	ADAMS-ARAPAHOE 28J	4970	LANSING ELEMENTARY COMMUNITY SCHOOL	E
0180	ADAMS-ARAPAHOE 28J	5361	LYN KNOLL ELEMENTARY SCHOOL	E
0880	DENVER COUNTY 1	5448	MANUAL HIGH SCHOOL	H
0880	DENVER COUNTY 1	5608	MATHEMATICS AND SCIENCE LEADERSHIP ACADEMY	E
3120	GREELEY 6	5620	MAPLEWOOD ELEMENTARY SCHOOL	E
2690	PUEBLO CITY 60	5916	MINNEQUA ELEMENTARY SCHOOL	E
2740	MONTE VISTA C-8	6036	BILL METZ ELEMENTARY SCHOOL	E
1420	JEFFERSON COUNTY R-1	6237	NEW AMERICA SCHOOL	H
0880	DENVER COUNTY 1	6239	NOEL COMMUNITY ARTS SCHOOL	MH
0180	ADAMS-ARAPAHOE 28J	6310	NORTH MIDDLE SCHOOL HEALTH SCIENCES AND TECHNOL	M
0020	ADAMS 12 FIVE STAR SCHOOLS	6376	NORTH STAR ELEMENTARY SCHOOL	E
0470	ST VRAIN VALLEY RE 1J	6404	NORTHRIDGE ELEMENTARY SCHOOL	E
1420	JEFFERSON COUNTY R-1	6474	O'CONNELL MIDDLE SCHOOL	M
1420	JEFFERSON COUNTY R-1	6848	PENNINGTON ELEMENTARY SCHOOL	E
0180	ADAMS-ARAPAHOE 28J	7558	SABLE ELEMENTARY SCHOOL	E
0880	DENVER COUNTY 1	7698	SCHMITT ELEMENTARY SCHOOL	E
0880	DENVER COUNTY 1	8053	SOAR AT GREEN VALLEY RANCH	E
0880	DENVER COUNTY 1	8054	HENRY WORLD SCHOOL GRADES 6-8	M
0180	ADAMS-ARAPAHOE 28J	8078	SOUTH MIDDLE SCHOOL	M
0880	DENVER COUNTY 1	8132	SOUTHWEST EARLY COLLEGE	H
0880	DENVER COUNTY 1	8995	VISTA ACADEMY	H
0880	DENVER COUNTY 1	9050	VALVERDE ELEMENTARY SCHOOL	E
0180	ADAMS-ARAPAHOE 28J	9060	VAUGHN ELEMENTARY SCHOOL	E
0180	ADAMS-ARAPAHOE 28J	9140	VIRGINIA COURT ELEMENTARY SCHOOL	E
1420	JEFFERSON COUNTY R-1	9154	VIVIAN ELEMENTARY SCHOOL	E
1010	COLORADO SPRINGS 11	9445	WEST ELEMENTARY SCHOOL	E
0180	ADAMS-ARAPAHOE 28J	9514	WHEELING ELEMENTARY SCHOOL	E
1420	JEFFERSON COUNTY R-1	9515	WHEAT RIDGE 5-8	EM
3210	WRAY RD-2	9729	BUCHANAN MIDDLE SCHOOL	E
0880	DENVER COUNTY 1	9739	WYATT ACADEMY	EM
8001	CHARTER SCHOOL INSTITUTE	9785	YOUTH & FAMILY ACADEMY CHARTER	H

B. In identifying focus schools, was the SEA's methodology based on the achievement and lack of progress over a number of years of one or more subgroups of students identified under ESEA section 1111(b)(2)(C)(v)(II) in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system or, at the high school level, graduation rates for one or more subgroups?

CDE identified schools based on three years of reading and math proficiency data for disaggregated groups of students. Additionally, high school graduation rate data, both overall and for disaggregated groups, was included.

b. Did the SEA's methodology result in the identification of focus schools that have —

(i) the largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups or, at the high school level, the largest within-school gaps in the graduation rate; or

(ii) a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate?

CDE focused upon definition ii. Colorado holds all subgroups to the same high proficiency targets and graduation rate expectations.

c. Did the SEA identify as focus schools all Title I-participating high schools with a graduation rate less than 60 percent over a number of years that are not identified as priority schools?

In the current list of focus schools, 9 schools were identified for graduation rates less than 60% and another 16 were identified for both low graduation rate and low achievement (see Table 28).

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

CDE proposes to exit schools from "focus" status if they can demonstrate:

1. Two consecutive years of an Improvement or Performance school plan type assignment, based on the School Performance Frameworks (either their 1 or 3 year rating), or
2. Two consecutive years of disaggregated student achievement data equivalent to a *meets* rating (either their 1 or 3 year rating) for schools identified for low achievement of disaggregated group(s), or
3. Two consecutive years of the Graduation Rate indicator rating of *meets,* based on the School Performance Frameworks (either their 1 or 3 year rating) for schools identified for low graduation rates, or
4. School becomes a SIG school and therefore moves to priority status.

Two consecutive years of improved performance and two years of improved disaggregated student achievement will provide a sufficient indication of sustained improvement.

2.F,G PROVIDE INCENTIVES AND SUPPORTS FOR PRIORITY, FOCUS, OR OTHER TITLE 1 SCHOOLS

2.F **Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.**

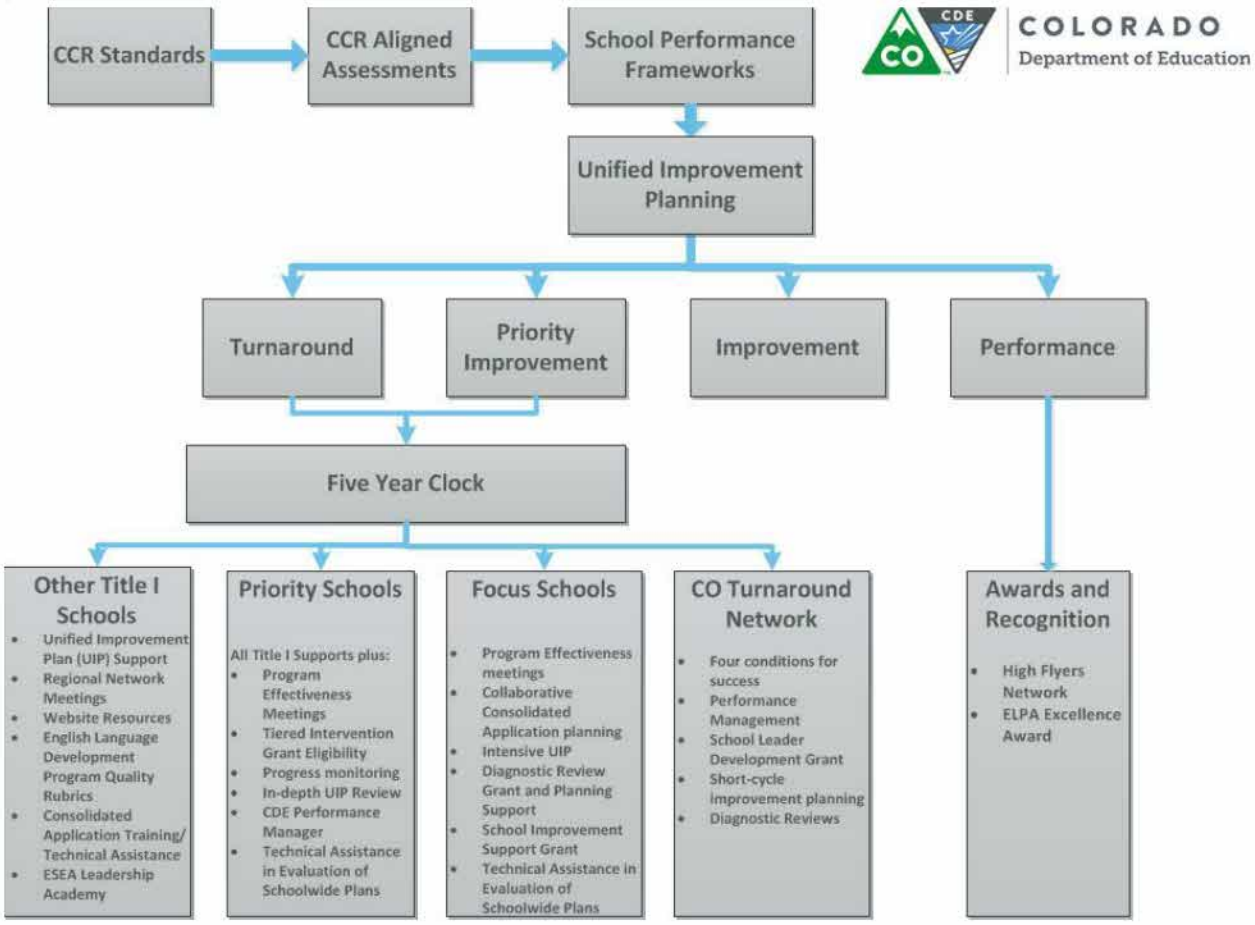
2.G **Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:**

i. **timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;**

ii. **ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system SIG funds, and other Federal funds, as permitted, along with State and local resources).**

iii. **Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.**

Figure 8: Colorado's Differentiated System of Support



Approval of our waiver will enable the state to utilize limited resources to support all schools and districts in a more focused and intentional way. In turn, it will foster partnerships with impacted schools and districts to attain increased capacity through comprehensive monitoring, targeted technical assistance, and ensuring fidelity to implementation of research based practices. Best practices from districts with higher levels of performance and autonomy will be captured and shared as part of the technical assistance opportunities. Most importantly, school and district leaders in Colorado will be empowered to create systems that support each student to achieve college- and career-readiness.

Unified Improvement Plan (UIP)

The Unified Improvement Plan (UIP) process embodies Colorado's philosophy of continuous improvement as it requires reflection and action, guiding ALL schools and districts toward focusing their improvement efforts and funds on the areas of greatest need. The UIP process leads schools and districts through in-depth data analyses, identification of performance challenges, root cause analysis of those challenges, and the development of action steps, targets and benchmarks designed to address the performance challenges. In Colorado, the UIP process has become a bridge that links accountability and support.

Colorado knows that creating an improvement plan can significantly focus a school or district's attention on instruction and achievement. However, when schools and districts are asked to complete separate improvement plans for Title I school programs, Title I Improvement, Title II 2141(c) identification, Title III improvement, High Priority Graduation Designations and state Turnaround plans, a school or district's ability to use the plan to focus their actions is lost. In 2010 with growing concerns from the field about the number of required improvement plans, CDE set out to design a system that streamlines all improvement planning requirements into one document. The resulting template provided in Appendix 5 or posted on the web (http://www.cde.state.co.us/uip/uip_templates) is comprehensive and provides schools and districts with a structure that is flexible enough to meet their own unique planning needs – while still enabling them to meet state (e.g., SB-163 state accountability) and federal (e.g., Titles I, IIA, III) accountability improvement planning requirements. A recent enhancement to the process includes the introduction of an online UIP system. All schools and districts are required to submit an improvement plan using the UIP using the paper-based template or the online system.

The process has pushed many schools and districts to truly focus on their performance challenges, determine root causes and align resources and actions to address those identified challenges. It is also helping to shift improvement planning from an "event" to a "continuous improvement" cycle. The basic layout (paper plan and the online UIP system) includes:

- *A pre-populated report*. This is a brief report created by the state that lists the state and federal accountability expectations, the school or district's performance on the accountability measures and whether the school or district met the expectations. This report also identifies whether the school or district is identified for improvement under state and/or federal accountability.

- *A data narrative*. Schools and districts must: (1) review current performance (including annual performance targets set in the previous year) and describe trends; (2) prioritize performance challenges; (3) determine the root causes of those performance challenges; and (4) create the data narrative. The analysis builds upon the SPF/DPF as the starting point for data analysis. All districts and schools are expected to consider at least three years of data and **must address indicator areas where they do not at least meet state or federal performance expectations**.

- *Target Setting*. Schools and districts must supply their annual and interim targets for their identified performance challenges. This includes setting targets that meet state and federal requirements. Overall, these performance targets need to move schools and districts aggressively towards state expectations (AMOs) for each performance indicator, while at the same time considering what is possible in a given timeframe and the schools' or districts' current status..

- *Action Planning*. Based on the priority performance challenges and root causes identified in the data narrative, schools and districts must then identify major improvement strategies. These strategies are then broken into action steps that include timelines, resources and implementation benchmarks.

- *Addenda Forms*. Because of the wide variety of reporting requirements, schools and districts may choose to supplement their UIP document with program specific forms that help to ensure that all state and/or federal requirements are met (e.g., Title I Schoolwide program, Title IIA 2141c).

In completing the UIP process and the components listed above, public accountability is central. Stakeholders, including principals, teachers, parents, and community members are expected to participate in the plan development. Colorado law (HB11-1126 and SB13-193, Improving Parent Involvement in Schools) requires that when a school receives a Priority Improvement or Turnaround Plan, districts must inform parents of the timeline for creating the UIP and provide notification of a public hearing to review the final plan before adoption. Staff and accountability committees are required to review school progress on a quarterly basis. By requiring a transparent process for improvement planning, schools and districts ensure that all performance concerns are addressed.

The review, timeline and requirements to be addressed in the UIP are differentiated by the type of identification under state accountability. This reflects the philosophy that the state increases scrutiny and support for schools and districts that are struggling. Schools and districts identified as Turnaround and Priority Improvement are required to submit plans by January 15. CDE then provides actionable feedback to the schools and districts. The State Review Panel may also review the UIPs to provide advice to the Commissioner and the State Board of Education. This report is available to districts, upon request.

All school and district plans are due to CDE by April 15th for public posting on SchoolView (http://www.schoolview.org/performance.asp) after the April 15th submission. Small, rural districts with a Performance rating have been granted additional flexibility to submit their plans biennially. This public

posting process encourages transparency and local accountability and also enables schools and districts to learn from each other.

Finally, the state differentiates its levels of support for the UIP process depending upon the level of concern for the school or district. CDE has provided a vast number of resources and trainings available to all school and district leadership. Universal trainings include regional sessions that provide hands-on support for all schools and districts with some differentiation based upon experience with the UIP process. There is also a wide array of resources available on the CDE website. This includes guidance documents (e.g., UIP Handbook, walkthrough of the new online UIP system, UIP planning in small systems, Implications of the State Assessment Transition on the UIP process, UIP in new schools, online tutorials), resources to support improvement planning (e.g., links to school and district data dashboards, templates for trend analysis, activities for root cause analysis), annotated examples and case stories. To access these resources, go to: http://www.cde.state.co.us/uip.

Colorado's accountability system creates incentives to focus on improved student achievement for all students. As the performance indicators begin at an individual student level, and create student specific adequate growth targets, incentives are built into the measure to encourage schools and district to ensure that all students both meet at least typical median growth, and make enough growth to be on track to become/remain proficient. At the district level, the system has incentivized high performance by committing to allow greater autonomy for those districts at the highest level. Higher performing districts have more discretion in planning, resource allocation and program implementation. At the risk of over-simplifying, the message to higher performing districts is, "Call us if you need us." The message for lower performing districts is, "You don't need to call us, we'll call you."

To support LEAs in their development and oversight of school Priority Improvement and Turnaround plans, CDE hosts full-day regional trainings for districts with schools assigned a Priority Improvement, Turnaround Plan, or focus school status. The sessions are designed for the SEA to provide LEAs guidance in the district's role in supporting schools in the development and implementation of UIPs. Outcomes of the sessions are to:

- Provide views of performance data schools need to determine priority needs, annual targets, and root causes.
- Develop a plan for working with schools to:
    - Complete data analysis (describe significant trends, identify priority needs, and determine root causes of priority needs);
    - Set annual targets monitored by interim measures;
    - Select improvement strategies and action steps (that are appropriate to the level of need and state/federal accountability designation for each school) monitored using implementation benchmarks; and
    - Meet requirements for schools also identified for Title I Improvement (corrective action or restructuring).
- Determine the process and tools that will be used in local review of /feedback about school plans.

- Determine the relationship between district and school-level improvement plans.
- Provide feedback to CDE about additional support needs.

CDE provides support for LEAs with focus schools and focus school staff as part of this training. As districts and schools are now into their fourth full year of developing, submitting and implementing Unified Improvement Plans, CDE also intends to shift the focus toward the implementation of interventions and progress-monitoring.

Tiered Supports for Districts and Schools

CDE believes that supports for districts and schools must be differentiated according to their performance and growth. As such, CDE has developed a tiered system of supports to meet the needs of a range of schools and districts. The table below outlines these supports to Colorado's districts. All districts may avail themselves of the Universal Supports, while the targeted and intensive supports for Tiers II and III represent more strategic and continuous incentives and supports for priority, focus, and other Title I schools with disaggregated groups that are persistently missing AMO or graduation rate targets.

Table 30: Tiered Supports for Districts

Tier I: Universal Supports	**All Districts with Title I schools**
• Website Resources • Regional Networking Meetings • Office Hours • ESEA Program Effectiveness Tenets • English Language Development Program Quality Rubric • Consolidated Application Training/Technical Assistance • Training on Use of AMO Database • ESEA Leadership Academy	
Tier II: Targeted Supports (inclusive of Tier I supports)	**All districts with Title I schools with significant and persistent achievement or graduation gaps and/or a Priority Improvement or Turnaround plan assignment**
• Program Effectiveness meetings • Targeted Consolidated Application Support • Eligibility for Title I Improvement Grants	
Tier III: Intensive Supports (inclusive of Tier II and III supports)	**Districts with a Priority Improvement or Turnaround Plan assignment**
• Program Effectiveness meetings • Collaborative consolidated application planning • Targeted District Improvement Partnership • CDE Performance Manager • Intensive UIP review • EL Data Dig Tool • School Improvement Support Grant • MTSS District Systems Self-Assessment	

Tiered Supports for Schools: The table below outlines the supports to Colorado's schools. All schools may avail themselves of the Universal Supports, while the targeted and intensive supports for Tiers II and III represent more strategic and continuous incentives and supports.

Table 31: Tiered Supports for Schools

Tier I: Universal Supports	**All Title I Schools**
• Unified Improvement Plan Support • Website resources • Regional Networking Meetings • Office Hours • ESEA Program Effectiveness Tenets • English Language Development Program Quality Rubric • Consolidated Application Training/Technical Assistance • ESEA Leadership Academy	
Tier II: Targeted Supports(inclusive of Tier I supports)	**Title I schools with significant and persistent achievement or graduation gaps and/or a Priority Improvement/Turnaround plan assignment**
• Program Effectiveness meetings • Eligibility for Title I Improvement Grants • UIP Review • Supports for English language development programs • Supports for special education programs • Supports for effective schoolwide planning • Support for MTSS implementation	
Tier III: Intensive Supports(inclusive of Tier I and II supports)	**Title I Priority Schools**
• Tiered Intervention Grant • CDE Performance Manager • In-depth UIP Review • Technical Assistance in evaluation of Schoolwide Plan	
Tier III: Intensive Supports(inclusive of Tier I and II supports)	**Title I Focus Schools**
• Program Effectiveness meetings • Collaborative consolidated application planning • Intensive UIP Review • Technical Assistance in evaluation of Schoolwide Plans • Diagnostic Review and Planning Support Grant • School Improvement Support Grant	
Tier III: Intensive Supports(inclusive of Tier I and II supports)	**Title I Focus Schools not exiting Focus School status**
• Program Effectiveness meetings • Collaborative consolidated application planning • MTSS District Systems Self-Assessment • In-depth examination of focus school Comprehensive Needs Assessment	

Tier I: Universal Supports

Universal Supports are those activities and supports that benefit all districts and schools. They represent best practice, as well as the kind of information that schools and districts need in order to meet the requirements of ESEA programs. These services and supports are provided to all Title I schools and districts, including those that have missed AMOs or graduation targets but are not identified for differentiated support (i.e., schools that have missed AMOs for one or two subgroups, but their gaps are not large enough to be classified as significant. See next section on Tier II Supports for identification of and supports provided to schools that have significant and persistent achievement or graduation gaps).

Website Resources

The Federal Programs Unit has developed and posted for reference many resources and technical assistance opportunities, as well as fact sheets and policy briefs to provide guidance on requirements, program design and implementation, including supports for specific subgroups of students. See more at http://www.cde.state.co.us/fedprograms/resourcesandtechnicalassistance.

Regional Networking Meetings

Regional Networking Meetings are held throughout Colorado. All district and school personnel are welcome to attend these meetings. These meetings provide a forum for stakeholders to engage with Federal Programs Unit staff and local practitioners, as well as communicate about local updates, needs, and concerns. Federal Programs staff, in concert with other CDE offices, uses this opportunity to engage with participants and provide locally relevant updates from other areas of the state. Topics of discussion at Regional Networking Meetings to date have included Title I program quality and the differentiation of Title I services and other ESEA program services for subgroups, particularly English Learners. Future Regional Networking Meetings will continue to provide programming guidance and support for serving all subgroups including, but not limited to, economically disadvantaged students, English Learners, and students with disabilities. See more at:
http://www.cde.state.co.us/fedprograms/federalprogramsregionalnetworkingmeetings.

Office Hours

The Office of Elementary and Secondary Act (ESEA) Programs conducts monthly online technical assistance via webinars with school districts and BOCES that address program requirements and topics of interest, such as developing programs that increase the academic performance of all students, with an emphasis on historically underserved student populations.

ESEA Program Effectiveness Tenets: Self-Assessment Tool

Based on the CDE Standards and Indicators for Continuous Improvement, which are used for diagnostic review of school and district systems, CDE has developed ESEA program effectiveness tenets and an accompanying rubric. The tenets are intended to help define the components of a Title I program that is effective in meeting the needs of all students at risk of not meeting the academic standards, especially historically underserved students. These tenets will be used to assess and improve local program effectiveness, especially among low-performing schools and districts. In addition, the tenets will help to establish more rigorous criteria for the approval of low-performing districts' consolidated applications and the subsequent release of funds. CDE believes that through the infusion of these tenets into the

application, monitoring and supports, local program effectiveness will be improved and student achievement will be increased. The program effectiveness tenets will be incorporated into a series of meetings with struggling districts and districts with struggling Title I schools to help ensure the maximum return on program investment.

English Language Development Program Quality Rubric: Self-Assessment Tool
CDE has developed a self-assessment framework that can be used to guide a district in establishing and/or improving upon a system that would support and be inclusive of the unique academic, linguistic, and social-emotional needs of English learners (ELs). While the tool is available to all districts, CDE uses this tool in program effectiveness meetings with school districts that have failed to meet ESEA Title III Annual Measurable Achievement Objectives (AMAOs) for four or more consecutive years. The goal is to provide additional support to districts in developing, modifying, monitoring, and evaluating English Language Development programs.

For additional information about universal supports provided to schools, see Section 1B "*Additional Professional Development around English Learners and Students with Disabilities*" (pages 44 through 51).

Consolidated Application Training/Technical Assistance
The ESEA Office provides general training to the field in support of the annual Consolidated Application. Trainings provide LEAs with information regarding how ESEA funds can be leveraged in support of an identified need and how the use of funds can be coordinated with other similar programs. The trainings also include information regarding how to conduct an effective needs assessment, how to evaluate the effectiveness of funded programs, and how to complete the application. Finally, the trainings provide examples of effective uses of funds and examples of effective strategies.

Training on Use of AMO Database
CDE releases AMO results to school districts and the public, and these data are also found in school and district performance frameworks. However, schools and districts need additional training in how to use the data to drive improvement planning. In the spring of 2015, the Federal Program unit and the Exceptional Student Services Unit of CDE will team to provide more in-depth training that assists districts with not only understanding this data, but in understanding how to use it to provide appropriate supports to these students in these subgroups, particularly economically disadvantaged students, English Learners, minority students, and students with disabilities. This technical support will be followed up in Program Effectiveness meetings with additional assistance.

[For more additional information about AMOs and Colorado's most recent data on AMOs please visit http://www.cde.state.co.us/fedprograms/dper/amos and http://www.cde.state.co.us/fedprograms/state-level-assessment-data-summaries.]

For additional information about universal supports provided to schools serving students with disabilities, see Section 1B "*Professional Development in Multi-Tiered Systems of Support (MTSS)* (pages 51 through 63).

ESEA Leadership Academy
The ESEA Leadership Academy is an annual opportunity for district and school staff to get up-to-date information and guidance about ESEA programs and other state initiatives relevant to them. Information and resources are provided around requirements and flexibility, as well as best practices. See more at: http://www.cde.state.co.us/fedprograms/2014-esea-leadership-academy#sthash.CGNpN1P3.dpuf.

Tier II: Targeted Supports

In addition to the above universal supports that are provided to all Title I districts and schools - including schools that have missed AMOs but are not identified for differentiated supports - targeted supports are provided to Title I schools with low performance on the state accountability system (i.e., Title I schools with a Priority Improvement or Turnaround plan type) and any other Title I school that has significant and persistent achievement and graduation gaps. Because Colorado does not have the capacity to provide differentiated supports to all Title I schools that have missed AMOs, the following criteria will be used to identify schools with significant and persistent achievement and graduation gaps for differentiated interventions, incentives, and supports:

- Received Title I funds for three consecutive years and for those three years missed:
    - AMOs or graduation targets for the greatest number of subgroups; and
    - The greatest percentage of AMO and graduation targets; and
    - The targets by the largest margins.

[For Colorado's AMO definition, determinations and targets, see Section 2.B.i., pages 114-119. For an explanation of graduation targets, including for disaggregated groups, see Section 2A, School and District Performance Frameworks, pages 86 and 88-89.]

Targeted Supports, which are inclusive of Universal Supports, are strategically designed to address the specific needs of historically underserved students enrolled in low-performing schools and districts. By offering these supports early in the accountability timeline, CDE believes there is a greater likelihood for improvement in student outcomes, closing achievement and graduation gaps, and helping schools attain an early exit from Priority Improvement or Turnaround status. The supports include additional interventions for Title I schools that have significant and persistent achievement and graduation gaps and Title I schools assigned Priority Improvement/Turnaround plan types.

Program Effectiveness Meetings
The ESEA Office conducts meetings with districts to discuss the ways in which ESEA funds are being utilized to support all students who are most at risk of not meeting state academic standards. The intent of these meetings is to use data to identify gaps in performance and guide districts in planning services that are most likely to accelerate the academic achievement of students. The meetings are in anticipation of each subsequent year's application for funds. "Use of funds" meetings morphed in the 2013-2014 school year and shifted focus to the effectiveness of programs in accelerating the achievement of nonproficient students, particularly historically underserved students. CDE asks ~~ed~~ districts to consider why each was continuing to conduct the same types of activities or why particular

strategies and activities were being suggested. These meetings, in many cases, expedited the approval of the Consolidated Application, thus providing districts with a means to enact their plans more quickly and initiate services for students in a timelier manner. As a result of these meetings, districts may be asked to redirect funds to those activities that will have the greatest likelihood of positively impacting the achievement of students at risk of not meeting state standards, including students with disabilities, students of poverty, and English learners.

During the 2014-2015 school year, the Federal Programs Unit at CDE identified and offered supports to approximately 70 Colorado districts that met the following criteria:

- Districts accredited with a Priority Improvement or Turnaround Plan; and
- Districts accredited with higher performance ratings but continued to have Title I schools performing at the lowest levels; and
- Districts or consortiums not meeting AMAO targets, particularly those missing targets for four or more years.

For 2015-2016, and future school years, the criteria for inclusion in Program Effectiveness meetings will be modified to include any district that has Title I schools with significant and persistent achievement and graduation gaps. Guidance will be provided on interventions and supports most likely to accelerate the achievement of subgroups, particularly any subgroups having missed AMOs and graduation targets by the largest margins and for multiple years.

Targeted Consolidated Application Support

Through its Program Effectiveness meetings, CDE meets with district staff to discuss the activities and strategies to be implemented in struggling Title I schools. This opportunity for districts includes an examination of prior strategies and activities, evaluating their effectiveness on student outcomes and whether these should be continued.

Eligibility for Title I Improvement Grants

Diagnostic Review Grant: This grant is made available to Title IA focus schools, Title I schools identified as having a significant and persistent achievement or graduation gap, and Title I schools with a Priority Improvement or Turnaround plan type to provide funds for planning and appraisal services. Each eligible school may receive funds for a Diagnostic Review to support a focused approach to improvement aligned with the CDE Standards for Continuous Improvement as well as assistance with incorporating these reviews into their UIP.

School Improvement Support Grant: This grant is made available to Title IA focus schools, Title I schools identified as having a significant and persistent achievement or graduation gap, and Title I schools with a Priority Improvement or Turnaround plan type in order to address the needs identified by a diagnostic review and support a focused approach to improvement. A diagnostic review within the last two years is a prerequisite for receiving a School Improvement Support (SIS) Implementation Grant.

Applicants are required to demonstrate implementation efforts and strategies that:

- Reflect prioritized and identified areas from the diagnostic review process which will dramatically improve student achievement, particularly any subgroups with significant and persistent achievement and graduation gaps; and
- Select improvement strategies aimed at reducing systemic barriers to student achievement and which will support improvement across the entire district.

The purpose of this grant is to provide funds to eligible schools to support a focused approach to improvement in alignment with the CDE Standards for Continuous Improvement.

In-depth UIP Review

The ESEA Office staff carefully reviews district and school UIPs, with a focus on:

- alignment with any diagnostic review conducted
- use of ESEA funds in the consolidated application
- strategies that have a strong likelihood of closing opportunity gaps, and address any missed AMO or graduation targets for any subgroups with significant and persistent achievement and graduation gaps.

Technical Assistance in Evaluation of Schoolwide Plans

Districts with Title I schools operating Schoolwide Programs and who have been assigned plan types of Priority Improvement or Turnaround will be offered assistance in the annual evaluation of these plans. Assistance could take the form of reviewing the evaluation, participating with the school in the evaluation, or offering the supports of an external partner. The outcome for this activity will be information that can improve the effectiveness of any subsequent Schoolwide Plans. Given the flexibility inherent in schoolwide programs, it is imperative that these schools engage in a robust evaluation of their plans, so that subgroups that are struggling to meet the state's academic standards are provided with better opportunities to learn.

Tier III: Intensive Supports

Intensive Supports, inclusive of the Universal and Targeted supports, bring more frequent and deliberate interactions with districts and schools farthest along on Colorado's five-year accountability clock. These supports are particularly directed at districts with schools that have not exited focus school status.

Program Effectiveness Meetings

In addition to the description of Program Effectiveness meetings above, these will have a more targeted examination of AMO subgroup data and strategies and tools that might assist the district and its school to close opportunity gaps. This is particularly true for districts with focus schools that have not shown sufficient growth and achievement for identified subgroups to exit focus school status. The meetings take place over the course of the school year in order to make adjustments to strategies and activities that may not result in the accelerated growth of students most at-risk.

Collaborative Consolidated Application Planning
CDE staff collaborates with identified districts, in order to support the identification of strategies and activities that have the greatest likelihood of improving outcomes for students, particularly students of poverty, students learning English, students with disabilities, and students of minority status. This opportunity for districts includes an examination of prior strategies and activities, evaluating their effectiveness on student outcomes and whether these should be continued. For districts with focus schools, there is an intensive examination of opportunity gaps across subgroups of students.

Intensive UIP Review
The ESEA Office staff carefully reviews district and school UIPs, with a focus on:

- alignment with any diagnostic review conducted;
- use of ESEA funds in the consolidated application; and
- strategies that have a strong likelihood of closing opportunity gaps.

Subsequent to this review, CDE staff meets with the district through the Program Effectiveness Meetings to address any revisions or additions that need to be included in the UIP and assist in alignment of the UIP to the Consolidated Application.

Targeted District Improvement Partnerships
This grant program provides support and incentive to districts that are identified as Accredited with a Priority Improvement or Turnaround plan. CDE has prioritized partnering with a subset of Priority Improvement and Turnaround school districts in strategic improvement planning, implementation, and progress monitoring process to significantly improve student achievement through Targeted District Improvement Grants which involve the following:

- Creation of a district team to work alongside a CDE cross-unit team;
- Participation in the district-level diagnostic review process;
- Team participation in the review of the district-level diagnostic review and prioritization of 3-4 focus areas;
- Engagement in root cause analysis of the 3-4 focus areas;
- Evaluation of available strategies and resources to address the focus areas;
- Creation of district UIP in partnership with the CDE cross-unit team that addresses the improvement focus areas; and
- Partnership with CDE's cross-unit team for 3 years to implement the plan.

Tiered Intervention Grants
This grant program utilizes Title I 1003(g) funds to support districts that have chronically low-performing schools in the lowest 5 percent of achievement as indicated by state assessments. Since this is the lowest tier of schools, the intent of this grant is to provide funding for districts to:

- Partner with CDE in the implementation of one of the four intervention models provided in the guidance for the use of Federal Title I 1003(g) funds;

- Increase the academic achievement of all students attending chronically low-performing schools through the development of a coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs; and
- Utilize the support and services from external providers in their efforts to accomplish the above.

Intensive monthly progress monitoring occurs by CDE both onsite, by phone and by other electronic means.

Performance Manager

CDE Performance Managers work with Priority schools, beginning with the data analysis process. Performance challenges in the school are identified, including challenges for English learners and students with disabilities. Next, root causes are identified. Performance Managers work with the school through the root cause identification process to identify the most direct and appropriate improvement strategy and assist in improving outcomes for students. When an appropriate improvement strategy is identified, then the Performance Manager works to identify key actions, resources and supports. Through the regularly scheduled on-site visits, the Performance Managers check for and support implementation of the improvement strategies.

EL Data Dig Tool

The EL Data Dig tool is intended for districts that have priority, focus, or other low-performing Title I schools that have been identified because of the disaggregated achievement and growth of the English learner subgroup. In addition, the district has failed to make AMAO targets for two or more years. CDE will facilitate regional meetings with LEAs that meet the above requirements to outline CDE's expectations for the use of the tool, including:

- Each LEA must complete and submit the EL Data Dig Tool.
- Each LEA must submit to CDE a detailed narrative that describes:
    - the strengths and challenges of the LEAs ELD programming
    - current efforts addressing challenges
    - current efforts to sustain strengths
    - specific supports to schools the LEA is currently providing
    - specific supports to schools the LEA is planning to provide
- Each LEA must submit a Unified Improvement plan that reflects the outcomes of the data analysis.
- LEA may request an ELD program review conducted by CDE staff.
- Upon receipt of ELD Program review report, LEA must develop a plan to address the findings of the report.
- CDE staff will monitor the LEAs improvement plan and provide ongoing assistance and guidance through onsite visits and phone calls throughout the school year.

Diagnostic Review and Planning Support

This opportunity is made available to Title I focus schools and Title I schools with a Priority Improvement or Turnaround plan type to provide funds for planning and appraisal services. Each eligible school may receive funds for a Diagnostic Review to support a focused approach to improvement, aligned with the

CDE Standards for Continuous Improvement, as well as assistance with incorporating these reviews in the UIP.
See more at: http://www.cde.state.co.us/fedprograms/diagnosticreviewandplanninggrant

School Improvement Support Grant
This grant is made available to Title IA focus Schools and Title I schools with a Priority Improvement or Turnaround plan type in order to address the needs identified by a diagnostic review and to support a focused approach to improvement. A diagnostic review within the last two years is a prerequisite for receiving a School Improvement Support (SIS) Implementation Grant.

Applicants will be required to demonstrate implementation efforts and strategies which:

1. Reflect prioritized and identified areas from the diagnostic review process, which will dramatically improve student achievement.
2. Select improvement strategies aimed at reducing systemic barriers to student achievement and which can support improvement across the entire district.

The purpose of this grant is to provide funds to eligible schools to support a focused approach to improvement identified by the CDE Standards for Continuous Improvement.
See more at: http://www.cde.state.co.us/fedprograms/ti/sitig

MTSS District Systems Self-Assessment
The MTSS self-assessment is a tool that provides districts the opportunity to analyze their whole-school, data-driven, prevention-based framework for improving learning outcomes for every student through a layered continuum of evidence-based practices and systems at their focus schools.

The self-assessment guide specifically assists district and school leaders in analyzing implementation levels regarding the collection and utilization of academic and behavioral data for problem solving within the school improvement framework. The self-assessment also provides an analysis of the tiered intervention and supports system that is integrated into the district and school improvement process to ensure every student receives the appropriate and necessary supports to realize growth.

In-depth examination of Focus School Comprehensive Needs Assessment
Districts with Title I focus schools will be provided assistance with conducting the schools' process for developing the comprehensive needs assessment (CNA). The comprehensive needs assessment must reflect the needs of student subgroups that continue to struggle with demonstrating an understanding of the state's academic and linguistic standards. As such, CDE will engage with districts to ensure that the CAN is revisited and strengthened as necessary.

For districts that have focus schools that did not exit this status at the end of the initial three-year designation, the CNA process will be more rigorous and the results used to strengthen the reform strategies. This includes attention to how the school is leveraging its resources, how teachers are prepared to work with diverse groups of students, and how the district is supporting improved outcomes for students in these schools.

High Flyers Network: Utilizing Lessons Learned from High-Achieving Schools to Support Low-Performing Schools

Across the nation, numerous studies have highlighted the common characteristics of effective schools and districts (e.g., Hattie, 2009; Huberman, Navo, & Parrish, 2012; Kannaple & Clements, 2005; Parratt & Budge, 2011; Council of the Great City Schools, 2009; Maryland's report on The Best Practices of Title I Superlative Highest Performing Reward Schools, 2013; Massachusetts Department of Education's Reflecting on Success Report, 2013). CDE's Federal Programs Unit has also conducted two previous studies of high-performing schools and districts in order to identify best practices. The first study, called the High Growth Schools Study, focused on Title I schools that had demonstrated growth for their lowest performing students on the Colorado Growth Model. The second study, called the Program Quality Indicators (PQI) Study, focused on the English Language Development programs of districts that had demonstrated success with increasing the academic and linguistic performance of English learners.

In the current study, two CDE units (Federal Programs and Exceptional Students Services) worked together to not only identify common policies, procedures, and practices across high-achieving schools, but also to dive deeper into how they were implementing the policies, procedures, and practices that are contributing to the schools' success. This study builds upon the lessons learned from the two seminal studies to identify and disseminate the effective practices of high-*achieving* schools that have maintained high-achievement for three years for their disaggregated groups, specifically English learners, students with disabilities, students experiencing poverty, and minority students.

Goals and Objectives of the High-Achieving Schools Study

The goal was to conduct a rigorous study of high-achieving schools to identify and document the practices that have contributed to the schools' overall performance and to the performance of the schools' disaggregated groups, particularly English learners and students with disabilities. The objective is to disseminate findings to the field highlighting the effective, replicable practices that have been or could be supported with federal funding (ESEA or IDEA). In order to meet this intent, emphasis was placed on systematically collecting evidence of the practices and procedures that are contributing to the achievement of disaggregated groups, with particular attention to *how* the schools are implementing those effective practices and procedures.

In Phase II of the study, CDE will establish a network of high-achieving schools and create opportunities for high-achieving schools to serve as models and mentors for lower performing schools. A grant opportunity is being created to support low-performing schools in implementing some of the identified practices and strategies from the High-Achieving Schools Study. Attachment 14 includes a link to the summary report of the High-Achieving Schools Study.

School and District Performance Unit

The CDE School and District Performance Unit coordinates and provides support to low-performing schools and districts through its Performance Managers. Historically, this unit has provided support to districts accredited with Priority Improvement and Turnaround ratings in the form of: diagnostics, data analysis, improvement planning, and on-site coaching. In the past two years, the unit has significantly redesigned its approach to take advantage of the urgency created by Colorado's Education Accountability Act (SB 09-163). The unit has created a theory of action which states:

If we...

- Foster key conditions and research-based turnaround principles;
- Diagnose and structure focused improvement planning;
- Align, differentiate, and leverage the allocation of funds to ensure equity and maximize impact;
- Use select data and indicators to track and monitor progress;
- Actively support new and growing turnaround talent development programs; and
- Pursue bold and urgent interventions and actions with schools and districts

Then we will see dramatic improvements in Priority Improvement and Turnaround schools and their districts.

The unit has developed strategies to work directly with select schools and their districts as a means to encourage and catalyze improvements in district systems and supports for the lowest-performing schools. To do this, the unit reorganized and changed its staff in the winter of 2014 to reflect the new work focus. The new approach provides tiered services aimed at clear outcomes for schools and districts.

Table 32 – (see below for details)

	Districts	Schools
Tier I: Universal Supports *(all districts and schools)*	• CDE staff attend all Superintendent Advisory Council (SAC) and BOCES meetings • Provide general support and information	• Provide tools and resources upon request
Tier II: Strategic Supports *(districts or schools on Priority Improvement or Turnaround (PI/T) or districts with a high concentration of schools in PI/T)*	• Targeted diagnostics • Short-cycle improvement planning • Performance management • Professional development opportunities • Increased accountability and transparency about student achievement goals • Five year accountability clock planning • School and district leader development grants	• Diagnostic reviews • Short-cycle improvement planning tools • Performance management tools • Professional development opportunities • Diagnostic and improvement grants • School leader development grants

	• Select district/school teams will engage in "Turnaround Learning Network" as means to explore four conditions for school success (Table 33)	
Tier III: Intensive Supports *(subset of Tier II but those willing to engage and partner with CDE)*	District Network • All of the above from Tier II with a more-engaging and committed partnership between district and CDE, including targeted resources and partnerships	Turnaround Network • Targeted diagnostics against four conditions for success • Short-cycle improvement planning • Performance management • Quarterly professional development • Targeted resources and partnerships • School leader development grants • Increased accountability and transparency about student achievement goals

Turnaround Network of Schools

In June 2014, CDE initiated a Turnaround Network of schools aimed at providing the most intensive level of support for schools with a Priority Improvement or Turnaround plan type and to bring about systemic changes in their districts. For 2014-2015, nine schools in five districts were identified through an RFP process, diagnostic reviews, and readiness consideration. The Turnaround Network focuses on four conditions for school success including: culture of performance; academic systems; talent management; and school operations (Table 33). These conditions are the basis for a one-day diagnostic site review conducted at each Turnaround Network school and utilized to identify major improvement strategies and are used as the basis for targeted planning. Through the Turnaround Network, CDE Turnaround Support Managers engage with identified school principals and their supervisors, or "district partners", for one or more years through a performance management process and routine. Turnaround Support Managers facilitate monthly performance management sessions with each principal and district partner to track and promote major improvement strategies and associated metrics. Progress and metrics are captured in shared documents.

The Turnaround Network represents a three-way partnership between the local district, the school, and CDE. District partners are expected to take over leading facilitation of the progress monitoring process and tools and are expected to conduct weekly observation and feedback visits with their participating principals. District partners are also expected to identify and advocate for district policies and practices which support the four Turnaround Network conditions. Principals are expected to focus their leadership and work on the identified improvements based on the four conditions and to advocate within the district for the autonomy and support they need. CDE serves as both a convener of resources and an outside perspective to hold the district and school accountable to agreed-upon improvement

efforts. CDE Turnaround Support Managers visit each Turnaround Network school monthly and convene all of the principals and district partners quarterly to provide common professional development. CDE seeks to provide and model high-quality professional development reflecting the importance of excellent, action-oriented adult learning experiences.

Within the context of Colorado's state accountability system (SB09-163), CDE seeks to leverage the Turnaround Network to incentivize schools and districts to make more bold changes in order to bring about rapid improvement in student learning. Schools and districts successfully participating in the Turnaround Network are expected to see quick gains in implementation and student outcomes. Through the performance management tools and processes, CDE is able to synthesize data, respond to trends in implementation, and report out. CDE will generate quarterly reports about the participating school and district's progress.

Table 33

1. Culture of Performance 1.1. School mission & vision 1.2 Shared accountability 1.3 Inspiring school environment 1.5 Purposeful relationships with families 1.6 Effective social-emotional supports 1.7 Continuous improvement	**2. Academic Systems** 2.1 Curriculum Aligned to Colorado Academic Standards 2.2 Articulated instructional model 2.3 Planning for equity 2.4 Meeting individual needs 2.5 Use of aligned and meaningful assessment 2.6 Multi-tiered system of supports
3. Talent Management 3.1 Strategic Leadership 3.2 Distributed Leadership 3.3 Instructional Leadership 3.3 Talent development 3.6 Evaluation	**4. School Operation** 4.1 Staff recruitment, allocation & retention 4.2 Budgeting and resource authority 4.3 Stakeholder engagement 4.4 Time allocation 4.5 Teacher collaboration

The Turnaround Network will expand in 2015-2016 to serve approximately 20 schools – 13 new schools and most of the first cohort returning for a second year. As the Turnaround Network develops, CDE will build on its capacity to offer support and professional development for participating principals and district partners.

Turnaround Learning Network

The "Turnaround Learning Network" will be an opportunity for up to 20 school/district teams to engage in a year-long learning experience exploring the four conditions for school success. The Turnaround Learning Network will demand less commitment than the Turnaround Network and will build on, complement, and expand the influence of the Turnaround Network in order to engage more district and school leaders in developing and sustaining systemic conditions needed for success.

The Center for Best Practice is a new CDE initiative designed to help shift CDE toward becoming and learning to be a more responsive system. The Center will be integral to this proposal by being involved in designing the professional learning experiences and by documenting and analyzing the learning

throughout the series with the goal of reflection and refinement of these CDE strategies. The Center will provide three core functions related to turnaround support: storytelling of successes in turnaround; influencing CDE practices and supports; and cross-divisional efforts.

The Turnaround Learning Network will create an opportunity for internal CDE offices to better collaborate and will also create an opportunity to meaningfully engage with select high-quality external partners who can support professional learning and accountability needed in our lowest-performing schools and districts.

District Network

CDE seeks to engage select and willing districts more deeply to effect systemic and structural improvements aimed at improving student performance through improved tools, processes and conditions for the district's low-performing schools. The District Network will support those willing to create proof points of success.

The "District Network" will serve one to three districts in a partnership between CDE, districts, and external organizations with the goal of working intensively to improve district systems for supporting their low-performing schools. CDE will utilize the engagement of other support systems – the Turnaround Learning Network, the Turnaround Network, and others to identify districts willing and ready to redesign systems and supports in five key areas:

- School and district culture of performance
- Academic systems
- Talent management – leadership and teaching
- Differentiated support for schools
- Board and community relationships

In addition to providing targeted support, the District Network will serve as a pathway by which districts can meet the requirements of the state accountability system. As low-performing districts and schools progress on the state's five-year accountability clock, they will face recommendations from the state Board of Education to make significant and dramatic improvements. The District Network will provide technical, systemic, and political support to take actions responsive to the local context and communities.

CDE will align targeted federal and state resources as well as external partnerships to accomplish the deep and sustaining systemic changes.

Turnaround Leadership Development

Strong and effective leadership in schools and districts is an essential factor in student success for any school. Turnaround environments require particular competencies and experiences. As a result, Colorado passed SB 14-124 in June 2014 establishing the School Turnaround Leaders Development Program. The new program is providing grants to providers of high-quality turnaround leadership development programs and grants to school districts so they can develop school leaders. CDE has issued

an RFP for Leadership Development Providers in order to identify high-quality Turnaround training opportunities within the state. State funds exist for one-time design grants for selected Providers. CDE has also issued an RFP for participants from districts, charter schools, and the Charter School Institute in order for teacher leaders, principals, and district leaders to attend identified Provider programs. School and district leaders and aspiring leaders who work with Priority Improvement or Turnaround schools are eligible for funding. Both Providers and Participants shall annually report to CDE data about services, participants, implementation and efficacy of training.

Colorado Department of Education Family-School-Community Partnership Support Structure

CDE has a three-pronged approach to supporting districts and schools in implementing comprehensive and sustainable partnership structures for student success. There is intentional collaboration between the three initiatives to align all of the work for stakeholders.

1. Family-School-Community Partnering Community of Practice (FSCP CoP)
The Family-School-Community Partnering Community of Practice (FSCP CoP) is a CDE cross-departmental team focused on all facets of family, school, and community partnering within CDE and throughout the Colorado education community, operating under the National Standards for Family-School Partnerships (PTA, 2008). The group has been meeting monthly since 2011. The purpose of the FSCP CoP is to support the CDE's strategic goals through the alignment, development, coordination and support of family, school, and community partnering efforts. Units, Offices, and Programs within CDE that participate in the FSCP CoP include Adult Education and Family Literacy; Colorado State Library; Dropout Prevention and Student Engagement; Early Learning and School Readiness; English Language Development ; Exceptional Student Services; Federal Programs; Health and Wellness; Improvement Planning; Office of Learning Supports; and Standards and Instructional Support.

To date, the FSCP CoP has collaborated on many activities, including sharing department, state, and national trainings and resources; collaborating on presentations; and supporting state and national legislation and CDE's Family Partnership Director, as well as others.

2. The Colorado State Advisory Council for Parent Involvement in Education (SACPIE)
The Colorado State Advisory Council for Parent Involvement in Education (SACPIE) was formed after the passage of Senate Bill 09-90. SACPIE's overarching goal is to partner with Colorado's families in maximizing the potential of every student by reducing dropout rates, reducing gaps in academic achievement and growth among student groups, and Increasing the number of students who continue into higher education.

Like the FSCP CoP, SACPIE uses the National Standards for Family-School Partnerships to help guide its work to support schools and districts across Colorado. SACPIE is comprised of 23 members who represent a diverse group of stakeholders. Colorado legislation mandates who must sit on the Council. SACPIE is divided into four committees: early childhood, elementary, secondary and higher education.

3. The CDE Family Partnership Director and Senate Bill 13-193

The most recent addition to Colorado's support structure is Senate Bill 13-193, which focuses on increasing parents' engagement in public schools. Funding tied to S.B. 13-193 enabled CDE to hire a Family Partnership Director to implement a comprehensive partnership structure in support of student success. The director provides support through coordination and communication with districts' family partnership points of contact. In collaboration with SACPIE, CDE conducts regional trainings on promising practices, conducts regional trainings for School and District Accountability Committees; identifies key indicators of successful parent engagement; and tailors supports for schools and districts in Priority Improvement and Turnaround.

Senate Bill 13-193 requires districts to do the following to increase family partnerships:

- Solicit parent participation on school and district accountability committees (SACs and DACs), particularly parents who represent significantly represented populations of students;
- Appoint a liaison to increase communications and supports between schools, districts, and CDE;
- Draft and implement a parent engagement policy;
- Solicit parent feedback on the Unified Improvement Plan, if the plan assignment is Priority Improvement or Turnaround; and
- Include parent engagement initiatives on the Unified Improvement Plan, if the plan assignment is Priority Improvement or Turnaround.

Family, School, and Community Partnering Research Rationale, National Standards for Family-School Partnerships, and Dual-Capacity Framework

In developing resources and professional development into a multi-tiered family partnering framework, the Exceptional Student Services Unit has used three anchors from national sources. It is important that there be consistency for the field and that there be a strong evidence base in how partnering increases student achievement, especially for students who have a disability or might be at risk for having a disability.

Research Rationale

Over fifty years of research has found that when educators and families partner, students experience more school success and higher levels of achievement. Henderson and Mapp (2002) drew the following conclusions following an extensive research review, and these have continued to be replicated in additional studies:

- programs and interventions that engaged families in supporting their children's learning at home were linked to higher student achievement
- the continuity of family support and encouragement at home appears to have a protective effect on children as they progress through the educational system
- families of all cultural backgrounds, education, and income levels encourage their children, talk with them about school, help them plan of for higher education, and keep them focused on

learning and homework

- parent involvement that is linked to learning has a greater effect on achievement than more general forms of participation - the focus should be on improving achievement and on developing specific skills
- the more families supported their children's learning and educational progress, the more their children tended to do well in school and to continue their education

National Standards for Family-School Partnerships

Based on the many years of research supporting the effectiveness of family-school partnerships on improving student achievement, the National PTA (2008) developed a set of six standards. These standards have been accepted by the Colorado Department of Education's Family, School, and Community Partnering (FSCP) Community of Practice (CoP) and are written into Colorado SB 09-90 as required for the work of the State Advisory Council for Parent Involvement in Education (SACPIE). These standards are included in all professional development activities related to family-school partenrships. The standards are Welcoming All Families into the School Community; Communicating Effectively; Supporting Student Success; Speaking Up for Every Child; Sharing Power; and Collaborating with Community.

Dual-Capacity Framework

All of the Multi-Tiered System of Supports (MTSS) and ESSU (Exceptional Student Services Unit) resources and professional development opportunities are created to be jointly shared by all stakeholders – families, educators, and community resources. This operationalizes the recently published Dual-Capacity Framework (Mapp & Kuttner, 2013), which is based on research showing that neither educators nor families are prepared to actively partner for student success. Partners need to learn shared skills, connect with others, develop confidence, and focus on student learning.

Resources and Opportunities

MTSS

The following opportunities are linked and described on the Multi-Tiered Family, School, and Community Partnering site at http://www.cde.state.co.us/rti/family.

- FSCP Support Network of Families, Educators, and Community Resources
  This network of more than 1,000 stakeholders is a venue for sharing about trainings, resources, and promising practices. The goal is to provide updated information through a periodic electronic mailing and request "two-way" sharing of successes, stories, and solutions. Issues of the FSCP Support Network Bulletin are posted.
- Webinars, Trainings, and "On the Team and At the Table" Toolkit (Numerous Tools In Spanish)
  These practical multi-tiered family, school, and community partnering resources are for all stakeholders and are adaptable to a specific site or situation's needs. The focus is partnering for every student's positive outcomes including those with differences in culture, language, socioeconomic opportunity, and learning.
- FSCP Online Courses

These three online courses are for diverse stakeholders and are offered throughout the calendar year for various credit options. The focus is on supporting every student's achievement through active, effective partnering between home and school, using data applied to a specific site or situation. Each course includes specific application to students with disabilities and discusses tiered supports. Various credit options are offered.

- FSCP Community of Practice (CoP)
  These are monthly online conversations that have a goal of building a network of family and community members teaming with educators. Topics focus on the partnering of educators and families throughout the special education process, including IEP implementation. A key component is building skills and knowledge in supporting coordinated academic and social-emotional learning between home and school for students who have or may be at risk of having a disability.
- MTSS Family-School Partnering Fact Sheet (Spanish and English) and Video
  These two resources are designed to support learning communities in implementing multi-tiered family, school, and community partnering. They apply research to practice and the National Standards for Family-School Partnerships (PTA, 2008) to every learner and his/her family.

ESSU

- Family Resources for Students with Disabilities http://www.cde.state.co.us/cdesped/family; http://www.cde.state.co.us/cdesped/iep
  These two resources aim to support effective partnering for the school success of students with disabilities. One includes national and state information for educators and families and the other provides a video story of the IEP process and the family's role, in English and Spanish.
- Parents Encouraging Parents (PEP) Conference
  This three-day conference held throughout the year is family-centered and designed to offer support, information, and education to parents and professionals. The experience provides learning and sharing opportunities about best practices, personal stories and legal processes. Sessions and materials are in English and Spanish.

Councils

- State Advisory Council on Parent Involvement in Education: http://www.cde.state.co.us/search/node/SACPIE
  Legislated council, which advises and provides information, in conjunction with CDE, on involving families in preschool through higher education and reports to the State Board of Education, Colorado Commission on Higher Education, and the Education Committees of the Senate and House. Includes members who represent families of students with disabilities and works to close achievement gaps between student groups, including those with disabilities. Provides such resources as stakeholder brochure, training materials, national links, and annual proclamation
- Migrant Education Parent Advisory Council (CPAC): http://www.cde.state.co.us/cde_english/elau_migrant

State parent advisory council which taps parent representation from diverse communities Advises the Migrant Education Program and shares information with the migrant community, including those families of students with disabilities, in local areas

- Colorado Special Education Advisory Council (CSEAC):
  http://www.cde.state.co.us/cdesped/cseac
  State parent and professional advisory committee which is mandated in the Individual with Disabilities Education Act (IDEA) to advocate for students with disabilities and their families and works with the Colorado Department of Education. Advises, develops position papers and resources, and supports the organization of local advisory committees
- Colorado Gifted Education State Advisory Committee (GE-SAC):
  http://www.cde.state.co.us/gt/gtadvco
  State parent and professional advisory committee created by the Colorado State Board of Education to support gifted education. Advises, develops position papers and resources, and provides input and guidance in improving gifted education.

2.C REWARD SCHOOLS

2.C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools.

ESEA Reward Schools

Since receiving approval of its ESEA Flexibility Waiver, CDE has annually identified reward schools that meet the criteria below for "highest-performing schools" and "high-progress schools" as defined by the U.S. Department of Education guidance.

For "highest-performing" schools, identification criteria include schools that:

- receive Title I funds;
- earn a Performance Plan Type (Colorado's highest school rating) on the state accountability system;
- earn an *exceeds* ratings on Academic Achievement (a rating of *exceeds* is greater than the current year AMO, up until 2015-16 when it equals the AMO);
- have all disaggregated groups meeting or exceeding the current year AMO with no significant achievement gaps across disaggregated groups;
- earn a Graduation Rate indicator rating of *exceeds* for high schools; and
- meets or exceeds disaggregated graduation rate with no significant gaps across disaggregated groups.

For "high-progress" schools, identification criteria include schools that:

- receive Title I funds;
- earn a Performance Plan Type (Colorado's highest school rating) on the state accountability system
- showed a change in the Academic Achievement rating from three years prior to the current year of:
    - *does not meet* to *meets/exceeds*, or
    - *approaching* to *meets/exceeds*;
- meet the minimum n-count for at least one disaggregated group;
- have all applicable disaggregated groups meeting or exceeding the current year AMO, indicating no significant achievement gaps across disaggregated groups;
- have disaggregated achievement rates that are closing gaps with the state expectations; and
- for high schools,
    - have earned a change in the Graduation Rate indicator rating from three years prior to the current year of,
    - *does not meet* to *meets/exceeds*, or
    - *approaching* to *exceeds*; and
    - graduation rates for all applicable disaggregated groups are closing the gap with the state expectations.

Colorado's ESEA "highest performing" and "high progress" Rewards Schools are the top performing subsets of Colorado schools that receive the highest rating in Colorado's accountability system. These schools are recognized annually by the Commissioner during a program in December. They receive a certificate and a banner recognizing their status as an ESEA Rewards school. CDE collects data and information from most of Colorado's awardees. The information becomes a source of best practice that the state, LEAs and schools can tap into for technical assistance. CDE is also working with the University of Northern Colorado to create a Center for Best Practice which will house information related to strategies and schools that work.

2.C.ii Provide the SEA's list of reward schools in Table 34.

The highest-performing and high-progress schools, identified as reward schools, are noted in Table 34.

Table 34: ESEA Reward Schools 2012-2013 to 2014-2015

2012-2013 ESEA Reward Schools

High-Performing Reward Schools				
District #	**District Name**	**School #**	**School Name**	**EMH Level**
1020	CHEYENNE MOUNTAIN 12	1582	CHEYENNE MOUNTAIN CHARTER ACADEMY	E
1120	EDISON 54 JT	2526	EDISON JUNIOR-SENIOR HIGH SCHOOL	M
0870	DELTA COUNTY 50(J)	6298	NORTH FORK MONTESSORI SCHOOL	E
2580	OURAY R-1	6598	OURAY MIDDLE SCHOOL	M
3148	PAWNEE RE-12	6812	PAWNEE JUNIOR-SENIOR HIGH SCHOOL	H
High-Progress Reward Schools				
District #	**District Name**	**School #**	**School Name**	**EMH Level**
8001	CHARTER SCHOOL INSTITUTE	1882	COMMUNITY LEADERSHIP ACADEMY	E
0880	DENVER COUNTY 1	1319	FRED N THOMAS CAREER EDUCATION CENTER	H
1010	COLORADO SPRINGS 11	1798	COLUMBIA ELEMENTARY SCHOOL	E

2013-2014 ESEA Reward Schools

High-Performing Reward Schools				
District #	**District Name**	**School #**	**School Name**	**EMH Level**
1020	CHEYENNE MOUNTAIN 12	1582	CHEYENNE MOUNTAIN CHARTER ACADEMY	E
1430	EADS RE-1	2328	EADS ELEMENTARY SCHOOL	E
1380	HINSDALE COUNTY RE 1	4899	LAKE CITY COMMUNITY SCHOOL	M
0870	DELTA COUNTY 50(J)	6298	NORTH FORK MONTESSORI SCHOOL	E
2580	OURAY R-1	6596	OURAY ELEMENTARY SCHOOL	E
2570	SWINK 33	8452	SWINK ELEMENTARY SCHOOL	E

0230	WALSH RE-1	9222	WALSH ELEMENTARY SCHOOL	E
High-Progress Reward Schools				
District #	**District Name**	**School #**	**School Name**	**EMH Level**
8001	CHARTER SCHOOL INSTITUTE	1882	COMMUNITY LEADERSHIP ACADEMY	E

2014-2015 ESEA Reward Schools

Highest-Performing Reward Schools				
District Number	**District Name**	**School Number**	**School Name**	**EMH**
1020	CHEYENNE MOUNTAIN 12	1582	CHEYENNE MOUNTAIN CHARTER ACADEMY	E
1430	EADS RE-1	2328	EADS ELEMENTARY SCHOOL	E
2580	OURAY R-1	6598	OURAY MIDDLE SCHOOL	M
2570	SWINK 33	8452	SWINK ELEMENTARY SCHOOL	E
0230	WALSH RE-1	9222	WALSH ELEMENTARY SCHOOL	E
High-Progress Reward Schools				
District Number	**District Name**	**School Number**	**School Name**	**EMH**
1120	EDISON 54 JT	2514	EDISON ELEMENTARY SCHOOL	E

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

High-performing and high-progress schools are publically recognized and rewarded in several ways in conjunction with other state and federal awards. A media event, that coincides with the release of the School and District Performance Framework reports, is hosted annually to honor and recognize all state and federal awardees, including ESEA Reward Schools.

The 2014 event included congratulatory remarks by the CDE Commissioner, Deputy Commissioner and state board members. The event serves as an important affirmation of the hard work of students, teachers, and school and district leaders.

The list of ESEA Reward Schools is also publicized on the CDE website as having demonstrated high performance or high progress.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A. DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Principle 3 Assurances

Each SEA must select the appropriate option and, in doing so, assures that:

Option A	Option B	Option C
☐ 15.a. The SEA is on track to fully implementing Principle 3, including incorporation of student growth based on State assessments into educator ratings for teachers of tested grades and subjects and principals.	If an SEA that is administering new State assessments during the 2014–2015 school year is requesting one additional year to incorporate student growth based on these assessments, it will: ☐ 15.b.i. Continue to ensure that its LEAs implement teacher and principal evaluation systems using multiple measures, and that the SEA or its LEAs will calculate student growth data based on State assessments administered during the 2014–2015 school year for all teachers of tested grades and subjects and principals; and ☐ 15.b.ii. Ensure that each teacher of a tested grade and subject and all principals will receive their student growth data based on State assessments administered during the 2014–2015 school year.	If the SEA is requesting modifications to its teacher and principal evaluation and support system guidelines or implementation timeline other than those described in Option B, which require additional flexibility from the guidance in the document titled *ESEA Flexibility* as well as the documents related to the additional flexibility offered by the Assistant Secretary in a letter dated August 2, 2013, it will: ☒ 15.c. Provide a narrative response in its redlined ESEA flexibility request as described in Section II of the ESEA flexibility renewal guidance.

Overview and Update

Colorado has implemented a comprehensive educator evaluation system across all districts and BOCES in the state per SB 191. The first full year of implementation was the 2013-14 school year which included the requirement that 50% of an educator's evaluation be based on professional practices and 50% be based on student growth. The new educator evaluation system is designed to elevate teacher practice, support quality professional feedback, and stimulate ongoing professional development. All districts in Colorado are implementing, or are on track to implement a system of educator evaluation that meets federal ESEA flexibility requirements.

S.B. 10-191 and State Board of Education rules outline a series of activities the Colorado Department of Education (CDE) is required to implement to support districts in the high quality implementation of the law. Central to the law and rules is the requirement that CDE create and maintain a model evaluation

system that is fair, valid, and reliable and available for use by districts and BOCES. The State Model Educator Evaluation System includes evaluation systems for principals, assistant principals, teachers, and nine categories of specialized service professionals. The chart below identifies the number of districts using these systems (out of a total of 178 districts).

Table 35: Number of Districts Using the State Model Educator Evaluation System As reported in June 2014

Licensed Personnel Evaluations Systems 2013-2014 SY	Districts Using the State Model System
Principal	155
Teacher	162

In addition to the districts using the State Model System, 14 BOCES report using the State Model System for their licensed personnel.

Table 36: Districts and BOCES Reporting Use of the State Model System for Specialized Service Professionals

Specialized Service Professional Section 4.04 (2014/2015 SY)	
School Audiologists	54
School Counselors	131
School Nurses	99
School Occupational Therapists	70
School Orientation and Mobility Specialists	51
School Psychologists	77
School Physical Therapists	62
School Speech and Language Pathologists	75
School Social Workers	62

Timeline Update

In the 2013-14 legislative session, Senate Bill 14-165 gave districts additional flexibly in how they used student growth as a part of an educator's final evaluation score *during the 2014-15 school year only*...

- Teachers, principals and specialized service professionals will receive a rating/score for each standard, including the measures of student learning/outcomes standard.
- District flexibility for the 2014-15 school year comes into play when determining how much weight is given to measures of student learning/outcomes standard in the educator's final evaluation rating. For example, when the professional practices (Quality Standards 1-5 for teachers and specialized service professionals or 1-6 for principals) and measures of student learning/outcomes portions (Quality Standard 6 for teachers and specialized service professionals or 7 for principals) of the evaluation are combined, districts are able to weight the

measures of student learning/outcomes rating anywhere between 0-50 percent.

- Districts choosing to assign no weight (zero percent) to the measures of student learning/outcomes portion of the evaluation are still required to submit the measures of student learning/outcomes rating (Quality Standard 6 for teachers and specialized service professionals or 7 for principals) to CDE as part of the data submission process.

This flexibility provides districts with another year to refine existing measures and identify or create new measures and allows for appropriate transition to the new state assessments. District personnel should review and discuss the rating for Quality Standard 6 (for teachers and specialized service professionals) or 7 (for principals) during the evaluation process with all educators to learn from it, practice with it and improve it for the following year.

A teacher's final evaluation rating during the 2014-15 school year will still count towards the earning/loss of non-probationary status.

As of May 2015, the Colorado legislature passed new legislation that impacts the implementation of the educator evaluation law – HB15- 1323. Due to the implementation of new state assessments and fairness issues that may arise, HB15-1323 does not allow for the use of 2014-15 CMAS Science, Social Studies, PARCC ELA and PARCC Math results as outcome measures for educator evaluations. The 2014-15 scores can be used as baseline scores to set targets for educator evaluation goals. In the future, current year state assessment results can only be used in current year educator effectiveness ratings if results are provided prior to two weeks before the end of the school year. If the results are not ready at that time then the results of state assessments must be used in the next year's evaluation cycle for educators (as applicable for the educator).

3.A.i. Explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students.

Colorado's passage of the landmark educator effectiveness bill in 2010 (SB 10-191), has been in the national spotlight and has begun to influence reform initiatives in other states. The main purposes of the bill are:

- To invest in a system to evaluate the effectiveness of licensed personnel in order to provide meaningful feedback to educators about their practice and thereby improve the quality of education in Colorado
- To ensure that evaluation provides a basis for making decisions in the areas of hiring, compensation, promotion, assignment, professional development, earning and retaining non-probationary status and nonrenewal of contract personnel
- To ensure that educators are evaluated in significant part based on their impact on student growth.

The premise is that these principles will lead to a statewide teaching workforce that will increase its

effectiveness at improving student achievement. Other major highlights of Colorado's educator effectiveness work include:

- Creating a statewide standard for what it means to be an "effective" teacher or principal in Colorado
- Creating a focus on providing meaningful feedback and support to educators to improve their practice
- Ensuring that academic growth accounts for half of an educator's annual evaluation
- Prohibiting forced placement of teachers;
- Making non-probationary status "portable"
- Ensuring an annual evaluation of all teachers and principals
- Assigning each teacher and principal with a rating of ineffective, partially effective, effective and highly effective.
- Expanding the reach of the best teachers to touch more students through differentiated staffing models and the use of technology.

Implementation Timeline

March 2011: State council made recommendations to the Colorado State Board of Education on teacher and principal standards, definitions of effectiveness and guidelines for implementation.

Summer 2011: State selected pilot districts to test the model of evaluation.

September 2011: State council begins work on developing recommendations for the evaluation of non-licensed personnel and the appeals process.

Fall 2011: State begins pilot of the model evaluation system.

Fall 2013: State begins full statewide implementation

Fall 2014: State gives flexibility on incorporating measures of student learning in evaluations

Fall 2015: Full implementation of Educator Effectiveness with some change to when State assessments can be used

Policy Development Timeline

June 2011- October 2011: Colorado State Board of Education begins the rule promulgation process, with input from stakeholders and CDE.

November 2011: Colorado State Board of education submits the rules to the legislature for review.

February 2012: General Assembly reviews the rules

Colorado's adopted guidelines for teacher and principal evaluation are included in the attachments to this waiver request. How Colorado's guidelines will lead to the development of evaluation and support systems that increase the quality of instruction and improve student achievement is described more fully under 3.A.ii.

Evidence of the adoption of the guidelines.

Evidence of the adoption of the guidelines can be found in the attachments to this request (SB 10-191 and rules that have been adopted by the State Board of Education on November 9, 2011). Additional evidence is also available in the State Council's for Educator Effectiveness' Report and Recommendations to the State Board of Education. A summary and a full report of those recommendations are available on the CDE website: http://www.cde.state.co.us/EducatorEffectiveness/Partner-SCEE.asp.

Description of Pilot, Partner and Integration Sites

Evaluation Pilot Sites: Pilot districts were selected as part of CDE's work to implement Senate Bill 10-191. The cohort represents districts of the various sizes, student demographics and geographic differences across Colorado. These pilot school districts will provide valuable feedback on the quality of the model system, identify challenges and strengths of the system, and suggest refinements to the implementation process developed by CDE.

Partner Districts: Partner districts that were selected to participate in the pilot process have already developed local performance evaluation systems that reflect key elements of the legislation. These districts will provide valuable information on the process for aligning existing educator evaluation systems to the rules developed by the State Board of Education, as well as provide an opportunity to enhance the model system with elements from locally-developed systems.

Integration Districts: These Districts were selected through the Colorado Legacy Foundation (a non-profit focused on innovation in public schools) to examine the interaction of implementing SB 10-191 and the new Colorado Academic Standards. The initiative includes:

- Colorado Academic Standards and aligned instructional materials to guide instruction
- Professional development in formative practices to inform instruction
- Regular performance evaluations that hold educators accountable for student growth and provide them feedback to improve instruction.

CDE Educator Identifier District Pilot: Colorado has created a student and educator identifier. To create a teacher-student data link, the state is beginning to pilot a state common course code system and the identification of educators of record. CDE Evaluation Pilot Districts, CDE Evaluation Partner Districts and Foundation Integration Districts will also be asked to participate in the Educator Identifier Pilot project.

Description of the process the SEA used to involve teachers and principals in the development of these guidelines.

Stakeholders have had four avenues to help shape the requirements and processes associated with the initiative through the: (1) public comment opportunities as SB 191 was being crafted; (2) through the State Council of Educator Effectiveness; (3) public comment opportunities as the rules have been written; and (4) the pilot of the State Model System.

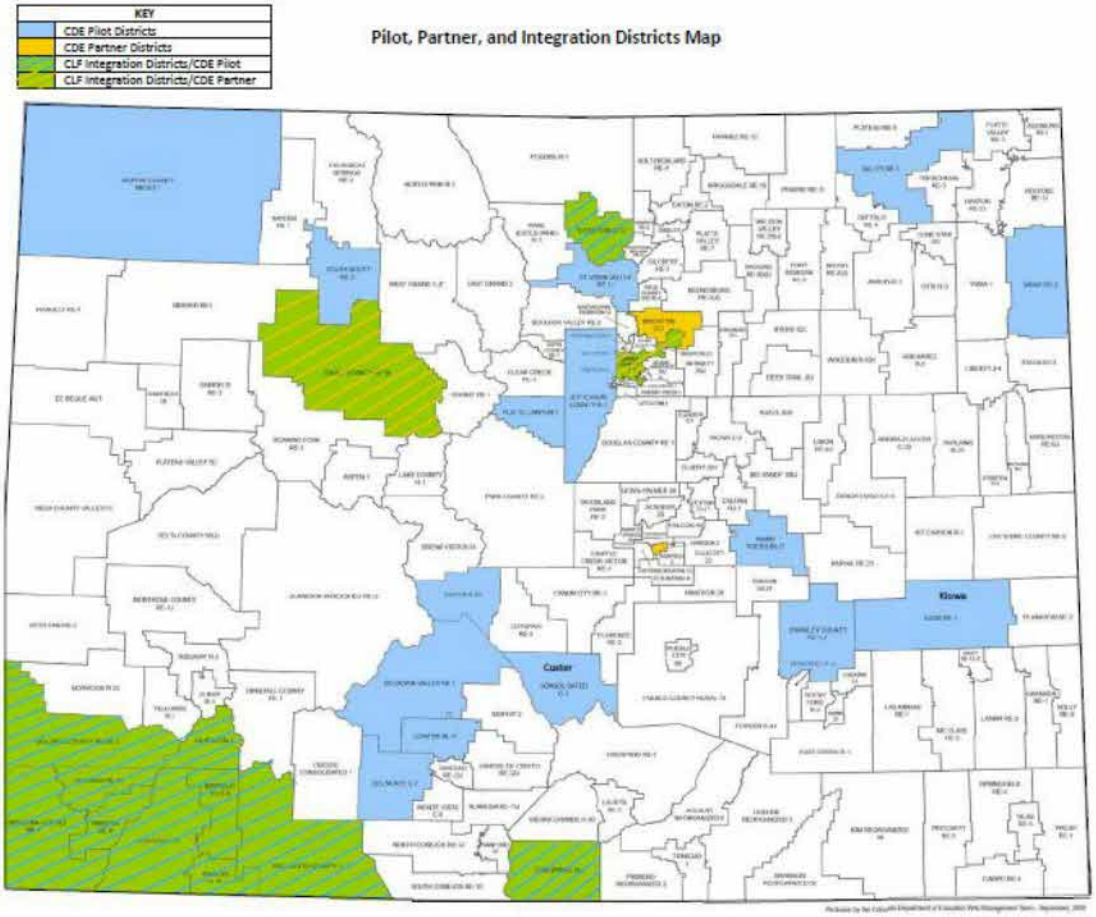
Over the past year, Colorado has maintained a delicate balance of creating a thoughtful process while accelerating the design and implementation phases. Pursuant to SB 10-191, the Governor appointed the 15-member State Council for Educator Effectiveness. The council has broad representation including teachers, administrators, a parent, a student, local school board members and others. After several months of studying and wrestling with the issues, the council reached consensus on recommendations to the state on how to implement the educator effectiveness system. The Council's meetings were all open to the public and many meetings were devoted to public input and hearings.

CDE drafted rules based on the State Council for Educator Effectiveness recommendations, and then sought input on the draft from the public, districts, education associations and other stakeholders. Input was provided during three formal public hearings before the State Board of Education, as well as many other public meetings and focus groups. The rules, reflecting changes made as a result of that input, were adopted by the State Board of Education on November 9, 2011.

The final way that stakeholders may shape the guidelines used by the state to implement SB 10-191 is through the pilot process. In partnership with teachers, principals and superintendents in selected districts, the rules will be revisited after the field testing to reflect "lessons learned" during the pilot. The full set of legal requirements, evaluation decisions and expectations will take effect in 2014-2015.

Under state law, districts may choose to adopt the State's Model Evaluation or create a system that meets or exceeds the requirements of the law. The districts must provide assurances to CDE that the system meets a comprehensive set of standards for the evaluation systems. These systems are subject to review by CDE. This ensures that all systems are rigorous while providing for local control and discretion. SB-191 also required CDE to design a model system that is sensitive to the needs of districts that are early implementers. During summer 2011, CDE released an application to districts to join the pilot process to test the State Model System of evaluation during 2011-12 and 2012-13. There was overwhelming interest from the field. Considering geographic location, size of district and readiness, CDE selected 27 "pilot" and "partner" districts (see map below). This effort is helping the state to learn and make necessary mid-course corrections during the two- year pilot phase of the state model evaluation system.

Additional sites were selected by the Colorado Education Initiative (a partner organization that supports several of CDE's big initiatives) to run integration sites. As a part of all of this work, integration sites are also required to participate in the piloting of the state's new educator identifier project (phase III: common course codes and linking student-teacher data).



3.A.ii For any teacher and principal evaluation and support systems for which the SEA has developed and adopted guidelines, consistent with Principle 3, are they systems that meet the specified waiver criteria?

Colorado's educator evaluation system meets all of the waiver elements in this Principle (3Aii a-f). The elements have been cross-walked in the chart at the end of this section with Colorado evaluation law (SB 10-191) and the associated rules. It should also be noted that the state is currently piloting all of these elements with a wide range of districts to ensure that they system is detailed and effective. Changes will be made to the rules, if necessary, upon conclusion of the pilot process in 2013.

a. Colorado's Educator Evaluation System will be used for continual improvement of instruction.

This is a major tenet of the new system. While the law and rules (see chart at the end of this section for citations) lay out expectations for the state and districts about the focus on improving instruction, the pilot work is actively checking to ensure that the system supports this work. School districts will be required to collect and analyze data on multiple occasions, in order to provide actionable feedback and support to educators on a regular basis, and in order to make evaluation an ongoing process rather than an event. (Section 5.01 (F) (3) of 11.2.11 draft rules.)

Principal Standard II in the new state system is Instructional Leadership. This standard articulates how principals are to lead and support instructional improvements in their buildings. In addition to being held accountable to Standard II, Principals will also be held accountable for progress against goals laid out in the principal's Professional Performance Plan and districts will continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed. (Section 5.01 (H) (2) of 11.2.11 draft rules.)

The Colorado Department of Education will monitor district implementation of local evaluation systems, by collecting data that includes information about the number of educators assigned to each performance evaluation rating by educator quality standard, retention rating correlated with performance evaluation ratings, and student performance outcomes correlated to performance evaluation ratings. (Section 6.04 (C) of 11.2.11 draft rules.) CDE may integrate information about evaluation systems into accountability and improvement efforts, including, if applicable, the school and district performance reports, and may incorporate monitoring data into the school and school district unified improvement plans. (Section 6.04 (B) of the 11.2.11 draft rules.)

b. Colorado's Educator Evaluation System meaningfully differentiates performance using at least three performance levels.

Colorado has designed a system that incorporates four performance level ratings for educators: ineffective, partially effective, effective and highly effective. These are the levels that will be used when both the professional practice (50% of final evaluation rating) and student growth (50% of final evaluation rating) come together, Colorado also has definitions of rating levels describing the principal's

and teacher's performance on professional practices with respect to state performance standards. These levels are very rigorous. The five levels are:

Basic: Educator's performance on professional practices is significantly below the state standard.
Partially effective: Educator does not meet state performance standard but is demonstrating progress toward meeting standard.
Proficient: Educator meets state performance standard.
Accomplished: Educator exceeds state standard.
Exemplary: Educator significantly exceeds state standard.
We expect less than 5 percent of educators to be able to achieve the exemplary rating—especially in the first several years of the system. It is a very high bar to meet.

c. Colorado's Educator Evaluation System will use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English Learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys).

Colorado's system identified definitions of effective teachers, principals and specialized service professionals that are further defined by seven (or six for teachers and specialized service professionals) quality standards. The standards outline the basis for the two major teacher, principal and specialized service professional measures – professional practice and student growth. S.B. 10-191 sets forth several requirements that reflect the state's commitment to creating a meaningful evaluation system:

- Districts must adopt measures of effectiveness and processes that ensure systematic data collection
- At least 50 percent of a teacher's evaluation must be based on measures of student academic growth
- Multiple measures must be used to evaluate teacher performance
- Data must be gathered with sufficient frequency to provide a basis for the evaluation

Statewide Definition of Teacher Effectiveness. Effective Teachers in the state of Colorado have the knowledge, skills, and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success. Effective Teachers facilitate mastery of content and skill development, and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. They also develop in students the skills, interests and abilities necessary to be lifelong learners and engage in democratic and civic participation. Effective Teachers communicate high expectations to students and their families and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. Because Effective Teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

Teacher Quality Standards

Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach.

Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Quality Standard IV: Teachers reflect on their practice.

Quality Standard V: Teachers demonstrate leadership.

Quality Standard VI: Teachers take responsibility for Student Academic Growth.

Statewide Definition of Principal Effectiveness: Effective Principals in the state of Colorado are responsible for the collective success of their schools, including the learning, growth and achievement of both students and staff. As the school's primary instructional leader, effective principals enable critical discourse and data-driven reflection about curriculum, assessment, instruction, and student progress, and create structures to facilitate improvement. Effective Principals are adept at creating systems that maximize the utilization of resources and human capital, foster collaboration, and facilitate constructive change. By creating a common vision and articulating shared values, effective principals lead and manage their schools in a manner that supports the school's ability to promote equity and to continually improve its positive impact on students and families.

Principal Quality Standards

Standard I: Principals demonstrate strategic leadership.

Standard II: Principals demonstrate instructional leadership.

Standard III: Principals demonstrate School Cultural and Equity Leadership.

Standard IV: Principals demonstrate Human Resource Leadership.

Standard V: Principals demonstrate Managerial Leadership.

Standard VI: Principals demonstrate External Development Leadership.

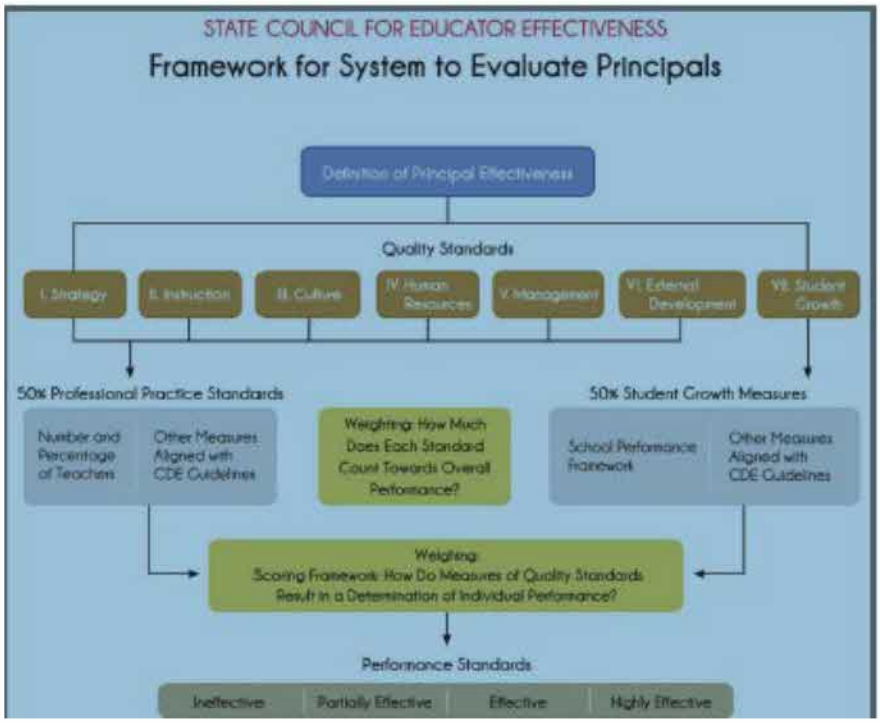
Standard VII: Principals demonstrate Leadership around Student Growth.

Statewide Definition of Specialized Service Professional (SSP) Effectiveness:

Effective SSPs in the state of Colorado are vital members of the education team and have the knowledge and skills necessary to ensure that diverse student populations have equitable access to academic instruction and participation in school-related activities. Effective SSPs develop and/or implement evidence-based services or specially designed instruction to meet the unique needs of their students. They support growth and development to close achievement gaps and prepare students for postsecondary and workforce success. They have a deep understanding of the interconnectedness of the home, school and community and collaborate with all members of the education team to strengthen those connections. Through reflection, advocacy, and leadership, they enhance the outcomes and development of their students.

Specialized Service Professional Quality Standards
Quality Standard I: Specialized service professionals demonstrate mastery of and expertise in the domain for which they are responsible.
Quality Standard II: Specialized service professionals support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.
Quality Standard III: Specialized service professionals plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.
Quality Standard IV: Specialized service professionals reflect on their practice.
Quality Standard V: Specialized service professionals demonstrate collaboration, advocacy and leadership.
Quality Standard VI: Specialized service professionals take responsibility for student outcomes.

In the State Model Evaluation system that is currently being implemented, several examples (e.g., survey data) of evidence are offered to support demonstration of the quality standards. Below is a flowchart of how the system is ultimately envisioned for principals (based the Statewide Council for Educator Effectiveness', or SCEE's, recommendation).



d. Colorado's Educator Evaluation System will require the evaluation of teachers, principals and specialized service professionals on a regular basis.

Educators are now required to receive an evaluation on a regular basis to provide enough data to draw fair and consistent results, with observations and evaluative discussions required at least twice per year. At a minimum, teachers, principals and specialized service professionals must be evaluated annually. Furthermore, novice or partially proficient teachers should be observed at least twice annually.

e. Colorado's Educator Evaluation System will provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development.

Because the state educator evaluation system is built upon a continuous improvement cycle, professional development is considered an important step in the cycle. Within the law and the rules, educators are expected to receive access to professional development identified in the growth plan. The focus is on improving effectiveness. The Colorado Department of Education will monitor district implementation of local evaluation systems by collecting data that includes perception survey data and information about the extent to which educators understand how they are being evaluated, what they need to do to improve, and how to access resources they need to support their professional development. (Section 6.04 (C) of 11.2.11 draft rules.) Principal professional performance plans must include goals addressing school climate and working conditions, developed with reference to a working conditions or school leadership survey. The intent is that this process will allow educators to give feedback on the professional development they receive and will help principals monitor and ensure that educators have access to appropriate and high quality professional development. (Section 5.01 (H) (3) (b) of 11.2.11 draft rules.)

f. Colorado's Educator Evaluation System will be used to inform personnel decisions.

Beginning with evaluations conducted during the 2013-14 school year, probationary teachers rated "ineffective" will not accrue a year of service toward nonprobationary status. Beginning with evaluations conducted during the 2014-15 school year, a nonprobationary teacher who is rated as ineffective for two consecutive years will lose nonprobationary status.

Table 37. Crosswalk of 3Aiii (a-e) Elements with Colorado law and State Rules for Educator Evaluation System

	Location in Legislation (SB 10-191)	Location in Rules (Approved by State Board of Education November 9, 2011)
Will be used for continual improvement of instruction?	22-9-201(1)(b)(I) on p. 2	5.01 (A) (1) on p. 12 5.01 (F) (3) on p. 19 5.01 (H) (2) on p. 20 6.04 (B) and (C) on p. 27
Meaningfully differentiate performance using at least three performance levels?	22-9-105.5(1)(a) on p. 8 22-9-105.5(3)(a) on p. 7 22-9-106(7) on p. 23	2.03 on p. 7 3.03 on pp. 10-12
Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys)?	22-9-1.05.5(2)(c)(I) on p. 7 22-9-105.5(3)(a) on p. 7-8	5.01(E)(2) - (3) on pp. 13-16 5.01(E)(6) - (8) on pp.17-19
Evaluate teachers and principals on a regular basis?	22-9-105.5(3)(e)(IV) on p. 10	5.01(F)(1) and (2) on p. 19
Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development?	22-9-1.05.5(2)(c)(II) on p. 7 22-9-105.5(3)(a) on p. 7-8	3.03(D) on p. 11 5.01(F) (3) on p. 19 5.01(H) on pp. 20-21
Will be used to inform personnel decisions?	22.9-102(1)(b)(V) on p. 2	3.03(D) on pp. 11-12

3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

Colorado's educator evaluation system meets all of the waiver elements in Principle 3B. The elements have been cross-walked with Colorado state rules in the chart at the end of this section. It should also be noted that the state is currently piloting all of these elements with a wide range of districts to ensure that their system is detailed and effective. If necessary, changes will be made to the rules upon conclusion of the pilot process in 2013.

Process for reviewing and approving an LEA's teacher and principal evaluation and support systems to ensure that they are consistent with the SEA's guidelines and will result in the successful implementation of such systems.

CDE is expected to play a monitoring role in the implementation of the educator evaluation system to ensure that educators receive adequate feedback and professional development support to provide them a meaningful opportunity to improve their effectiveness. SB 10-191 authorized CDE to develop a model evaluation system for Principals and Teachers. The legislation recognizes the need for LEA flexibility in a state that values local control. The law has given the LEA flexibility to create locally, or purchase, evaluation systems that evaluate the state standards for teachers and principals as long as those systems meet or exceed the state standards. The selection of locally developed or purchased evaluation systems must be informed by local councils, validated, and cross-walked to the state system for comparability of data reporting.

Beginning in July 2013, CDE will collect an assurance from each school district and BOCES no later than July 1 of each year, indicating that the school district or BOCES is either implementing the state model system or is implementing its own distinctive personnel evaluation system that satisfies the requirements in section 5.01 of the SB 191 rules. These assurances shall be signed by (i) the executive director of the BOCES or superintendent of the school district, and (ii) the chair of the BOCES or local school board. CDE is considering requiring the following assurances and information:

1. Submit information concerning how to access the school district's or BOCES written evaluation system, required by section 22-9-106 (1), C.R.S.
2. Submit an assurance that the school district or BOCES is using the state's Model Evaluation System or using a locally developed system that meet or exceed the state quality standards, as required by SB 191 rules, sections 2.02 and 3.02.
3. Submit an assurance that collects information about specific requirements in State Board rule. A checklist of essential elements of a licensed educator evaluation system has been created to support districts and BOCES in understanding the full requirements of the law.

LEAs may adopt the state's model evaluation system. Colorado has now created a model system that (1) reflects input from teachers, principals and specialized service professionals (2) is being validated, and

(3) is continuously improved. District sites are/have received training on the system.

Resources and training modules are available on the CDE website:
http://www.cde.state.co.us/educatoreffectiveness/statemodelevaluationsystem

Process to ensure that all measures used in an LEA's evaluation and support systems are valid, meaning measures that are clearly related to increasing student academic achievement and school performance, and are implemented in a consistent and high-quality manner across schools within an LEA.

Upon full implementation in 2013, this will be a part of the monitoring process described above. In the meantime, the state is focusing on developing options for offering valid, reliable measures of student growth in state tested and non-tested grades and subjects. This is occurring primarily through two mechanisms: (1) the content collaborative and (2) the evaluation pilot process.

The content collaborative initiative, described previously in Principle 1, will also develop and vet appropriate measures for the evaluation process. By pulling from local and national expertise, content area teams are being created to design, structure and run a peer review process of effectiveness measures. In addition, the Content Collaboratives have created an assessment review tool for districts to vet their local measures to assure validity and reliability. The pilot sites are also being tapped to provide data to support this work. Below is a sample of the data collection agreement with pilot sites. In addition, the current rules require that districts that chose to use their own evaluation system must outline the process they use for validating the multiple measures of student growth in their system.

DATA COLLECTION AND SUBMISSION EXPECTATIONS FOR PILOTS

Pilot Participant agrees to:

- ☑ Provide copies of all evaluation materials and other data identified below to CDE as part of the pilot data collection process.
  Copies of:
  - Self assessments of all participating evaluatees
  - Evaluator assessments of evaluatee
  - Yearly process tracking form of evaluator
  - Professional development opportunities and information
  - Other supporting documents for the evaluation
- ☑ Submit data in an electronic format to CDE no later than **April 15, 2012.**
- ☑ Take precautions to ensure that the data transmission is secure to the extent reasonably possible.

At a minimum, this includes the following information/data to CDE as part of the pilot data collection process.

Ongoing each year

- ☑ Feedback on surveys, focus groups, rubrics, questionnaires, etc. that will provide CDE input on the technical aspects of the state model system, as well as information related to the feasibility and implementation of the system; (CDE will contact you for possible times for interviews)
- ☑ Student and educator data to include: Educator IDs, course IDs, section IDs, associated SASIDs, year, associated CSAP subject area where applicable, teacher demographic data (where available), and other appropriate data. (CDE will pull this from existing collections if possible)

September – October: Baseline Data- Every Pilot Year

- ☑ Perceptual data for all principals and teachers participating on the pilot; Pre and post implementation. (Sept. or Oct. the beginning of each pilot year, CDE will send surveys out to you)
- ☑ Achievement and outcome data for the district; (Sept. or Oct. the beginning of each pilot year) (CDE will pull from existing collections)

Beginning in Year 2- September – October

- ☑ Student achievement data that is linked to teachers beginning in the 2012-13 school year, and may consider participating in the Standard Course Code and Teacher/Student Data link pilots in order to get Department support in building the infrastructure to meet this data reporting requirement.

Plan to ensure that LEAs meet the timeline requirements by either (1) piloting evaluation and support systems no later than the 2013–2014 school year and implementing evaluation and support systems consistent with the requirements described above no later than the 2014–2015 school year; or (2) implementing these systems no later than the 2013–2014 school year.

The State Model Evaluation is being piloted during the 2011-12 and 2012-13 school years. The 27 pilot districts have signed MOU's with CDE agreeing to the timelines set forth in the Pilot Timeline document referenced below in the next element. For additional information on the pilot, refer to the description included in 3Aii.

The following is an excerpt from the signed MOU for CDE and pilot districts:

District/BOCES is expected to:

- Evaluate principals during the 2011-2012 academic year using the state model system, and to provide feedback on the teacher evaluation instruments and system during the 2011-2012 academic year.
- Implement both the principal and teacher evaluation processes during the 2012-13 and 2013-14 school years, and to provide information and feedback requested by CDE.
- Allow educators participating in the pilot to take part in interviews and focus groups designed to determine needed changes and to gather ideas for improvement of the system during the spring of 2012 and ongoing.
- Collect and report data to CDE about the pilot process and selected outcomes for a 5-year period from 2011-2016.

CDE Responsibilities:

1. CDE will use the data provided by the Participants to conduct research related to the technical adequacy and usefulness of the state model educator evaluation system. CDE agrees that no Participant data or information, including but not limited to student, teacher, school, or district data, collected or viewed by CDE, or provided by Participant or otherwise obtained, will be used for any other purposes beyond the evaluation of the above named project.

2. CDE will ensure that data received from Participant is stored securely, with access limited to authorized staff and/or contractors.

In addition to the pilot districts, all districts must implement either the state model evaluation system or a system the meets the law during the 2013-14 school year.

Timelines reflect a clear understanding of what steps will be necessary and reflect a logical sequencing and spacing of the key steps necessary to implement evaluation and support systems consistent with the required timelines.

District Implementation Timeline

February 2011: Districts should review personnel evaluation systems to ensure compliance with statutory and state board requirements and prepare for implementation of additional requirements. During this year, CDE will gather information about current evaluation systems and best practices and develop a resource bank for all districts and schools. Statutory requirement timelines include:

- Probationary teachers must receive at least two documented observations and one evaluation that results in a written evaluation report each academic year and must receive the written evaluation at least two weeks before the last class day of the school year.
- No person shall be responsible for the evaluation of licensed personnel unless the person has a principal or administrator license or is a designee of a person with a principal or administrator license and has received education and training in evaluation skills approved by CDE that will enable him or her to make fair, professional, and credible evaluations.
- A teacher or principal whose performance is deemed to be "unsatisfactory" must be given notice of deficiencies. A remediation plan to correct the deficiencies must be developed by the district and the teacher or principal and must include professional development opportunities that are intended to help the teacher or principal to achieve an effective rating in his or her next performance evaluation.

2011-2012: CDE will work with districts and BOCES to assist with the development of performance evaluations systems that are based on the quality standards promulgated in the rules. CDE will provide a resource bank that identifies assessments, processes and tools that a district or BOCES may use to develop their evaluation system.

2012-2013: The new state-developed performance evaluation system based on the quality standards will be piloted by 27 districts across the state.

2014-2015: New performance evaluation expectations will be implemented statewide consistent with the statute and promulgated rules. Demonstrated effectiveness or ineffectiveness will begin to be considered in the acquisition of non-probationary status.

- Requirements for Teacher Evaluations will be effective no later than 2013-14 (with flexibility for student growth during 2013-14).
- Standards must ensure that every teacher is evaluated using multiple fair, transparent, timely, rigorous and valid methods.
- One of the standards for measuring teacher performance must require that at least 50 percent of the evaluation is determined by the academic growth of the teacher's students (with the option of flexibility for student growth during 2014-15).
  - Expectations of student academic growth must take into consideration diverse factors, including but not limited to special education, student mobility, and high-risk student populations.
  - Measures of student academic growth must be consistent with the calculation of student academic growth percentiles using the Colorado Growth Model.
  - Measures of student academic growth may include interim assessments that are rigorous and comparable across classrooms and are aligned with the state model content standards.
  - Evaluations must include "multiple measures" of student performance.

2015-2016: Full implementation of educator evaluation system.

Plan for providing adequate guidance and other technical assistance to LEAs in developing and implementing teacher and principal evaluation and support systems likely to lead to successful implementation.

The State is using the pilot process as a way to determine future technical assistance supports. Currently, all pilot districts receive multiple site visits and trainings from CDE staff on the principal evaluation and teacher evaluation systems. CDE will visit pilot districts at least twice per year to provide technical assistance on system roll out. The technical assistance will focus on understanding the professional practice standards, rubric scoring, proper weighting of the different elements of the system, proper observation protocols, and change management strategies in the district.

CDE has a technical assistance and training plan for all districts as described below:
CDE has several different approaches to the types of training districts will need for implementation of SB191:

Table 38: State Model Training Plan		
Type of Training	Process (and supporting documents)	Timeline
Town Hall Webinars	During fall, 2015, the Educator Effectiveness unit will host a series of town hall webinars. This series will consist of one webinar a month with the topics based on the Sample District Work Plan for the implementation of educator evaluations. The webinars will be available to all 178 districts along with the higher education community. Utilizing a new event manager platform housed within our Adobe Connect Room, we will be able to access data from our webinars such as number of people in attendance, school district/organization, etc. All webinars will be recorded and archived on the Educator Effectiveness website to be viewed at a later date.	August 2013-Ongoing
Technical Assistance Webinars	The technical assistance webinars will be a direct follow up to the town hall webinar series. The topics for the technical assistance webinars will be based on a poll given at that month's town hall meeting. This series of webinars will take a deeper dive and focus on something specific within the evaluation process. For example, our town hall topic in September is ***Getting Started in the Evaluation Process (self-assessment, goal setting and determining measures of student learning)***. In our poll to the audience, we will provide a few choices such as how to use the Excel rubric, or technical assistance around the assessment review tool.	August 2013-Ongoing
Technical Assistance/Training Request Through Web and Direct Contact	Due to capacity within the Educator Effectiveness unit, this year a new approach has been developed to handle incoming requests for both technical assistance and trainings. Along with the webinar series, the Educator Effectiveness unit will also offer technical assistance and training via different outlets (site visits, one on one webinars, conference calls etc.). In order to properly assess the needs of the district requesting training, a training request form is posted on the Educator Effectiveness site.	Ongoing, any time we receive a request

	Through this simple form, districts and organizations may submit their requests and be able to tell us specifically the type of technical assistance or training they need.	
Specialized Service Professionals Regional Trainings	A pilot for the specialized service professional evaluation systems is planned for the 2013-2014 school year with state wide implementation in the 2014-2015 school year. A total of 19 school districts/BOCES have applied to become pilots A series of face to face regional trainings for the pilot districts will take place from August -December 2013. Once the pilot districts have been trained, a series of regional trainings will be held for all other districts.	August 2013-Dec 2013 with Pilots, Spring 2014 with other districts
Inter Rater Agreement Training	To support fair and consistent evaluations, CDE is developing tools to promote common interpretations of teacher quality and help evaluators provide useful and actionable feedback to educators. One such tool is Elevate Colorado, an online inter-rater agreement training system, being developed in partnership with My Learning Plan. This online system helps evaluators develop a deeper understanding of the professional practices embodied the Colorado State Model Evaluation System's teacher rubric. Using the system, evaluators can view short videos of practicing teachers, rate the videos according to the Colorado State Model Evaluation System rubric and then receive feedback showing how closely they rated the videos relative to ratings from master scorers. This system is currently open to all educators and is up on our website.	Ongoing. This training is always available on our website.
State Approved Training Programs	Credible, fair, and professional evaluations of licensed personnel depend on high quality, effective training for evaluators that are consistent across the state. As required by section 22-9-106 (4) (a), C.R.S., all performance evaluations must be conducted by an individual who has completed a training in evaluation skills that has been approved by the Colorado Department of Education (CDE). CDE will be reviewing, approving and monitoring all trainings programs statewide according to the criteria set forth in the application process submitted in a previous report to USDOE. This process is designed to increase the number of educator evaluation training providers across the state that are able to train on evaluation systems. Training for the State Approved Training Programs will begin in January 2014 and will be ongoing as needed.	Each year CDE will approve training programs.
Regional Field Specialists and district TA and trainings	In 2014, CDE hired two field support specialists that spend all their time in the field supporting districts in their implementation of educator evaluations. These experts provide differentiated supports to districts based on where they need assistance. These staff people have worked with and supported more than 40 districts in implementing high quality evaluations. In addition, other CDE Educator Effectiveness staff provide ongoing one-on-one technical assistance to educators and district across the state	2014-2016

	as a part of their daily work.	

Pilot is broad enough to gain sufficient feedback from a variety of types of educators, schools, and classrooms to inform full implementation of the LEA's evaluation and support systems.

The model evaluation system will be implemented over a four-year period, with development and beta-testing activities beginning in 2011 and full statewide implementation in place by August 2014. The design of this pilot and rollout period is intended to capture what works and what doesn't (and why), and provide multiple opportunities to learn from failure and to spread success. In that spirit, the state will monitor and act on the following:

- How well the model evaluation system addresses the purposes as articulated in S.B. 10-191
- What school districts do that works or does not work
- What other states do that works
- Changes in assessment practice and tools expected over the next few years, especially with respect to student growth, and
- Emerging research and best practice findings with respect to educator evaluations.

Pilot sites were selected on a variety of factors to ensure a representation of the state. The pilot test incorporates all of the activities involved in developing the evaluation (including direct feedback from superintendents, principals and teachers in the pilot sites) up to and including the first two roll-out years for the teacher and principal systems. During the 2011-12 and 2012-13 school year, CDE conducted a "beta test" of both systems to determine the quality, relevance, utility, credibility, and usability of the systems for principals and teachers. The purpose of this year's work is to determine whether changes were needed before the validation study, which was conducted for both systems in 2013-14. Both systems were rolled out statewide during the 2013-14 year.

For more details on the way stakeholders feedback is incorporated in the pilot process, see the description in 3Aii. Included in that section is a map of the pilot sites to show the distribution of sites.

Proposed Changes for 2014-2015
Colorado is transitioning to new state assessments. Because these are new assessments and because we need two years of assessments to calculate student growth, Colorado requests an additional year to fully implement student growth as a component of educator evaluation system.

School districts did implement the 50% student growth requirement during 2013-14. However, because Colorado is transitioning to new assessments, the Colorado legislature granted districts an additional year to fully incorporate student growth. During school year 2014-15 year, districts have discretion in how much student growth will be weighted in their final teacher evaluations for this year only. Teachers will receive student summative and student growth data. However, districts, at their discretion, can weight student growth anywhere from 0% to 50% based on their local context.

As our state transitions to a new set of state assessments (CMAS), state legislators and school districts

were concerned about timelines for the new tests' results as well as the validity and fairness of using scores on new tests in the first full year of our educator evaluation system. As a result, legislation was passed to delay the full implementation of our new educator evaluation system by one year – to 2015-2016. In addition, districts needed more time to appropriately create and select other fair, valid and reliable measures to include in their educator's evaluation. In order to ensure the success of the system over the longer term, we need to delay its full implementation by a year.

Colorado will fully implement its educator evaluation system in 2015-2016. The system includes at least three performance levels and incorporates student growth as a significant factor.

Additional Information:
Colorado educator evaluation legislation (SB-191) allows LEAs to submit waiver requests to the State Board of Education that alter the way LEAs conduct annual evaluations for educators (teachers, principals, and specialized service professionals). As part of the waiver request, LEAs must provide a replacement plan that meets the intent of the state educator evaluation law. Thus far, only two small rural districts (Holyoke and Kit Carson School Districts) with 600 students or less have the waiver (out of 178 districts). The rationale for these waivers is related to the direct context and circumstances of under-resourced rural districts. The State Board of Education has the sole authority to grant these waivers. The Department staff do not have authority to either approve or deny the waiver requests. However, when the State Board approves a waiver to Colorado's educator evaluation requirements, CDE will notify the Department of its approval and provide an explanation of how the waiver will be implemented in a way that meets ESEA flexibility educator evaluation requirements.

LEAs that receive this waiver are required to have a system that meets the intent of the state evaluation law (S.B. 191). Though CDE does not have the authority to approve or deny these waiver requests, CDE has given guidance to districts regarding CDEs interpretation of the "intent" of the evaluation law. Our guidance is that : (1) LEAs must base evaluations on standards that are clear and relevant for the educator's role and responsibilities, (2) at least 50% of the evaluation is based on student growth, (3) the evaluation policy clearly defines the criteria by which educator's will be assigned to performance categories or otherwise receive communication about their performance, (4) performance is evaluated annually. Additionally, CDE provides guidance to districts that state assessment results, when available, should be used as a part of their student outcome measure.

Going forward, CDE will meet individually with every district that seeks a waiver from teacher evaluation to develop a clear plan for incorporating state assessed student growth into their evaluations as a fundamental part of their replacement plan. CDE will also work with the State Board of Education to provide them with suggested guidelines/criteria to consider when reviewing these waivers—including the need to incorporate state assessed student growth in educator evaluations to meet the requirements of our USDOE waiver.

Specifically, in terms of Holoyke School District's recent innovation waiver, CDE has worked with Holyoke to ensure that;

- Student Growth data—including state assessment data when available—will be used, in part, to determine at least 20% of a teacher's professional practice rating, i.e., 20% of overall summative rating. Student growth data will directly influence the ratings of Domains 2 and 3 of Holyoke's teacher evaluation system, which are part of the professional practice ratings.
- Student growth data – including state assessment data when available—will be used to set educator individual growth goals in their evaluation system. The impact of that data will influence the final rating of the teacher in that if the growth goals are not significantly met – then the rating would be adjusted.

Kit Carson School District applied for, and received an Innovation School Zone waiver in January of 2011, prior to the rulemaking and implementation of Colorado's educator evaluation legislation (SB-191). Kit Carson's plan appears to be consistent with ESEA flex requirements, including a 50% weighting of student growth. However, CDE will engage with the district to ensure that the plan is consistent with all ESEA flex requirements.

CDE, as a part of our monitoring plan for all districts, will use the Colorado Growth Model (including median growth percentiles) data as a validation check on educator ratings. This validation will be based upon comparison of individual teachers and principals Colorado Growth Model results to that educator's final rating. The SEA will annually identify any schools with a substantial number or percentage of teachers and principals with such discrepancies, and will then provide technical assistance and support to districts to understand the variation and decrease it as necessary.

Table 39. Crosswalk of Waiver 3B Elements with Colorado's State Rules for Educator Evaluation System

	Location in Rules (Approved by State Board of Education November 9, 2011)
Process for reviewing and approving an LEA's teacher and principal evaluation and support systems to ensure that they are consistent with the SEA's guidelines and will result in the successful implementation of such systems.	6.04
Process for ensuring that an LEA develops, adopts, pilots, and implements its teacher and principal evaluation and support systems with the involvement of teachers and principals.	5.02(A) 5.02(E) 5.02(G)
Process to ensure that all measures used in an LEA's evaluation and support systems are valid, meaning measures that are clearly related to increasing student academic achievement and school performance, and are implemented in a consistent and high-quality manner across schools within an LEA.	5.01 (F) (3) (f) 5.01 (F) (7) 5.01(H) 6.04
Plan to ensure that LEAs meet the timeline requirements by either (1) piloting evaluation and support systems no later than the 2013–2014 school year and implementing evaluation and support systems consistent with the requirements described above no later than the 2014–2015 school year; or (2) implementing these systems no later than the 2013–2014 school year.	5.01(F) 6.04
Timelines reflect a clear understanding of what steps will be necessary and reflect a logical sequencing and spacing of the key steps necessary to implement evaluation and support systems consistent with the required timelines.	6.03
Plan for providing adequate guidance and other technical assistance to LEAs in developing and implementing teacher and principal evaluation and support systems likely to lead to successful implementation.	2.03 (C) 3.03 (C) 5.01 (F) (2) (b) 5.01 (F) (6) - (7) 6.01 (D) 6.02
Pilot is broad enough to gain sufficient feedback from a variety of types of educators, schools, and classrooms to inform full implementation of the LEA's evaluation and support systems.	6.03(B)

List of Attachments and Links[2]

Attachment 1 – Notice to LEAs

Attachment 2 – Comments on request received from LEAs

Attachment 3 – Notice and information provide to the public regarding the request

Attachment 4 – Evidence that the State has formally adopted college-and career-ready content standards consistent with the State's adoption process – Colorado ESEA Flexibility Request,2012, p. 200-206.
http://www.cde.state.co.us/sites/default/files/documents/accountability/downloads/nclbwaiver/nclbwaiverfinalresubmission.pdf#page=200

Attachment 5 –N/A

Attachment 6 – Assessment memorandum of understanding (MOU) - Colorado ESEA Flexibility Request, 2012, p. 222-239.
http://www.cde.state.co.us/sites/default/files/documents/accountability/downloads/nclbwaiver/nclbwaiverfinalresubmission.pdf#page=222

Attachment 7 – N/A

Attachment 8 – A copy of the average statewide proficiency based on assessments administered in the 2010-2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups - Colorado ESEA Flexibility Request, 2012, p. 244-248.
http://www.cde.state.co.us/sites/default/files/documents/accountability/downloads/nclbwaiver/nclbwaiverfinalresubmission.pdf#page=244

Attachment 9 – N/A

Attachment 10 –A copy of SEA guidelines for local teacher and principal evaluation and support systems - Colorado ESEA Flexibility Request, 2012, p. 252-253.
http://www.cde.state.co.us/sites/default/files/documents/accountability/downloads/nclbwaiver/nclbwaiverfinalresubmission.pdf#page=252

Attachment 11 –Evidence that the SEA has adopted one or more guidelines of local teacher and principal evaluation and support systems - Colorado ESEA Flexibility Request, 2012, p. 254-290.
http://www.cde.state.co.us/sites/default/files/documents/accountability/downloads/nclbwaiver/nclbwaiverfinalresubmission.pdf#page=254

Attachment 12 -SIG Application http://www.cde.state.co.us/fedprograms/colorados-application-for-fy13-1003g-award

[2] Please copy and paste URLs into a web-browser to view linked attachments

Attachment 13 - SIG Evaluation Summary – http://www.cde.state.co.us/fedprograms/dper/evalrpts.asp

Attachment 14 - High Flyers Network Reports – Introduction: http://www.cde.state.co.us/hfn-introduction-report ; Overall Findings: http://www.cde.state.co.us/hfn-overall-findings

Attachment 1

Notice to LEAs

COLORADO
Department of Education

Federal Programs Unit
1560 Broadway, Suite 1450
Denver, CO 80202-5149

To: Superintendents and BOCES Directors

From: Patrick Chapman, Executive Director, Federal Programs Unit, Colorado Department of Education

Date: January 19, 2015

Re: Notice Inviting Public Comment - Elementary and Secondary Education Act (ESEA) Flexibility Waiver Renewal

In February, 2012, Colorado received a two-year waiver to many federal ESEA requirements through a waiver process offered by the Secretary of Education, Arne Duncan. Since that time, CDE has submitted and received approval of several iterations of the waiver, including a one-year extension granted in spring 2014. Colorado's current ESEA waiver is set to expire at the end of the 2014-2015 school year. In November of last year, the U.S. Department of Education (USDE) offered states the opportunity to renew waivers for an additional three year period. It is important to note that, although the deadline for renewing waivers is March 31st, the waiver can be amended at any time throughout the year. Following the Secretary's announcement, there was uncertainty regarding whether Colorado was eligible for the "expedited review" process made available by the U.S. Department of Education. After several weeks of negotiations, it was determined that Colorado was ineligible for the expedited process as the State is not yet fully implementing its system of educator evaluation. However, CDE was offered the opportunity to pilot the USDE's ESEA Flexibility Waiver standard submission and review process. CDE has declined this opportunity as the mid-February timeline for submission does not afford adequate time for stakeholder consultation.

In general, the waiver allows Colorado to use existing state law, policies, and practices to meet or replace many of the ESEA accountability requirements. Waiver requests are organized around three primary principles: Standards and Aligned Assessments, Accountability and Support, and Educator Effectiveness. Currently, Colorado has state legislation in place that meets the intent and requirements of these ESEA waiver principles. As CDE continues to implement and align these key pieces of legislation, that work enables Colorado to demonstrate that it is meeting the intent of the waived ESEA requirements.

CDE believes the waivers have been helpful to Colorado students, schools, school districts and BOCES by streamlining the state and federal accountability systems and focusing improvement efforts. Therefore, CDE intends to apply for a renewal of Colorado's ESEA waivers by March 31, 2015. In submitting its updated request for ESEA flexibility, CDE hopes to renew - through the end of the 2017-2018 school year - waivers of fourteen ESEA provisions and their associated regulatory, administrative, and reporting requirements.

Fundamental to the renewal process, is the solicitation of stakeholder input regarding CDE's intent to renew its waiver as well as comments specific to the contents of the waiver request. As part of the public comment process, CDE is seeking input regarding Colorado's current waiver and intent to renew from stakeholder groups, including: superintendents, local ESEA program directors, professional organizations, advisory groups, child advocacy groups, and the general public. Comments received will be compiled and included with Colorado's waiver renewal submission and incorporated into a draft of CDE's waiver request, as appropriate. CDE will receive input and comments during this initial phase through January 30, 2015.

- Phase 1: January 24, 2015 through January 30, 2015 – Stakeholder consultation regarding Colorado's *current* ESEA waiver

After CDE has completed a draft of the revised *ESEA Waiver request*, there will be a second opportunity for stakeholders to provide input. The revised draft will be reviewed with stakeholder groups during the month of February. Pursuant to this review process, additional revisions will be made to the waiver request. The *ESEA Waiver Request* will be finalized and submitted to the U.S. Department of Education by March 31, 2015.

- Phase 2: February 9, 2015 through February 27, 2015 – Stakeholder consultation regarding Colorado's *proposed* ESEA waiver renewal request

- Phase 3: March 2, 2015 through March 27, 2015 – Finalize Colorado's renewed *ESEA Waiver Request*

- March 31, 2015 – submit the *ESEA Waiver Request*

During the initial phase of stakeholder consultation, CDE is interested in feedback regarding Colorado's current ESEA waiver request:

- Do you believe the waivers to the ESEA requirements have been beneficial to Colorado's students, schools, school districts and BOCES? If so, why? If not, why not?
- Specifically, what is working with Colorado's ESEA waiver and what is not?
- Are the supports and interventions included as part of the waiver request the right ones? How can they be improved?
- How can Colorado's ESEA waiver request be strengthened?

A copy of Colorado's currently approved *ESEA Waiver Request* and other information that may be helpful in considering the ESEA waiver may be found at:

http://www.cde.state.co.us/Accountability/NCLBWaiver

As noted above, although the deadline for renewing waivers is March 31st, Colorado's waiver can be amended at any time throughout the year. Information that may be helpful as you consider Colorado's ESEA waiver requests is included below. CDE sincerely values your thoughts and perspectives on these issues and encourages you to share them with us. Please submit any comments you have regarding the ESEA waiver request by January 30, 2015, to eseacomments@cde.state.co.us and be sure to include "*ESEA Waiver Renewal*" in the subject heading. Thank you.

ESEA Provisions to be Waived

By submitting this updated ESEA flexibility request, CDE will be renewing its request for flexibility through waivers of the fourteen ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements. As listed below, the provisions represent the general areas of flexibility requested.

☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.

☒ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.

☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.

☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a school-wide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*.

☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

☒ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

☒ 10. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

☒ 11. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.

☒ 12. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

☒ 13. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver in addition to waiver #6 so that, when it has remaining section 1003(a) funds after ensuring that all priority and focus schools have sufficient funds to carry out interventions, it may allocate section 1003(a) funds to its LEAs to provide interventions and supports for low-achieving students in other Title I schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

If the SEA is requesting waiver #13, the SEA must demonstrate in its renewal request that it has a process to ensure, on an annual basis, that all of its priority and focus schools will have sufficient funding to implement their required interventions prior to distributing ESEA section 1003(a) funds to other Title I schools.

☒ 14. The requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The SEA requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level, mathematics coursework. The SEA would assess such a student with the corresponding advanced, high school level assessment in place of the mathematics assessment the SEA would otherwise administer to the student for the grade in which the student is enrolled. For Federal accountability purposes, the SEA will use the results of the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will administer one or more additional advanced, high school level, mathematics assessments to such students in high school, consistent with the State's mathematics content standards, and use the results in high school accountability determinations. If the SEA is requesting waiver #14, the SEA must demonstrate in its renewal request how it

will ensure that every student in the State has the opportunity to be prepared for and take courses at an advanced level prior to high school.

ESEA Waiver Assurances

In its renewal of ESEA flexibility CDE must demonstrate a continued commitment to implementing the ESEA flexibility principles. Specifically, CDE must agree to the assurances listed below.

In submitting its *ESEA Waiver Request*, CDE must assure that:

☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of ESEA flexibility, as described throughout the remainder of this request.

☒ 2. It has adopted English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the State's college- and career-ready standards. (Principle 1)

☒ 3. It will administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)

☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii) no later than the 2015–2016 school year. (Principle 1)

☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)

☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)

☒ 7. It will annually make public its lists of reward schools, priority schools, and focus schools prior to the start of the school year as well as publicly recognize its reward schools, and will update its lists of priority and focus schools at least every three years. (Principle 2)

☒ 8. It will provide to the Department, no later than January 31, 2016, an updated list of priority and focus schools, identified based on school year 2014–2015 data, for implementation beginning in the 2016–2017 school year.

☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)

☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its ESEA flexibility request.

☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs. (Attachment 2)

☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the SEA customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice. (Attachment 3)

☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout its ESEA flexibility request, and will ensure that all such reports, data, and evidence are accurate, reliable, and complete or, if it is aware of issues related to the accuracy, reliability, or completeness of its reports, data, or evidence, it will disclose those issues.

☒ 14. It will report annually on its State report card and will ensure that its LEAs annually report on their local report cards, for the "all students" group, each subgroup described in ESEA section 1111(b)(2)(C)(v)(II), and for any combined subgroup (as applicable): information on student achievement at each proficiency level; data comparing actual achievement levels to the State's annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. In addition, it will annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively. It will ensure that all reporting is consistent with *State and Local Report Cards Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended Non-Regulatory Guidance* (February 8, 2013).

Content of the ESEA Waiver Request

In renewing its request, CDE must provide narrative responses updating its currently approved ESEA flexibility request to address each of the items below. Specifically, CDE must address its plan relative to each of the Principles as described below through the end of the 2017–2018 school year.

Principle 1: College and Career-Ready Expectations for All Students
In its request for renewal of ESEA flexibility, each SEA must update its currently approved ESEA flexibility request to describe how it will continue to ensure all students graduate from high school ready for college and a career, through implementation of college- and career-ready standards and high-quality aligned assessments (general, alternate, and English language proficiency), including how the SEA will continue to support all students, including English Learners, students with disabilities, low-achieving students, and economically disadvantaged students, and teachers of those students.

Principle 2: State-Developed Systems of Differentiated Recognition, Accountability, and Support
Each SEA must provide narrative responses for each of the items enumerated below. In providing these narrative responses, each SEA must describe its process for continuous improvement of its systems and processes supporting implementation of its system of differentiated recognition, accountability, and support. In describing its process for continuous improvement, an SEA should consider how it will use systematic strategies to analyze data and revise approaches to address implementation challenges in order to ensure that it and its LEAs are meeting the needs of all students.

2.A. Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support: In its request for renewal of ESEA flexibility, each SEA must demonstrate that a school may not receive the highest rating in the SEA's differentiated recognition, accountability, and support system if there are significant achievement or graduation rate gaps across subgroups that are not closing in the school.

2.D. Priority Schools: In its request for renewal of ESEA flexibility, each SEA must:

a) Submit either (i) its updated list of priority schools based on the most recent available data, for implementation beginning in the 2015–2016 school year, or (ii) an assurance that it will provide an updated list of priority schools based on school year 2014–2015 data no later than January 31, 2016, for implementation beginning no later than the 2016–2017 school year;
b) Provide its timeline for implementation of interventions aligned with all of the turnaround principles in all priority schools; and
c) Describe its process for identifying any schools that, after implementing interventions for three school years, have not made sufficient progress to exit priority status and describe how the SEA will ensure increased rigor of interventions and supports in these schools by the start of the 2015-2016 school year.

2.E. Focus Schools: In its request for renewal of ESEA flexibility, each SEA must:

a) Submit either (i) its updated list of focus schools based on the most recent available data, for implementation beginning in the 2015–2016 school year, or (ii) an assurance that it will provide an updated list of focus schools based on school year 2014–2015 data no later than January 31, 2016, for implementation beginning no later than the 2016–2017 school year;
b) Provide its process, including a timeline, for ensuring that its LEAs implement interventions targeted to a focus school's reason for identification; and
c) Describe its process for identifying any schools that have not made sufficient progress to exit focus status and describe how the SEA will ensure increased rigor of interventions and supports in these schools by the start of the 2015-2016 school year.

2.F. Other Title I Schools: In its renewal request, each SEA must update its plan for providing incentives and supports to other Title I schools to include a clear and rigorous process for ensuring that LEAs provide interventions and supports for low-achieving students in those schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

2.G. Build SEA, LEA, and School Capacity to Improve Student Outcomes: In its request for renewal of ESEA flexibility, each SEA must describe its statewide strategy to support and monitor LEA implementation of the State's system of differentiated recognition, accountability, and support. This description must include the SEA's process for holding LEAs accountable for improving school and student performance.

Principle 3: Supporting Effective Instruction and Leadership

An SEA that checked option C under assurance 15 must provide a narrative response to this item detailing:

a) The progress made to date in ensuring that each LEA is on track to implement high-quality teacher and principal evaluation and support systems designed to support educators and improve instruction;
b) The proposed change(s) and the SEA's rationale for each change; and
c) The steps the SEA will take to ensure continuous improvement of evaluation and support systems that result in instructional improvement and increased student learning.

Again, CDE sincerely values your thoughts and perspectives on these issues and encourages you to share them with us. Thank you in advance for taking the time to submit any comments you have regarding the ESEA waiver. Please submit them by January 30, 2015, to eseacomments@cde.state.co.us and be sure to include "*ESEA Waiver Renewal*" in the subject heading.

Attachment 2

Comments Received from LEAs

From: Jonathan Dings
Sent: Friday, March 06, 2015 8:26 AM
To: ESEA Comments
Subject: Comments on Colorado's ESEA Flexibility Waiver Renewal

Boulder Valley School District supports meeting accountability requirements through Spanish language assessments, as detailed in pages 54-55 of the proposed waiver.

Boulder Valley School District supports adjusting accountability calculations so that parent refusals to take state assessments are not counted against schools and districts, as described in pages 61 and 81 of the proposed waiver.

Boulder Valley School District supports "Principle 2 – Develop a project to pilot an alternative accountability system that incorporates state and local assessments." Boulder Valley School District strongly encourages that the state be explicit in requesting advance approval of an alternative model that

- directs resources and support to high quality local formative assessments;
- limits state assessments to once per content area per organizational level (elementary, middle, and high school); and
- is based upon random sampling of students once per content area per organizational level as opposed to requiring every student to take every test.

Jonathan Dings

Executive Director of Student Assessment and Program Evaluation

Boulder Valley School District

From: BRILLIANT, HOLLY A
Sent: Sunday, March 08, 2015 1:51 PM
To: ESEA Comments
Cc: BRILLIANT, HOLLY A
Subject: Comments on Waiver Request

Good afternoon,

Thank you for the extended time to respond to this Waiver request, and for providing the cross-walk document that was very helpful in synthesizing this information. Please see comments below:

Principle 2 – Develop a project to pilot an alternative accountability system that incorporates state and local assessments.

I agree with this request. It will reduce the burden on schools/districts with respect to time required for state assessments and will allow for more instructionally useful information to be gleaned from the alternative system. Additionally, all districts will eventually benefit from the creation of pool of common assessments.

Principle 2 - Colorado's system of accountability will be modified to remove parent refusals from the list of non-participants that may be counted against a school or district should a school or district fall below the 95% assessment participation requirement.

While I agree with this request overall, I have two concerns: first, I do not believe that documentation of parent refusal requests and documentation of a good faith effort on the parts of schools and districts will prevent abuse of this flexibility. Second, with respect to small schools that have tight-knit parent communities, the number of parent refusals could create a situation where such a small number of students are assessed that the results of the assessment became meaningless for the school and district.

Principle 3 - Colorado's educator evaluation system will use multiple measures to assess effectiveness, including student growth as a significant factor by 2015-2016.

Agree.

Principle 2 – Modify the requirement that principals in schools implementing Sec. 1003(g) turnaround models must be replaced.

Agree, but I would like clarity on what the Department would consider the components for a portfolio of evidence to demonstrate principal capacity.

Principle 1 – Assessments – Math, double testing.

The requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the state and to administer the same academic assessments to measure the achievement of all students.

This is long overdue and will provide information to schools and districts that is useful and a much better pulse rate of the performance of advanced students.

Principle 1 – CDE will be field testing new Spanish language reading and writing assessments and requests the waiving of ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i), which require a state educational agency (SEA) to apply the same academic achievement standards, and to use the same academic assessments, for all public school children in the state.

Agree.

Principle 2 –Modification of Supplemental Educational Service (SES) options.

While I agree with this request, i wonder how it is different from what LEAs are allowed to do now?

Principle 2 - Colorado's proposes to include English learner proficiency scores on English language arts and math assessments in the accountability system after they have received two years of instruction in a school in the U.S instead of after only one year.

Agree.

Thank you for the opportunity to comment on this Waiver request. Please know that LEAs appreciate the dedication and hard work on the part of the Department and all individuals therein!

Best regards,

Holly A Brilliant

Colorado School District 11 Title I Director, Consolidated Grant Coordinator and Homeless Liaison

From: Anita Parker
Sent: Monday, March 09, 2015 9:30 PM
To: ESEA Comments
Subject: Comments

Thank you for the opportunity to give feedback on these proposals..

I fully support each proposal. I see great benefit to allowing ELD students two years of instruction instead of only one, although 3 years would be even better. The state is keen on the benefits of allowing districts to determine common formative assessments.

Thank you for your work,

Anita Parker

Instructional Facilitator

Roaring Fork School District

From: Guyer, Grant
Sent: Monday, March 02, 2015 1:08 PM
To: ESEA Comments
Subject: feedback from DPS

DPS would like to see increased flexibility for SES that would allow districts more leeway on the use of funds. Examples include funding an extended school day or a district-run math tutoring program.

Please let me know if you have any questions.

Grant

Grant Guyer

Executive Director

Assessment, Research & Evaluation

Denver Public Schools

From: Anita Burns
Sent: Wednesday, January 28, 2015 1:35 PM
To: Klein, Jeff
Subject: RE: ESEA Waiver Input from CoP

Jeff,

So I have read all the information that you sent out. I feel that all parts of the Waiver are clearly articulated. I also felt in reading these each item is written to provide the maximum flexibility possible for districts/schools. I believe this good and necessary in our current educational culture.

I do have two questions/clarifications.

1) With all the talk about returning to "Federal Minimums" for assessments, will this impact any part of the waiver? I am thinking that the Waiver will be submitted before anything changes legislatively????

2) Will SES remain as it is? I know the State Board "insisted" this be left in previously, so I was just curious about this. We are very grateful for the flexibility CDE has built in with allowing districts to write an application in order to provide their own SES. This has been extremely helpful for my small, rural districts!!!!!

    a. I didn't read anything about SES in all the pages I read but maybe because it is not changing????

My input is – everything that is there is well written and I believe helps us to be accountable in a more realistic and achievable way. Flexibility is key.

I didn't reply to all because I wanted you to respond to my questions (or the appropriate person) and depending on the answers I may have input or not. ☺

Thank you for the opportunity for input.

Anita ☺

From: Janet Tanner
Sent: Thursday, January 29, 2015 9:31 PM
To: Hutchins, Darcy
Subject: Re: SACPIE Feedback Requested--ESEA Waiver Renewal

Darcy,

I'm not familiar with all the details of the waivers. One thing I do know is that I'm ever so pleased that we are out from under the threat of AYP and unbelieveable sanctions that would accompany not meeting the measure. Sticks don't work while carrots may.

I'm not sure we're going down the path our state would choose if given the freedom, but we're fulfilling the trade-offs ceded with the waiver.

That's all I have.

Jan

From: Bruce Caughey
Sent: Monday, February 02, 2015 8:29 PM
To: ESEA Comments
Cc: Owen, Keith; Lisa Escarcega; Elisabeth Rosen
Subject: Fwd: 1202 Task Force Presentation

CDE waiver comment reviewer:

As you know, the timeline for Phase 1 of public input for the ESEA waiver was very short. This has made it difficult to engage the various interests and membership groups inside CASE. We have our annual Winter Leadership Conference this week and many Board and Legislative meetings during February. As a placeholder and indicator of what we think are critical aspects to consider in the new request, I would suggest a full review of the final report of the 1202 Task Force (link below).

Unfortunately, the February 2 deadline collides with the timing of work in the General Assembly. For example, would CDE be willing to put in for a waiver that removes Grade 11 testing until the legislature directs that action? Our members suggest there is a need for a formal parent refusal process, but it seems unlikely that will make its way into a waiver at this time. Perhaps more conversations with CASE members and superintendent groups will elicit more helpful feedback prior to the next deadline.

One area that could be considered at this time is the two-year exclusion for ELL students from accountability (Florida did receive this in its waiver) and the one-year, hold-harmless for accountability, both of which are in the 1202 Task Force report.

CASE Past President Lisa Escarcega is also the Chief Accountability and Research Officer in Aurora Public Schools. She served on the 1202 Task Force, testified to the House and Senate Education Committees last week, and is a great thinker on issues of assessment and accountability. Lisa and I plan to engage CASE members during February to provide additional feedback by the 27th.

Bruce Caughey,

CASE Executive Director

Full Report - http://www.cde.state.co.us/cdedepcom/taskforce

From: Bruce Caughey
Sent: Friday, February 27, 2015 10:27 PM
To: Owen, Keith; Chapman, Pat
Cc: Lisa Escarcega; Elisabeth Rosen; Susan Meek; Pat Sandos
Subject: Additional feedback for NCLB Waiver

Keith and Pat,

Unfortunately the state and federal policy environment remains in flux, and we remain in a a wait and see mode as to what might be possible for Colorado's NCLB Waiver and ESEA Reauthorization. We would like you to consider our comments from February 2 and the following issues:

-Eliminate adequate yearly progress (AYP) and allow for multiple measures of student achievement

-Negate requirement that 100% of students be proficient by 2014

-Remove school turnaround models that all require the principal to be replaced if he or she has been in the position for more than three years; remove the school choice requirement unless there is sufficient evidence that it will boost student achievement

-Include a 10% cap on the amount of Title II funds that may be used for class-size reduction

In addition, we know that there is a need to redirect more authority to local districts to consider how they use local assessments both for accountability purposes and for teacher and principal evaluations. If we cannot achieve greater flexibility from the Colorado General Assembly, we need to consider how pilot programs might inform our work going forward.

Bruce Caughey — CASE Executive Director

Lisa Escarcega — CASE Past President

From: Ines M. Stabler
Sent: Tuesday, January 27, 2015 3:25 PM
To: ESEA Comments
Subject: Waiver comments

Hello,

Here are my comments for the ESEA waiver questions:

Do you believe the waivers to the ESEA requirements have been beneficial to Colorado's students, schools, school districts and BOCES? If so, why? If not, why not?

Specifically, what is working with Colorado's ESEA waiver and what is not? **I see the waiver as streamlining the federal and state requirements for LEA's. Colorado seems to be making an effort to spread the Titile 1 money and make it more equitable and add incentives.**

Are the supports and interventions included as part of the waiver request the right ones? How can they be improved? **Waiver item #12 talks about giving Title funding to high schools with low graduation rates – this is smart. The goal is to graduate our students and this funding can help that.**

How can Colorado's ESEA waiver request be strengthened? **For public feedback it would be helpful to have a rationale behind each item on the waiver, with the specific item. Why is #4 or 8 getting a waiver request.**

Ines Stabler

From: "Spencer, Andre D."
Date: February 2, 2015 at 3:52:19 PM MST
To: "'Chapman, Pat"
Cc: "Owen, Keith"
Subject: FW: Notice Inviting Public Comment - Elementary and Secondary Education Act (ESEA) Flexibility Waiver Renewal

Hello Patrick….attached is the position for Harrison School District 2. I hope that our voice can have an opportunity to be heard. Let me know if you have any questions.

Andre D. Spencer, Ed.D.
Superintendent of Schools
Harrison School District 2

Harrison School District Two – ESEA Flexibility Waiver Position Statement

Harrison School District Two is in support of the ESEA waiver for the state of Colorado. We agree that the legislation in place meets the intent and requirement of the following ESEA principles:

1. Standards and Aligned Assessment

   The evidence is shown by the Colorado Measures of Academic Success (CMASS) to include the Partnership for Assessment of Readiness for college and Careers (PARCC) assessment is aligned to the Colorado Academic Standards and Common Core. With the Common Core standards being a part of the Colorado Academic Standards.
2. Accountability and Support

   The state of Colorado provides annual measurable objectives under the School and District Performance Framework models in language arts and mathematics. Support is provided through the plan assignments and Unified Improvement Planning (UIP) process. The UIP is an important instrument to assist schools to purposefully identify areas of in need improvement. The Colorado Department of Education (CDE) has universal support for schools on priority improvement or turnaround status that satisfies this ESEA principle.
3. Educator Effectiveness

   We at Harrison are in support of the Educator Effectiveness (EE) model under SB 10-191. We are in our 5th year under an EE model in our true pay-for-performance plan. Operating under this model has been a factor in raising student achievement district-wide. We believe that the increased student achievement outcome will be similar for all students in Colorado when staff are held accountable under the EE model.

   What might strengthen the application would be to cite successful EE models across the state to support schools and district reaching their achievement targets.

February 26, 2015

Dear Members of the Colorado State Board of Education,

Thank you for allowing this opportunity to provide an update on the work of the Colorado State Committee of Practitioners (CoP). As you may know, the purpose of the CoP is to advise the State Education Agency on State regulations, the State Plan and other State responsibilities related to the Elementary and Secondary Education Act (currently known as NCLB). Members serve a three year term with the option to serve a second three year term. Pursuant to the No Child Left Behind authorization, CoP membership consists of representatives from local educational agencies, administrators (including representatives from delinquent institutions), teachers, parents, members of local school boards, representatives of private school children, charter school personnel and pupil services personnel. As noted by our membership list which follows, we represent all geographic regions of the State.

Over the past months, CDE staff from the Federal Grants Unit have kept the CoP informed about the State's ESEA waiver renewal process and has solicited our feedback and comments. The CoP believes the current waiver has benefited Colorado's students, schools, school districts and BOCES by streamlining state and federal accountability systems and focusing improvement efforts. The current ESEA flexibility waiver will expire at the end of the 2014-15 school year. With State Board approval, a waiver renewal would allow for continued flexibility relative to 14 ESEA provisions and their associated regulatory, administrative, and reporting requirements through the end of the 2017-2018 school year.

States that no longer implement ESEA flexibility must revert to making Annual Yearly Progress (AYP) determinations. Without a renewed waiver, there would be a significant increase in the number of Colorado schools and districts forced to restructure because they would be identified for Title I Program Improvement and will reach the point of corrective action. Other negative consequences include additional, burdensome federal reporting requirements.

After sharing information and seeking input from stakeholders across Colorado, **the CoP met on February 26, 2015 and unanimously voted to support the submission of an application to renew the State's ESEA waiver.** As the current and past Chairs of the Colorado State Committee of Practitioners, we urge the State Board of Education to approve the submission of this waiver renewal application as well, and we recommend you take this action. The CoP would be pleased to provide any additional information or testimony if needed. Thank you in advance for your consideration and support.

(b)(6)

Mr. Jesús Escárcega
Chair, State Committee of Practitioners
Aurora Public Schools

Dr. Mary Ellen Good
Past-Chair, State Committee of Practitioners
Centennial BOCES

Colorado Committee of Practitioners

2014-15 Membership List

Kirk Banghart	Superintendent, Moffat Consolidated School District #2
Christy Bloomquist	Executive Director of Student Achievement, Durango School District 9-R
Amy Bollinger	Executive Director & Special Education Director, Northwest BOCES
Anita Burns	Federal Programs Coordinator, East Central BOCES
Jesús Escárcega	Director, Grants and Federal Programs, Aurora Public Schools
Mary Ellen Good	Director of Federal Programs, Centennial BOCES
Holly Goodwin	Superintendent, Diocese of Colorado Springs
Laura Gorman	Grant & NCLB Coordinator, Douglas County School District
Melanie Jones	Special Projects Coordinator, Colorado Division of Youth Corrections
Bridgette Muse	Director of Student Services, Eaton School District RE-2
Mark Rangel	Director of Innovative Education Services, Centennial BOCES
Ines Stabler	ELD Coach & Charter School Liaison, District 49
Myra Westfall	Board of Education Member, RE-1 Valley School District
Andrea Perras	Finance Manager, The Academy

Attachment 3

Notices inviting public comment

COLORADO
Department of Education

Federal Programs Unit
1560 Broadway, Suite 1450
Denver, CO 80202-5149

To: XXXXXXXXXXXXX

From: Patrick Chapman, Executive Director, Federal Programs Unit, Colorado Department of Education

Date: January 23, 2015

Re: Notice Inviting Public Comment - Elementary and Secondary Education Act (ESEA) Flexibility Waiver Renewal

In February, 2012, Colorado received a two-year waiver to many federal ESEA requirements through a waiver process offered by the Secretary of Education, Arne Duncan. Since that time, CDE has submitted and received approval of several iterations of the waiver, including a one-year extension granted in spring 2014. Colorado's current ESEA waiver is set to expire at the end of the 2014-2015 school year. In November of last year, the U.S. Department of Education (USDE) offered states the opportunity to renew waivers for an additional three-year period.

In general, the waiver allows Colorado to use existing state law, policies, and practices to meet or replace many of the ESEA accountability requirements. Waiver requests are organized around three primary principles: Standards and Aligned Assessments, Accountability and Support, and Educator Effectiveness. Currently, Colorado has state legislation in place that meets the intent and requirements of these ESEA waiver principles. As CDE continues to implement and align these key pieces of legislation, that work enables Colorado to demonstrate that it is meeting the intent of the waived ESEA requirements.

CDE believes the waivers have been helpful to Colorado students, schools, school districts and BOCES by streamlining the state and federal accountability systems and focusing improvement efforts. Therefore, CDE intends to apply for a renewal of Colorado's ESEA waivers by March 31, 2015. In submitting its updated request for ESEA flexibility, CDE hopes to renew waivers of fourteen ESEA provisions and their associated regulatory, administrative, and reporting requirements through the end of the 2017-2018 school year.

It is important to note that, although the deadline for renewing waivers is March 31st, the waiver can be amended at any time throughout the year. Following the Secretary's announcement, there was uncertainty regarding whether Colorado was eligible for the "expedited review" process made available by the U.S. Department of Education. After several weeks of negotiations, it was determined that Colorado was ineligible for the expedited process as the State is not yet fully implementing its system of educator evaluation. However, CDE was offered the opportunity to pilot the USDE's ESEA Flexibility Waiver standard submission and review process. CDE has declined this opportunity as the mid-February timeline for submission does not afford adequate time for stakeholder consultation.

Solicitation of stakeholder input is fundamental to the renewal process. As part of the public comment process, CDE is seeking input regarding Colorado's current waiver and intent to renew from stakeholder groups, including: superintendents, local ESEA program directors, professional organizations, advisory groups, child advocacy groups, and the general public. Comments received will be compiled and included with Colorado's waiver renewal submission and incorporated into a draft of CDE's waiver request, as appropriate. CDE will receive input and comments during this initial phase through January 30, 2015.

- Phase 1: January 21, 2015 through February 2, 2015 – Stakeholder consultation regarding Colorado's *current* ESEA waiver

During the initial phase of stakeholder consultation, CDE is interested in feedback regarding Colorado's current ESEA waiver request:

- Are the supports and interventions included as part of the waiver request the right ones? How can they be improved?
- Do you believe the waivers to the ESEA requirements have been beneficial to Colorado's students, schools, school districts and BOCES? If so, why? If not, why not?
- Specifically, what is working with Colorado's ESEA waiver and what is not?
- How can Colorado's ESEA waiver request be strengthened?

After CDE has completed a draft of the revised *ESEA Waiver request*, there will be a second opportunity for stakeholders to provide input. The revised draft will be reviewed with stakeholder groups during the month of February. Pursuant to this review process, additional revisions will be made to the waiver request. The *ESEA Waiver Request* will be finalized and submitted to the U.S. Department of Education by March 31, 2015.

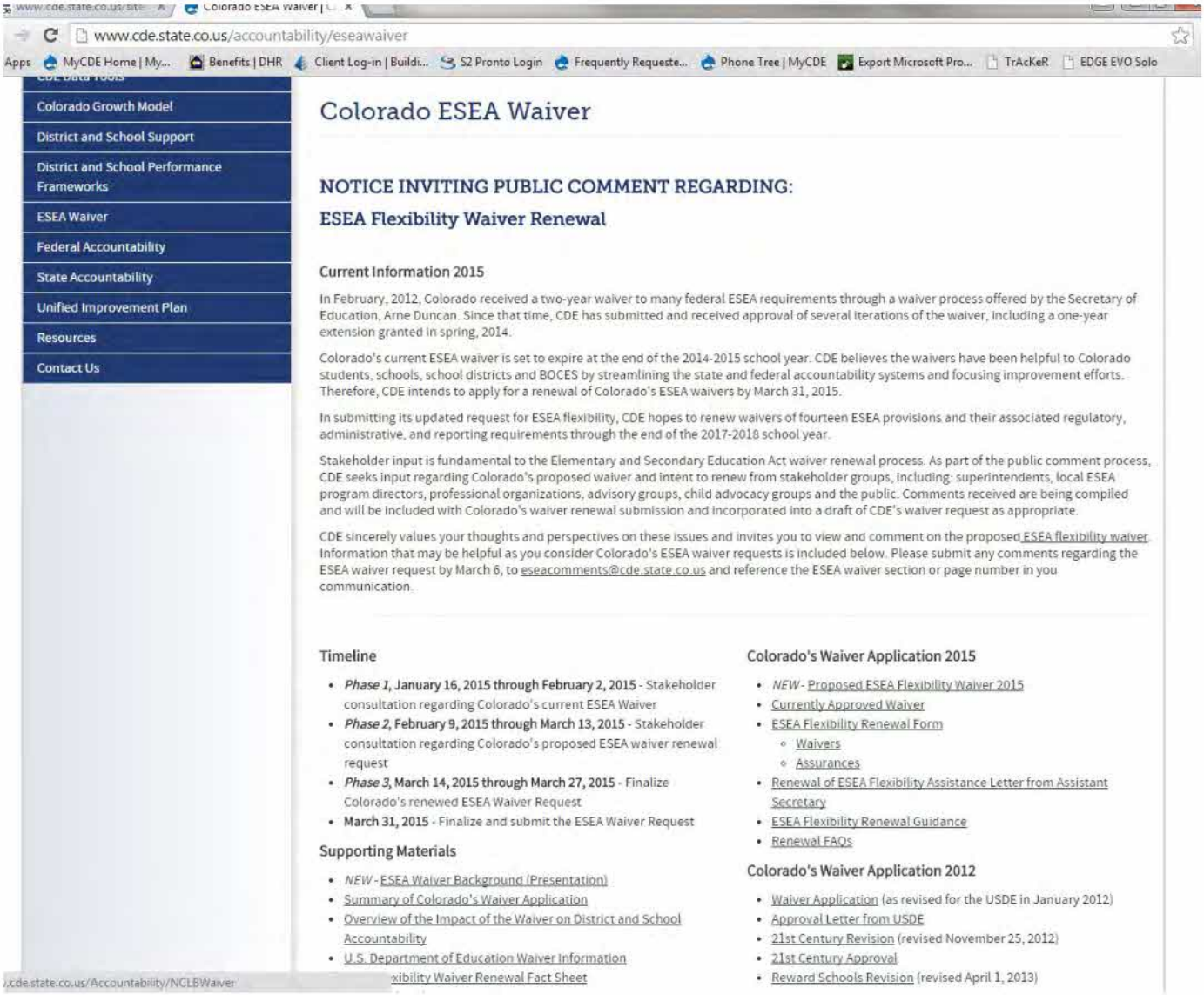
- Phase 2: February 9, 2015 through February 27, 2015 – Stakeholder consultation regarding Colorado's *proposed* ESEA waiver renewal request
- Phase 3: March 2, 2015 through March 27, 2015 – Finalize Colorado's renewed *ESEA Waiver Request*
- March 31, 2015 – submit the *ESEA Waiver Request*

A copy of Colorado's currently approved *ESEA Waiver Request*, the requirements that CDE will request be waived, waiver assurances, and other information that may be helpful in considering the ESEA waiver may be found at:

http://www.cde.state.co.us/Accountability/NCLBWaiver

As noted above, although the deadline for renewing waivers is March 31st, Colorado's waiver can be amended at any time throughout the year. CDE sincerely values your thoughts and perspectives on these issues and encourages you to share them with us. Please submit any comments you have regarding the ESEA waiver request by February 2, 2015, to eseacomments@cde.state.co.us and reference the ESEA Waiver section or page number in your communication. Thank you.

Website Announcement



Website text

In February, 2012, Colorado received a two-year waiver to many federal ESEA requirements through a waiver process offered by the Secretary of Education, Arne Duncan. Since that time, CDE has submitted and received approval of several iterations of the waiver, including a one-year extension granted in spring, 2014.

Colorado's current ESEA waiver is set to expire at the end of the 2014-2015 school year. CDE believes the waivers have been helpful to Colorado students, schools, school districts and BOCES by streamlining the state and federal accountability systems and focusing improvement efforts. Therefore, CDE intends to apply for a renewal of Colorado's ESEA waivers by March 31, 2015.

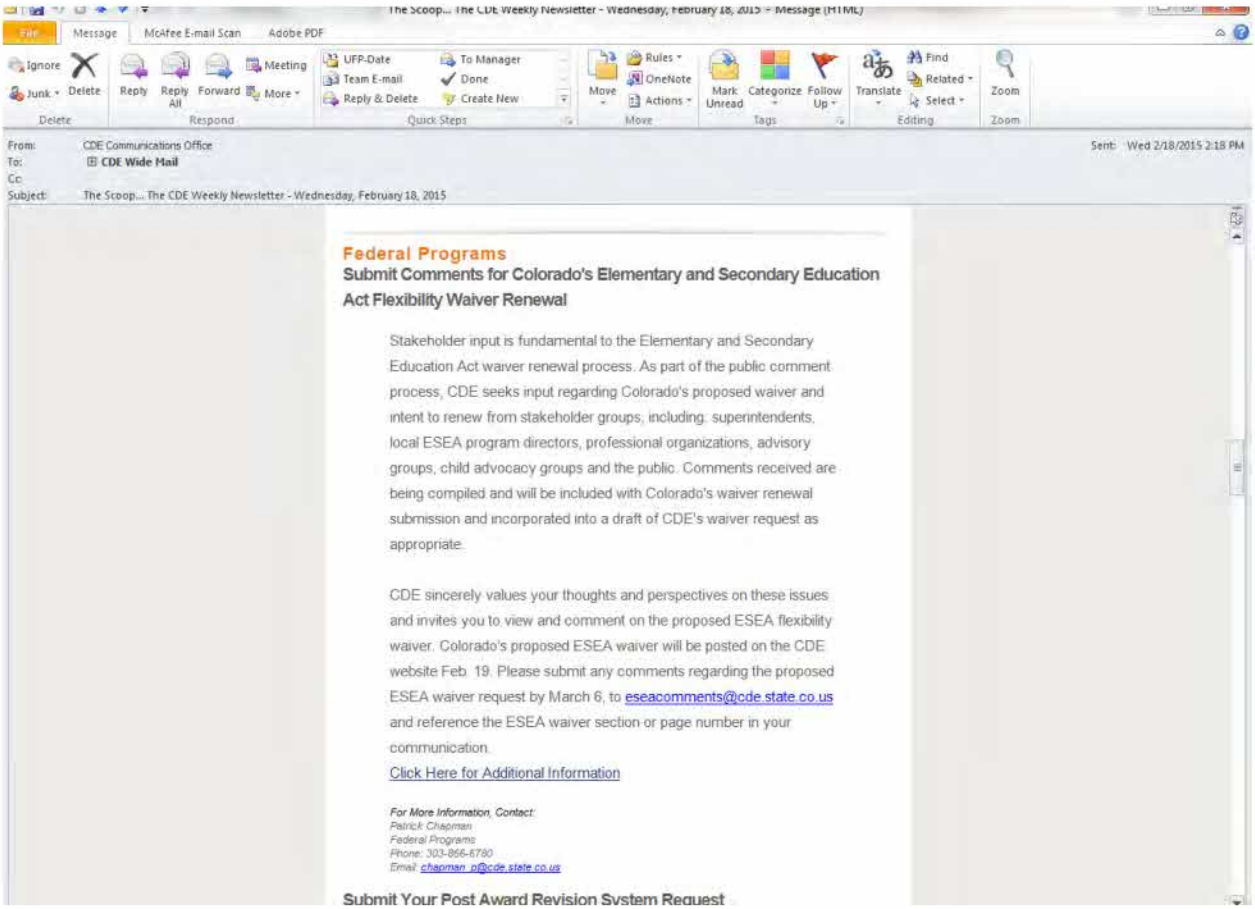
In submitting its updated request for ESEA flexibility, CDE hopes to renew waivers of fourteen ESEA provisions and their associated regulatory, administrative, and reporting requirements through the end of the 2017-2018 school year.

Stakeholder input is fundamental to the Elementary and Secondary Education Act waiver renewal process. As part of the public comment process, CDE seeks input regarding Colorado's proposed waiver and intent to renew from stakeholder groups, including: superintendents, local ESEA program directors, professional organizations, advisory groups, child advocacy groups and the public. Comments received are being

compiled and will be included with Colorado's waiver renewal submission and incorporated into a draft of CDE's waiver request as appropriate.

CDE sincerely values your thoughts and perspectives on these issues and invites you to view and comment on the proposed ESEA flexibility waiver. Information that may be helpful as you consider Colorado's ESEA waiver requests is included below, including a summary of proposed changes and waiver amendments. Please submit any comments regarding the ESEA waiver request by March 20, to eseacomments@cde.state.co.us and reference the ESEA waiver section or page number in you communication. http://www.cde.state.co.us/accountability/eseawaiver

Scoop Newsletter Announcement



From: CDE Communications Office
To: CDE Wide Mail
Cc:
Subject: The Scoop... The CDE Weekly Newsletter - Wednesday, February 18, 2015
Sent: Wed 2/18/2015 2:18 PM

Federal Programs

Submit Comments for Colorado's Elementary and Secondary Education Act Flexibility Waiver Renewal

Stakeholder input is fundamental to the Elementary and Secondary Education Act waiver renewal process. As part of the public comment process, CDE seeks input regarding Colorado's proposed waiver and intent to renew from stakeholder groups, including: superintendents, local ESEA program directors, professional organizations, advisory groups, child advocacy groups and the public. Comments received are being compiled and will be included with Colorado's waiver renewal submission and incorporated into a draft of CDE's waiver request as appropriate.

CDE sincerely values your thoughts and perspectives on these issues and invites you to view and comment on the proposed ESEA flexibility waiver. Colorado's proposed ESEA waiver will be posted on the CDE website Feb. 19. Please submit any comments regarding the proposed ESEA waiver request by March 6, to eseacomments@cde.state.co.us and reference the ESEA waiver section or page number in your communication.

Click Here for Additional Information

For More Information, Contact:
Patrick Chapman
Federal Programs
Phone: 303-866-6780
Email: chapman_p@cde.state.co.us

Submit Your Post Award Revision System Request

Scoop text

Stakeholder input is fundamental to the Elementary and Secondary Education Act waiver renewal process. As part of the public comment process, CDE seeks input regarding Colorado's proposed waiver and intent to renew from stakeholder groups, including: superintendents, local ESEA program directors, professional organizations, advisory groups, child advocacy groups and the public. Comments received are being compiled and will be included with Colorado's waiver renewal submission and incorporated into a draft of CDE's waiver request as appropriate.

CDE sincerely values your thoughts and perspectives on these issues and invites you to view and comment

on the proposed ESEA flexibility waiver. Colorado's proposed ESEA waiver will be posted on the CDE website Feb. 19. Please submit any comments regarding the proposed ESEA waiver request by March 6, to eseacomments@cde.state.co.us and reference the ESEA waiver section or page number in your communication.

Click Here for Additional Information

For More Information, Contact:
Patrick Chapman
Federal Programs
Phone: 303-866-6780
Email: chapman_p@cde.state.co.us

Committee of Practitioners

February 26, 2015

Meeting Agenda

Colorado Children's Campaign,
1580 Lincoln Street, Suite 420
Call in number: 1-866-601-0566

TIME (apx.)	SUBJECT	PRESENTER
10:00	Welcome / Introductions/ November Minutes	Jesús Escarcega
	MSP Grant	Jennifer Phillips (or Designee)
	SIG Application Update	Brad Bylsma
	Family Partnership Surveys – (In accordance with SB – 193)	Darcy Hutchins and Nazie Mohajeri-Nelson
	Consolidated Application Update	Trish Boland
	Working LUNCH	All
	ESEA Waiver Renewal Request	Pat Chapman
3:00	ADJOURN Next meeting: April	

SACPIE Draft Agenda 11.18.14

COLORADO
Department of Education

SACPIE

State Advisory Council for Parent Involvement in Education
Families, Educators, and Communities Fostering Student Success

State Advisory Council for Parent Involvement in Education

Quarterly Council Meeting
AGENDA
Tuesday, February 10, 2015
Colorado Education Association
1500 Grant Street Denver, CO 80203
1-877-820-7831 607046#

11:00	Welcome and Introductions
11:20	Public Comment
11:30	August 19, 2014 Minutes Review and Approval 2015 Operating Procedures Review and Approval
11:35	Colorado's Elementary and Secondary Education Act Waiver—Pat Chapman, Executive Director of Federal Programs
12:15	School and District Performance Frameworks—Alyssa Pearson, Executive Director of Accountability
1:00	Committee Work Time
1:30	CDE Update – Darcy Hutchins, CDE Family Partnership Director
1:45	SACPIE Spotlight—Jan Tanner, Colorado Association of School Boards
2:00	SACPIE Spotlight—Blanca Trejo, College in Colorado
2:15	Committee Work Continued
2:35	Committee Reporting, Announcements
3:00	Adjourn

Disclaimer: The views and opinions expressed in this document are those of the State Advisory Council for Parent Involvement in Education (SACPIE) and do not necessarily reflect the official position or policy of the Colorado Department of Education or the Colorado State Board of Education.

Wednesday, February 18, 2015
State Board of Education Regular Board Meeting 9:00 a.m.

1. 9:00 Call to Order

Subject	**1.01 The State Board will come to order.**
Meeting	Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	1. 9:00 Call to Order
Type	

2. Roll Call

Subject	**2.01 Steve Durham, 5th Congressional District/ Val Flores, 1st Congressional District/ Jane Goff, 7th Congressional District/ Pam Mazanec, 4th Congressional District/ Marcia Neal, 3rd Congressional District/ Debora Scheffel, 6th Congressional District/ Angelika Schroeder, 2nd Congressional District**
Meeting	Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	2. Roll Call
Type	

3. Pledge of Allegiance

Subject	**3.01 Please stand for the Pledge of Allegiance.**
Meeting	Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	3. Pledge of Allegiance
Type	

I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.

4. Approval of Agenda

Subject	**4.01 The State Board will vote to approve the agenda as published.**
Meeting	Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	4. Approval of Agenda
Type	Action

Motion & Voting

I move to sever the agenda as published and remove items relative to the charter school appeals until a later date.

Motion by Steve Durham, second by Pam Mazanec.
Final Resolution: Motion Carries
Yea: Marcia Neal, Angelika Schroeder, Steve Durham, Val Flores, Jane Goff, Pam Mazanec, Debora L Scheffel

5. Consent Agenda

Subject	**5.01 The State Board will vote to place certain matters on the consent agenda.**
Meeting	Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	5. Consent Agenda
Type	Action

Motion & Voting

6. Office of the Colorado State Board of Education

Subject	**6.01 Director of State Board Relations Report (Carey Taylor Markel)**
Meeting	Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	6. Office of the Colorado State Board of Education
Type	

7. Commissioner's Report: Strategic Priorities

Subject	**7.01 Regarding Waiver Requests from the Performance-Based Component of the CMAS Assessment**
Meeting	Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	7. Commissioner's Report: Strategic Priorities
Type	Information

8. Action Item: Accountability, Performance and Support

Subject	**8.01 School District Waiver Requests from the Performance-Based Component of the CMAS Assessment**
Meeting	Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	8. Action Item: Accountability, Performance and Support
Type	Action

Recommended Action	Based upon the Colorado Attorney General's formal opinion 15-03, pursuant to 22-2-117(1.5), C.R.S., the State Board of Education lacks the authority to grant a waiver from any statewide testing assessments required by section 22-7-409, C.R.S,; therefore, the assessment waiver requests submitted by school districts to date, as well as any submitted hereafter, to waive out of the performance-based component of the CMAS assessment, or any assessment required by 22-7-409, should be denied.

At its regularly-scheduled January 8th meeting, the SBOE voted 4-3 to pass a motion directing the Commissioner of Education to grant waivers to local school boards and districts to the performance-based component of the CMAS assessment, if requested by the district. In light of the SBOE's action, the Commissioner requested a formal opinion revisiting whether the SBOE has authority to grant a school district a waiver from the state-mandated assessment, including the performance-based component of the assessment described above.

Since the January 8th meeting, to date 19 school districts have adopted resolutions requesting the "State Board of Education for a waiver from the administration of the performance-based portion of the upcoming Colorado Measures of Academic Success tests in English/Language Arts and math." A copy of each request is posted hereinafter, online. We will continue to add requests for waivers up to the day of the February 18 board meeting.

On February 10, 2015, the Department received from the Attorney General, a copy of the February 4, 2015 formal opinion of the Colorado Attorney General, opinion 15-03. The opinion states in part that "section 22-2-117(1.5), C.R.S. clearly and unambiguously prohibits the SBOE from granting a waiver to local school boards and districts from the performance-based component of the English Language Arts and Math assessment-- or any other statewide assessment required by section 22-7-409,-- and that the SBOE's January 8 motion is contrary to state law and may not be effectuated." A copy of that opinion is posted online hereinafter.

File Attachments

- 2-4-15 SBOE AGO 15-03 (2).pdf (293 KB)
- Buffalo RE4J Request Waiver CMAS Test Requirements 1.21.15.pdf (46 KB)
- Wiley School District Request Waiver CMAS Testing 1.27.15.pdf (58 KB)
- Wiggins School District Letter to State Board test waiver - Created Jan 27, 2015.pdf (281 KB)
- Wiggins School District Test Waiver Resolution - Created Jan 27, 2015.pdf (345 KB)
- Weldon Valley SD Letter to State Board-CMAS Test Waiver 1.29.15.pdf (33 KB)
- Weldon Valley School District Resolution- Waiver CMAS Tests 1.29.15.pdf (48 KB)
- Steamboat Resolution-NRCCS inclusion request 1.29.15.pdf (61 KB)
- Steamboat 14-15 Assessment Calendar 1.29.15.pdf (207 KB)
- Steamboat Resolution-NRCCS inclusion request 1.29.15.pdf (61 KB)
- Jeffco Letter-Resolution Request Waiver CMAS Testing 2.3.15.pdf (765 KB)
- Hayden SD Letter-Resolution Request Waiver CMAS Tests 2.3.15.pdf (169 KB)
- Byers Resolution-Waiver Request-CMAS Tests 2.3.15.pdf (175 KB)
- Montrose-Letter-Waiver Request-CMAS Tests 2.3.15.pdf (73 KB)
- Montrose - Board Resolution - State Testing Waiver.pdf (175 KB)
- Weld RE-9 SD Letter-Resolution Request Waiver CMAS Test 2.3.15.pdf (85 KB)
- Weld Re-10J-Resolution-Request Waiver CMAS Tests 2.9.15.pdf (62 KB)
- Elizabeth Waiver Request for PB PARCC Testing.pdf (621 KB)
- Kit Carson Resolution-Waiver CMAS Tests 2.11.15.pdf (1,182 KB)
- DCSD Cover Letter-Waiver PARCC Tests 2.12.15.pdf (29 KB)
- DCSD Cover Ltr Charters waiver PARCC tests 2.12.15.pdf (240 KB)
- DCSD Cover Ltr Platte River Waiver PARCC tests 2.12.15.pdf (21 KB)

DCSD Resolution-Waiver PARCC Tests 2.12.15.pdf (555 KB)

Julesburg Re-1 Ltr Resolution Waiver CMAS Tests 2.13.15.pdf (950 KB)

Dolores RE-2J Resolution Waiver CMAS Tests 2.17.15.pdf (44 KB)

Weld Re-4 Ltr-Resolution Waiver CMAS Test Req. 2.17.15.pdf (1,087 KB)

Eaton Re-2 Ltr-Resolution Waiver CMAS Test Req 2.17.15.pdf (1,138 KB)

Waiver request HAXTUN.pdf (54 KB)

CMAS Waivers Requested BOE Mtg Handout 2.15.15.pdf (117 KB)

Motion & Voting

To not hold districts liable for the decisions of parents when these parents decide not to allow their children to take PARCC.

Motion by Val Flores, second by Steve Durham.
Final Resolution: Motion Carries
Yea: Steve Durham, Val Flores, Pam Mazanec, Debora L Scheffel
Nay: Angelika Schroeder, Jane Goff
Not Present at Vote: Marcia Neal

To table the motion regarding School District Waiver Requests from the Performance-Based Component of the CMAS Assessment until the next State Board meeting.

Motion by Steve Durham, second by Debora L Scheffel.
Final Resolution: Motion Carries
Yea: Steve Durham, Val Flores, Jane Goff, Pam Mazanec, Debora L Scheffel
Nay: Angelika Schroeder
Not Present at Vote: Marcia Neal

9. Executive Session

Subject	**9.01 The State Board will convene an executive session to receive legal advice on specific legal questions pursuant to 24-6-402(3)(a)(II) C.R.S., and on matters required to be kept confidential by federal law, rules or state statutes pursuant to 24-6-402(3)(a)(III) C.R.S.**
Meeting	Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	9. Executive Session
Type	

10. 10:00 - 11:30 Charter School Appeal: Case No. 14-CS-04

Subject	**10.01 Launch High School vs. Colorado Springs School District 11**
Meeting	Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	10. 10:00 - 11:30 Charter School Appeal: Case No. 14-CS-04
Type	

Brad A. Miller, Esq., Law Office of Brad A. Miller, attorney for Launch High School -- Appellants

Deborah S. Menkins, Esq., Bryan Cave LLP, attorney for Colorado Springs School District 11 -- Appellee

File Attachments

12.12.14 Launch.NoticeofAppeal.pdf (257 KB) 12.12.14 D-11 LHS Resolution 2015-14.pdf (98 KB)

ROA EX A Part 1a of 5.pdf (67,529 KB) ROA EX A Part 1b of 5.pdf (72,523 KB)
ROA EX A Part 1c of 5.pdf (58,323 KB) ROA EX A Part 1d of 5.pdf (76,925 KB)
ROA EX A Part 1e of 5.pdf (65,394 KB) ROA EX A Part 1f of 5.pdf (69,480 KB)
ROA EX A Part 1g of 5.pdf (85,565 KB) ROA EX A Part 2a of 5.pdf (79,910 KB)
ROA EX A Part 2b-1 of 5.pdf (60,620 KB) ROA EX A Part 2b-2 of 5.pdf (68,708 KB)
ROA EX A Part 2c of 5.pdf (91,488 KB) ROA EX A Part 2d of 5.pdf (88,516 KB)
ROA EX A Part 2e of 5.pdf (90,806 KB) ROA EX A Part 2f-1 of 5.pdf (58,615 KB)
ROA EX A Part 2f-2 of 5.pdf (64,143 KB) ROA EX A Part 2g of 5.pdf (96,062 KB)
ROA EX A Part 2h of 5.pdf (59,590 KB) ROA EX A Part 3a-1 of 5.pdf (47,789 KB)
ROA EX A Part 3a-2 of 5.pdf (62,481 KB) ROA EX A Part 3b of 5.pdf (98,243 KB)
ROA EX A Part 3c of 5.pdf (69,585 KB) ROA EX A Part 3d of 5.pdf (69,873 KB)
ROA EX A Part 3e of 5.pdf (54,588 KB) ROA EX A Part 3f of 5.pdf (60,328 KB)
ROA EX A Part 4a of 5.pdf (83,992 KB) ROA EX A Part 4b of 5.pdf (60,362 KB)
ROA EX A Part 4c of 5.pdf (99,364 KB) ROA EX A Part 4d of 5.pdf (83,022 KB)
ROA EX A Part 4e of 5.pdf (92,590 KB) ROA EX A Part 4f of 5.pdf (94,694 KB)
ROA EX A Part 4g of 5.pdf (42,160 KB) ROA EX A Part 4h of 5.pdf (62,018 KB)
ROA EX A Part 5a of 5.pdf (87,745 KB) ROA EX A Part 5b-1 of 5.pdf (44,920 KB)
ROA EX A Part 5b-2 of 5.pdf (63,953 KB) ROA EX A Part 5c of 5.pdf (85,993 KB)
ROA EX A Part 5d-1 of 5.pdf (64,577 KB) ROA EX A Part 5d-2 of 5.pdf (72,045 KB)
ROA EX A Part 5e of 5.pdf (73,902 KB) ROA EX A Part 5f of 5.pdf (63,051 KB)
ROA EX B,C,D-1.pdf (84,915 KB) ROA EX B,C,D-2.pdf (68,945 KB)
ROA EX B,C,D-3.pdf (75,312 KB) ROA EX E Part 1a of 3.pdf (67,516 KB)
ROA EX E Part 1b of 3.pdf (53,686 KB) ROA EX E Part 1c of 3.pdf (25,776 KB)
ROA EX E Part 1d of 3.pdf (37,301 KB) ROA EX E Part 2a of 3.pdf (84,782 KB)
ROA EX E Part 2c of 3.pdf (82,209 KB) ROA EX E Part 2d of 3.pdf (84,352 KB)
ROA EX E Part 2e of 3.pdf (73,993 KB) ROA EX E Part 3a of 3.pdf (50,084 KB)
ROA EX E Part 3b of 3.pdf (45,272 KB) ROA EX E Part 3c of 3.pdf (73,637 KB)
ROA EX F.pdf (7 KB)
Colorado Springs School District 11's Brief in Response to Launch High School's Opening Brief (Case No. 14-CS-04
Launch.ReplyBrief.Final.pdf (203 KB)
Colorado Springs School District 11's Designation of Witnesses (Case No. 14-CS-04).pdf (72 KB)
Launch.designation of witnesses.pdf (43 KB) SchedulingOrder_Launch_v_CO_Sprngs.pdf (22 KB)

Subject	**10.02 Vote on Charter School Appeal: Launch High School vs. Colorado Springs School District 11**
Meeting	Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	10. 10:00 - 11:30 Charter School Appeal: Case No. 14-CS-04
Type	Action

11. Lunch/Executive Session

Subject **11.01 The State Board will convene an executive session to receive legal advice on specific legal questions pursuant to 24-6-402(3)(a)(II) C.R.S., and on matters required to be kept confidential by federal law, rules or state statutes pursuant to 24-6-402(3)(a)(III) C.R.S.**

Meeting Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.

Category 11. Lunch/Executive Session

Type

12. Information Items: Achievement and Strategy

Subject **12.01 Colorado Mathematics Standards Learning Session**

Meeting Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.

Category 12. Information Items: Achievement and Strategy

Type Information

At the request of State Board of Education members, department staff is providing a learning session on the content and skills within the Colorado Academic Standards for mathematics.

File Attachments

Mathematics Standards Learning Session Feb 2015-JH.pdf (371 KB)

Mathematics Kindergarten - High School.pdf (5,581 KB)

13. Information Item: Accountability, Performance and Support

Subject **13.01 Elementary and Secondary Education Act (ESEA) Flexibility Waiver Renewal**

Meeting Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.

Category 13. Information Item: Accountability, Performance and Support

Type Information

The Elementary and Secondary Education Act of 1965 is the primary federal law governing K-12 education. The main goal of ESEA is to help all students in the country reach proficiency in English language arts and mathematics. The law was most recently reauthorized in 2001 through the No Child Left Behind Act. In 2011, Secretary of Education, Arne Duncan, invited states to request waivers from certain requirements of federal ESEA law by showing a commitment to rigorous state-developed plans for improving educational achievement for all students. In February 2012, Colorado received approval of its waiver request.

Colorado's recent education reforms provided the basis for the successful waiver application.

- Rigorous state standards and aligned assessments;
- A system for using assessment data to hold schools and districts accountable for student performance; and
- An educator evaluation system tied to improving student achievement.

Colorado's current ESEA waiver is set to expire at the end of the 2014-15 school year. The deadline for submitting a request to renew the waiver is March 31, 2015. The Department believes the waiver has been helpful to Colorado students, schools, school districts and BOCES, and therefore recommends CDE apply for a renewal of the waiver.

File Attachments

ESEA waiver renewal state board FINAL.pdf (364 KB)

14. Action Items: Achievement and Strategy

Subject	**14.01 Notice of Rulemaking Hearing: Revisions to 1 CCR 301-92 (Rules for the Administration of the READ Act)**
Meeting	Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	14. Action Items: Achievement and Strategy
Type	Action
Recommended Action	To approve notice of a rulemaking hearing to amend 1 CCR 301-92 (Rules for the Administration of the Colorado Reading to Ensure Academic Development Act).

Section 22-7-1209(1)(a)(e), C.R.S., authorizes the State Board of Education to promulgate rules, as necessary, for the administration of the Colorado Reading to Ensure Academic Development Act (the Colorado READ Act). The State Board approved the Rules for the Administration of the READ Act in March 2013.

Recently, however, the Department of Education has received the opinion from its legal counsel that the rules should be revised with respect to sections that address how a student should be identified as having a significant reading deficiency. The current rules require that all students be tested for a significant reading deficiency by using an interim assessment in English. The Department of Education is recommending revisions to the rules that would allow districts to also test for a significant reading deficiency by using an interim assessment normed for students who speak Spanish as their native language.

An approval of the notice of rulemaking hearing would set in place the following proposed timeline:

- April 2015 — rulemaking hearing
- May 2015 — vote on the adoption of rules
- June 2015 — rules in effect

File Attachments

READ Act Rule Revisions for SBE 2-5-15.pdf (191 KB)

1 CCR 301-92 with recommended revisions (2 3 15).pdf (100 KB)

READ Act Crosswalk Statute Opinion and Rules.pdf (106 KB)

8-12-14 CDE READ Act 14-02.pdf (209 KB)

Motion & Voting

To approve notice of a rulemaking hearing to amend 1 CCR 301-92 (Rules for the Administration of the Colorado Reading to Ensure Academic Development Act).

Motion by Angelika Schroeder, second by Val Flores.
Final Resolution: Motion Carries
Yea: Angelika Schroeder, Steve Durham, Val Flores, Jane Goff, Pam Mazanec
Nay: Debora L Scheffel
Not Present at Vote: Marcia Neal

15. 2:00 Rulemaking Hearing

Subject	**15.01 Rulemaking Hearing: Rules for the Administration of the Colorado School Awards Program**
Meeting	Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.

Category	15. 2:00 Rulemaking Hearing
Type	Action
Recommended Action	To approve Rules for the Administration of the Colorado School Awards Program

The statutory basis for these rules is found in § § 22-2-106 (1) (a) and (c), C.R.S., State Board duties; § 22-2-107 (1) (c), C.R.S., State Board powers; and § § 22-11-601 through 605, C.R.S., Colorado School Awards Program.

The Colorado School Awards Program, § § 22-11-601 through 605, C.R.S., requires the State Board of Education to promulgate rules which include, but are not limited to, procedures for transmitting the financial awards to schools that demonstrate outstanding performance.

A new award, the Academic Growth Award, has been added to the Colorado School Awards Program. This program requires that the State Board of Education present an award to the public high school that demonstrates the highest levels of student academic growth within each classification used by the statewide association for high school activities for the sport of football. As required in section 22-11-603.7 (1) (a), C.R.S., the rules for the Colorado School Awards Program identify the public high schools that demonstrate the highest rate of student longitudinal growth in one or more years, as measured by the Colorado Growth Model.

File Attachments

CSArules clean_ap.pdf (99 KB) CSArules red_ap.pdf (100 KB)

HS Academic Growth Award Recipients 2014.pdf (225 KB)

Motion & Voting

To approve Rules for the Administration of the Colorado School Awards Program.

Motion by Jane Goff, second by Val Flores.
Final Resolution: Motion Fails
Yea: Angelika Schroeder, Val Flores, Jane Goff
Nay: Steve Durham, Pam Mazanec, Debora L Scheffel
Not Present at Vote: Marcia Neal

I make a motion to re-consider the Rules for the Administration of the Colorado School Awards Program.

Motion by Steve Durham, second by Jane Goff.
Final Resolution: Motion Carries
Yea: Angelika Schroeder, Steve Durham, Val Flores, Jane Goff, Pam Mazanec, Debora L Scheffel
Not Present at Vote: Marcia Neal

16. Action Item: Accountability, Performance and Support cont.

Subject	**16.01 Recommended School Turnaround Leaders Development Program - Design Grant Recipients**
Meeting	Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	16. Action Item: Accountability, Performance and Support cont.
Type	Action
Recommended Action	To accept the recommendations for grant recipients and amount of grant awards.

The School Turnaround Leaders Development Program, 22-13-104, (2) C.R.S., requires the Department to review the design grant applications using the criteria adopted by rule and recommend to the State Board the providers that may receive design grants and the amount of the grants.

The new Turnaround Leaders Development Grant will identify Providers of high-quality turnaround leadership development programs, and may award one-time design grants to enhance their ability to develop or expand programs that nurture and support school leaders capable of turning around low-performing schools. A Request For Proposal (RFP) was released to solicit qualified Providers of Turnaround Leadership Development Programs to serve leaders who will demonstrate dramatic and lasting improvements of student achievement and growth. Applicants could choose to either become identified Providers by meeting the RFP requirements or apply for a one-time design grant to partially offset the design and development costs of creating or expanding high-quality turnaround leadership development programs for principals, teacher leaders, and district or charter leaders in schools with Priority Improvement or Turnaround Plan types throughout Colorado.

A grant review was held on Wednesday, January 28, 2015. Approximately $608,000 is available for design grant distribution for 2014 – 2015. Thirteen applications were received, totaling more than $1.1 million in requests.

File Attachments
STLD Grant Recommendations.pdf (42 KB)

Motion & Voting

To accept the recommendations for grant recipients and amount of grant awards.

Motion by Steve Durham, second by Jane Goff.
Final Resolution: Motion Carries
Yea: Marcia Neal, Angelika Schroeder, Steve Durham, Val Flores, Jane Goff, Pam Mazanec, Debora L Scheffel

17. Action Items: Educator Licensure

Subject	**17.01 Disciplinary Proceedings Concerning a License, Charge No. 2014EC1**
Meeting	Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	17. Action Items: Educator Licensure
Type	Action

The license holder has been charged with engaging in unlawful and unethical behavior in violation of §§22-60.5-107(2.5)(a)(I)(C) and (4), C.R.S., and Colorado State Board of Education Rules 1 CCR 301-37, 2260.5-R-15.00(3)(a) and (2)(l), and -15.02(1) and (10).

Motion & Voting

Direct department staff and the state attorney general's office to prepare the documents necessary to request a formal hearing for the revocation of the license holder's professional teacher license pursuant to 24-4-104, C.R.S.

Motion by Steve Durham, second by Jane Goff.
Final Resolution: Motion Carries
Yea: Marcia Neal, Angelika Schroeder, Steve Durham, Val Flores, Jane Goff, Pam Mazanec, Debora L Scheffel

Subject	**17.02 Six Initial Emergency Authorization Requests**
Meeting	Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	17. Action Items: Educator Licensure
Type	Action
Recommended Action	To approve the 6 initial emergency authorizations, as requested.

CRS 22-60.5-111 (4) allows the Colorado Department of Education to issue emergency authorizations to non-licensed teachers, principals, administrators or special services providers who are enrolled in an approved

preparation program, but who have not yet met the requirements for licensure, if: (1) the requesting school district provides documented evidence of a demonstrated need for specific and essential education services for students that the applicant would provide and that would otherwise be unavailable to students in the school district due to a shortage of appropriately licensed educators; and (2) if the Colorado State Board of Education determines that employment of the applicant is essential to the preservation of the school district's education program.

Six districts have provided compelling evidence in support of the requested emergency authorizations.

File Attachments
Request for Initial Emergency Authorizations.pdf (49 KB)

Motion & Voting

To approve the 6 initial emergency authorizations, as requested.

Motion by Steve Durham, second by Jane Goff.
Final Resolution: Motion Carries
Yea: Marcia Neal, Angelika Schroeder, Steve Durham, Val Flores, Jane Goff, Pam Mazanec, Debora L Scheffel

Subject	**17.03 Individual Alternative Principal Preparation Program (Adams County 14)**
Meeting	Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	17. Action Items: Educator Licensure
Type	Action
Recommended Action	To approve Adams 14 School District's individualized principal preparation program for Shelagh Burke.

CRS 22-60.5-305.5 stipulates that it is in the interest of the state to authorize school districts to design and implement individualized alternative principal preparation programs to enable persons from outside the education community to develop the skills and experience necessary to successfully lead a public school and to qualify ultimately for licensure as principals.

Adams 14 School District has prepared and provided such a program for Shelagh Burke, which will afford Ms. Burke mentoring and one-on-one support as she completes a principal licensure program with UC Denver and continues to serve in this role for the remainder of the school year.

File Attachments
Alternative Principal's License - Adams 14.pdf (68 KB)

Motion & Voting

To approve Adams 14 School District's individualized principal preparation program for Shelagh Burke.

Motion by Steve Durham, second by Jane Goff.
Final Resolution: Motion Carries
Yea: Marcia Neal, Angelika Schroeder, Steve Durham, Val Flores, Jane Goff, Pam Mazanec, Debora L Scheffel

Subject	**17.04 Request for the authorization of the University of Northern Colorado to offer a Dance teaching endorsement program**
Meeting	Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.

Category	17. Action Items: Educator Licensure
Type	Action
Recommended Action	To approve the request for the authorization of the University of Northern Colorado to offer a Dance teaching endorsement program.

The University of Northern Colorado has submitted a proposal to offer a new Dance teaching endorsement program, the content for which was approved by the board last year. This proposal contains all applicable content and supporting documentation to assure the State Board of Education that candidates prepared in this program meet and/or exceed the requirements outlined in this endorsements' standards, located at 1 CCR 301-37 22.60.5-R-8.20. This university's program is hereby submitted to the State Board with a recommendation by relevant staff for full approval by the State Board of Education. Copies of the full proposal submitted by the University of Northern Colorado are available upon request.

File Attachments
Dance Matrix.pdf (65 KB)

Motion & Voting

To approve the request for the authorization of the University of Northern Colorado to offer a Dance teaching endorsement program.

Motion by Steve Durham, second by Jane Goff.
Final Resolution: Motion Carries
Yea: Marcia Neal, Angelika Schroeder, Steve Durham, Val Flores, Jane Goff, Pam Mazanec, Debora L Scheffel

Subject	**17.05 Request for the reauthorization of the teacher preparation programs at the University of Colorado Colorado Springs**
Meeting	Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	17. Action Items: Educator Licensure
Type	Action
Recommended Action	To approve the request for the reauthorization of the teacher preparation programs at the University of Colorado Colorado Springs.

The University of Colorado, Colorado Springs has provided evidence to support the reauthorization of its teacher preparation programs. This evidence assures the State Board of Education that candidates prepared in their programs meet and/or exceed the requirements outlined in endorsements' standards, located at 1 CCR 301-37 22.60.5. This university's programs are hereby submitted to the State Board with a recommendation by relevant staff for full approval by the State Board of Education.

File Attachments
2014 Report by Site Review Team - UCCS.pdf (336 KB)

Motion & Voting

To approve the request for the reauthorization of the teacher preparation programs at the University of Colorado Colorado Springs.

Motion by Steve Durham, second by Jane Goff.
Final Resolution: Motion Carries
Yea: Marcia Neal, Angelika Schroeder, Steve Durham, Val Flores, Jane Goff, Pam Mazanec, Debora L Scheffel

Subject	**17.06 Request for the authorization of the University of Colorado Denver to offer a Culturally and Linguistically Diverse Education endorsement program, in conjunction with Denver Public Schools**
Meeting	Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	17. Action Items: Educator Licensure
Type	Action
Recommended Action	To approve the request for the authorization of the University of Colorado Denver to offer a Culturally and Linguistically Diverse Education endorsement program, in conjunction with Denver Public Schools.

The University of Colorado Denver has submitted a proposal to offer a Culturally and Linguistically Diverse Education endorsement program. This proposal contains all applicable content and supporting documentation to assure the State Board of Education that candidates prepared in this program meet and/or exceed the requirements outlined in this endorsements' standards, located at 1 CCR 301-37 22.60.5-R-8.22. This university's program is hereby submitted to the State Board with a recommendation by relevant staff for full approval by the State Board of Education. Copies of the full proposal submitted by the University of Colorado Denver and Denver Public Schools are available upon request.

File Attachments
Maxtrix CLDE UCD District Based.pdf (142 KB)

Motion & Voting

To approve the request for the authorization of the University of Colorado Denver to offer a Culturally and Linguistically Diverse Education endorsement program, in conjunction with Denver Public Schools.

Motion by Steve Durham, second by Jane Goff.
Final Resolution: Motion Carries
Yea: Marcia Neal, Angelika Schroeder, Steve Durham, Val Flores, Jane Goff, Pam Mazanec, Debora L Scheffel

Subject	**17.07 Request for the authorization of Fort Lewis College to offer the Culturally and Linguistically Diverse - Bilingual Education Specialist endorsement program**
Meeting	Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	17. Action Items: Educator Licensure
Type	Action
Recommended Action	To approve the request for the authorization of Fort Lewis College to offer the Culturally and Linguistically Diverse - Bilingual Education Specialist endorsement program.

Fort Lewis College has submitted a proposal to offer the Culturally and Linguistically Diverse Education - Bilingual Education Specialist endorsement program. This proposal contains all applicable content and supporting documentation to assure the State Board of Education that candidates prepared in this program meet and/or exceed the requirements outlined in this endorsements' standards, located at 1 CCR 301-37 22.60.5-R-8.23. This college's program is hereby submitted to the State Board with a recommendation by relevant staff for full approval by the State Board of Education. Copies of the full proposal submitted by Fort Lewis College are available upon request.

File Attachments
FLC-8 23 CLD-S MATRIX.pdf (53 KB)

Motion & Voting

To approve the request for the authorization of Fort Lewis College to offer the Culturally and Linguistically Diverse - Bilingual Education Specialist endorsement program.

Motion by Steve Durham, second by Jane Goff.
Final Resolution: Motion Carries
Yea: Marcia Neal, Angelika Schroeder, Steve Durham, Val Flores, Jane Goff, Pam Mazanec, Debora L Scheffel

18. Action Items: School Finance

Subject	**18.01 Public School Finance Act of 1994 (as amended) State Share Payments**
Meeting	Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	18. Action Items: School Finance
Type	Action
Recommended Action	To certify payments to school districts for the Public School Finance Act of 1994 (as amended) state share of total program in the monthly amount of (b)(5) or January and February 2015.

The State Board of Education is responsible for determining the amount of funding which local school districts receive monthly from the state under the provisions of the Public School Finance Act of 1994 (Section 22-54-115, Colorado Revised Statutes). Districts are entitled to receive these funds by the 25th of each month.

The Board is requested to certify the January and February 2015 state share payments to districts

File Attachments
January & February 2015 State Share Payments.pdf (64 KB)

Motion & Voting

To certify payments to school districts for the Public School Finance Act of 1994 (as amended) state share of total program in the monthly amount of (b)(6) for January and February 2015.

Motion by Steve Durham, second by Jane Goff.
Final Resolution: Motion Carries
Yea: Marcia Neal, Angelika Schroeder, Steve Durham, Val Flores, Jane Goff, Pam Mazanec, Debora L Scheffel

Subject	**18.02 Resolution 14-2 Concerning Statutory Changes to Eliminate Medicinal Marijuana Tax-Free Transfers**
Meeting	Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	18. Action Items: School Finance
Type	Action
Recommended Action	To support Resolution 14-2 concerning statutory changes to eliminate medicinal marijuana tax-free transfers.

The Capital Construction Assistance Board has created an item on their legislative platform to address the medical tax-free transfers occurring within the retail marijuana industry. Due to the tax-free transfers, the BEST grant program is unable to maximize marijuana revenues and, consequently, is less able to address school capital construction needs across the state. The Capital Construction Assistance Board feels strongly that the medical tax-free transfers currently allowed by the marijuana excise tax statute is detrimental to the capabilities of the BEST grant program, and is seeking the support of the State Board to pursue avenues to eliminate medicinal marijuana tax-free transfers.

File Attachments

CCAB Resolution 14-2.pdf (50 KB)

Motion & Voting

To support Resolution 14-2 concerning statutory changes to eliminate medicinal marijuana tax-free transfers.

Motion by Jane Goff, second by Val Flores.
Final Resolution: Motion Carries
Yea: Angelika Schroeder, Val Flores, Jane Goff, Debora L Scheffel
Nay: Steve Durham, Pam Mazanec
Not Present at Vote: Marcia Neal

19. Action Items: Innovation, Choice and Engagement

Subject	**19.01 Approval of Innovation Application for Denver Public Schools' High Tech Elementary School**
Meeting	Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	19. Action Items: Innovation, Choice and Engagement
Type	Action
Recommended Action	To affirm Denver Public Schools designation as a District of Innovation pursuant to section 22-32.5-107 (3) (a), C.R.S. and approve the requests for waiver from state statue for the benefit of High Tech Elementary School.

Background on Innovation Schools Act:
Pursuant to the Innovation Schools Act (§ 22-32.5-101 et seq., C.R.S.), a local school board may seek waivers from state statutes and rules specified in an innovation plan for an innovation school. The Innovation Schools Act permits the State Board to waive any statutes or rules identified in a district's innovation plan, except for a handful of statutory provisions specified in law. The State Board may not waive provisions from any of the following:

- Public School Finance Act of 1994 (Article 54 of Title 22, C.R.S.);
- Exceptional Children's Educational Act (Article 20 of Title 22, C.R.S.);
- Provisions of the Educational Accountability Act pertaining to the data necessary for school accountability reports (Part 5 of Article 11 of Title 22, C.R.S.);
- Any provision of Title 22 that relates to fingerprinting and criminal history record checks of educators and school personnel;
- Children's Internet Protection Act (Article 87 of Title 22, C.R.S.);
- Retirement Systems Act (Article 64 of Title 22); and
- Any statutes that are not included in Article 22, including but not limited to the Public Employees' Retirement Association Act (Article 51 of Title 24, C.R.S.).

Innovation Application:

The state statutes from which Denver Public Schools is seeking a waiver on behalf of High Tech Elementary School are as follows:

22-9-106, C.R.S. Performance evaluation system
22-32-109(1)(f), C.R.S. Employ personnel and fix compensation
22-32-109 (1)(g), C.R.S. Handling of Money
22-32-109 (1)(t), C.R.S. Determine educational program
22-32-109 (1)(aa), C.R.S. Adopt content standards
22-32-109 (1)(n)(I), C.R.S. Local board duties concerning school calendar
22-32-109 (1)(n)(II)(A), C.R.S. Determine teacher-pupil contact hours
22-32-109 (1)(n)(II)(B), C.R.S. Adopt district calendar
22-32-109 (1)(jj), C.R.S. Principals that require further training
22-32-110(1)(h), C.R.S. Terminating Personnel

22-32-110(1)(ee), C.R.S. Employ teacher's aides and other noncertificated personnel
22-32-126, C.R.S. Employment and authority of principals
22-63-201, C.R.S. Teacher licensure
22-63-202, C.R.S. Contracts in writing, damage provision
22-63-203, C.R.S. Probationary teachers
22-63-206, C.R.S. Transfer of teachers
22-63-301, C.R.S. Grounds for dismissal
22-63-302, C.R.S. Dismissal of teachers
22-63-401, C.R.S. Adopt salary schedule
22-63-402, C.R.S. Disbursements
22-7-1207, C.R.S. Advancement-decision-parental involvement

CDE staff has reviewed the innovation application for High Tech Elementary School. The Department concludes that the application is in compliance with the requirements set forth in the Innovation Schools Act of 2008.

The statute requires the State Board of Education to grant Innovation District status and waiver requests unless (1) the innovations are likely to result in a decrease in academic achievement or (2) the plan is not fiscally feasible. The Denver Public School Board believes the plan is designed to increase student achievement and is fiscally sound. The Department recommends that the State Board approve the DPS application for High Tech Elementary School.

File Attachments

INNOVATI.PDF (82 KB) HTES Waivers.pdf (1,195 KB)

HTES Innovation Budget Final.pdf (170 KB)

High Tech Elementary School -Innovation Plan Final.pdf (6,583 KB)

Motion & Voting

To affirm Denver Public Schools designation as a District of Innovation pursuant to section 22-32.5-107 (3) (a), C.R.S. and approve the requests for waiver from state statue for the benefit of High Tech Elementary School.

Motion by Steve Durham, second by Jane Goff.
Final Resolution: Motion Carries
Yea: Marcia Neal, Angelika Schroeder, Steve Durham, Val Flores, Jane Goff, Pam Mazanec, Debora L Scheffel

Subject	**19.02 Motion to Dismiss Charter School Appeal Case No. 14-CS-05 Community Leadership Academy vs. Adams County School District 14**
Meeting	Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	19. Action Items: Innovation, Choice and Engagement
Type	Action
Recommended Action	To consider the motion to dismiss Charter School Appeal Case No. 14-CS-05 Community Leadership Academy vs. Adams County School District 14.

20. Action Items: Operations

Subject	**20.01 EDAC Replacement for a Resignation**
Meeting	Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	20. Action Items: Operations
Type	Action
Recommended Action	To approve Janet Dinnen as the replacement with charter school expertise for the vacancy left by a resignation from the Education Data Advisory Committee (EDAC).

Colorado Revised Statute 22-2-304(1) requires the state board to designate at least five volunteer school districts and two volunteer Boards of Cooperative Services and a volunteer charter school, that are representative as to pupil size and population, to the Education Data Advisory Committee (EDAC).

EDAC has been in operation since 2002 working with the department to review school district data reporting requirements imposed by CDE. Senate Bill 05-019 codified the committee's existence and was replaced by House Bill 07-1320. The attached list of proposed volunteers indicates how the membership is diverse in terms of expertise, pupil size, and geography.

The resignation of our charter school representative necessitates replacement. Janet Dinnen, Quality Assurance and Accountability Director of the Charter School Institute has been recommended by CSI to fulfill this role.

File Attachments

EDACMembershipFebruary2015.pdf (78 KB) ProposedEDACMembershipMarch2015.pdf (78 KB)

Motion & Voting

To approve Janet Dinnen as the replacement with charter school expertise for the vacancy left by a resignation from the Education Data Advisory Committee (EDAC).

Motion by Steve Durham, second by Jane Goff.
Final Resolution: Motion Carries
Yea: Marcia Neal, Angelika Schroeder, Steve Durham, Val Flores, Jane Goff, Pam Mazanec, Debora L Scheffel

21. Public Comment

Subject	**21.01 Members of the public will have the opportunity to address the State Board.**
Meeting	Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	21. Public Comment
Type	

22. Adjournment

Subject	**22.01 This meeting of the Colorado State Board of Education will continue tomorrow, February 19, 2015 at 9 a.m.**
Meeting	Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	22. Adjournment
Type	

Wednesday, March 11, 2015
State Board of Education Regular Board Meeting 9:00 a.m.

1. 9:00 Call to Order

Subject	**1.01 The State Board will come to order.**
Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	1. 9:00 Call to Order
Type	

2. Roll Call

Subject	**2.01 Steve Durham, 5th Congressional District/ Val Flores, 1st Congressional District/ Jane Goff, 7th Congressional District/ Pam Mazanec, 4th Congressional District/ Marcia Neal, 3rd Congressional District/ Debora Scheffel, 6th Congressional District/ Angelika Schroeder, 2nd Congressional District**
Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	2. Roll Call
Type	

3. Pledge of Allegiance

Subject	**3.01 Please stand for the Pledge of Allegiance.**
Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	3. Pledge of Allegiance
Type	

I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.

4. Approval of Agenda

Subject	**4.01 The State Board will vote to approve the agenda as published.**
Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	4. Approval of Agenda
Type	Action

Motion & Voting

I move to approve the agenda as published.

Motion by Angelika Schroeder, second by Jane Goff.
Final Resolution: Motion Carries
Yea: Marcia Neal, Angelika Schroeder, Steve Durham, Val Flores, Jane Goff, Pam Mazanec, Debora L Scheffel

5. Consent Agenda

Subject	**5.01 The State Board will vote to place certain matters on the consent agenda.**
Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	5. Consent Agenda
Type	Action

Motion & Voting

I move to place the following matters on the consent agenda: 14.03, 14.04, 14.05, 15.02, 15.03, 15.04, 15.06, 16.01, and 16.02.

Motion by Angelika Schroeder, second by Jane Goff.
Final Resolution: Motion Carries
Yea: Marcia Neal, Angelika Schroeder, Steve Durham, Val Flores, Jane Goff, Pam Mazanec, Debora L Scheffel

6. Office of the Colorado State Board of Education

Subject	**6.01 Director of State Board Relations Report (Carey Taylor Markel)**
Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	6. Office of the Colorado State Board of Education
Type	

7. Commissioner's Report: Strategic Priorities

Subject	**7.01 School District Resolutions Regarding State Required Standardized Assessments**
Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	7. Commissioner's Report: Strategic Priorities
Type	

8. Action Item: Accountability, Performance and Support

Subject	**8.01 School District Resolutions Regarding State Required Standardized Assessments**
Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.

Category	8. Action Item: Accountability, Performance and Support
Type	Action
Recommended Action	Based upon the Colorado Attorney General's formal opinion 15-03, pursuant to 22-2-117(1.5), C.R.S., the State Board of Education lacks the authority to grant a waiver from any statewide testing assessments required by section 22-7-409, C.R.S.

At its regularly-scheduled January 8th meeting, the SBOE voted 4-3 to pass a motion directing the Commissioner of Education to grant waivers to local school boards and districts to the performance-based component of the CMAS assessment, if requested by the district. In light of the SBOE's action, the Commissioner requested a formal opinion revisiting whether the SBOE has authority to grant a school district a waiver from the state-mandated assessment, including the performance-based component of the assessment described above.

Since the January 8th meeting, to date 27 school districts have adopted resolutions requesting the "State Board of Education for a waiver from the administration of a portion of the state-required standardized assessments. A copy of each request is posted hereinafter, online. We will continue to add requests for waivers up to the day of the March 11 board meeting.

On February 10, 2015, the Department received from the Attorney General, a copy of the February 4, 2015 formal opinion of the Colorado Attorney General, opinion 15-03. The opinion states in part that "section 22-2-117(1.5), C.R.S. clearly and unambiguously prohibits the SBOE from granting a waiver to local school boards and districts from the performance-based component of the English Language Arts and Math assessment-- or any other statewide assessment required by section 22-7-409,-- and that the SBOE's January 8 motion is contrary to state law and may not be effectuated." A copy of that opinion is posted online hereinafter. The opinion was presented and discussed at the February 18th State Board of Education Meeting. As a result, the State Board tabled any consideration for action until the March 11th State Board Meeting

File Attachments

- 2-4-15 SBOE AGO 15-03 (2).pdf (293 KB)
- Buffalo RE4J Request Waiver CMAS Test Requirements 1.21.15.pdf (46 KB)
- Wiley School District Request Waiver CMAS Testing 1.27.15.pdf (58 KB)
- Wiggins School District Letter to State Board test waiver - Created Jan 27, 2015.pdf (281 KB)
- Wiggins School District Test Waiver Resolution - Created Jan 27, 2015.pdf (345 KB)
- Weldon Valley SD Letter to State Board-CMAS Test Waiver 1.29.15.pdf (33 KB)
- Weldon Valley School District Resolution- Waiver CMAS Tests 1.29.15.pdf (48 KB)
- Steamboat Resolution-NRCCS inclusion request 1.29.15.pdf (61 KB)
- Steamboat 14-15 Assessment Calendar 1.29.15.pdf (207 KB)
- Steamboat CMAS Waiver Resolution 1.29.15.pdf (55 KB)
- Jeffco Letter-Resolution Request Waiver CMAS Testing 2.3.15.pdf (765 KB)
- Hayden SD Letter-Resolution Request Waiver CMAS Tests 2.3.15.pdf (169 KB)
- Byers Resolution-Waiver Request-CMAS Tests 2.3.15.pdf (175 KB)
- Montrose-Letter-Waiver Request-CMAS Tests 2.3.15.pdf (73 KB)
- Montrose - Board Resolution - State Testing Waiver.pdf (175 KB)
- Weld RE-9 SD Letter-Resolution Request Waiver CMAS Test 2.3.15.pdf (85 KB)
- Weld Re-10J-Resolution-Request Waiver CMAS Tests 2.9.15.pdf (62 KB)
- Elizabeth Waiver Request for PB PARCC Testing.pdf (621 KB)
- Kit Carson Resolution-Waiver CMAS Tests 2.11.15.pdf (1,182 KB)
- DCSD Cover Letter-Waiver PARCC Tests 2.12.15.pdf (29 KB)
- DCSD Cover Ltr Charters waiver PARCC tests 2.12.15.pdf (240 KB)
- DCSD Cover Ltr Platte River Waiver PARCC tests 2.12.15.pdf (21 KB)

DCSD Resolution-Waiver PARCC Tests 2.12.15.pdf (555 KB)

Julesburg Re-1 Ltr Resolution Waiver CMAS Tests 2.13.15.pdf (950 KB)

Dolores RE-2J Resolution Waiver CMAS Tests 2.17.15.pdf (44 KB)

Weld Re-4 Ltr-Resolution Waiver CMAS Test Req. 2.17.15.pdf (1,087 KB)

Eaton Re-2 Ltr-Resolution Waiver CMAS Test Req 2.17.15.pdf (1,138 KB)

Waiver request HAXTUN.pdf (54 KB)

CMAS Waivers Requested BOE Mtg Handout 2.15.15.pdf (117 KB)

Motion & Voting

To not hold districts liable for the decisions of parents when these parents decide not to allow their children to take PARCC.

Motion by Val Flores, second by Steve Durham.
Final Resolution: Motion Carries
Yea: Steve Durham, Val Flores, Pam Mazanec, Debora L Scheffel
Nay: Angelika Schroeder, Jane Goff
Not Present at Vote: Marcia Neal

To table the motion regarding School District Waiver Requests from the Performance-Based Component of the CMAS Assessment until the next State Board meeting.

Motion by Steve Durham, second by Debora L Scheffel.
Final Resolution: Motion Carries
Yea: Steve Durham, Val Flores, Jane Goff, Pam Mazanec, Debora L Scheffel
Nay: Angelika Schroeder
Not Present at Vote: Marcia Neal

9. Executive Session

Subject	**9.01 The State Board will convene an executive session to receive legal advice on specific legal questions pursuant to 24-6-402(3)(a)(II) C.R.S., and on matters required to be kept confidential by federal law, rules or state statutes pursuant to 24-6-402(3)(a)(III) C.R.S.**
Meeting	Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	9. Executive Session
Type	

10. 10:00 - 11:30 Charter School Appeal: Case No. 14-CS-04

Subject	**10.01 Launch High School vs. Colorado Springs School District 11**
Meeting	Feb 18, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	10. 10:00 - 11:30 Charter School Appeal: Case No. 14-CS-04
Type	

Brad A. Miller, Esq., Law Office of Brad A. Miller, attorney for Launch High School -- Appellants

Deborah S. Menkins, Esq., Bryan Cave LLP, attorney for Colorado Springs School District 11 -- Appellee

File Attachments

12.12.14 Launch.NoticeofAppeal.pdf (257 KB) 12.12.14 D-11 LHS Resolution 2015-14.pdf (98 KB)

Motion & Voting

To approve Colorado's Elementary and Secondary Education Act (ESEA) flexibility waiver renewal request.

Motion by Angelika Schroeder, second by Val Flores.
Final Resolution: Motion Carries
Yea: Marcia Neal, Angelika Schroeder, Steve Durham, Val Flores, Jane Goff, Pam Mazanec
Nay: Debora L Scheffel

9. 10:00 Rulemaking Hearing

Subject	**9.01 Rulemaking Hearing: Amendments to the Rules for the Administration of the Exceptional Children's Educational Act**
Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	9. 10:00 Rulemaking Hearing
Type	Action
Recommended Action	To approve the Rules for the Administration of the Exceptional Children's Educational Act.

The Board is taking action to:

1. Align the Rules with new legislation authorizing as administrative units the three long-existing multi-district units that provide special education and related services to children in their member districts. HB 14-1208, which is codified at C.R.S. §§ 22-20-103(1) and (19.3), amended the Exceptional Children's Educational Act to add "multi-district administrative unit" to the definition of "administrative unit." The proposed rules change would include that expanded definition of "administrative unit" in the Rules.
2. Replace the expired language regarding temporary educator eligibility authorization at 3.04(2) with reference to the Educator Licensing Rules at 1 CCR 301-37, 2260.5-R-4.13, which addresses these definitions and procedures, in order to eliminate duplication between these rules and Licensing Rules.
3. Amend the Rules to include specific procedures and criteria required by House Bill 14-1102 to implement gifted education concerning identification, data collection, advanced learning plan content and procedures, portability procedures, accountability for student achievement, program and budget, family engagement and communication, and procedures used to resolve disagreements. Add provisions to the Rules for a grant program. Update selected language to reflect current practice or agreement with other CDE submissions. The proposed Rules are authorized by C.R.S. 22-20-203.
4. Correct inaccurate section numbering.

File Attachments

ECEAamendments-03.04.15changesaccepted.pdf (111 KB)

ECEAamendments-03.04.15.pdf (193 KB) Comment-Response03.04.15.pdf (202 KB)

Attachment 1_RuleConcernsCommentsResoluttion (3).pdf (399 KB)

ECEA Crosswalk 12.31.14.pdf (340 KB)

JAGC Letter to State Board of Ed HB14-1120 03042015.pdf (138 KB)

Gifted Ed and Economic Growth Mar15c.pdf (608 KB)

Motion & Voting

10. Action Items: School Finance

Subject **10.01 Notice of Rulemaking: Food and Nutrition Services (1 CCR 301-3)**

Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	10. Action Items: School Finance
Type	Action
Recommended Action	To approve the Notice of Rulemaking for Food and Nutrition Services 1 CCR 301-3.

Pursuant to Sections 22-2-107(1), C.R.S., the State Board of Education has the authority to promulgate rules related to school food and nutrition services. The purpose of these amendments is to streamline and consolidate rules, clarify rules where appropriate, eliminate rules which are redundant of and potentially contradictory to federals standards, and to reduce regulatory burdens on school districts.

File Attachments

SBE Rule Changes-Food and Nutrition Services-for SBE.pdf (156 KB)

SBE Rule Changes-Food and Nutrition Services-Redlined- for SBE.pdf (212 KB)

SBE Rule Crosswalk-Food and Nutrition Services-for SBE.pdf (133 KB)

Motion & Voting

To approve the Notice of Rulemaking for Food and Nutrition Services 1 CCR 301-3.

Motion by Angelika Schroeder, second by Jane Goff.
Final Resolution: Motion Carries
Yea: Marcia Neal, Angelika Schroeder, Steve Durham, Val Flores, Jane Goff, Pam Mazanec, Debora L Scheffel

Subject	**10.02 Notice of Rulemaking: Rules for Accounting and Reporting (1 CCR 301-11)**
Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	10. Action Items: School Finance
Type	Action
Recommended Action	To approve the Notice of Rulemaking for Rules for Accounting and Reporting 1 CCR 301-11.

Pursuant to Sections 22-44-206, the State Board of Education has the authority to promulgate rules related to accounting and reporting. The purpose of these amendments is to streamline and consolidate rules, clarify rules where appropriate, eliminate rules which are redundant of and potentially contradictory to federals standards, and to reduce regulatory burdens on school districts.

File Attachments

SBE Rule Changes-Accounting and Reporting-for SBE.pdf (187 KB)

SBE Rule Changes-Accounting and Reporting-Redlined-for SBE.pdf (214 KB)

SBE Rule Crosswalk-Accounting and Reporting-for SBE.pdf (126 KB)

Motion & Voting

To approve the Notice of Rulemaking for Rules for Accounting and Reporting 1 CCR 301-11.

Motion by Angelika Schroeder, second by Jane Goff.
Final Resolution: Motion Carries
Yea: Marcia Neal, Angelika Schroeder, Steve Durham, Val Flores, Jane Goff, Pam Mazanec, Debora L Scheffel

11. Executive Session

Subject	**11.01 The State Board will convene an executive session to receive legal advice on specific legal questions pursuant to 24-6-402(3)(a)(II) C.R.S., and on matters required to be kept confidential by federal law, rules or state statutes pursuant to 24-6-402(3)(a)(III) C.R.S.**
Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	11. Executive Session
Type	

12. 11:00 - 12:30 p.m. Charter School Appeal Case No. 15-CS-02

Subject	**12.01 Mt. Lamborn School of Arts and Science vs. Delta County School District No. 50**
Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	12. 11:00 - 12:30 p.m. Charter School Appeal Case No. 15-CS-02
Type	

Eric Hall, Esq., Lewis Roca Rothgerber LLP, attorney for Mt. Lamborn School of Arts and Science -- Appellants

Dick Bump, Esq., Caplan and Earnest, LLC, attorney for Delta County School District No. 50 -- Appellee

File Attachments

Notice of Appeal (3).PDF (321 KB) Appendix A to Notice of Appeal.PDF (868 KB)

Mt. Lamborn, Mot to Supp Record 1-20-15.pdf (8,636 KB)

2015.01.22 Objection to Motion to Supplement Record on Appeal.pdf (71 KB)

MtLam ROA, 1 of 3 (TOC and Part A).pdf (12,112 KB) MtLam ROA, 2 of 3 (Parts B-E).pdf (7,882 KB)

MtLam ROA, 3 of 3 (Part F).pdf (11,195 KB)

Opening Brief, Case No. 15-CS-02, Mt. Lamborn.PDF (897 KB)

2015.02.09 District's Objection to Attachments to Opening Brief-v1.pdf (119 KB)

2015.02.25 Answer Brief of Appellee-v1.pdf (1,241 KB)

Mt. Lamborn Reply Brief 3-2-15.pdf (1,290 KB) Designation of Witnesses FINAL.PDF (107 KB)

2015.03.02 District's Designation of Witnesses-v1.pdf (100 KB)

SchedulingOrder_Mt.Lamborn_vs._Delta.pdf (23 KB)

2015.03.04 District's Objection to Designation of Witnesses with Exhibit A-v1.pdf (210 KB)

Amended Designation of Witnesses by Mt. Lamborn School of Arts and Science.PDF (174 KB)

Subject	**12.02 Vote on Charter School Appeal: Mt. Lamborn School of Arts and Science vs. Delta County School District No. 50**
Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	12. 11:00 - 12:30 p.m. Charter School Appeal Case No. 15-CS-02
Type	Action

Motion & Voting

I move to affirm the decision of the local board of education on the grounds that it was not contrary to the best

interest of the pupils, school district, or community, and thereby to uphold the decision of Delta County School District 50.

Motion by Angelika Schroeder, second by Val Flores.
Final Resolution: Motion Carries
Yea: Marcia Neal, Angelika Schroeder, Val Flores, Jane Goff
Nay: Steve Durham, Pam Mazanec, Debora L Scheffel

13. Lunch/ Executive Session

Subject **13.01 The State Board will convene an executive session to receive legal advice on specific legal questions pursuant to 24-6-402(3)(a)(II) C.R.S., and on matters required to be kept confidential by federal law, rules or state statutes pursuant to 24-6-402(3)(a)(III) C.R.S.**

Meeting Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.

Category 13. Lunch/ Executive Session

Type

14. Action Items: Educator Licensure

Subject **14.01 Disciplinary Proceedings Concerning an Application, Charge No. 2014EC1168**

Meeting Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.

Category 14. Action Items: Educator Licensure

Type Action

The applicant has been charged with engaging in unlawful and unethical behavior in violation of §§22-60.5-107(2)(d) and (4), C.R.S., and Colorado State Board of Education Rules 1 CCR 301-37, 22-60.5-R-15.00(2)(f) and (2)(l) and -15.02(10).

File Attachments
Ray - fin dispo.pdf (59 KB)

Motion & Voting

I move to instruct department staff to issue a notice of denial and appeal rights to the applicant pursuant to 24-4-104, C.R.S.

Motion by Pam Mazanec, second by Steve Durham.
Final Resolution: Motion Carries
Yea: Marcia Neal, Val Flores, Jane Goff, Pam Mazanec
Nay: Angelika Schroeder, Steve Durham, Debora L Scheffel

Subject **14.02 Disciplinary Proceedings Concerning an Application, Charge No. 2014EC2057**

Meeting Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.

Category 14. Action Items: Educator Licensure

Type Action

The applicant has been charged with engaging in unlawful behavior in violation of §22-60.5-107(2)(d), C.R.S., and Colorado State Board of Education Rule 1 CCR 301-37, 22-60.5-R-15.00(2)(f).

File Attachments
T.D.Allison - fin dispo.pdf (59 KB)

Motion & Voting

I move to instruct department staff to issue a notice of denial and appeal rights to the applicant pursuant to 24-4-104, C.R.S.

Motion by Jane Goff, second by Pam Mazanec.
Final Resolution: Motion Carries
Yea: Marcia Neal, Angelika Schroeder, Steve Durham, Val Flores, Jane Goff, Pam Mazanec, Debora L Scheffel

Subject	**14.03 Request for the reauthorization of the teacher preparation programs at Colorado State University in Fort Collins**
Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	14. Action Items: Educator Licensure
Type	Action
Recommended Action	To approve Colorado State University -- Fort Collins's request for reauthorization of its teacher preparation programs.

C.R.S. 22-2-109 (5)(a) "The state board shall review the content of educator preparation programs offered by institutions of higher education within the state. Such review shall be designed to ensure that the content of each program is designed and implemented in a manner that will enable a candidate to meet the requirements specified by the state board..."

Colorado State University – Fort Collins has provided evidence to support the reauthorization of its teacher preparation programs. This evidence assures that the candidates prepared in its programs meet and/or exceed the requirements outlined in various endorsement standards outlined in 1 CCR 301-37, 2260.5. The department hereby submits to the state board the recommendation by relevant staff for full approval of the reauthorization.

File Attachments
CSU_Report_2014_2015.pdf (1,469 KB)

Motion & Voting

To approve Colorado State University -- Fort Collins's request for reauthorization of its teacher preparation programs.

Motion by Angelika Schroeder, second by Jane Goff.
Final Resolution: Motion Carries
Yea: Marcia Neal, Angelika Schroeder, Steve Durham, Val Flores, Jane Goff, Pam Mazanec, Debora L Scheffel

Subject	**14.04 Three Initial Emergency Authorization Requests**
Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	14. Action Items: Educator Licensure
Type	Action
Recommended Action	To approve the three (3) initial emergency authorizations, as requested.

CRS 22-60.5-111 (4) allows the Colorado Department of Education to issue emergency authorizations to non-licensed teachers, principals, administrators or special services providers who are enrolled in an approved preparation program, but

who have not yet met the requirements for licensure, if: (1) the requesting school district provides documented evidence of a demonstrated need for specific and essential education services for students that the applicant would provide and that would otherwise be unavailable to students in the school district due to a shortage of appropriately licensed educators; and (2) if the Colorado State Board of Education determines that employment of the applicant is essential to the preservation of the school district's education program.

Three districts have provided compelling evidence in support of the requested emergency authorizations.

File Attachments
initial emerg auths 03.11.2015.pdf (79 KB)

Motion & Voting

To approve the three (3) initial emergency authorizations, as requested.

Motion by Angelika Schroeder, second by Jane Goff.
Final Resolution: Motion Carries
Yea: Marcia Neal, Angelika Schroeder, Steve Durham, Val Flores, Jane Goff, Pam Mazanec, Debora L Scheffel

Subject	**14.05 One Renewal Emergency Authorization Request**
Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	14. Action Items: Educator Licensure
Type	Action
Recommended Action	To approve the one (1) renewal emergency authorizations, as requested.

CRS 22-60.5-111 (4) allows the Colorado Department of Education to issue emergency authorizations to non-licensed teachers, principals, administrators or special services providers who are enrolled in an approved preparation program, but who have not yet met the requirements for licensure, if: (1) the requesting school district provides documented evidence of a demonstrated need for specific and essential education services for students that the applicant would provide and that would otherwise be unavailable to students in the school district due to a shortage of appropriately licensed educators; and (2) if the Colorado State Board of Education determines that employment of the applicant is essential to the preservation of the school district's education program. (III)(b) allows for the state board of education to renew the emergency authorization for one additional year.

Denver Public Schools has provided compelling evidence in support of the requested renewal emergency authorization.

File Attachments
renewal emerg auths 03.11.2015.pdf (76 KB)

Motion & Voting

To approve the one (1) renewal emergency authorizations, as requested.

Motion by Angelika Schroeder, second by Jane Goff.
Final Resolution: Motion Carries
Yea: Marcia Neal, Angelika Schroeder, Steve Durham, Val Flores, Jane Goff, Pam Mazanec, Debora L Scheffel

15. Action Items: Innovation, Choice and Engagement

Subject	**15.01 Request from Montrose County Re-1 to Approve its Innovation Application on Behalf of Centennial Middle School**

Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	15. Action Items: Innovation, Choice and Engagement
Type	Action
Recommended Action	To approve Montrose County Re-1 as a District of Innovation pursuant to section 22-32.5-107 (3) (a), C.R.S. on behalf of Centennial Middle School.

Background on Innovation Schools Act:
Pursuant to the Innovation Schools Act (§ 22-32.5-101 et seq., C.R.S.), a local school board may seek waivers from state statutes and rules specified in an innovation plan for an innovation school. The Innovation Schools Act permits the State Board to waive any statutes or rules identified in a district's innovation plan, except for a handful of statutory provisions specified in law. The State Board may not waive provisions from any of the following:

- Public School Finance Act of 1994 (Article 54 of Title 22, C.R.S.);
- Exceptional Children's Educational Act (Article 20 of Title 22, C.R.S.);
- Provisions of the Educational Accountability Act pertaining to the data necessary for school accountability reports (Part 5 of Article 11 of Title 22, C.R.S.);
- Any provision of Title 22 that relates to fingerprinting and criminal history record checks of educators and school personnel;
- Children's Internet Protection Act (Article 87 of Title 22, C.R.S.);
- Retirement Systems Act (Article 64 of Title 22); and
- Any statutes that are not included in Article 22, including but not limited to the Public Employees' Retirement Association Act (Article 51 of Title 24, C.R.S.).

Innovation Application:

Montrose County Re-1 is seeking designation of an innovation application for Centennial Middle School. The state statutes from which Montrose County Re-1 is seeking a waiver on behalf of Centennial Middle School are as follows:

22-9-106, C.R.S. Performance evaluation system
22-32-109 (1)(t), C.R.S. Determine educational program
22-32-109 (1)(aa), C.R.S. Adopt content standards
22-32-109 (1)(n)(I), C.R.S. Local board duties concerning school calendar
22-32-109 (1)(n)(II)(A), C.R.S. Determine teacher-pupil contact hours
22-32-109 (1)(n)(II)(B), C.R.S. Adopt district calendar
22-32-109 (1)(jj), C.R.S. Principals that require further training

CDE staff has reviewed the innovation application for Centennial Middle School. The Department concludes that the application is in compliance with the requirements set forth in the Innovation Schools Act of 2008. In addition, the Montrose County Re-1 School Board stated that it fully endorses the Centennial Middle School innovation proposal and will support the work to ensure that the students are successful.

The statute requires the State Board of Education to grant Innovation District status and waiver requests unless (1) the innovations are likely to result in a decrease in academic achievement or (2) the plan is not fiscally feasible. The Montrose County Re-1 School Board believes the plan is designed to increase student achievement and is fiscally sound. The Department recommends that the State Board approve the Montrose County Re-1 application for Centennial Middle School.

File Attachments

Ctms School Board Resol.pdf (671 KB) CtMS Budget ...revised.pdf (106 KB)

CtMS waivers.pdf (204 KB) CtMS Innovation Application 2015-REVISED.pdf (3,124 KB)

Motion & Voting

To approve Montrose County Re-1 as a District of Innovation pursuant to section 22-32.5-107 (3) (a), C.R.S. on

behalf of Centennial Middle School.

Motion by Angelika Schroeder, second by Val Flores.
Final Resolution: Motion Carries
Yea: Marcia Neal, Angelika Schroeder, Steve Durham, Val Flores, Jane Goff, Pam Mazanec, Debora L Scheffel

Subject	**15.02 Approval of Innovation Application for Denver Public Schools' Denver Discovery School**
Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	15. Action Items: Innovation, Choice and Engagement
Type	Action
Recommended Action	To affirm Denver Public Schools designation as a District of Innovation pursuant to section 22-32.5-107 (3) (a), C.R.S. and approve the requests for waiver from state statue for the benefit of Denver Discovery School.

Background on Innovation Schools Act:
Pursuant to the Innovation Schools Act (§ 22-32.5-101 et seq., C.R.S.), a local school board may seek waivers from state statutes and rules specified in an innovation plan for an innovation school. The Innovation Schools Act permits the State Board to waive any statutes or rules identified in a district's innovation plan, except for a handful of statutory provisions specified in law. The State Board may not waive provisions from any of the following:

- Public School Finance Act of 1994 (Article 54 of Title 22, C.R.S.);
- Exceptional Children's Educational Act (Article 20 of Title 22, C.R.S.);
- Provisions of the Educational Accountability Act pertaining to the data necessary for school accountability reports (Part 5 of Article 11 of Title 22, C.R.S.);
- Any provision of Title 22 that relates to fingerprinting and criminal history record checks of educators and school personnel;
- Children's Internet Protection Act (Article 87 of Title 22, C.R.S.);
- Retirement Systems Act (Article 64 of Title 22); and
- Any statutes that are not included in Article 22, including but not limited to the Public Employees' Retirement Association Act (Article 51 of Title 24, C.R.S.).

Innovation Application:

The state statutes from which Denver Public Schools is seeking a waiver on behalf of Denver Discovery School are as follows:

22-9-106, C.R.S. Performance evaluation system
22-32-109(1)(f), C.R.S. Employ personnel and fix compensation
22-32-109 (1)(g), C.R.S. Handling of Money
22-32-109 (1)(t), C.R.S. Determine educational program
22-32-109 (1)(aa), C.R.S. Adopt content standards
22-32-109 (1)(n)(I), C.R.S. Local board duties concerning school calendar
22-32-109 (1)(n)(II)(A), C.R.S. Determine teacher-pupil contact hours
22-32-109 (1)(n)(II)(B), C.R.S. Adopt district calendar
22-32-109 (1)(jj), C.R.S. Principals that require further training
22-32-110(1)(h), C.R.S. Terminating Personnel
22-32-110(1)(ee), C.R.S. Employ teacher's aides and other noncertificated personnel
22-32-126, C.R.S. Employment and authority of principals
22-63-201, C.R.S. Teacher licensure
22-63-202, C.R.S. Contracts in writing, damage provision
22-63-203, C.R.S. Probationary teachers
22-63-206, C.R.S. Transfer of teachers
22-63-301, C.R.S. Grounds for dismissal
22-63-302, C.R.S. Dismissal of teachers
22-63-401, C.R.S. Adopt salary schedule

22-63-402, C.R.S. Disbursements
22-7-1207, C.R.S. Advancement-decision-parental involvement

CDE staff has reviewed the innovation application for Denver Discovery School. The Department concludes that the application is in compliance with the requirements set forth in the Innovation Schools Act of 2008.

The statute requires the State Board of Education to grant Innovation District status and waiver requests unless (1) the innovations are likely to result in a decrease in academic achievement or (2) the plan is not fiscally feasible. The Denver Public School Board believes the plan is designed to increase student achievement and is fiscally sound. The Department recommends that the State Board approve the DPS application for Denver Discovery School.

File Attachments

Innovation Resolution for Denver Discovery.pdf (43 KB)

DDS Innovation Plan Budget 12-7-14 FINAL.pdf (164 KB)

DDS Waivers.pdf (354 KB)

DDS Innovation Plan December 2014 FINAL.pdf (3,197 KB)

Motion & Voting

To affirm Denver Public Schools designation as a District of Innovation pursuant to section 22-32.5-107 (3) (a), C.R.S. and approve the requests for waiver from state statue for the benefit of Denver Discovery School.

Motion by Angelika Schroeder, second by Jane Goff.
Final Resolution: Motion Carries
Yea: Marcia Neal, Angelika Schroeder, Steve Durham, Val Flores, Jane Goff, Pam Mazanec, Debora L Scheffel

Subject	**15.03 Approval of Application for Certification of Multi-District Online School submitted by Peyton School District in behalf of Peyton Online Academy**
Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	15. Action Items: Innovation, Choice and Engagement
Type	Action
Recommended Action	To approve the application for certification of a multi-district online school for Peyton Online Academy.

Pursuant to 22.30.7-106, a school district, BOCES or CSI that chooses to authorize a multi-district online school must apply to the online division for certification of the multi-district online school. The Office of Blended and Online Learning will review and recommend certification for those applicants who meet criteria outlined in statute and State Board Rule.

File Attachments

2015 Peyton Application.pdf (747 KB)

Peyton Online Appendices.pdf (1,084 KB)

Peyton Online Scores and Feedback V1.pdf (112 KB)

Motion & Voting

To approve the application for certification of a multi-district online school for Peyton Online Academy.

Motion by Angelika Schroeder, second by Jane Goff.
Final Resolution: Motion Carries
Yea: Marcia Neal, Angelika Schroeder, Steve Durham, Val Flores, Jane Goff, Pam Mazanec, Debora L Scheffel

Subject	**15.04 Approval of Application for Certification of Multi-District Online School submitted by Colorado Digital BOCES on behalf of Pikes Peak Online School**
Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	15. Action Items: Innovation, Choice and Engagement
Type	Action
Recommended Action	To approve the application for certification of a multi-district online school for Pikes Peak Online School.

Pursuant to§ 22.30.7-106, a school district, BOCES or CSI that chooses to authorize a multi-district online school must apply to the online division for certification of the multi-district online school. The Office of Blended & Online Learning will review and recommend certification for those applicants who meet criteria outlined in statute and State Board Rule.

File Attachments

Appendices Part 1.pdf (6,121 KB) Appendices Part 2.pdf (4,562 KB)

Appendices Part 3.pdf (7,419 KB)

CD BOCES Response to CDE Review Comments 012715.pdf (178 KB)

PPOS Application-010515.pdf (2,147 KB) PPOS Scores and Feedback V1.pdf (113 KB)

Motion & Voting

To approve the application for certification of a multi-district online school for Pikes Peak Online School.

Motion by Angelika Schroeder, second by Jane Goff.
Final Resolution: Motion Carries
Yea: Marcia Neal, Angelika Schroeder, Steve Durham, Val Flores, Jane Goff, Pam Mazanec, Debora L Scheffel

Subject	**15.05 Motion to Dismiss Charter School Appeal Case No. 14-CS-05 Community Leadership Academy vs. Adams County School District 14**
Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	15. Action Items: Innovation, Choice and Engagement
Type	Action
Recommended Action	To consider the motion to dismiss Charter School Appeal Case No. 14-CS-05 Community Leadership Academy vs. Adams County School District 14.

Motion & Voting

The case was settled and pulled from the agenda

Subject	**15.06 Colorado Early College Douglas County, Early College Designation Request**
Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	15. Action Items: Innovation, Choice and Engagement
Type	Action

Per §22-35-104(10) (g), the State Board can designate a secondary school as an early college. Early colleges as designated by §22-35-104(10) means a secondary school that provides only a curriculum that is designed in a manner that ensures that a student who successfully completes the curriculum will have completed either an associate's degree or sixty credits toward the completion of a postsecondary credential.

The process for a secondary school to request designation as an early college, after May 21, 2009, from the state board of education is as follows:

- Submission of full agreement with authorizing district or institute, including curriculum
  - Curriculum must outline the path for a student to complete an associate's degree or 60 credits toward a postsecondary credential
- Signed board resolution from authorizing district or institute

File Attachments

CSI Early College Dougco Resolution.pdf (28 KB)

CSI Contract - Douglas County Early Colleges 2014 Final - signed by Wayn....pdf (308 KB)

Colo Early College Dougco curriculum.pdf (285 KB)

Motion & Voting

To approve Colorado Early College Douglas County's Early College Designation Request.

Motion by Angelika Schroeder, second by Jane Goff.
Final Resolution: Motion Carries
Yea: Marcia Neal, Angelika Schroeder, Steve Durham, Val Flores, Jane Goff, Pam Mazanec, Debora L Scheffel

16. Action Items: Accountability, Performance and Support cont.

Subject	**16.01 Appointments to the State Advisory Council for Parent Involvement in Education**
Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	16. Action Items: Accountability, Performance and Support cont.
Type	Action
Recommended Action	To appoint individuals to fill vacancies on the State Advisory Council for Parent Involvement in Education (SACPIE), effective March 15, 2015.

Pursuant to Colorado Revised Statute § 22-7-303(2)(a), the State Board of Education appoints members to the State Advisory Council for Parent Involvement in Education (SACPIE).

The SACPIE is requesting that the State Board of Education appoint the following individuals to the vacant positions for a three-year term:

- Laura Ayres, Peak Parent Center: Nonprofit organization that specializes in promoting the involvement of families of students with disabilities.
- Terry Croy Lewis, League of Charter Schools: Statewide organization that represents charter schools.
- Leslie Levine, Live Well Colorado: Nonprofit organization that partners with funding providers, state agencies, and service providers to assist organizations in providing services to improve the health and well-being of families and children.

Motion & Voting

To appoint individuals to fill vacancies on the State Advisory Council for Parent Involvement in Education (SACPIE), effective March 15, 2015.

Motion by Angelika Schroeder, second by Jane Goff.
Final Resolution: Motion Carries
Yea: Marcia Neal, Angelika Schroeder, Steve Durham, Val Flores, Jane Goff, Pam Mazanec, Debora L Scheffel

Subject **16.02 State Review Panel 2015 Nominations**

Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	16. Action Items: Accountability, Performance and Support cont.
Type	Action
Recommended Action	To approve the appointees to the 2015 State Review Panel.

The Education Accountability Act of 2009 (S.B. 09-163) calls for a body of field experts to serve on the State Review Panel to assist the Department and State Board in carrying out the state's system of accountability. The State Review Panel is expected to "critically evaluate" the improvement plans from districts and schools that are on the accountability clock. The Panel makes recommendations to the Commissioner and State Board regarding leadership, infrastructure and capacity. A site visit process has been created this year to support Panelists in making an informed recommendation.

Panelists are expected to hold expertise in one of the following areas: prior education leadership, standards-based curriculum, instructional data management and analysis, district/school/program evaluation, educational program management, teacher leadership, organizational management or governance, district/school finance, or other fields relevant to performance or improvement planning.

The Department initiated a call for Panelist nominations beginning in December 2014. Additionally, the Department, through a competitive process, contracted with an outside vendor, SchoolWorks, to coordinate the Panel's work. This included recruiting and evaluating nominees' qualifications to ensure that they have expertise in at least one of the above areas.

The Commissioner, with the approval of the State Board, seeks to appoint the members of the State Review Panel, as per C.R.S. 22-11-205(1)(a) *The commissioner shall recruit an appropriate number of highly qualified persons to serve when needed as a state review panel. The commissioner, with the approval of the state board, shall appoint the members of the state review panel to assist the department and the state board as provided in this article.*

File Attachments

State Review Panel Applicant List 2015 final.pdf (61 KB)

Motion & Voting

To approve the appointees to the 2015 State Review Panel.

Motion by Angelika Schroeder, second by Jane Goff.
Final Resolution: Motion Carries
Yea: Marcia Neal, Angelika Schroeder, Steve Durham, Val Flores, Jane Goff, Pam Mazanec, Debora L Scheffel

17. 1:00 Recognition of Colorado's Outstanding Students and Educators

Subject	**17.01 Recognition of 2014 National Student Poets Program Winner, Julia Falkner from Monarch High School in Louisville, Colorado**
Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	17. 1:00 Recognition of Colorado's Outstanding Students and Educators
Type	Information

This President's Committee on the Arts and the Humanities, the Institute of Museum and Library Services, and the Alliance for Young Artists & Writers partners to present the National Student Poets Program, the country's highest honor for young poets (grades 9 – 11) presenting original work.

Each year, five students are selected for one year of service as literary ambassadors, each representing a different geographic region of the country. By elevating and showcasing their work for a national audience, the program strives to inspire other young people to achieve excellence in their own creative endeavors and promote the essential role of writing and the arts in academic and personal success. National Student Poets are selected from a pool of national Medalists in Poetry through the Scholastic Art and Writing awards, the exclusive pathway to be considered for the program. Each year 35 semi-finalists are selected based on creativity, dedication to craft and

promise. Their work is then submitted to a distinguished jury for the final selection of five National Student Poets. Ms. Falkner was selected from the west region as one of the final five winners. Each National Student Poet receives an academic award of $5,000 and an acknowledgement of their accomplishment at the White House.

Subject	**17.02 2015 National School Counselor of the Year**
Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	17. 1:00 Recognition of Colorado's Outstanding Students and Educators
Type	Information

Cory Notestine, a school counselor at Alamosa High School in Alamosa, Colo., has been named the 2015 School Counselor of the Year. The award, presented by the American School Counselor Association, honors the professionals who devote their careers to serving as advocates for the nation's students and addressing their academic and, social/emotional development and career and college readiness. Cory's achievement was also acknowledged by a ceremony at the White House with both the President and First Lady.

File Attachments

Cory Notestine Named 2015 School Counselor of the Year.pdf (43 KB)

18. Information Item: Innovation, Choice and Engagement

Subject	**18.01 Graduation Guidelines Statutory Minimums**
Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	18. Information Item: Innovation, Choice and Engagement
Type	Information

Review statutory references for graduation guidelines in HB 07-1118 and SB 08-212 so that the State Board of Education will be informed about legislative intent and prepared to take action on the graduation guidelines menu of college and career-ready demonstrations by May 2015.

19. 2:00 Rulemaking Hearing

Subject	**19.01 Rulemaking Hearing: Colorado Minimum Standards Governing School Transportation Vehicles 1 CCR 301-25**
Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	19. 2:00 Rulemaking Hearing
Type	Action
Recommended Action	To approve rules for Colorado Minimum Standards Governing School Transportation Vehicles 1 CCR 301-25.

Pursuant to Sections 22-51-108 and 42-4-1904, C.R.S., the State Board of Education has the authority to promulgate rules related to school transportation including reasonable and adequate standards of safety in the maintenance and operations of buses and pupil transportation that promote the welfare of the students and afford reasonable protection to the public. The purpose of these amendments is to update the minimum standards to align with recent federal standard and reflect current industry practices, to streamline and consolidate rules and eliminate rules which are redundant of and potentially contradictory to federal standards, and to reduce regulatory burdens for school districts.

File Attachments

CASB Proposed Changes to Minimum Standards with CDE Comments.pdf (59 KB)

Comments and Responses to Minimum Standards Rulemaking.pdf (128 KB)

Redlined Version Renumbered for SBE Rulemaking Hearing March 2015.pdf (403 KB)

Colorado Minimum Standards Governing School Transportation Vehicles Approved March 11 2015 Redlined Versio
Colorado Minimum Standards Governing School Transportation Vehicles Approved March 11 2015 Final Version.pd

Motion & Voting

To approve rules for Colorado Minimum Standards Governing School Transportation Vehicles 1 CCR 301-25.

Motion by Angelika Schroeder, second by Steve Durham.
Final Resolution: Motion Carries
Yea: Marcia Neal, Angelika Schroeder, Steve Durham, Val Flores, Jane Goff, Pam Mazanec, Debora L Scheffel

20. Action Items:Achievement and Strategy

Subject	**20.01 CMAS and CoAlt Science and Social Studies High School Cut Score**
Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	20. Action Items:Achievement and Strategy
Type	Action
Recommended Action	To adopt the department's recommended performance level descriptors and cut scores for CMAS and CoAlt high school science and social studies assessments.

Under 22-7-409, the department is required to implement the Colorado assessment program. The Board is being asked to adopt performance level descriptors and cut scores for CMAS and CoAlt high school science and social studies assessments in order for the department to move forward with the production of score reports for districts for the high school students who took the exams in the fall of 2014.

Setting performance levels is a statutory requirement of the board and is defined 22-7-406 (3).

Performance levels are defined in 22-7-402 (9)

"Performance level" means the level of achievement by a student on an assessment relative to a content standard. The acceptable level adopted by the board pursuant to 22-7-406 (3) and the acceptable performance level adopted by any district pursuant to section 22-7-407(2) means the student has the subject matter knowledge and analytical skills necessary to succeed at subsequent grade levels. For graduating students, such acceptable performance level means the student has the subject matter knowledge and analytical skills that all high school graduates should have for demographic citizenship, responsible adulthood, postsecondary education, and productive careers.

File Attachments

CMAS_Cutscores_March_2015_Board_jkz.pdf (270 KB)
Final High School Social Studies PLDs March 2015.pdf (42 KB)
Final High School Science PLDs March 2015.pdf (44 KB)
Final CoAlt HS SS PLDs March (2).pdf (73 KB)
COALT_Final High_School_Science PLDs March 2015.pdf (75 KB)

Motion & Voting

I move to reject the proposed CMAS and CoAlt Science and Social Studies High School Cut Scores.

Motion by Steve Durham, second by Debora L Scheffel.
Final Resolution: Motion Carries
Yea: Steve Durham, Val Flores, Pam Mazanec, Debora L Scheffel

Nay: Marcia Neal, Angelika Schroeder, Jane Goff

21. Action Item: Board Resolution

Subject **21.01 Resolution Concerning Parental Rights**

Meeting Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.

Category 21. Action Item: Board Resolution

Type Action

The State Board will consider a resolution concerning parental rights.

File Attachments

Parental Rights Resolution (Alternative 1) 2 13 15.pdf (59 KB)

Clean copy with changes-Parental Rights Res. 2-24-15.pdf (65 KB)

ParentalRightsResolution Final.pdf (94 KB)

Motion & Voting

22. 3:00 - 4:30 Charter School Appeal: Case No. 14.CS-04

Subject **22.01 Launch High School vs. Colorado Springs School District 11**

Meeting Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.

Category 22. 3:00 - 4:30 Charter School Appeal: Case No. 14.CS-04

Type

Brad A. Miller, Esq., Law Office of Brad A. Miller, attorney for Launch High School -- Appellants

Deborah S. Menkins, Esq., Bryan Cave LLP, attorney for Colorado Springs School District 11 -- Appellee

File Attachments

12.12.14 Launch.NoticeofAppeal.pdf (257 KB)
12.12.14 D-11 LHS Resolution 2015-14.pdf (98 KB)
ROA EX A Part 1a of 5.pdf (67,529 KB)
ROA EX A Part 1b of 5.pdf (72,523 KB)
ROA EX A Part 1c of 5.pdf (58,323 KB)
ROA EX A Part 1d of 5.pdf (76,925 KB)
ROA EX A Part 1e of 5.pdf (65,394 KB)
ROA EX A Part 1f of 5.pdf (69,480 KB)
ROA EX A Part 1g of 5.pdf (85,565 KB)
ROA EX A Part 2a of 5.pdf (79,910 KB)
ROA EX A Part 2b-1 of 5.pdf (60,620 KB)
ROA EX A Part 2b-2 of 5.pdf (68,708 KB)
ROA EX A Part 2c of 5.pdf (91,488 KB)
ROA EX A Part 2d of 5.pdf (88,516 KB)
ROA EX A Part 2e of 5.pdf (90,806 KB)
ROA EX A Part 2f-1 of 5.pdf (58,615 KB)
ROA EX A Part 2f-2 of 5.pdf (64,143 KB)
ROA EX A Part 2g of 5.pdf (96,062 KB)
ROA EX A Part 2h of 5.pdf (59,590 KB)
ROA EX A Part 3a-1 of 5.pdf (47,789 KB)
ROA EX A Part 3a-2 of 5.pdf (62,481 KB)
ROA EX A Part 3b of 5.pdf (98,243 KB)
ROA EX A Part 3c of 5.pdf (69,585 KB)
ROA EX A Part 3d of 5.pdf (69,873 KB)
ROA EX A Part 3e of 5.pdf (54,588 KB)
ROA EX A Part 3f of 5.pdf (60,328 KB)
ROA EX A Part 4a of 5.pdf (83,992 KB)
ROA EX A Part 4b of 5.pdf (60,362 KB)
ROA EX A Part 4c of 5.pdf (99,364 KB)
ROA EX A Part 4d of 5.pdf (83,022 KB)

ROA EX A Part 4e of 5.pdf (92,590 KB) ROA EX A Part 4f of 5.pdf (94,694 KB)
ROA EX A Part 4g of 5.pdf (42,160 KB) ROA EX A Part 4h of 5.pdf (62,018 KB)
ROA EX A Part 5a of 5.pdf (87,745 KB) ROA EX A Part 5b-1 of 5.pdf (44,920 KB)
ROA EX A Part 5b-2 of 5.pdf (63,953 KB) ROA EX A Part 5c of 5.pdf (85,993 KB)
ROA EX A Part 5d-1 of 5.pdf (64,577 KB) ROA EX A Part 5d-2 of 5.pdf (72,045 KB)
ROA EX A Part 5e of 5.pdf (73,902 KB) ROA EX A Part 5f of 5.pdf (63,051 KB)
ROA EX B,C,D-1.pdf (84,915 KB) ROA EX B,C,D-2.pdf (68,945 KB)
ROA EX B,C,D-3.pdf (75,312 KB) ROA EX E Part 1a of 3.pdf (67,516 KB)
ROA EX E Part 1b of 3.pdf (53,686 KB) ROA EX E Part 1c of 3.pdf (25,776 KB)
ROA EX E Part 1d of 3.pdf (37,301 KB) ROA EX E Part 2a of 3.pdf (84,782 KB)
ROA EX E Part 2c of 3.pdf (82,209 KB) ROA EX E Part 2d of 3.pdf (84,352 KB)
ROA EX E Part 2e of 3.pdf (73,993 KB) ROA EX E Part 3a of 3.pdf (50,084 KB)
ROA EX E Part 3b of 3.pdf (45,272 KB) ROA EX E Part 3c of 3.pdf (73,637 KB)
ROA EX F.pdf (7 KB)
Colorado Springs School District 11's Brief in Response to Launch High School's Opening Brief (Case No. 14-CS-04
Launch.ReplyBrief.Final.pdf (203 KB)
Colorado Springs School District 11's Designation of Witnesses (Case No. 14-CS-04).pdf (72 KB)
Launch.designation of witnesses.pdf (43 KB) SchedulingOrder_Launch_v_CO_Sprngs.pdf (22 KB)

Subject	**22.02 Vote on Charter School Appeal: Launch High School vs. Colorado Springs School District 11**
Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	22. 3:00 - 4:30 Charter School Appeal: Case No. 14.CS-04
Type	Action

Motion & Voting

I move that the decision of the local school board was contrary to the best interest of the pupils, the school district, or community and move to remand this matter to Colorado Springs School District 11 for reconsideration.

Motion by Pam Mazanec, second by Angelika Schroeder.
Final Resolution: Motion Carries
Yea: Marcia Neal, Angelika Schroeder, Steve Durham, Jane Goff, Pam Mazanec, Debora L Scheffel
Nay: Val Flores

23. State Board of Education Member Reports

Subject	**9.01 Individual board members will report on previous or upcoming activities.**
Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	23. State Board of Education Member Reports
Type	

24. Future Business

Subject	**24.01 The State Board will consider any future business.**
Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	24. Future Business
Type	

25. Adjournment

Subject	**25.01 This meeting of the Colorado State Board of Education will continue tomorrow, March 12, 2015 at 9 a.m.**
Meeting	Mar 11, 2015 - State Board of Education Regular Board Meeting 9:00 a.m.
Category	25. Adjournment
Type	

COLORADO
Department of Education

Vision

All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.

Goals

Every student, every step of the way.

Accountability Work Group
January 13, 2015
10:00 am – 2:00 pm
Colorado Education Association, 1500 Grant St., Denver CO 80203
Columbine Room

10:00 a.m. **Welcome, Introductions and Purpose**
Background for the meeting's discussion and objectives

11:00 a.m. **Norms**
Establishing expectations and protocols for Accountability Work Group

11:15 a.m. **Context Setting**
- *Past:*
  - *Recent history of school and district accountability in Colorado*
- *Current:*
  - *Overview of HB 14-1202 Assessment Committee report*
  - *ESEA Waiver Renewal*

12:15 p.m. **Lunch Break**

12:30 p.m. **What We Know**
High Level Summary by The Center for Assessment on survey and focus groups

12:45 p.m. **Purpose and Goals of Colorado's Education Accountability System**
Discuss perspectives on goals of accountability for schools and districts

1:50 p.m. **Concluding Remarks**
Feedback on Meeting Structure and Suggestions for Improvements

2:00 p.m. **Adjourn**

Future Accountability Work Group Meetings
(All meetings will be held in the State Board Room, 201 E. Colfax Ave., unless otherwise noted)

- February 9, 2015, 10:00 a.m. – 2:00 p.m.
- March 16, 2015, 10:00 a.m. – 2:00 p.m.
- April 27, 2015, 10:00 a.m. – 2:00 p.m.
- May 18, 2015, 10:00 a.m. – 2:00 p.m.
- June 15, 2015, 10:00 a.m. – 2:00 p.m.
- *July 27, 2015 at CASE*
- November 16, 2015, 10:00 a.m. – 2:00 p.m.
- January 18, 2016, 10:00 a.m. -2:00 p.m.
- April 18, 2016, 10:00 a.m. – 2:00 p.m.

COLORADO
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All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.

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Every student, every step of the way.

Accountability Work Group
February 9, 2015
10:00 am – 2:00 pm
Colorado Education Association, 1500 Grant St., Denver CO 80203
Board Room, 4th Floor

10:00 a.m. **Welcome, Introductions and Purpose**
- *Review of agenda, meeting's objectives and norms*
- *Discussion of notes from previous meeting.*

10:20 a.m. **What We Know**
- *Summary by The Center for Assessment on survey and focus groups*

11:00 a.m. **Purpose and Goals of Colorado's Education Accountability System**
- *Small group activity to discuss purpose and design priorities*

12:00 p.m. **Lunch Break**

12:15p.m. **Purpose and Goals of Colorado's Education Accountability System, continued.**
- *Small group report out and tally of results*
- *Whole group discussion and consensus making*

1-1:45 p.m. **ESEA Waiver Feedback**
- *General feedback*
- *Specific feedback around "SPF/DPF 2.0" section*

1:45 p.m. **Wrap-Up**
- *Summary Talking Points*
- *Feedback on Meeting Structure and Suggestions for Improvements*

2:00 p.m. Adjourn

<u>Future Accountability Work Group Meetings</u>**
(Please note that all future meetings will be held in the Colorado Education Association**
4th Floor Board Room, 1500 Grant St., Denver)

- March 16, 2015, 10:00 a.m. – 2:00 p.m.
- April 27, 2015, 10:00 a.m. – 2:00 p.m.
- May 18, 2015, 10:00 a.m. – 2:00 p.m.
- June 15, 2015, 10:00 a.m. – 2:00 p.m.
- *July 27, 2015 at CASE*
- November 16, 2015, 10:00 a.m. – 2:00 p.m.
- January 18, 2016, 10:00 a.m. -2:00 p.m.
- April 18, 2016, 10:00 a.m. – 2:00 p.m.

Appendix 4: Technical Rules for Performance Framework Calculations

Performance Framework Components

The table below outlines the Colorado School Performance Framework, its performance indicators, weights, measures, metrics and cut-points. The same performance indicators, weights, measures and metrics apply for the District Performance Framework.

Table 1. Colorado's School Performance Framework Report

TABLE 1. COLORADO'S SCHOOL PERFORMANCE FRAMEWORK REPORT

PERFORMANCE INDICATOR	ACHIEVEMENT	GROWTH	GROWTH GAPS	POSTSECONDARY AND WORKFORCE READINESS
Points/Weight Elementary/Middle High School	 25 points 15 points	 50 points 35 points	 25 points 15 points	 - 35 points
Measure	**Colorado Student Assessment Program (CSAP), including:** • Lectura and Escritura (Spanish versions of reading & writing for grades 3, 4) • CSAP-A (alternate CSAP) **In the following content areas:** • Reading (25%) • Mathematics (25%) • Writing (25%) • Science (25%)	**Colorado Growth Model CSAP** • Reading (28.6%) • Mathematics (28.6%) • Writing (28.6%) **Colorado English Language Acquisition Proficiency Assessment (CELApro)** (14.3%)	**Colorado Growth Model CSAP** • Reading (33.3%) • Mathematics (33.3%) • Writing (33.3%)	**Graduation rate** (25%) **Disaggregated graduation rate** (25%) **Dropout rate** (25%) **Colorado ACT** (25%)

Performance Indicator	Achievement				Growth	Growth Gaps	Postsecondary and Workforce Readiness
Metric	**% of students proficient/ advanced**				**Median Student Growth Percentile (MGP)** • Normative growth relative to academic peers **Adequate Student Growth Percentile (AGP)** • Criterion-referenced growth relative to standard (proficiency)	**For the following disaggregated student groups:** • Free/Reduced Lunch Eligible • Minority Students • Students w/Disabilities • English Learners • Students needing to catch up (below proficient in prior year) **Median Student Growth Percentile (MGP)** • Normative growth relative to academic peers **Adequate Student Growth Percentile (AGP)** • Criterion-referenced growth relative to standard (proficiency)	**Graduation rate** **Graduation rate disaggregated for the following student groups:** • Free/Reduced Lunch Eligible • Minority Students • Students w/Disabilities • English Learners **Dropout rate** **Colorado ACT composite score**
Performance Target(s)	See below for targets for *exceeds, meets, approaching*				See below for targets for *exceeds, meets, approaching*	See below for targets for *exceeds, meets, approaching*	See below for targets *exceeds, meets, approaching*
Exceeds	90th percentile of schools*				If the school's growth was adequate to reach or maintain proficiency (MGP > AGP): 60	If the subgroup's growth was adequate to reach or maintain proficiency (MGP > AGP): 60	**Graduation rate** (overall and disaggregated) 90% **Dropout rate** At/below 1% **Colorado ACT**
		Elem	Middle	High	If the school's growth was not adequate to reach or maintain proficiency (MGP < AGP): 70	If the subgroup's growth was not adequate to reach or maintain proficiency (MGP < AGP):70	
	R	89.1%	88.2%	87.2%			
	M	89.3%	75.0%	54.8%			
	W	76.8%	79.7%	72.2%			
	S	76.0%	75.1%	72.4%			

Performance Indicator	Achievement				Growth	Growth Gaps	Postsecondary and Workforce Readiness
							composite score At/above 22
Meets	50th percentile of schools* (using baseline from Year 1 of the SPF in 2009-10)				If the school's growth was adequate to reach or maintain proficiency (MGP > AGP): 45	If the subgroup's growth was adequate to reach or maintain proficiency (MGP > AGP): 45	**Graduation rate** (overall and disaggregated) 80% **Dropout rate** At/below state average* (3.6%) **Colorado ACT composite score** At/above state average* (20)
		Elem	**Middle**	**High**	If the school's growth was not adequate to reach or maintain proficiency (MGP < AGP): 55	If the subgroup's growth was not adequate to reach or maintain proficiency (MGP < AGP): 55	
	R	71.6%	71.4%	73.3%			
	M	70.9%	52.5%	33.5%			
	W	53.5%	57.8%	50.0%			
	S	47.5%	48.0%	50.0%			
Approaching	15th percentile of schools (using baseline from Year 1 of the SPF in 2009-10)				If the school's growth was adequate to reach or maintain proficiency (MGP > AGP): 30 If the school's growth was not adequate to reach or maintain proficiency (MGP < AGP):40	If the subgroup's growth was adequate to reach or maintain proficiency (MGP > AGP):30 If the subgroup's growth was not adequate to reach or maintain proficiency (MGP < AGP): 40	**Graduation rate** (overall and disaggregated) 65% **Dropout rate** At/below 10% **Colorado ACT composite score** At/above 17
		Elem	**Middle**	**High**			
	R	49.2%	50.4%	54.9%			
	M	48.6%	29.7%	16.0%			
	W	32.5%	35.0%	31.0%			
	S	19.7%	23.8%	27.5%			

* Percentiles and averages are based on Year 1 of the School Performance Framework reports using 2009-10 baselines.

Technical Guide and Resources

For a complete step-by-step technical guide to the performance frameworks, please go to: http://www.cde.state.co.us/Accountability/Downloads/DPFSPFTechnicalGuideToCalculationsDetailed2011.pdf.

For an online tutorial, please go to: http://www.cde.state.co.us/media/training/SPF_Online_Tutorial/player.html.

For an overview presentation, please go to: http://www.cde.state.co.us/Accountability/Downloads/SPF-WebinarSept2011.pptx.

Performance Indicator Cut-Points

Academic Achievement

Academic achievement is the calculation of the percentage of students scoring at the proficient or advanced level. On the SPF, these percentages are not calculated separately for the different assessments (CSAP, CSAPA, Lectura, Escritura). Instead, the individual data points are aggregated and the final result represents the total percentage of students scoring proficient or advanced on all of the assessments. The cut-points associated with the *approaching, meets*, and *exceeds* ratings follow below.

Table 2. Academic Achievement for Schools: Percent of students proficient or advanced by percentile cut-points – 2009-10 baseline (1-Year SPF)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
Approaching: 15th percentile	49.2	50.4	54.9	48.6	29.7	16	32.5	35	31	19.7	23.8	27.5
Meets: 50th percentile	71.6	71.4	73.3	70.9	52.5	33.5	53.5	57.8	50	47.5	48	50
Exceeds: 90th percentile	89.1	88.2	87.2	89.3	75	54.8	76.8	79.7	72.2	76	75.1	72.4

Table 3. Academic Achievement for Schools: Percent of students proficient or advanced by percentile cut-points – 2008-10 baseline (3-Year SPF)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1032	507	362	1032	507	361	1032	507	362	972	469	347
Approaching: 15th percentile	50	50.6	53.3	48.7	29.7	13.5	32.6	36.8	30	20.5	25	27.9
Meets: 50th percentile	72	71.4	72.2	70.1	51.6	30.5	54.8	58.3	49.6	45.4	48.7	50
Exceeds: 90th percentile	88.2	87.4	86.2	87.5	74.4	52.2	76.5	79.2	71	72.6	71.3	71.5

Table 4. Academic Achievement for Districts: Percent of students proficient or advanced by percentile cut-points – 2009-10 baseline (1-Year DPF)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	175	165	167	176	165	167	175	165	167	133	135	138
Approaching: 15th percentile	59.3	58.9	57.1	58	34.5	18.3	38.5	42.4	32.9	29.5	28.6	30.3
Meets: 50th percentile	71.5	70.5	71.5	70.5	50	32.2	54.7	56.4	48.6	48	45.6	48.9
Exceeds: 90th percentile	84.4	83.6	84.8	84.6	68.8	52.1	69.7	72.3	67.6	69.7	69.1	70.4

Table 5. Academic Achievement AMOs for Districts: Percent of students proficient or advanced by percentile cut-points – 2008-10 baseline (3-Year DPF)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	181	182	183	181	182	182	181	182	183	172	175	179
Approaching: 15th percentile	60.4	56.6	57.6	56.8	36.4	17.8	41.4	41.8	33.8	32.9	30	31.4
Meets: 50th percentile	72.2	69.2	71.3	70.4	49.1	30.5	55.8	56.8	49.7	47.5	46.8	49.2
Exceeds: 90th percentile	85.2	81.5	83.8	83.4	65.3	48	71	70.9	67.7	66.5	65.9	67.3

Academic Growth to Standard and Academic Growth Gaps

The Academic Growth and Academic Growth Gaps cut-points are based on the median student growth percentile, but they are bifurcated based upon the adequate student growth percentile, according to Figure 1, below.

Figure 1. Scoring guide for the Academic Growth and Academic Growth Gaps indicators

Did my school meet adequate growth? (Was MGP ≥ AGP?)

YES, met adequate growth (MGP ≥ AGP)

Rating	MGP
Exceeds	60 – 99
Meets	45 – 59
Approaching	30 – 44
Does not meet	1 – 29

NO, did not meet adequate growth (MGP < AGP)

Rating	MGP
Exceeds	70 - 99
Meets	55 - 69
Approaching	40 - 54
Does not meet	1 - 39

Postsecondary and Workforce Readiness

Table 6. Postsecondary and Workforce Readiness: State average dropout rates – 2009 baseline (1-year SPF) or 2007-09 baseline (3-year SPF)

	N of Students	Average Dropout Rate
1-year (2009)	416,953	3.6
3-year (2007-09)	1,238,096	3.9

Table 7. Postsecondary and Workforce Readiness: State average ACT composite scores – 2010 baseline (1-year SPF) or 2008-10 baseline (3-year SPF)

	N of Students	Mean Score
1-year (2010)	51,438	20.0
3-year (2008-10)	151,439	20.1

Graduation Rate Calculation

To comply with No Child Left Behind requirements and State Board rules, Colorado uses the graduation rate formula and methodology set by the National Governors Association "Graduation Counts Compact." This four-year formula defines "on-time" graduation as the percent of students who graduate from high school four years after entering ninth grade. A student is assigned a graduating class when they enter ninth grade, and the graduating class is assigned by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student entering ninth grade in fall 2006 will graduate with the Class of 2010.

CDE uses this formula and incorporates 4-year, 5-year, 6-year and 7-year graduation rate calculations into the DPF and SPF, and gives districts and schools credit for whichever rate is highest. While the 4-year graduation rate from the most recent cohort provides the most current information about performance, the 5-year, 6-year and 7-year rates are better indicators for those districts and schools making a concerted effort to keep students in school (to prevent drop-out, better prepare students for postsecondary and workforce readiness, etc.). This reinforces the principle of allowing time to become a variable given Colorado's expectation that all students will graduate prepared for college and career success.

CDE still publishes all the available graduation rates for the four most recent cohorts. The table below gives a visual representation of all the graduation data available from the prior four years.

Table 8. Sample Graduation Results on the Performance Frameworks

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	**2007**	86.8	86.9	87.0	87.0
	2008	89.7	91.6	***92.8***	
	2009	86.7	88.5		
	2010	89.6			

For accountability purposes, for the 1-year SPF/DPF, schools/districts earn points based on the highest value among the following: 2010 4-year graduation rate, 2009 5-year rate, 2008 6-year rate, and 2007 7-year rate (the shaded cells in the first table above). For the 3-year SPF/DPF, schools/districts earn points based on the highest value among the following: aggregated 2007, 2008, 2009 and 2010 4-year graduation rate, aggregated 2007, 2008 and 2009 5-year rate, aggregated 2007 and 2008 6-year rate, or 2007 7-year rate (the shaded cells in the second table above). For each of these rates, the aggregation is the result of adding the graduation totals for all available years and dividing by the sum of the graduation bases across all available years. For both 1-year and 3-year SPFs/DPFs, the "best of" graduation rate is bolded and italicized on the Performance Indicators detail page.

Dropout Rate Calculation

The dropout rate reflects the percentage of all students, enrolled in grades 9-12 who leave school during a single school year. It is calculated by dividing the number of dropouts by a membership base, which includes all students who were in membership any time during the year.

The Colorado dropout rate is an annual rate reflecting the percentage of all students enrolled, in grades 9-12, who leave school during a single school year without subsequently attending another school or educational program. It is calculated by dividing the number of dropouts by a membership base, which includes all students who were in membership any time during the year. In accordance with a 1993 legislative mandate, beginning with the 1993-94 school year, the dropout rate calculation excludes expelled students.

The dropout rate calculation:

$$\frac{\text{Number of dropouts during the 2008-09 school year}}{\text{Total number of students that were part of the same membership base at any time during the 2008 – 09 school year}}$$

Exclusion Criteria

For the Academic Achievement, Academic Growth to Standard, and Academic Growth Gaps indicators, student exclusion criteria were applied prior to the final N count so that schools would not be held accountable for students that they had in their buildings for only a short time. The October 1 New to School field was used for this purpose. Students who had a "1" in this field, indicating that they were not enrolled in the school on or before October 1, were not included in any of the schools' calculations for these three performance indicators. Students with zeroes or missing values, in this field, were included in these aggregations. All students with valid data were included; however, in the *Postsecondary and Workforce Readiness* indicator metrics and in the test participation rate.

Note that these exclusion criteria differ from those used on the School Accountability Reports, on district accreditation reports, and on federal No Child Left Behind accountability calculations from previous years.

Minimum Student (N) Counts for Inclusion

N refers to the number of students included in the calculation of each performance indicator metric. In accordance with the Family Educational Rights and Privacy Act (FERPA), each metric requires a minimum N

count in order for the data to be publicly reportable. The number of data points must also be considered when constructing a summary measure such as an average or a median; it does not make sense to do so when the number of observations is very small. The school performance framework report therefore uses minimum N counts for each metric, as shown below.

Table 9. Minimum N Counts

Performance Indicator: Measure	Minimum N
Academic Achievement: Reading, Writing, Mathematics, Science	16
Academic Growth to Standard: Reading, Writing, Mathematics	20
Academic Growth Gaps: Reading, Writing, Mathematics by subgroup	20
Postsecondary and Workforce Readiness: Graduation rate, Dropout rate	16
Postsecondary and Workforce Readiness: Average Colorado ACT Composite Score	16
(*Test Participation Rate:* Reading, Writing, Mathematics, Science, Colorado ACT)	20

If a school does not meet the minimum N for a metric, the data for that metric is not reported. The school will receive a rating of "N/A", for that particular metric, and the points earned will be 0 out of 0 eligible points.

If a school does not meet the minimum N count for all of the metrics, within a performance indicator, the school is not eligible for any points in that indicator and does not receive a rating on that indicator. This reduces the overall framework points, for which the school is eligible, and the school earns 0 out of 0 framework points on that indicator. However, because the points are removed from both the points earned and the points eligible, the school's score would not be negatively affected. Note that:

(1) If a school meets the minimum N count for at least one metric, within a performance indicator, it will receive a rating on that performance indicator.

(2) Although schools receive a 1-year and 3-year report of their data, only one of the two sets results in the official plan type assignment: it is the scenario under which the school has data on a higher number of the performance indicators, or, if it has data for an equal number of indicators, the one under which it received a higher total number of points.

For example:
School is not eligible for any points within one performance indicator:

- A school has more than 20 student records for the *Academic Achievement*, *Academic Growth to Standard*, and *Postsecondary and Workforce Readiness* indicator metrics. It meets the minimum N counts for these performance indicators. It is eligible for up to 15 framework points in *Academic Achievement*, 35 in *Academic Growth to Standard*, and 15 in *Postsecondary and Workforce Readiness*.
  However, the school has less than 20 students in each of the student subgroups in the *Academic Growth Gaps* indicator (Free/Reduced Lunch eligible, minority students, students with disabilities, English Language Learners, and students who score below proficient). It does not meet the minimum N count of 20 for any of the metrics within the *Academic Growth Gaps* indicator. It is not eligible for the 15 framework points in the *Academic Growth Gaps* indicator.

- The school is eligible for 85 total framework points (15 for *Academic Achievement* + 35 for *Academic Growth to Standard* + 15 for *Postsecondary and Workforce Readiness*). Its framework score would be the sum of the framework points it earned in each of the three eligible performance indicators out of the 85 eligible points.

School is eligible for at least one measure within a performance indicator:

- A school has more than 20 student records for the *Academic Achievement*, *Academic Growth to Standard*, and *Postsecondary and Workforce Readiness* indicator metrics. It meets the minimum N counts for these performance indicators. It is therefore eligible for up to 15 framework points in *Academic Achievement*, 35 in *Academic Growth to Standard*, and 15 in *Postsecondary and Workforce Readiness*.
- The school has more than 20 student records in each subject area in the *Growth Gaps* indicator for the minority student subgroup and the English Language Learner subgroup, but less than 20 students for the Free/Reduced Lunch eligible subgroup, the students with disabilities subgroup, and the students below proficient subgroup. The school meets the minimum N counts for only two metrics on this performance indicator. It is therefore eligible for up to 15 points in *Growth Gaps*.
- The school is eligible for 100 total framework points (15 for *Academic Achievement* + 35 for *Academic Growth to Standard* + 35 for *Academic Growth* Gaps + 15 for *Postsecondary and Workforce Readiness*). Its framework score would be the sum of the framework points it earned in each of the three eligible performance indicators , out of the 100 eligible points.

Scoring: Arriving at an Overall Performance Indicator Rating, School Plan Type and Accreditation Designation

Based on the individual ratings of *does not meet*, *approaching*, *meets* and *exceeds* for each measure within each indicator, schools and districts receive an overall rating for each of the four key performance indicators of Academic Achievement, Academic Growth to Standard, Academic Growth Gaps and Postsecondary and Workforce Readiness. Schools and districts are eligible for up to 4 possible points on each measure: 4 points for *exceeds*, 3 for *meets*, 2 for *approaching* and 1 for *does not meet.*

The points received on each measure (also known as sub-indicators) sum up to a total percent of points earned out of points possible for each performance indicator. The percent of points earned on the performance indicator determine that indicator's overall rating, also on a scale of *does not meet*, *approaching*, *meets* or *exceeds*. The percent of points needed to earn each indicator rating are shown in the table below. These cut-points approximate an "average" of the possible ratings on all the measures.

Indicator Rating	Percent of Points Earned on Performance Indicator
Exceeds	at or above 87.5%
Meets	at or above 62.5% - below 87.5%
Approaching	at or above 37.5% - below 62.5%
Does not meet	below 37.5%
Not eligible for points	N/A

The percent of points earned on all of the indicators are then combined to arrive at an overall school plan type or district accreditation designation. Each performance indicator is weighted differently; the percent of indicator points earned translate into a weighted percent of points earned. These weights, shown in the table below, reflect Colorado's values. The Education Accountability Act requires that the state performance frameworks give the greatest weight to Academic Growth to Standard and Postsecondary and Workforce Readiness. Although all of the performance indicators provide evidence of a school/district's success in preparing students for college- and career- readiness, growth is the leading indicator of progress towards this and postsecondary and workforce measures most closely reflect actual preparedness.

Performance Indicator	ES/MS Weight	HS Weight
Academic Achievement	25	15
Academic Growth to Standard	50	35
Academic Growth Gaps	25	15
Postsecondary and Workforce Readiness	N/A	35

Finally, the weighted percent of points earned sum up to an overall percent of framework points earned. A school/ district must meet the overall cut-points in the table below to earn its final school plan type or district accreditation designation on the School and District Performance Framework report.

Percent of Weighted Framework Points for Elementary and Middle Schools

% of Framework Points Earned	Plan Type Assignment
at or above 59%	Performance
at or above 47% - below 59%	Improvement
at or above 37% - below 47%	Priority Improvement
below 37%	Turnaround

Percent of Weighted Framework Points for High Schools and Districts

% of Framework Points Earned	Plan Type Assignment
at or above 60%	Performance
at or above 47% - below 60%	Improvement
at or above 33% - below 47%	Priority Improvement
below 33%	Turnaround

Percent of Weighted Framework Points for Elementary and Middle Schools

% of Framework Points Earned	Plan Type Assignment
at or above 59%	Performance
at or above 47% - below 59%	Improvement
at or above 37% - below 47%	Priority Improvement
below 37%	Turnaround

Percent of Weighted Framework Points for High Schools and Districts

% of Framework Points Earned	Plan Type Assignment
at or above 60%	Performance
at or above 47% - below 60%	Improvement
at or above 33% - below 47%	Priority Improvement
below 33%	Turnaround

Participation Rate

Although it does not count for any points on the frameworks, participation rates are a factor in the annual consideration of a school or district's performance. Schools/districts must meet a 95% participation rate on the CSAP subject areas of reading, math, writing and science (similar to current AYP), as well as a 95% participation rate on the ACT. If a school/district does not meet this 95% participation rate in more than one area, its plan type or accreditation rating is lowered one level. For example, while a school's overall percent of framework points earned may earn it an Improvement Plan, if it does not meet the participation rate requirement, it is lowered to a Priority Improvement Plan. However, non-participants as a result of parent opt-outs will not be counted against the 95% participation rate in the determination of lowering a rating.

To help ensure that all students participate in state-administered assessments, CDE will:

- Calculate disaggregated state assessment participation rates for all schools and districts and disaggregated groups
- Report state-administered assessment participation rates and assessment results for all schools and districts and disaggregated groups
- Require schools and districts that fall below 95% participation in one or more of the state-administered English Language Arts or Math assessments to address their low participation rates as part of their Unified Improvement Plan, including actions that schools and districts will take in response to their low participation rates.
- Include low participation rates as an indicator in ESEA Program Effectiveness Reviews conducted with Priority Improvement and Turnaround districts and priority, focus, and other Title I schools with participation rates below 95%

- Provide information to low assessment participation rate schools and districts to share with their communities regarding the state assessments, including reasons for administering the assessments and how the results are used.

For districts, there are two additional requirements included in the accreditation rating: safety and finance. If the district is out of compliance with safety or finance regulations, then the district's accreditation rating drops to Accredited with Priority Improvement Plan (or it remains there if already there, or stays Accredited with Turnaround Plan if already there).

1-year vs. 3-year School and District Performance Framework Reports

An additional way in which Colorado has strengthened the state's accountability system and added meaning to the performance frameworks is to generate two sets of School Performance Framework reports for schools and two sets of District Performance Framework reports for districts. The two sets of results are based on:

(1) The most recent year of data (e.g., 2010-2011)

(2) The most recent three years of data (e.g., 2008-09, 2009-10, 2010-2011)

CDE produces a report on the basis of three years of data to enable more schools and districts to be considered within the same performance framework. Some small schools/districts may not have public data on the basis of a single year because of small student (N) counts for some performance indicator metrics, but a report on the basis of three years of data increases the student (N) counts. In the most recent release of SPF and DPF reports, for example, using a three-year report allows for 42 additional schools to receive performance framework reports when they would not have otherwise due to insufficient student counts.

For accountability purposes, only one of the two sets of results (1-year or 3-year) is used for the official school plan type assignment or district accreditation designation. It is: (1) the one under which the school/district has ratings on a greater number of the performance indicators (the SPF/DPF report that is more complete), or (2) if the two sets of reports have ratings for an equal number of indicators, the one under which the school/district received a higher total number of points and school plan type assignment or district accreditation designation (the SPF/DPF report that is better).

When using three years of data, the way the data is rolled up depends on the performance indicator.

Aggregating Data for 3-Year Performance Framework Reports

Academic Achievement and Postsecondary and Workforce Readiness

The school performance framework report uses a weighted average of the three one-year values for the three most recent years. For example, if a school had 5 out of 10 students proficient in writing in 2008, 3 out of 4 students proficient in 2009, and 1 out of 3 students proficient in 2010, the framework calculation does not just take the straight average of .50, .75 and .33. Those averages are weighted by the number of students in each denominator so that the final percentage accurately reflects the proficiency profile of that school over that three-year period.

This dataset reflects all students enrolled, before October 1, who tested in a school in any one of the three years (2008, 2009 and 2010). Students that were continuously enrolled in a school for all of these years

would have their data from all of those years in the same dataset. In other words, the same students may be represented multiple times within the data set.

Academic Growth to Standard and Academic Growth Gaps

The school performance framework report uses a 3-year rollup of data that combines all the data, from those three years, into one "pile" from that school, and performs calculations on that dataset just as if it had been a single year of data. For example, the set of the school's student growth percentiles from all grades in 2008, 2009 and 2010 in mathematics are put into one data set and ordered; the middle value of that data set is the school's 3-year median growth percentile.

Likewise, the adequate median growth percentile, for a school, is based on the adequate growth percentiles of all its students, for a given time period. Those values themselves are based on multiple years of past data and multiple years that students have before them, to catch up or keep up.

This dataset reflects all students enrolled before October 1, who tested in a school, in any one of the three years (2008, 2009 and 2010). Students that were continuously enrolled in a school for all of these years would have their data, from all of those years, in the same dataset. In other words, the same students are represented multiple times, within the dataset.

Alternative Education Campus School Performance Frameworks

While the Education Accountability Act requires that Colorado generate School Performance Framework reports for all schools, it also requires the state to design a meaningful accountability tool for Alternative Education Campuses (AECs). These schools have specialized missions and serve a student population where either: (1) all students have severe limitations that preclude appropriate administration of the state assessments; (2) all students attend on a part-time basis and come from other public schools where the part-time students are counted in the enrollment of the other public school; or (3) more than 95% of the students have either an Individual Education Program and/or meet the definition of a high-risk student, as defined in SB-163. Schools can annually apply for designation as an AEC, and for 2011-12, based on the SB-163 previously described; the State Board has approved 72 schools as AECs.

Alternative Education Campuses receive a SPF report that is publicly reported like all traditional schools; however, they also receive an AEC-specific SPF report that determines their plan type. This AEC SPF report takes into account the unique purposes of the schools and the unique circumstances of the challenges posed by the students enrolled in the schools. It allows for accountability to be based on measures that are meaningful for AECs, given the context of their mission and goals and helps spur continuous improvement.

The AEC SPF includes the required state measures used on the performance indicators of Academic Achievement, Academic Growth to Standard, Student Engagement and Postsecondary and Workforce Readiness. However, it may also include optional additional measures. These additional measures are selected by the district to reflect the AEC's specific mission, but they must be approved by CDE. In addition, though the majority of the scoring and design of the AEC SPF report mirrors the traditional SPF report, the minimum state expectations or cut-points required to get a rating of *does not meet*, *approaching*, *meets*, or *does not meet*, are normed within AECs. For most measures, a school is *approaching* AEC norms if its results are at or above the 40th percentile of AECs, *meets* AEC norms if its results are at or above the 60th percentile and *exceeds* AEC norms if its results are at or above the 90th percentile. Once ratings are assigned for each measure and indicator, then points roll up in the same way they do on the traditional SPF report.

To arrive at an overall plan type, schools must meet the same cut-points used for traditional high schools. This results in the distribution presented in the table below. There is a greater percentage of Turnaround and Priority Improvement schools within the AECs (39.2%) compared to non-AEC schools (12%). AECs still have stringent accountability with a meaningful, AEC focused framework.

Distribution of AEC Performance Framework Ratings

	Frequency	Percent
Performance	24	32.4
Improvement	20	27.0
Priority Improvement	22	29.7
Turnaround	7	9.5
N/A	1	1.4
Total	74	100.0

Based on their plan type, AECs then engage in the same improvement planning process as all other schools and the same system of recognition, accountability and support follows. Without the AEC framework, all of these schools would be assigned to a Turnaround Plan. Not only would this skew our list of priority schools and detract the state from focusing improvement efforts on the schools in greatest need, but it would prevent the state from identifying truly successful Alternative Education Campuses who are able to prepare their students for college and career success where other traditional schools have failed.

Request to Reconsider Process

Colorado has also streamlined accountability systems by aligning local school accreditation with the state's evaluation of school performance through the School Performance Framework reports. Although districts locally accredit schools, they may use the state's School Performance Framework report as the basis of accreditation, and the majority of Colorado's districts opt to do so. Other districts continue to accredit schools through their own local performance frameworks. However, any district that uses its own framework for accreditation purposes must demonstrate that its framework is at least as comprehensive and rigorous as the state framework; the Education Accountability Act requires districts' school accreditation ratings to correlate with the SPF reports. A district's local performance framework must also include the same four performance indicators and give greatest weight to growth and, for high schools, postsecondary and workforce readiness. Ultimately, the Department still assigns every school to a plan type based on the CDE school performance framework report.

As a part of this alignment effort, no later than October 15th of each school year, districts must submit to the Department the accreditation category that the district has assigned to each school and the performance framework used by the district for that accreditation assignment, including evidence of the school's level of attainment on them. Within this timeline, districts are afforded the opportunity to disagree with the Department's initial assignment of a district accreditation category or school plan type. If a district disagrees with the Department's initial assignment, the district may submit additional information for CDE's consideration and request an alternate accreditation category or plan type.

This request, known as a Request to Reconsider, can be based on either (1) a body of evidence- valid and reliable data demonstrating the progress the district/school has made in its performance on the State's key

performance indicators and in meeting minimum expectations set by the state, or (2) major improvement strategies and implementation benchmarks – specific improvements, changes and interventions the district/school has implemented based on the district/schools Performance plan, Improvement Plan, Priority Improvement Plan or Turnaround plan, and associated measures and metrics demonstrating the extent to which the district/school has met the implementation benchmarks set in its plan. This process allows for districts to make a case for why a school should be assigned a higher or lower SPF plan type based on outcome data and improvement efforts underway - information the state may not have.

The Department reviews each Request to Reconsider on a case-by-case basis. CDE staff evaluate the extent to which the request meets the intent and rigor of the state's accountability standards and makes a recommendation to the Commissioner and State Board as to the district's final accreditation category and/or school plan type. No later than November 15th of each school year, the Department notifies districts of their final accreditation category. No later than December of each school year, the State Board makes a final determination of school plan types.

For more information on Requests to Reconsider, please go to:
http://www.cde.state.co.us/Accounta bility/Downloads/SubmittingSchooiAccredita tionandRegu eststoRecon sider.pdf.