

**Race to the Top
Application for Initial Funding
CFDA Number: 84.395A**



U.S. Department of Education
Washington, D.C. 20202
OMB Number: 1810-0697
Expiration Date: 05/31/2010
Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0697. The time required to complete this information collection is estimated to average 681 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Race to the Top, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Room 3E108, Washington, D.C. 20202-3118

**APPLICATION FOR INITIAL FUNDING UNDER RACE TO THE TOP
TABLE OF CONTENTS**

| | | |
|-------------|---|------------|
| I. | RACE TO THE TOP APPLICATION ASSURANCES..... | 3 |
| II. | ACCOUNTABILITY, TRANSPARENCY, REPORTING AND OTHER ASSURANCES AND CERTIFICATIONS..... | 5 |
| | Accountability, Transparency and Reporting Assurances..... | 5 |
| | Other Assurances and Certifications..... | 6 |
| III. | ELIGIBILITY REQUIREMENTS..... | 8 |
| IV. | SELECTION CRITERIA: PROGRESS AND PLANS IN THE FOUR EDUCATION REFORM AREAS..... | 9 |
| | Selection Criterion (A)..... | 9 |
| | Selection Criterion (B)..... | 37 |
| | Selection Criterion (C)..... | 51 |
| | Selection Criterion (D)..... | 67 |
| | Selection Criterion (E)..... | 110 |
| | Selection Criterion (F)..... | 127 |
| V. | COMPETITION PRIORITIES..... | 143 |

**I. RACE TO THE TOP APPLICATION ASSURANCES
(CFDA No. 84.395A)**

| | |
|--|---|
| Legal Name of Applicant (Office of the Governor): EXECUTIVE OFFICE OF THE STATE OF COLORADO | Applicant's Mailing Address: 136 STATE CAPITOL BUILDING DENVER, CO 80203-1792 |
| Employer Identification Number: 84-0644739 C9 | Organizational DUNS: 188589402 |
| State Race to the Top Contact Name: (Single point of contact for communication) Ken Weil | Contact Position and Office: Deputy Chief of Staff, Policy and Initiatives Governor Bill Ritter |
| Contact Telephone: 303-866-5800 | Contact E-mail Address: Ken.weil@state.co.us |
| <p>Required Applicant Signatures:</p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p> <p>I further certify that I have read the application, am fully committed to it, and will support its implementation:</p> | |
| Governor or Authorized Representative of the Governor (Printed Name): Bill Ritter, Jr., Governor | Telephone: (303) 866-2471 |
| Signature of Governor or Authorized Representative of the Governor: /S/Bill Ritter, Jr. | Date: 1/13/10 |
| Chief State School Officer (Printed Name): Dwight D. Jones, Commissioner of Education | Telephone: (303) 866-6646 |
| Signature of the Chief State School Officer: /S/Dwight D. Jones | Date: 1/13/10 |
| President of the State Board of Education (Printed Name): Bob Schaffer, Chairman | Telephone: (303) 866-6809 |
| Signature of the President of the State Board of Education: /S/ Bob Schaffer | Date: 1/13/10 |

State Attorney General Certification

I certify that the State’s description of, and statements and conclusions concerning, State law, statute, and regulation in its application are complete, accurate, and constitute a reasonable interpretation of State law, statute, and regulation.

(See especially Eligibility Requirement (b), Selection Criteria (B)(1), (D)(1), (E)(1), (F)(2), (F)(3).)

I certify that the State does not have any legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

| | |
|---|----------------------------------|
| State Attorney General or Authorized Representative (Printed Name): John W. Suthers | Telephone: (303) 866-3557 |
| Signature of the State Attorney General or Authorized Representative: /S/John W. Suthers | Date: 1/12/2010 |

II. ACCOUNTABILITY, TRANSPARENCY, REPORTING AND OTHER ASSURANCES AND CERTIFICATIONS

Accountability, Transparency and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top program, including the following:

- For each year of the program, the State will submit a report to the Secretary, at such time and in such manner as the Secretary may require, that describes:
 - the uses of funds within the State;
 - how the State distributed the funds it received;
 - the number of jobs that the Governor estimates were saved or created with the funds;
 - the State's progress in reducing inequities in the distribution of highly qualified teachers, implementing a State longitudinal data system, and developing and implementing valid and reliable assessments for limited English proficient students and students with disabilities; and
 - if applicable, a description of each modernization, renovation, or repair project approved in the State application and funded, including the amounts awarded and project costs (ARRA Division A, Section 14008)
- The State will cooperate with any U.S. Comptroller General evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps (ARRA Division A, Section 14009)
- If the State uses funds for any infrastructure investment, the State will certify that the investment received the full review and vetting required by law and that the chief executive accepts responsibility that the investment is an appropriate use of taxpayer funds. This certification will include a description of the investment, the estimated total cost, and the amount of covered funds to be used. The certification will be posted on the State's website and linked to www.Recovery.gov. A State or local agency may not use funds under the ARRA for infrastructure investment funding unless this certification is made and posted. (ARRA Division A, Section 1511)
- The State will submit reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by the Office of Management and Budget or the Department. (ARRA Division A, Section 1512(c))
- The State will cooperate with any appropriate Federal Inspector General's examination of records under the program. (ARRA Division A, Section 1515)

Other Assurances and Certifications

The Governor or his/her authorized representative assures or certifies the following:

- The State will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the State's application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State will comply with all of the operational and administrative provisions in Title XV and XIV of the ARRA, including Buy American Requirements (ARRA Division A, Section 1605), Wage Rate Requirements (section 1606), and any applicable environmental impact requirements of the National Environmental Policy Act of 1970 (NEPA), as amended, (42 U.S.C. 4371 et seq.) (ARRA Division A, Section 1609). In using ARRA funds for infrastructure investment, recipients will comply with the requirement regarding Preferences for Quick Start Activities (ARRA Division A, Section 1602).
- Any local educational agency (LEA) receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- The State and other entities will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74—Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75—Direct Grant Programs; 34 CFR Part 77—Definitions that Apply to Department Regulations; 34 CFR Part 80—Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81—General

Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL

| | |
|---|------------------|
| Governor or Authorized Representative of the Governor (Printed Name): Bill Ritter, Jr., Governor | |
| Signature of Governor or Authorized Representative of the Governor: /S/Bill Ritter Jr. | Date: 1/13/10 |

III. ELIGIBILITY REQUIREMENTS

A State must meet the following requirements in order to be eligible to receive funds under this program.

Eligibility Requirement (a)

The State's applications for funding under Phase 1 and Phase 2 of the State Fiscal Stabilization Fund program must be approved by the Department prior to the State being awarded a Race to the Top grant.

The Department will determine eligibility under this requirement before making a grant award.

Eligibility Requirement (b)

At the time the State submits its application, there are no legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

The certification of the Attorney General addresses this requirement. The applicant may provide explanatory information, if necessary. The Department will determine eligibility under this requirement.

IV. SELECTION CRITERIA: PROGRESS AND PLANS IN THE FOUR EDUCATION REFORM AREAS

(A) State Success Factors (125 total points)

(A)(1) Articulating State's education reform agenda and LEAs' participation in it (65 points)

The extent to which—

- (i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; (5 points)
- (ii) The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— (45 points)
 - (a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;
 - (b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and
 - (c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and
- (iii) The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for—(15 points)
 - (a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the

assessments required under the ESEA;

- (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (c) Increasing high school graduation rates (as defined in this notice); and
- (d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

In the text box below, the State shall describe its current status in meeting the criterion, as well as projected goals as described in (A)(1)(iii). The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(1)(ii):

- An example of the State's standard Participating LEA MOU, and description of variations used, if any.
- The completed summary table indicating which specific portions of the State's plan each LEA is committed to implementing, and relevant summary statistics (see Summary Table for (A)(1)(ii)(b), below).
- The completed summary table indicating which LEA leadership signatures have been obtained (see Summary Table for (A)(1)(ii)(c), below).

Evidence for (A)(1)(iii):

- The completed summary table indicating the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty (see Summary Table for (A)(1)(iii), below).
- Tables and graphs that show the State's goals, overall and by subgroup, requested in the criterion, together with the supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program.

Evidence for (A)(1)(ii) and (A)(1)(iii):

- The completed detailed table, by LEA, that includes the information requested in the criterion (see Detailed Table for (A)(1), below).

(A)(1)(i) State education reform agenda: Colorado’s education reform plan will **prepare all students to be ready by graduation to succeed in postsecondary education and the workforce**. To achieve this goal of readiness by exit, Colorado’s education reform framework focuses on:

- 1) **Ensuring all students have access to a high-quality public school choice**
- 2) **Developing educator capacity** to deliver standards-based, data-driven instruction
- 3) **Providing incentives** for effectiveness, knowledge capture, and sharing best practices
- 4) **Creating opportunities for innovation** in school organization, support models, educator practice, educator evaluation, and turnaround strategies

To date, delivering on the promise of readiness by exit remains unfulfilled in Colorado. Large gaps in achievement persist, and too few students graduate from high school or complete postsecondary education. Colorado must and will do far better. To deliver on this promise, the State proposes to dramatically transform public education in Colorado **by requesting \$377 million to invest in:**

- 1) Implementing rigorous and relevant standards, instructional materials, and assessments that support data-driven instruction and performance evaluation
- 2) Building data systems to improve instruction; facilitate widespread professional knowledge development and dissemination; and enable meaningful educator evaluation and performance feedback based on student growth
- 3) Evaluating teachers and principals using multiple rating categories based at least 50% on student growth
- 4) Turning around Colorado’s persistently lowest-achieving schools through intensive state intervention and support to LEAs to create and sustain high academic performance

Colorado’s proposed investments are consistent with the state context of constitutional local control over instruction, statewide open enrollment, diverse school choice options, and a history of innovation and technological development. In order to

capitalize on Colorado's context, the State will focus its investments in a manner that, through incentives, creates **exemplary and sustainable learning communities** that foster collaboration, knowledge sharing, and professional development among educators, students, and other key stakeholders.

With the investments of Race to the Top, the State will meet the performance targets expressed in Governor Ritter's Colorado Promise: to close achievement gaps, halve dropout rates, and double the number of postsecondary certificates and degrees. Specifically, the State will **raise the percentage of students who are proficient in mathematics** from 54.5 percent to 85 percent, and **proficient in reading** from 68.3 percent to 95 percent. The State will **narrow achievement gaps** among student groups to 10 percentage points or less. The State will **raise its high school graduation rate** from 73.9 percent to 90 percent for all students, and **improve student readiness for postsecondary education** from 42.6 percent to 80 percent for all students. Finally, by SY 2013-2014 the State will **increase college enrollment** of students graduating from high schools in the bottom income quartile of participating LEAs by 20 percentage points over the enrollment rates in SY 2010-2011. (More detail on these goals, and expected outcomes absent RttT investments, are contained in Exhibit VI.A(1)iii-1.)

While many states will present meritorious reform plans in the RttT competition, several outstanding factors make Colorado a prime proving ground for education reforms that can have a significant impact in the State and beyond:

- 1) The State's extensive public outreach process (outlined in Exhibit VI.A(1)i-1) has created high levels of excitement and commitment to reform across the State, exemplified by the **participation of LEAs representing nearly 95 percent of the K-12 students** in the State. Additionally, the plan has the full support of the Colorado Education Association (CEA), the Colorado League of Charter Schools (CLCS), the Colorado Association of School Executives (CASE), the Colorado Association of School Boards (CASB), the business community (detailed further in A(2)), and the leadership of the Colorado General Assembly.
- 2) The policies necessary for executing the reforms outlined in RttT are **already enacted in Colorado statute** and are the product of bipartisan efforts. In addition, Colorado's execution strategy uses short-term funds to rapidly invest in and create **broad**

and sustainable capacity that will be used to continue these efforts beyond the grant period and are not solely reliant on state agencies to maintain.

- 3) The success of the State’s plan will create a **powerful proof point** for systemic education reform in a decentralized, local-control context with a diverse portfolio of school choice options and statewide open enrollment.
- 4) Colorado has fostered many **innovative LEAs and autonomous schools**, providing an active test-bed for powerful school models and a variety of approaches to educator evaluation and compensation. The State’s RttT proposal builds on this context by investing in efforts to **rapidly identify, accelerate, and disseminate innovation** to others.
- 5) Colorado will continue to create **open-source technology and performance monitoring platforms** (such as the Colorado Growth Model, a methodology for calculating student growth developed in Colorado and now in use in Massachusetts, Indiana, and Arizona) which can be disseminated and used to accelerate the pace of reform nationally.

In the past several months, sparked by the Race to the Top competition, Colorado’s policymakers, educators, business and community leaders, parents, and students have engaged in a statewide conversation about the public education system (Exhibit VI.A(1)i-1). Under the leadership of Lieutenant Governor Barbara O’Brien, the State formed four public committees addressing each of the RttT Selection Criteria, as well as stakeholder groups in STEM and early childhood education. Over a three-month period, led by community leaders and Colorado Department of Education (CDE) experts, hundreds of Colorado citizens from across the State shared ideas for radically transforming education in Colorado. The committees presented their final recommendations to Governor Ritter in November 2009, and these recommendations directly informed the design of the State’s plan.

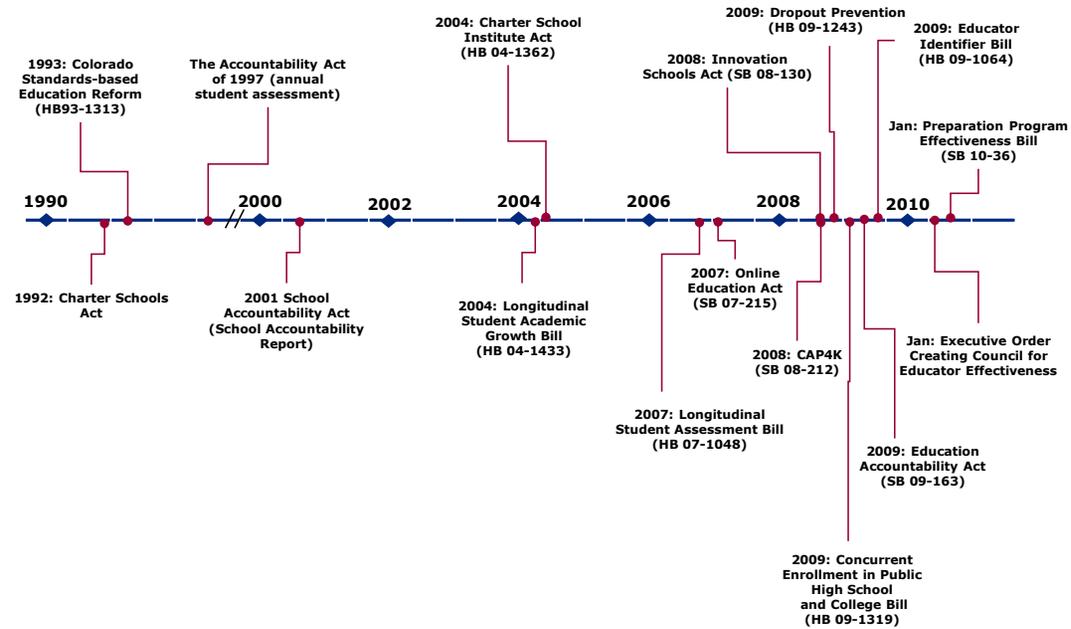
In order to drive dramatic improvement in a decentralized system, the State must operate within a framework that is both absolutely clear about expectations and highly flexible about the ways that LEAs and schools can meet expectations – **tight on ends, loose on means**. When the State is explicit about accountability for results, aligns incentives, encourages flexibility and innovation, and communicates with transparency, the impact is powerful. This approach is embodied within CDE’s strategic plan, *Forward*

Thinking (Exhibit VI.A(1)i-2). For this reason, the State believes that the work done in **Colorado can inform the reauthorization of the Elementary and Secondary Education Act as this legislation negotiates a similar relationship between the federal government and the states.**

Colorado's commitment to dramatically transform public education is evidenced by its statewide public process and by the widespread LEA commitment to the Race to the Top plan. It is also present in the policy framework that is the State's launching pad for an RttT investment—the **Colorado Achievement Plan for Kids (CAP4K)**. CAP4K is Colorado's landmark, foundational, educational framework enacted by the state legislature in 2008 (see Exhibit VI.B(1)-3 for a summary of CAP4K). The promise of CAP4K is simple: align Colorado's educational system from preschool through college to focus on the readiness of all students at **key transition points**, and prepare all students to be ready by exit for postsecondary education and the skilled workforce. Through statewide collaboration, Colorado has already adopted definitions for school readiness and postsecondary workforce readiness (Exhibit VII.A(3)i-2), as well as new state standards for 13 content areas that are fewer, clearer, and higher, as well as benchmarked to the best systems nationally and internationally, showing the State's commitment to the high expectations contained in the Common Core Standards. CAP4K builds on the strong bipartisan history of legislation to support education reform in Colorado, which has accelerated over the last three years as summarized in Figure A-1 below:

Figure A-1

Colorado's Cumulative Education Reform Timeline



A key next step is to develop a new generation of standards-based assessments that are relevant to students, parents, and educators. This new generation will provide rapid feedback on how students are progressing, so that students can become more active participants in their learning, and so that educators promptly receive the diagnostic feedback necessary to customize instruction. Delivering real-time feedback in the form of highly engaging information tailored for decision making is now possible with technology systems that did not exist a decade ago—a process already underway in Colorado as a result of CAP4K and the State’s participation in the Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER)

consortium. Colorado's powerful potential on this front is exemplified by the significant strides it has achieved in a short time with the Colorado Growth Model, its groundbreaking tool for measuring student longitudinal growth that the State has made available to other states on an open-source basis (Exhibit VI.C(2)-2).

The next step is to build the capacity of individuals, networks, and organizations to effectively engage in the continuous improvement of instruction and student achievement. It is not enough for the State to focus solely on individual educators and individual classrooms or to press educators to simply work harder. Enhancing the human and organizational capital of Colorado's schools and LEAs requires that the State invest in a coherent and powerful knowledge management strategy that is designed to create and share knowledge.

Colorado will use its one-time investment of RttT funds to build **long-term capacity and incentives for change** statewide, creating a rich knowledge management infrastructure and transforming its schools into communities that are constantly striving to improve, actively experimenting with new approaches, and leveraging knowledge transfer. Because these themes are consistent with Colorado's policy framework, incorporating them into each RttT Selection Criteria plan will ensure that any ongoing costs are sustained through the repurposing of state and federal education funds. In Colorado's distinctive context, with diverse communities and high value placed on local independence, the State believes that this is by far the best way to achieve transformation.

(A)(1)(ii) Strength of LEA commitment: As discussed above, Colorado is a local control state, and its LEAs are highly accustomed to independence. **The State is pleased to report that 134 LEAs, representing 94 percent of Colorado students and 143 of 153 of its charter schools, are participating in this application.** This strong support reflects the success of the public engagement process, as well as reform leadership in its LEAs and among state leaders. (Because the number of LEAs participating is so large, the Detailed Table for (A)(1) has been moved to the Appendix as Exhibit VI.A(1)ii-1.) Participating LEAs were asked to sign a Memorandum of Understanding substantially identical to and containing all elements in the model MOU provided by the U.S. Department of Education (Exhibit VI.A(1)ii-2). There were no substantive variations from the model MOU, and all participating LEAs signed on for all areas of the plan (see Summary Table (A)(1)(ii)(b)).

In Colorado, the decision to recognize a collective bargaining agent for licensed personnel rests entirely with each LEA; no law triggers union representation. As a result, some LEAs engage in collective bargaining with teachers' associations, others recognize teachers' associations for the purpose of meeting and conferring about terms and conditions of employment, and many do not have any organizations representing teachers. Colorado's local teachers' associations are also quite independent, and **the State is pleased to report that of the 88 participating LEAs with collectively bargained agreements, 36 have obtained the signature of the local teachers' association.** (See Summary Table below for A(1)ii.)

The State's participating LEAs are extremely diverse in size, location, and student population, ranging from large Denver metro-area LEAs like Jefferson County Public Schools, Denver Public Schools, and the Boulder Valley School District, to mountain communities like Eagle County and Summit County, to rural communities on the Eastern Plains and in the San Luis Valley. Some of these LEAs are recognized as national leaders in education reform, while others struggle with decreasing student enrollment and limited staff. Some participating LEAs have large and highly sophisticated central offices, while in others the superintendent also serves as the principal and teaches class. Some of these LEAs are high-performing, while others are consistently low-performing. The LEAs with the largest numbers and percentages of high school dropouts in the State are participating, as are the LEAs with the largest achievement gaps, as well as LEAs representing 91 percent of the schools eligible for turnaround under the State's plan. In addition, 94 percent of Colorado's students in poverty, 94 percent of the State's English language learners and 95 percent of students with disabilities are in participating LEAs. Colorado's Charter School Institute, which is the authorizer for 23 charter schools across the State, is also participating, as are 94 percent of the State's charter schools which are authorized by distinct LEAs. (See Exhibit VI.A(1)ii-3 for additional depictions of the diversity of Colorado's LEAs and the broad reach of the State's Race to the Top Plan.) This participation ensures that Colorado's plan will have broad statewide impact.

The great diversity of Colorado's LEAs and the students they serve emphasizes the need for Colorado's approach to Race to the Top, which will link and empower learning communities, build educator capacity, encourage local innovation, insist on dramatically increased student achievement, and hold all students and the adults that support them fully accountable for results.

(A)(1)(iii) Summary Tables and Goals: Summary tables for participating LEAs are included below. Tables showing the State’s goals overall and by subgroup with supporting narrative are included in the appendix as Exhibit VI.A(1)iii-1.

Summary Table for (A)(1)(ii)(b)

| Elements of State Reform Plans | Number of LEAs Participating (#) | Percentage of Total Participating LEAs (%) |
|---|---|---|
| B. Standards and Assessments | | |
| (B)(3) Supporting the transition to enhanced standards and high-quality assessments | 134 | 100% |
| C. Data Systems to Support Instruction | | |
| (C)(3) Using data to improve instruction: | | |
| (i) Use of local instructional improvement systems | 134 | 100% |
| (ii) Professional development on use of data | 134 | 100% |
| (iii) Availability and accessibility of data to researchers | 134 | 100% |
| D. Great Teachers and Leaders | | |
| (D)(2) Improving teacher and principal effectiveness based on performance: | | |
| (i) Measure student growth | 134 | 100% |
| (ii) Design and implement evaluation systems | 134 | 100% |
| (iii) Conduct annual evaluations | 134 | 100% |
| (iv)(a) Use evaluations to inform professional development | 134 | 100% |
| (iv)(b) Use evaluations to inform compensation, promotion and retention | 134 | 100% |
| (iv)(c) Use evaluations to inform tenure and/or full certification | 134 | 100% |
| (iv)(d) Use evaluations to inform removal | 134 | 100% |
| (D)(3) Ensuring equitable distribution of effective teachers and principals: | | |
| (i) High-poverty and/or high-minority schools | 134 | 100% |
| (ii) Hard-to-staff subjects and specialty areas | 134 | 100% |
| (D)(5) Providing effective support to teachers and principals: | | |
| (i) Quality professional development | 134 | 100% |
| (ii) Measure effectiveness of professional development | 134 | 100% |
| E. Turning Around the Lowest-Achieving Schools | | |

| Elements of State Reform Plans | Number of LEAs Participating (#) | Percentage of Total Participating LEAs (%) |
|--|---|---|
| (E)(2) Turning around the lowest-achieving schools | 134 | 100% |

Summary Table for (A)(1)(ii)(c)

| Signatures acquired from participating LEAs: | | | |
|--|--|--|---|
| Number of Participating LEAs with all applicable signatures | | | |
| | Number of Signatures Obtained (#) | Number of Signatures Applicable (#) | Percentage (%) (Obtained / Applicable) |
| LEA Superintendent (or equivalent) | 134 | 134 | 100% |
| President of Local School Board (or equivalent, if applicable) | 134 | 134 | 100% |
| Local Teachers' Union Leader (if applicable) | 36 | 88 | 41% |

Summary Table for (A)(1)(iii)

| | Participating LEAs (#) | Statewide (#) | Percentage of Total Statewide (%) (Participating LEAs / Statewide) |
|----------------------------|-------------------------------|----------------------|---|
| LEAs | 134 | 180 | 74% |
| Schools | 1,564 | 1,744 | 90% |
| K-12 Students | 753,707 | 802,155 | 94% |
| Students in poverty | 294,374 | 312,006 | 94% |

Note: Fall 2009 Enrollment Data; the number of LEAs includes 178 school districts, the Colorado School for the Deaf and Blind, and the Colorado Charter School Institute. Although Boards of Cooperative Educational Services (BOCES) may serve as LEAs for some purposes (such as provision of special education and insurance pools, for example), they are not included in the total number of LEAs in this chart. The number of K-12 students and students in poverty are taken from 2009 enrollment data.

Detailed Table for (A)(1)

Because of the large number of participating LEA this table is included in Exhibit VI.A(1)ii-1.

(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans (30 points)

The extent to which the State has a high-quality overall plan to—

(i) Ensure that it has the capacity required to implement its proposed plans by— (20 points)

- (a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;
- (b) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;
- (c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;
- (d) Using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals; and
- (e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and

(ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from— (10 points)

- (a) The State's teachers and principals, which include the State's teachers' unions or statewide teacher associations; and
- (b) Other critical stakeholders, such as the State's legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (e.g., business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (e.g., parent-teacher

associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. The State's response to (A)(2)(i)(d) will be addressed in the budget section (Section VIII of the application). Attachments, such as letters of support or commitment, should be summarized in the text box below and organized with a summary table in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(2)(i)(d):

- The State's budget, as completed in Section VIII of the application. The narrative that accompanies and explains the budget and how it connects to the State's plan, as completed in Section VIII of the application.

Evidence for (A)(2)(ii):

- A summary in the narrative of the statements or actions and inclusion of key statements or actions in the Appendix.

(A)(2)(i) State implementation capacity: Colorado's plan for ensuring successful implementation of its Race to the Top priorities includes key components that reflect the State's values and strengths: strong central accountability, wide stakeholder engagement, flexible learning communities, and local innovation laboratories—all of which will allow the State to (1) quickly build capacity to manage RttT projects, implement the state plan, and disburse grant funds; (2) ensure that LEAs implement the State's plan and properly account for funds used; and (3) execute the State plan in a coherent manner to generate the greatest impact on student achievement. Colorado's implementation process sets aside significant resources to ensure swift and efficacious execution of the grant and plan. The State will administer the grant and closely monitor results through a Race to the Top Office within the Colorado Department of Education (CDE), see budget, Exhibit VIII for description of Project - RttT Implementation. At the end of the grant period, the State will have built the capacity of the State and its LEAs to sustain the work into the future.

The Chief Executive Officer (CEO) of the Race to the Top Office will report directly to the Commissioner of Education. He or she will have the responsibility and authority to execute the RttT plan. Working on a day-to-day basis with the Commissioner, the CEO will be accountable for effective overall management and operations, change management and communications, coordination of federal, state, and local resources as needed to implement the plan, and the overall implementation progress. The CEO will be assisted by a Chief Financial Officer (CFO), who will be responsible for daily operations and financial management, expedited procurement, vendor compliance and performance, and enterprise performance management. The CFO's staff will include a grant administrator, director of procurement, purchasing agent, human resources professional, controller, and a financial analyst. **Twenty-five percent of compensation for the CEO and CFO will be based on meeting RttT plan goals.**

The CEO and CFO will work together with Project Team Leads (see description in budget, Exhibit VIII in Project – RttT Implementation) to identify the strategic uses of other funding sources to supplement Race to the Top funds. For example, Colorado has already applied for funding for SchoolView under the Statewide Longitudinal Data Systems federal grant program and will use its federal Title 1A Section 1003(g) funds to augment school turnaround efforts. It is anticipated that applications for funding under both the Teacher Incentive Fund (described in Selection Criterion (D)) and the Innovation Acceleration Grant program (described in Selection Criterion (E)) will be submitted to directly support key elements of the RttT plan. Because the State's RttT plan represents a bipartisan and widely supported reform strategy, Colorado will align state and federal funding sources to support these initiatives. Securing and repurposing other public and private funds to supplement and sustain plan activities will be a priority for the CEO, CFO, Project Team Leads, and the Leadership Investment Board (described below).

Because Colorado's LEAs are so critical to its success, the RttT Office also will include an LEA Outreach Director to coordinate LEA activities and oversee communications, outreach, and change management efforts. This person will be responsible for communicating the information necessary for LEAs to implement the plan, for serving as a central resource for LEAs to ensure their needs are being met, and for identifying regional and local change agents for training. The Outreach Director will also lead state efforts to identify promising practices and to disseminate and replicate them statewide. Communication in Colorado is not a one-way

street, and the CDE's Colorado School Public Relations Association (COSPRRA) will work in close collaboration with the LEA Outreach Director and the CDE's Communications Office, as well as with educators who may not be part of the COSPRRA network to create understanding and support for Race to the Top reforms. The work of this Colorado Communications Collaborative is described in greater detail in Exhibit VI.A(2)i-1.

As part of their detailed Scope of Work, LEAs will be required to agree to timelines for their activities that will correspond to the overall timeline of the plan. They will submit regular reports on their progress on key activities and indicators. The LEA Outreach Director, together with the Project Team Leads, will be responsible for informing the CEO if a participating LEA is failing to meet its obligations under its memorandum of understanding with the State. While the CEO will attempt to resolve the dispute, the CEO also will have the authority to take the actions outlined in Section II.D of the LEA Memorandum of Agreement, as well as actions authorized under Colorado's Education Accountability Act of 2009 (Exhibit VI.E(1)-1) and/or Section 1003(g) of Title I if an LEA is not in compliance.

A Training Coordinator in the Race to the Top Office will ensure that the multiple trainings embedded in the projects throughout the plan are delivered in a coordinated and high-quality manner, and a Research Director will work with the Colorado Education Research Consortium (CERC) (described in more detail in Exhibit VI.A(2)i-2) to ensure that the research and evaluation needed to guide program decisions during the grant period are conducted and disseminated in a timely and useful way. Each of these directors will report directly to the CEO.

The CERC will bring together researchers from academia, government, and nonprofit groups in a structure much like the Chicago Consortium on School Research. The CERC, funded in part through the budget allocated to the Research Director (described in the budget, Exhibit VIII in Project – RttT Implementation), will be responsible for much of the evaluation of RttT initiatives. The CERC will transition to a sustainable funding model and will remain in place after the grant to provide Colorado with coordinated education research priorities and activities into the future.

The implementation of projects in each of the four reform areas will be led by a Project Team. Each Project Team Lead will be a CDE employee with expertise in the reform area, who will report to the Race to the Top CEO with respect to RttT duties.

Twenty-five percent of compensation for Project Team Leads will be based upon meeting project goals.

The composition of each Project Team will vary depending on the needs of the particular reform area. For example, the State anticipates that the Data Project Team will include a number of outside vendors with responsibility for building various aspects of SchoolView; while the Standards and Assessment Project Team is likely to consist of multiple partners from within the CDE and from the LEAs. In two areas, nonprofit organizations will be formed to provide additional capacity and flexibility, and to ensure long-term sustainability. The work of the Great Teachers and Leaders Project Team will be assisted through a newly created Colorado Center for Educator Excellence (CEEC), and the Turnaround Project Team will be assisted by the Colorado Turnaround Center (see budget, Exhibit VIII in Project - RttT Implementation for the planned structure of the Project Teams).

Each Project Team will also have a Project Advisory Council that will help problem-solve issues as they arise and provide additional avenues for broad stakeholder input into the implementation process. Where possible, the advisory councils will be pre-existing entities.

The RttT implementation plan will also create the Leadership Investment Board, a small group of stakeholders appointed by the Governor consisting of high-level policymakers and representatives from business and education sectors. The Leadership Investment Board will provide executive leadership and advice to the CEO. The Board will also be responsible for making additional investments from the new State Innovation Acceleration Grant Program to direct monies to particularly effective ideas and approaches (see budget, Exhibit VIII for a description of the Innovation Acceleration Grant Program).

A number of key partners, such as the University of Colorado at Denver, The Parthenon Group, The New Teacher Project, Teach For America (TFA), Public Impact, and Project VOYCE have collaborated with the CDE, the Governor's Office, and participating LEAs on designing the components of this RttT plan, and Colorado anticipates that many will continue to collaborate with the State on the plan's implementation. The knowledge and skills of these and other partners will significantly bolster Colorado's

capacity to realize its goals and implement planned activities. (A list of the key partners who have contributed to Colorado's plan can be seen in Exhibit VI.A(2)i-3.)

In early summer 2010, the Race to the Top Office will **kick off the implementation of Colorado's plan by hosting a conference for participating LEAs**. One purpose of the conference will be to ensure that each LEA leadership team has a full understanding of the RttT plan, including key benchmarks and progress reporting, as well as available state resources to assist in implementation. The conference will also jumpstart the formation of learning communities as LEA teams collaborate on implementation strategies. The State anticipates additional annual conferences during the grant period, as well as numerous regional meetings, to gather input, communicate expectations, share ideas, and build confidence and support.

At the heart of Colorado's strategy are sustainable **learning communities formed around common needs and interests**, connected in a variety of ways and accountable for results. These learning communities will feed information to the Race to the Top Office, the Colorado Center for Educator Excellence, the Colorado Turnaround Center, and to the Colorado Education Research Consortium (themselves learning communities) and serve as hubs for the dissemination of knowledge captured at the state level and by other learning communities. A key role for the Race to the Top Office will be to identify the change agents for these efforts – practitioners who serve as trusted experts and essential participants in particular learning communities, and who will lead change and spread the values of data-driven decision-making and continuous improvement so that the State can achieve a cultural tipping point, changing the culture of education from the inside out. The State will deliberately form certain high-priority learning communities, such as those centered on content standards and closing the achievement gap. The State also envisions that many learning communities will form spontaneously, as educators benefit from social collaboration tools and working together to drive local innovation and achieve statewide goals. (Exhibit VI.A(2)i-5 provides examples of both priority learning communities as well as other learning communities which may develop.)

Colorado's plan is **sustainable**, using RttT funds to build capacity and incentives that will support long-term improvement. The broad, bipartisan partnership approach ensures that the continuation of successful projects will not be dependent on state agencies,

individuals or organizations. Colorado's plan includes projects which are one-time in nature or involve incorporating private fundraising over time as part of the long-term sustainability plan. For projects requiring some level of ongoing funding, Colorado will direct state or federal funding to ensure sustainability. For detail on the sustainability plan for each of the State's projects under RttT, please refer to the budget in Exhibit VIII. (A more detailed timeline for the activities described in this Selection Criterion (A)(2)(i) is contained in Exhibit VI.A(2)i-4.)

(A)(2)(ii) Support from key stakeholders: As stated previously, Colorado believes its application represents an unprecedented coming together of diverse interests for a common cause. The state-level teachers' union, the Colorado Education Association (CEA), has been an invaluable partner, as it has in other recent education reforms such as the development of the Colorado Growth Model. CEA leaders helped to engage stakeholders during the RttT public process, including identifying local affiliates potentially supportive of reforms. They have been active participants in difficult and wide-ranging discussions about evaluation and teacher support, setting the tone for an RttT process that has been both spirited and consistently oriented to common goals. CEA's insights have improved the design of Colorado's plan, and their commitment has set the stage for successful implementation of the plan.

Colorado's business community has shown overwhelming support for Colorado's plan through an initiative known as the Business Coalition to Advance Reform of the Education System (BizCARES). BizCARES has 30 member organizations across the State, including chambers of commerce, economic development organizations, business roundtables, and industry associations. Leaders in BizCARES identified and suggested a core set of principles for bold education reform for inclusion in the proposal and reviewed proposal drafts to confirm that these principles were represented. The Colorado Association of School Boards supports the State's plan, as does the Colorado Association of School Executives, the organization representing Colorado's principals, superintendents, and other administrators. Colorado's vibrant charter school community is on board, as are multiple community and education groups, higher education institutions, the early childhood education community, STEM organizations, legislative leaders, and many more. Quite simply, a broad group of stakeholders from across the state are fully behind Colorado's plan.

The State has received statements of support for its RttT application from a large number of diverse individuals and organizations, too many to include in the Appendix. Exhibit VI.A(2)ii-1 contains a list of all the individuals and organizations providing letters of support, and full letters of support from key stakeholders are in Exhibit VI.A(2)ii-2.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps (30 points)

The extent to which the State has demonstrated its ability to—

(i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; (5 points)

(ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to — (25 points)

- (a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;
- (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and
- (c) Increasing high school graduation rates.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(3)(ii):

- NAEP and ESEA results since at least 2003. Include in the Appendix all the data requested in the criterion as a resource for peer reviewers for each year in which a test was given or data was collected. Note that this data will be used for reference only and can be in raw format. In the narrative, provide the analysis of this data and any tables or graphs that best support the narrative.

(A)(3)(i) Progress in reform areas: Colorado has made progress overall and in each of the four reform areas and believes that the dynamic combination of these efforts have led to the increases in student achievement demonstrated by its state assessments and NAEP results. A summary of the State's major reform initiatives over the past 10 years can be found in Exhibit VI.A(3)i-1.

In the area of Standards and Assessments, the State has been a national leader. Colorado pioneered state Model Content Standards in the early 1990s, developed standards-based state assessments in the late 1990s, and implemented a statewide standards-based accountability system in 2001, prior to the mandate of No Child Left Behind (NCLB). The Colorado Achievement Plan for Kids, or CAP4K (see Exhibit VI.B(1)-3 for a summary), passed in 2008 with broad bipartisan support and has already resulted in statewide definitions of school readiness and postsecondary and workforce readiness (Exhibit VI.A(3)i-2). In December 2009, the Colorado State Board of Education (SBE) adopted new internationally-benchmarked grade-by-grade content and performance standards in 13 subjects that are aligned with these definitions. As CAP4K proposes, State LEAs are beginning to pilot mastery-based (rather than seat-time based) progress and multiple high-quality pathways to success for students.

The Governor's P-20 Education Coordinating Council (P-20 Council), whose membership includes policymakers, education leaders, and business and community leaders, has been another source of recommendations for educational alignment to the Governor. **The P-20 Council's recommendations have resulted in actions such as increasing high school counselors, streamlining alternative preparation programs, and strengthening a concurrent enrollment system to include options for all secondary-level students and create the nation's first fifth-year dual degree program to allow high school students to earn an associate's degree while in high school (HB 09-1319, CRS 22-35-101 et seq.).** Governor Ritter has used part of his State Fiscal Stabilization Funds to fund the new concurrent enrollment system. (See Exhibit VI.A(3)i-3 for the disbursement of the Governor's SFSF funds.)

Similarly, the State's actions in the Selection Criterion for Data Systems to Improve Instruction have gained national renown and are ready for Race to the Top investments in this area. The Colorado Growth Model legislation (HB 04-1433), passed in 2004 and refined in 2007, requires the State to report individual growth rates for each student and to use this information to determine school performance (see Exhibit VI.C(2)-2). The State received a Statewide Longitudinal Data Systems grant in 2007 and used the funds to

expand its data warehouse, allow electronic exchange of transcripts between LEAs and higher education institutions, and expand local access to data analysis tools and interactive data displays. In 2009, Governor Ritter invested \$2.5 million of his office's discretionary SFSF funds into expanding the Colorado Growth Model to include indicating each student's progress towards postsecondary readiness, implementing the Educator Identifier System Act (HB 09-1065, 22-68.5-101 et seq.), and expanding the State Assigned Student Identifier system to include preschool children. Expansion of the system's capacity and integrating it with data collected by other state agencies is being guided by the State's Education Data Advisory Committee formed in 2002 and the Education Data Subcommittee of the Government Data Advisory Board formed in 2009.

The State is committed to making the Colorado Growth Model available to all interested states, and the methodology underlying the model serves as the basis for the longitudinal systems adopted by Massachusetts, Indiana, and Arizona. SchoolView, mandated by the Education Accountability Act of 2009 (Exhibit VI.E(1)-1), launched by Colorado in August 2009, and of which the Colorado Growth Model is part, is a web-based platform through which stakeholders can access and collaboratively analyze and apply relational longitudinal P-20 data on student, school, LEA, and educator performance. Indiana and Arizona recently signed an agreement with Colorado to begin using SchoolView-based technology—a collaboration which will allow Colorado to compare the relative efficacy of a variety of interventions, such as turnaround efforts.

In Selection Criterion (D), Great Teachers and Leaders, the CDE recently signed a contract with The New Teacher Project to support the development and implementation of a statewide strategy to align its existing initiatives to directly improve educator effectiveness (Exhibit VI.A(3)i-4). Colorado has also authorized and begun developing an Education Identifier System to track and disseminate student growth data that is linked to individual educators and can be accessed through the SchoolView platform. Colorado has prioritized the improvement of educator effectiveness and improved evaluation systems as evidenced by the State Board of Education's recent resolution on high-quality educator evaluation systems (Exhibit VI.D(2)-2). With reallocated Title I-A and II-A funds, the CDE will create a competitive recruitment and retention grant program, with priority given to LEAs with significant teacher and principal gaps and to funded LEAs in developing alternative compensation plans. The State also authorized a new School

Leadership Academy for innovative leadership development practices and continued its leadership on improving and expanding alternative preparation routes for teachers and principals. Colorado's Commissioner of Education, Dwight D. Jones, is co-chairing the Blue Ribbon Panel on Clinical Preparation, Partnerships and Improved Student Learning recently formed by the National Council on Accreditation for Teacher Education (NCATE). The panel's work will culminate in a report of findings and recommendations to be issued later in 2010 for the clinical preparation of teachers using a model that builds the expertise necessary for effective practice as professionals.

In this area in particular, Colorado LEAs have successfully leveraged grants from national and local foundations and from federal funds to become leaders in innovation in improving teachers and leaders. Denver Public Schools' ProComp system, initially funded through the Rose Community Foundation, was hailed as a ground-breaking collaboration between an LEA and its teachers union. Denver Public Schools has also been selected to receive funds from the Broad Foundation to improve performance management systems and from the Janus Corporation and the Bill and Melinda Gates Foundation for improving teacher effectiveness. Eagle County School District has implemented a collaborative approach to the Teacher Advancement Program (TAP). Many metro-area LEAs have taken part in federal Math-Science Partnerships, Teacher Incentive Fund grants, and a variety of other foundation and federally funded programs.

In the area of Turning Around Lowest-Achieving Schools, the Education Accountability Act of 2009 (Exhibit VI.E(1)-1) provides the accountability framework the State needs to fully implement the goals of this section, while the Colorado Growth Model provides the data it needs to identify schools for intervention. Colorado is one of seven states chosen earlier this year to work with Mass Insight under a grant from the National Governors Association to develop a comprehensive state strategy aimed at improving chronically underperforming schools. The Colorado Department of Education is also working with six LEAs on a pilot program designed to identify the practices that are most effective at closing achievement gaps in schools, with national providers as partners. Lessons learned from this pilot will be expanded to other turnaround efforts.

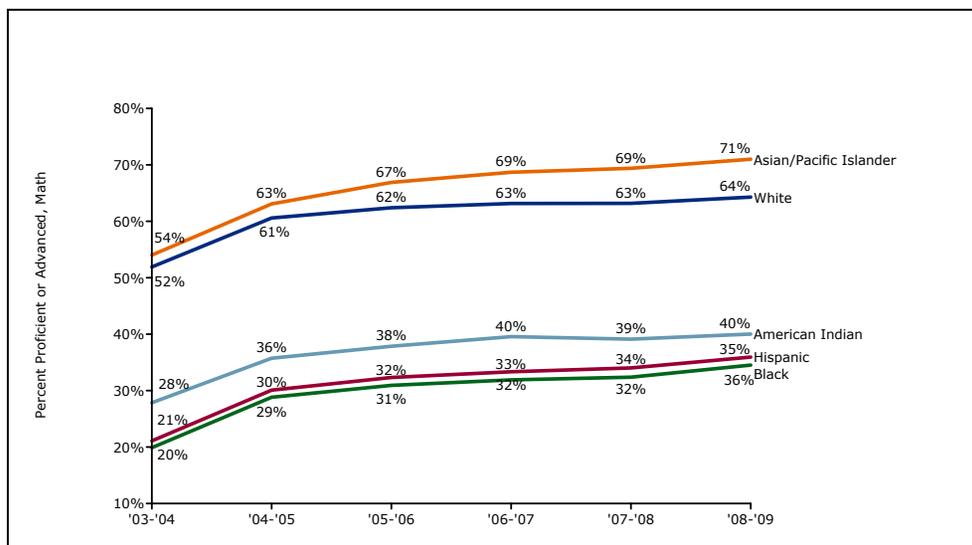
(A)(3)(ii) Improving student outcomes: Exhibit VI.A(3)ii-1 contains data and analysis on student performance on the NAEP

and the Colorado Student Assessment Program from 2003-2009 (Exhibit VI.A(3)ii-2). Colorado students have made significant gains in mathematics since 2003, which the State believes is due to a focus on standards and alignment in this area. For example, on the National Assessment of Educational Progress, the percentage of 4th-graders scoring proficient or above increased from 34 percent to 45 percent (well above the national increase of five percentage points) from 2003-2009. The math scores of Colorado's 8th-graders also increased, from 32 percent to 40 percent (again above the national increase of five percentage points).

In 4th grade math, Colorado students within each of the minority and low-socioeconomic student subgroups made progress on NAEP. In fact, three out of four ethnic subgroups as well as free-and-reduced lunch-eligible students bettered their proficiency levels by 10 percentage points or more. In 8th grade math, all minority and low-socioeconomic student subgroups again made significant progress, with black students showing a remarkable 15 point jump in composite scores. Students with disabilities also improved their math scores, rising to an 11 percent proficiency rate in 2009 from a five percent proficiency rate in 2005.

Scores on the math portion of the Colorado Student Assessment Program (CSAP) mirror the improvement seen in NAEP math scores. The percentage of students scoring proficient or above on math grew from 42 percent in 2003 to 54 percent in 2009. Again, growth was seen in all ethnic and socioeconomic subgroups. For example, the percentage of Hispanic students scoring proficient or above grew from 21 percent to 35 percent, and black students increased proficiency from 20 percent to 36 percent. The proficiency of students eligible for free- and reduced-lunch subsidies grew from 23 percent to 37 percent. English language learners also saw large increases, doubling proficiency from 17 percent in 2003 to 34 percent in 2009, and students with disabilities doubled their proficiency rate as well, from 10 percent to 20 percent.

Figure A-2: State proficiency in mathematics on CSAP, by year and subgroup.



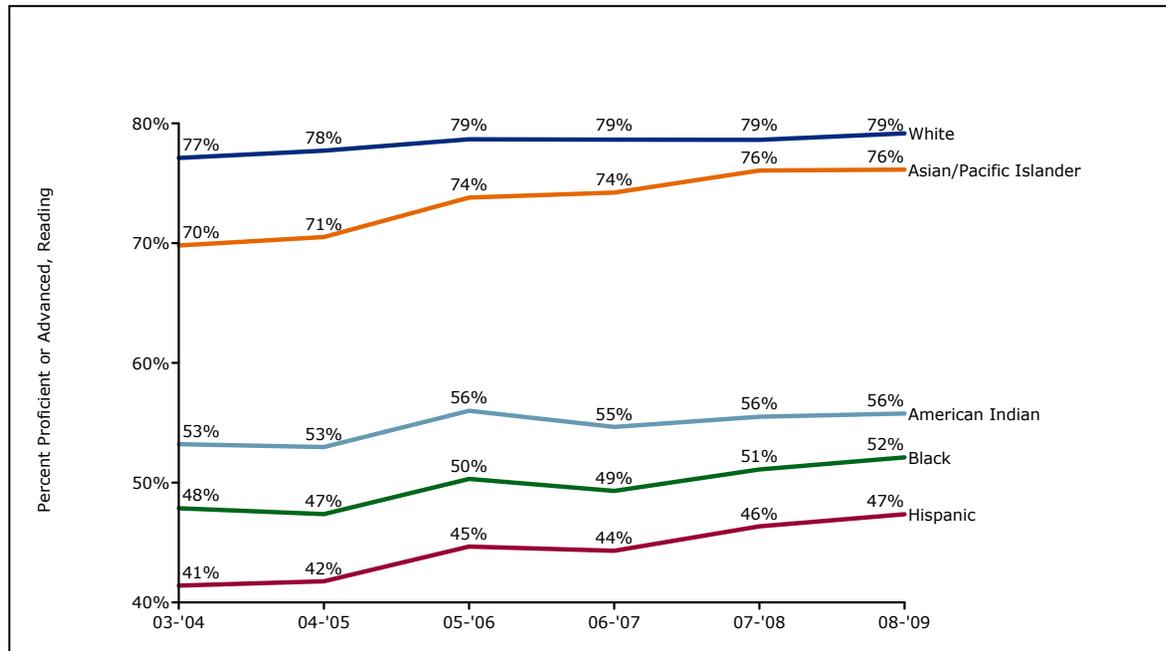
Achievement gaps in math have remained relatively steady both on NAEP and CSAP (see Figure A-2). However, during the 2003-2009 period, the demographics of Colorado’s K-12 student population continued to change. In 2003, 30.7 percent of K-12 students were eligible for free- and reduced-lunch. In 2008, 35.8 percent were eligible. In 2003, 25.3 percent of all students were of Hispanic origin; in 2008, 28.4 percent of students were Hispanic. The State is focused on the critical task of improving the performance of low-income and minority students through existing initiatives such as the 3-year Closing the Achievement Gap pilot (a state funded program to identify and disseminate successful practices through partnerships with third-party vendors) and the State’s RttT plan.

Reading scores have remained relatively stable, while outperforming the national average. In the NAEP 4th grade reading assessment, the average scale score stayed at 224 from 2003 through 2007. The percentage of 4th-graders scoring proficient or above in reading was 35 percent in 2003, and 36 percent in 2007, compared to the national average of 31 percent. Colorado 8th-graders also

outperform the nation, even though their scores remained flat from 2003-07. In 2007, 34 percent of Colorado 8th-graders were proficient or above in reading, while 29 percent of the nation's 8th graders were proficient or above. However, achievement gaps remain problematic in reading as well as math, although students with disabilities in 4th grade and 8th grade improved their reading scores by five and three percentage points from 2003-2007, respectively.

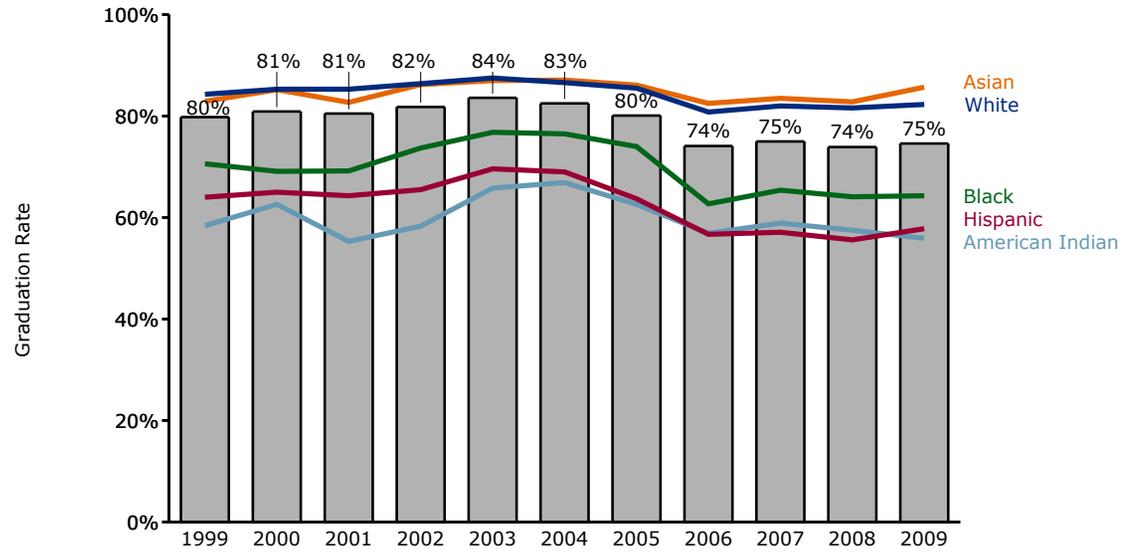
On the state CSAP assessment, the overall percentage of students scoring proficient or above rose slightly from 66 percent in 2003 to 68 percent in 2009. However, increases were more significant within student subgroups. For example, Hispanic students' reading scores rose from 41 percent proficiency in 2003 to 47 percent in 2009 (see Figure A-3 below). English language learners' reading proficiency improved from 28 percent to 39 percent.

Figure A-3: Colorado proficiency in reading on CSAP, by subgroup and year.



Over the past few years, Colorado has transitioned to more accurate ways of calculating the high school graduation rate to comply with new state and federal requirements. This change in calculation method, however, has affected the ability to identify a trend over the past few years. In SY 2003-2004, the average high school graduation rate was 84 percent. In SY 2003-2004, the State began collecting student end-of-year data using the State Assigned Student Identifier (SASID) system. The graduating class of SY 2007-2008 was the first class to be tracked through their high school years using this individual data. In 2005, Colorado legislators passed Senate Bill 05-091, requiring graduation rates to be calculated on a cohort basis from 9th grade forward. The State also began requiring LEAs to retain students completing a GED in the graduation rate denominator and requiring adequate documentation for all students reported as transfers (defined as a request for records from the receiving LEA or a signature from a parent or guardian for a student exiting to a home-based education). As a result of these changes to a more accurate reporting system, the true trend in high school graduation rates since 2003 is difficult to isolate (see Figure A-4 below). However, the graduation rate in 2009, 75 percent, is above the national average. In addition, Colorado's largest LEAs are seeing significant upticks in 2009 graduation rates. Jefferson County Public Schools, the State's largest LEA, saw its graduation rate rise more than four percentage points from 2008 to 2009, to 81.3 percent. Denver Public Schools' graduation rate climbed three percentage points from 2008 to 2009.

Figure A-4: Graduation rates by subgroup and year, 1999-2009



(B) Standards and Assessments (70 total points)
State Reform Conditions Criteria

(B)(1) Developing and adopting common standards (40 points)

The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)—

(i) The State’s participation in a consortium of States that— (20 points)

(a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and

(b) Includes a significant number of States; and

(ii) — (20 points)

(a) For Phase 1 applications, the State’s high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or

(b) For Phase 2 applications, the State’s adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.¹

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

¹ Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

Evidence for (B)(1)(i):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a standards consortium.
- A copy of the final standards or, if the standards are not yet final, a copy of the draft standards and anticipated date for completing the standards.
- Documentation that the standards are or will be internationally benchmarked and that, when well-implemented, will help to ensure that students are prepared for college and careers.
- The number of States participating in the standards consortium and the list of these States.

Evidence for (B)(1)(ii):

For Phase 1 applicants:

- A description of the legal process in the State for adopting standards, and the State's plan, current progress, and timeframe for adoption.

For Phase 2 applicants:

- Evidence that the State has adopted the standards. Or, if the State has not yet adopted the standards, a description of the legal process in the State for adopting standards and the State's plan, current progress, and timeframe for adoption.

(B)(1) Participation in standards consortium: Colorado has executed a Memorandum of Agreement (Exhibit VI.B(1)-1) that demonstrates its commitment to jointly develop and adopt a common set of K-12 standards. Colorado intends to adopt these standards by August 2, 2010. Forty-eight other states and territories are currently participants in this consortium, sponsored by the National Governors' Association and the Council of Chief State School Officers (Exhibit VI.B(1)-2), and current drafts of the standards are contained in Exhibit CCS. Colorado's reform agenda in the Colorado Achievement Plan for Kids requires the use of high-quality standards that are internationally benchmarked and build toward college and career readiness by the time of high school graduation. In 2007, the Colorado State Board of Education committed to revise the Colorado Model Content Standards, and in 2008, the State Legislature codified the standards revision in CAP4K (Exhibit VI.B(1)-3).

Colorado's standards revision process, assisted by national standards and assessments expert Dr. Stanley Rabinowitz of WestEd, engaged teachers, students, local boards, school leaders, and other education stakeholders in the creation of modern and

competitive standards in 13 subjects. Content committees were given the results of a comparison of Colorado’s existing standards with those of high-achieving states and countries such as Singapore and Finland, and were charged with developing preschool through college/workforce-ready standards that were “fewer, clearer, higher,” coherent, and actionable. The content committees, informed by national experts such as Dr. Eva Baker (UCLA and CRESST), Dr. Ann Shannon (consultant), Dr. Lynn Kagan (Columbia University), and Dr. Tim Shanahan (University of Illinois), then engaged in an extensive and transparent process to develop recommendations for the new standards and provided multiple feedback opportunities for other stakeholders. As a result of this process, there is strong support statewide among students, teachers, principals, administrators and policymakers for using internationally benchmarked standards that build toward college and career readiness, as defined by Colorado’s postsecondary and workforce readiness standard.

This early leadership was recognized by the CCSSO/NGA Common Core Standards consortium, in which Colorado is participating. Because the State’s processes and guiding principles in adopting the new Colorado P-12 Academic Standards were substantially the same as those used by the CCSSO/NGA consortium, Colorado was invited to comment on and edit early drafts of the Common Core Standards as well as to integrate that early work into its own standards. In essence, Colorado was an early leader in developing world-class standards and a full participant in the CCSSO/NGA consortium.

Pursuant to Colorado state law, the Colorado State Board of Education has the authority to adopt state content standards (see Exhibit VI.B(1)-4 for a description of the legal process for adopting state standards). In preparation for the adoption of Common Core Standards, Colorado contracted with WestEd to perform a formal alignment study of the Colorado P-12 Academic Standards against the drafts of the Common Core Standards released by CCSSO/NGA. The formal alignment study, which will be completed within 90 days of the final release of the Common Core Standards, will allow the Colorado State Board of Education to take action by August 2, 2010, or within 90 days of receiving the results of the formal alignment study, whichever is earlier. Colorado will implement the standards effectively using the process for implementing standards outlined in CAP4K (Exhibit VI.B(1)-3) and the CDE Standards Implementation Project Charter (Exhibit VI.B(3)-6), as well as activities listed in its RttT plan.

(B)(2) Developing and implementing common, high-quality assessments (10 points)

The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State's participation in a consortium of States that—

- (i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards (as defined in this notice); and
- (ii) Includes a significant number of States.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (B)(2):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a consortium that intends to develop high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards; or documentation that the State's consortium has applied, or intends to apply, for a grant through the separate Race to the Top Assessment Program (to be described in a subsequent notice); or other evidence of the State's plan to develop and adopt common, high-quality assessments (as defined in this notice).
- The number of States participating in the assessment consortium and the list of these States.

(B)(2) Participation in assessments consortium: Colorado will participate in a consortium of states working toward jointly developing and implementing a battery of common, high-quality assessments that align with the Common Core Standards. Colorado has signed a Memorandum of Understanding and serves as a lead state within the Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER). The SMARTER consortium includes Colorado, Michigan, Delaware, Hawaii, Idaho, Nebraska, Oregon, Tennessee, Utah, Washington, Wisconsin, and Wyoming (see Exhibits VI.B(2)-1 and VI.B(2)-2). SMARTER is a summative assessment consortium focused on reliable, open source, online assessments capable of measuring student

growth.

Colorado is committed to working with a consortium on assessments for many reasons. Colorado believes it is important for the State and the nation to be able to make cross-state comparisons on common assessments; a consortium of states working together is more efficient and cost-effective, as well as more likely to produce higher-quality assessments than any individual state; and work conducted as part of a consortium increases the equity in assessment resources available across states. Colorado has successfully worked with other states in past consortia, as well as in sharing the Colorado Growth Model and the SchoolView platform on an open-source basis.

This work of improving assessments to align with the new content standards is also required by the reform agenda in CAP4K, and Colorado intends to approach it with the same level of care and focus given to developing the new Colorado P-12 Academic Standards. Colorado has formed an Assessment Stakeholder Advisory Committee (see Exhibit VI.B(3)-3 for a list of members) to ensure that assessment redesign is consistent with Colorado principles. The new assessment should:

- Gauge student knowledge and skill and inform teaching and learning
- Include provisions for preschool assessment and postsecondary/workforce assessments
- Lend itself to analysis of yearly growth
- Be administered online or electronically with real-time turnaround of results
- Allow multiple possibilities for the student to take equated forms within the same year
- Gauge mastery
- Be relevant to students, parents, and educators
- Include a rich mix of items (such as multiple-choice, open-ended constructed response, and online simulations)
- Be accessible to all (including English language development and alternative assessments)

Reform Plan Criteria

(B)(3) Supporting the transition to enhanced standards and high-quality assessments (20 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State's institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

The State shall provide its plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

(B)(3) Plan for supporting the transition to enhanced standards and high quality assessments: Colorado's reform plan for supporting the move to new standards and assessments spans the following initiatives:

- 1) Supporting the creation of new curricula, instructional materials and classroom-level assessments through Content Collaboratives in high-capacity LEAs
- 2) Building and supporting Regional Learning Communities to execute local professional development and support for standards-based and data-driven practices statewide
- 3) Supporting the creation and dissemination of formative assessment items to be incorporated into the SchoolView platform

- 4) Supporting the vetting, evaluation, and purchase of interim assessments on which educator evaluation and classroom-level data-driven practice will be based

Pursuant to state legislation, Colorado recently adopted a common P-20 definition of postsecondary and workforce readiness (Exhibit VI.A(3)i-2) and internationally benchmarked content standards aligned to that definition. Colorado is on track to adopt aligned assessments and graduation requirements. From its pioneering work in implementing standards and assessments in the 1990s, Colorado has learned that it is not enough to simply disseminate the standards. Achieving the vision of student-centered teaching and learning requires a change in the system that supports educators through the transition.

Colorado's next generation of standards-based education, coupled with planned data system interfaces (discussed in Selection Criterion (C)), will equip students with the tools to engage in their own learning. Students will have clear learning goals, resources available to reach these goals, and assessment results to analyze progress. This framework will allow the teacher to serve as a deeply knowledgeable partner, whose role is to provide access to diverse, relevant and real-world learning experiences and targeted instruction based on student learning needs, and to ensure that students meet their learning goals.

Colorado will leverage and expand the expertise of educators across the state through strategic partnerships and collaborative professional learning communities to achieve its goals of **building educator capacity, developing infrastructure and supporting resources, and ensuring successful implementation and sustainability**. The CDE's current plan for the implementation of high-quality standards and assessments through its Office of Standards and Assessments and its Office of Teaching and Learning is based on very limited resources and focuses primarily on the dissemination of the standards and on supporting LEAs as they align curriculum and assessments to these standards (see Exhibit VI.B(3)-6 for the CDE Standards Implementation Project Charter). Race to the Top funding will allow the CDE to significantly expand its plan and build deep and long-lasting capacity to improve instruction and increase student achievement. The following plan includes engaging partners such as the Center for Transforming Learning and Teaching (CTLT) (Exhibit VI.B(3)-1), the Colorado STEM Network (Exhibit VII.2-1), the Colorado Center for Educator Excellence

(CCEE) (Exhibit VI.D(2)ii-2), participating LEAs, Boards of Cooperative Educational Services (BOCES), and others to assist in successful implementation.

| Goals | Activities | Timeline | Responsible |
|--|---|--|--|
| <p>Build the capacity of educators to provide effective standards-based, data-driven instruction</p> <p>(All activities for this goal are budgeted in the Project – Transitioning to Enhanced Standards and Use of Data to Improve Instruction)</p> | <ul style="list-style-type: none"> ● Form collaborative learning communities to build LEA capacity <ul style="list-style-type: none"> ○ Content Collaboratives develop professional training and related materials to be provided on SchoolView ○ Regional Learning Communities provide LEA support ○ Identify and develop change agents to manage and support change process ● Implement high-quality professional development plans for the transition to enhanced standards and assessments <ul style="list-style-type: none"> ○ Additional high-quality professional development materials are developed to support LEA plans ● Provide training to teachers to support transition to new standards and assessment and in the use of data to improve instruction ● Form a collaborative learning community to build capacity to implement postsecondary and workforce readiness programs of instruction ● Form a collaborative learning community to build capacity to implement school readiness programs of instruction | <p>Sept. 2010 - ongoing</p> <p>Dec. 2010 - ongoing</p> <p>March 2011 - ongoing</p> <p>Sept. 2010</p> <p>Sept. 2010</p> | <p>CDE/CTLT</p> <p>LEAs</p> <p>CTLT/change agents</p> <p>LEAs</p> <p>Partners such as Clayton Early Learning</p> |
| <p>Provide high-quality instructional materials and assessments needed to</p> | <ul style="list-style-type: none"> ● Identify, develop, and disseminate high-quality standards-aligned instructional materials and assessments on SchoolView: <ul style="list-style-type: none"> ○ Content Collaboratives (same as above) identify and develop instructional materials and formative assessments (Project – High Quality Instructional Materials and Formative Assessment | <p>March 2011 - ongoing</p> | <p>CDE</p> |

meet the specific and varied needs of educators and LEAs. All LEAs and educators will receive support through the State's education knowledge management platform, SchoolView, described in more detail in Selection Criterion (C). Additional targeted support will occur through collaborative learning communities. The most intensive support is reserved for LEAs with the highest concentrations of low-achieving schools and is described in greater detail in Selection Criterion (E).

Colorado anticipates forming two types of learning communities during the implementation process: Content Collaboratives and Regional Learning Communities. All participating LEAs will contribute to and access the information and resources developed by these collaborative learning communities. Each learning community will begin the process with a needs assessment and the development of a four-year work plan. The learning communities will both grow participants' skills and prepare them to be leaders in implementing ongoing, job-embedded professional development within their LEAs. The learning communities will also engage in a change agent strategy, identifying key individuals from LEAs to be change agents who will be linked together in a networking cohort to receive extra support for leading change efforts. (See Exhibit VI.B(3)-2 for more detail on the work of the learning communities.)

Content Collaboratives will include curriculum, assessment, and professional development specialists from participating LEAs and BOCES, students, early childhood education (ECE) providers, and educator preparation program faculty. Some Content Collaboratives will focus specifically on content-in the following areas: science, language arts, mathematics, social studies, world language, and performance subjects (performing arts, visual arts, and physical education). Two additional Content Collaboratives will focus on school readiness and postsecondary and workforce readiness. The members of the Content Collaboratives will be responsible for identifying and developing engaging, rigorous, and relevant instructional materials, formative assessments, and professional development strategies to meet the needs of educators in implementing the enhanced standards and assessments. All of these resources will be available statewide through SchoolView. The CDE will ensure that the work of each Content Collaborative is coordinated and integrated with that of the collaboratives in other content areas. In the area of STEM, a STEM Coordinating Council will integrate the work of the STEM-related Content Collaboratives and link them with the resources of the Colorado STEM Network.

The School Readiness Content Collaborative will be responsible for developing supports to assist early childhood and lower

elementary educators in maximizing school readiness and early learning outcomes. The CDE will expand the impact of this collaborative by leveraging existing partnerships and learning from the existing state assessment program, Results Matter (a standards-aligned early childhood assessment program described in Exhibit VII.3-3). Similarly, the Postsecondary and Workforce Readiness Content Collaborative will work with the higher education and business communities to ensure that high school expectations and learning opportunities across the content areas align with postsecondary and workforce readiness expectations.

Regional Learning Communities will provide targeted support to Colorado's many smaller LEAs that have little central capacity. Regional Learning Communities will be established based on the location of participating LEAs and will consist of a full-time regional change agent, high-capacity staff from LEAs and BOCES whose time is purchased on a part-time basis, and educational leaders from across the region. The work of the Regional Learning Communities will include providing or brokering professional development opportunities to educators and providing leaders in smaller LEAs with coaching and technical assistance in managing change. Existing Regional Support Teams and content specialists based at the CDE will work with the CTLT and BOCES to develop differentiated and ongoing support for networks of LEAs with similar needs and interests.

LEAs will be supported in developing the required **high-quality professional development plans** for transitioning to Colorado's P-12 Academic Standards and using data to improve instruction. In addition to the professional learning materials developed by the Content Collaboratives (described above), the CCEE will serve as a clearinghouse for high-quality professional learning materials developed in other venues. As more information becomes available about the effectiveness of various professional development offerings (see Selection Criterion (D)(5)), the CCEE will provide additional guidance to LEAs about offering effective professional development approaches and programs and discontinuing those found to be ineffective. Selection Criteria (C), (D), and (E) of this application also address professional development for educators, and these approaches will be intentionally integrated throughout the grant period. The build-out of SchoolView, described in Selection Criterion (C), will include social networking and cooperative technologies, allowing educators to learn quickly from one another. Finally, Colorado's teacher and leader preparation programs, including alternative preparation programs, will participate in the Content Collaboratives to ensure that new teacher

candidates are prepared to work with the new standards and assessments.

Activities for the second goal, **providing high-quality supporting materials and resources**, are designed to develop and make accessible the materials educators will use in delivering standards-based, data-driven instruction. During the public engagement process for RttT, Colorado educators noted that LEAs are currently developing tools in isolation and a process for coordinating and sharing these tools is needed. Colorado's plan uses SchoolView to support open-source development and sharing of high-quality instructional materials and formative assessments linked to Colorado's P-12 Academic Standards and assessments developed through the Content Collaboratives, solicited from identified effective educators or contributed from LEAs and schools. The instructional resources will be organized around the new standards, allowing educators to sort along grade levels and cognitive processes, such as critical thinking or innovation. To ensure the quality of these materials, the CDE will work with the Content Collaboratives and other experts to create a **Content Peer Review Process** for validating instructional materials and assessments proposed for inclusion in SchoolView. Rubrics for peer review and online ratings will also be made available, and peer and expert reviews will be conducted. Materials, assessments, and knowledge developed through these processes will be open source and available across the State and nation. Students and their parents will also have access SchoolView for purposes of academic planning, choosing learning activities, monitoring progress, and providing input on the relevance of materials.

As Colorado LEAs develop the capacity to identify individually effective educators (see Selection Criterion (D)(2)), the CDE will work with the Colorado Center for Educator Excellence to identify effective educators and effective schools and provide incentives for making the materials available on SchoolView. This initiative is just one of the many ways RttT funds will help Colorado transform the culture of education into one that is highly professional, collaborative, and continuously improving.

Colorado is fortunate to have access to many STEM-related resources, including museums, federal agencies and laboratories, and employers in high-tech industries, such as biotechnology, space, and computing. Prior STEM-related initiatives led to the creation of the Colorado STEM Network (Exhibit VII.2-1), which will work with the CDE and the STEM Coordinating Council to build **STEM in Action** (Exhibit VII.2-2). STEM in Action will showcase the everyday work of scientists, engineers, high-tech workers,

and researchers in Colorado’s labs, universities, museums, and companies through the development of STEM-related content such as television-quality streaming videos, virtual field trips, video conferencing, and other multimedia experiences that bring the world of STEM to teachers, students, and parents across the state. Using relevant Content Collaboratives in math, science, and postsecondary readiness to match STEM in Action segments to the Colorado P-12 Academic Standards will allow teachers and parents to use these materials to extend their learning and that of their students simultaneously.

The State will identify **high-quality interim assessments** aligned with standards and will assist LEAs in selecting, purchasing, and implementing approved tools. Assessments in reading, writing, math and science will be identified in the first year of the project and assessments in social studies, world languages, visual arts, performing arts and physical education will be identified in the second year. New interim assessments are expected to emerge from national assessment consortia that are forming across the nation, and Colorado will take full advantage of this work. In conducting a review of interim assessments, Colorado will rely on its state **Assessment Stakeholders Committee** (see Exhibit VI.B(3)-3) as well as contract with national experts including the National Center for the Improvement of Educational Assessments (NCIEA), the National Center for Research on Evaluation, Standards, and Student Testing (CRESST), the Laboratory for Educational Assessment, Research, and innovatioN (LEARN), and WestEd.

To **ensure effective implementation** of the transition to the new standards and assessments, the State will hold LEAs accountable for developing and implementing a plan for adopting standards and aligned interim assessments, participating in statewide summative assessments aligned to the Common Core Standards, developing and using high-quality instructional materials and formative assessments aligned to standards, and providing high-quality and targeted professional development programs to support the transition to standards-based, data-driven instruction. LEAs will submit regular reports on their progress in these areas. The CDE will also create and lead an **Implementation Peer Review process** for participating LEAs. Peer review teams consisting of LEA leaders selected by state standards and assessment stakeholders will assess standards-based implementation in LEAs that appear to be struggling. Findings of the peer review implementation process will be provided to LEAs and used to adjust implementation support. They also will be included in the evaluation of the State’s plan.

The Project Team for this area will place particular emphasis on frequent communications with LEAs and educators to ensure that any problems are promptly addressed and suggestions for improvement from the field are captured and acted on. The Project Advisory Committee will provide additional channels of communication to and from LEAs and major stakeholders. Effective change management in this area will be especially critical to ensure that the reforms put in place as a result of these initiatives are sustainable and positively impact educator practice and student learning. By building the capacity of educational leaders across the state, improving the quality of available instructional materials, and creating collaborative learning communities, the **RttT funding will provide support during a critical transition period in Colorado.** The cross-LEA structures created during this transition will be designed to persist beyond the funding period, as will the habits of collaboration when LEAs have common interests.

| Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided. | Actual Data: Baseline (Current school year or most recent) | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 |
|--|---|---------------------|---------------------|---------------------|---------------------|
| Overall percentage of the P-12 Academic Standards with instructional and formative assessment content available on SchoolView | 0% | 50% | 75% | 100% | 100% |
| Percentage of participating LEAs involved in the Content Collaboratives or Regional Learning Communities | 0% | 75% | 75% | 75% | 75% |
| Percentage of participating LEAs that receive training from change agents | 0% | 10% | 50% | 75% | 100% |
| Percentage of participating LEAs that have adopted interim assessments in reading, writing, math and science | 25% | 25% | 100% | 100% | 100% |
| Number of effective educators per year that post instructional materials and/or formative assessments on SchoolView | 0 | 0 | 120 | 120 | 120 |

(C) Data Systems to Support Instruction (47 total points)

State Reform Conditions Criteria

(C)(1) Fully implementing a statewide longitudinal data system (24 points – 2 points per America COMPETES element)

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.

Evidence:

- Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State’s statewide longitudinal data system.

(C)(1) Implementation of statewide longitudinal data system: Colorado has a statewide longitudinal data system that currently includes **nine** of the America COMPETES Act elements, with one element under development and two remaining elements in active planning phases. Colorado’s progress on each of these elements is summarized below and detailed in Exhibit VI.C(1)-1.

1. Unique student identifier that prevents individual identification of students: **In place; being improved**
2. Student-level enrollment, demographic, and program participation information: **In place; being improved**
3. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P–16 education programs: **In place; being improved**
4. Capacity to communicate with higher education data systems: **Planned (submitted in Statewide Longitudinal Data System Grant referenced in Exhibit VI.C(2)-3)**
5. State data audit system assessing data quality, validity, and reliability: **In place; being improved**

6. Yearly test records of individual students with respect to assessments under section 1111(b) of the ESEA 20 U.S.C. 6311(b): **In place; being improved**
7. Information on students not tested by grade and subject: **Completed**
8. Teacher identifier system with the ability to match teachers to students: **In progress**
9. Student-level transcript information, including information on courses completed and grades earned: **In place; being improved**
10. Student-level college readiness test scores: **Completed**
11. Information regarding student transition from secondary school to postsecondary education: **Planned (submitted in the SLDS grant)**
12. Other information determined necessary to address alignment and adequate preparation for success in postsecondary education: **In place; being improved**

Colorado has had a unique nine-digit statewide student identification (SASID) number in place since 2002 and yearly test records of individual students since 1996. This longitudinal information forms a solid analysis foundation for the nationally renowned Colorado Growth Model (Exhibit VI.C(2)-2), successfully funded through a 2007 SLDS grant. Student-level demographics, graduation / dropout data, and information on students not tested add to the robustness of Colorado's current statewide longitudinal data system. Current efforts include strengthening data quality, further automating the student transcript exchange, and supporting the recent revision of Colorado's P-12 Academic Standards to address postsecondary and workforce readiness.

The development of a unique and secure educator identifier is currently in progress, with deployment of the Educator Identifier System (Exhibit VI.D(2)-3) planned during SY 2009-2010. The second phase of this project, which includes **linking educators and students, is planned for SY 2010-2011**. Colorado has applied for a SY 2009-2010 SLDS grant that would help accelerate this development process.

The State is actively planning for the implementation of two final elements: (1) communicating with higher education data systems and (2) providing information regarding student transition from secondary school to postsecondary education. The CDE and the Colorado Department of Higher Education (CDHE) presently share data manually. Recently enacted legislation supports the development and implementation of P-20 data sharing and reforms necessary to automate data sharing. The CDE and the CDHE staff are actively engaged in discussions regarding data system needs, function, and focus; representatives from both organizations participate on several joint data committees. The SchoolView – Capture & Link initiative, part of Project SchoolView (described in Selection Criteria (C)(2) and (C)(3)), binds this P-20 information together via system interoperability.

Colorado's landmark CAP4K legislation to align preschool through postsecondary education systems accelerated Colorado's work in the area of student transition data. Plans are currently being initiated by the CDE and the CDHE to expand the Colorado Growth Model to display student transition metrics. Targeted implementation for both of these COMPETES elements is the SY 2010-2011, dependent on American Recovery and Reinvestment Act (ARRA) funding.

(C)(2) Accessing and using State data (5 points)

The extent to which the State has a high-quality plan to ensure that data from the State’s statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (*e.g.*, parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.²

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

(C)(2) Accessing and using state data: Colorado’s plan to ensure data access and use centers on capturing and linking data from all LEAs and key P-20 state agencies and making data accessible, as appropriate, to students, parents, educators, administrators, researchers, policymakers and the public in the State’s longitudinal data system, through a common portal called SchoolView. The SchoolView platform was developed by the CDE pursuant to the Education Accountability Act of 2009 and was launched in 2009. It provides a one-stop source for publicly available school, LEA, and state performance information; gives secure access to confidential student-level data to educators; and equips stakeholders with the data necessary to drive continuous improvement.

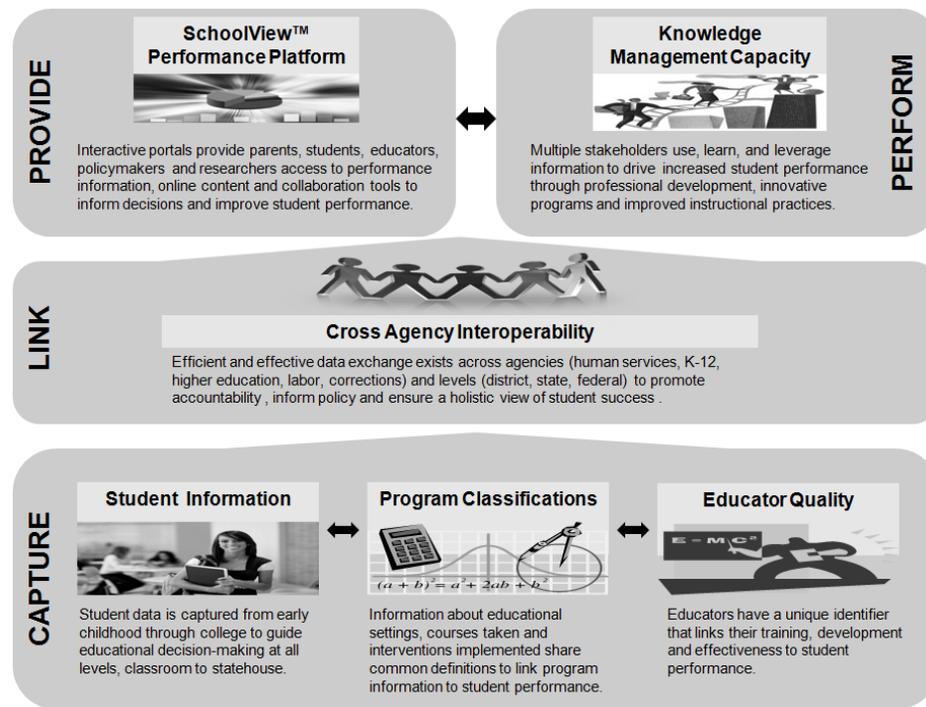
SchoolView currently houses the data visualizations for the widely used and highly regarded Colorado Growth Model (Exhibit VI.C(2)-2), which provides access to useful and engaging information on student progress over time as measured by summative assessments at the individual, group, school, and LEA level. The platform will integrate third-party instructional improvement systems through Colorado’s RttT plan. A sample screen shot of the current portal for educators, administrators, parents, and students can be found in Exhibit VI.C(2)-1 in the Appendix. SchoolView’s expansion through RttT will add access to data on school readiness, postsecondary readiness and attainment, school improvement strategies, educator effectiveness, and return on investment (ROI)

² Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

analytics to support decision-makers in the continuous improvement of policy, instruction, operations, management, resource allocation, and overall effectiveness.

Expanding Data Access: Colorado submitted an SLDS grant application (see Exhibit VI.C(2)-3) to the U.S. Department of Education that detailed clear projects to fund the expansion of provisioning tools to assign appropriate authentication and authorization to users according to their role and in compliance with FERPA, HIPAA and other state and local requirements regarding privacy. The State requested \$17.9 million in the SLDS grant application. If Colorado’s SLDS application is not successful, the State proposes relying on RttT funds to support the “Capture” and “Link” projects in Figure C-1 below, which represents the overall SLDS framework.

Figure C-1: Project SchoolView SLDS Framework



Ensuring Motivation and Capability for Use: As described in Selection Criterion (C)(3), SchoolView will employ highly intuitive and engaging visualizations of data and other resources that easily can be shared in open source and replicated across the nation. The platform will also provide access to instructional improvement systems targeted to students, parents, and educators as well as accountability information for use by administrators and the public. The State believes ease of use and access to both Educator Impact Reports and school and LEA performance information will motivate widespread use by stakeholders.

Colorado recognizes the importance of ensuring that all users have the technological capacity and know-how to access and use this powerful tool to inform decision-making and continuous improvement efforts. This will be accomplished through the systematic training as well as by making use of SchoolView. The key dimensions include Content Collaboratives and Regional Learning Communities (as described in Selection Criterion (B)(3)), educator preparation programs referenced in Selection Criterion (D)(4), and the professional development efforts and accountability systems as described in Selection Criterion (D)(5). In addition, access to high-speed broadband connectivity is vital and will be ensured through the Colorado Community Anchor Broadband Consortium, a public-private collaboration based on Colorado's Recovery Act Broadband Framework.

Below is a summary of the activities submitted in the SLDS grant as well as additional goals and activities that complete the P-20 data "Capture" and "Link" strategic objectives. These items are budgeted under the SchoolView-Capture & Link and SchoolView-Provide & Perform projects as referenced below and in the budget, Exhibit VIII. Detailed timelines can be found in Exhibit VI.C(2)-4.

| Goals | Activities | Timeline | Responsible Party |
|--|---|---|---|
| <p>By December 31, 2014, complete implementation of expanded data capture and linkage of P-20 data</p> | <ul style="list-style-type: none"> • Submitted in SLDS Grant: P-20 student-focused data will be effectively and efficiently collected across multiple data sources including student information, programmatic classifications, and educator effectiveness by establishing statewide data standards and definitions, streamlining data demands on LEAs through a data pull, shifting data focus from programs to students, integrating early childhood education, establishing common course codes and accelerating the educator identifier. (Project – SchoolView - Capture & Link) • Submitted in SLDS Grant: Data will be effectively shared and exchanged across multiple agencies (Human Services, K-12, higher education, labor, corrections) and levels (LEA, state, and federal). This linkage enables the creation of a statewide unique identifier for each child and the linking of educator characteristics, evaluations, preparation, and development to individual student performance. (Project – SchoolView - Capture & Link) • Implement a statewide enrollment system that captures student, educator, and course information; automates enrollment for LEAs lacking such systems, and eliminates the current delays in transferring manual enrollment records when students transfer between LEAs. (Project – SchoolView - Capture & Link) • Implement a state-sponsored Student Information System (SIS) for small, rural LEAs currently lacking SIS capabilities. (Project – SchoolView - Capture & Link) • Provide access to postsecondary attainment metrics by obtaining data from the National Student Clearinghouse and linking it to the longitudinal data system so that it can be used for school improvement and accountability purposes. (Project – SchoolView - Provide & Perform) | <p>Multiple phases by June 30, 2013</p> <p>Multiple phases by June 30, 2013</p> <p>Dec. 2011 – May 2014</p> <p>Dec 2010 – Mar 2013</p> <p>Sept 2011 – ongoing</p> | <p>CDE Data Systems Implementation Team</p> |

| Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided. | Actual Data: Baseline (Current school year or most recent) | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 |
|--|--|------------------------|------------------------|------------------------|------------------------|
| Percentage of mandatory file-based state data collections requested from LEAs that are eliminated each year due to streamlined or consolidated processes via SchoolView Capture | N/A | 10% | 10% | 10% | 10% |
| Percentage reduction in paper-based LEA data collections and surveys per year | N/A | 20% | 20% | 20% | All |
| Percentage of individual data systematically linkable by unique identifiers between pre-K, K-12, higher ed, labor and employment, revenue, and other relevant State agencies | 0% | 10% | 25% | 50% | 100% |
| Percentage of LEAs with an SIS system | 70% | 75% | 85% | 95% | 100% |
| Percentage of LEAs with a unified enrollment system (able to pre-populate state-supplied student demographics for transfer students) | 0% | 10% | 25% | 50% | 100% |

(C)(3) Using data to improve instruction (18 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

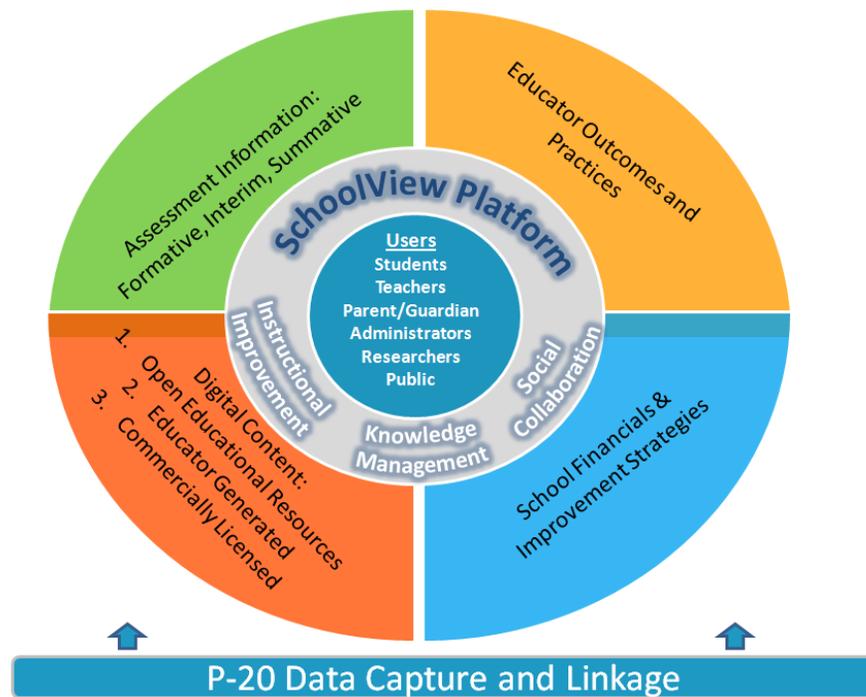
- (i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;
- (ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and
- (iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (*e.g.*, students with disabilities, English language learners, students whose achievement is well below or above grade level).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note the location where the attachment can be found.

(C)(3) Using data to improve instruction: The State’s plan for using data to improve instruction is tied closely to its plan for improving the accessibility and use of data by all education stakeholders, described in Selection Criterion (C)(2) above. SchoolView’s expansion will incorporate an instructional improvement system that can be accessed by teachers, principals, and administrators, either directly or through their local instructional improvement systems. The expansion will also provide access to other stakeholders, including teacher preparation programs, students, parents / guardians, members of the public, and policymakers. The State will be very intentional about adoption and use of data via formal change / communication strategies and change agents

serving in the **Content Collaboratives** and **Regional Learning Communities**. Educators will receive **professional development** on how to use SchoolView through a comprehensive training strategy and the **Content Collaboratives** and **Regional Learning Communities**. SchoolView will also house a **Research Data Mart** that provides data from the longitudinal data system, which will provide researchers with detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students. A basic premise of Colorado’s data strategy is that ready access to high-quality information about student, educator, school, and LEA performance combined with outstanding learning resources will drive insight and action by users. Figure C-2 below depicts the SchoolView platform functionality.

Figure C-2: SchoolView Platform Functionality



Acquisition, Adoption, and Use: Colorado seeks to implement an outstanding **statewide instructional improvement system** that will include both technology tools and related practices. The SchoolView platform will store, organize, and provide ubiquitous access to instructional and assessment resources, professional development resources, evaluation data on the effectiveness of those resources, information about student learning opportunities, and assessment results. It will support the implementation of practices / processes among educational leaders, educators, and students to make use of the technology tools and data housed within it to improve student learning. Teachers will be able to use the platform and the reports it generates to support their instructional improvement practices; principals and LEA leaders will have ready access to this data for all of their classrooms to improve their decision-making; and students will have access to information about their individual learning process and progress. For example, this system will **generate early warning reports** on students whose patterns of attendance, behavior, and course accumulation records indicate they are at risk of dropping out, thereby providing educators, educational leaders and parents advanced opportunity to take appropriate action. The platform will be designed to be interoperable with technology tools LEAs have already begun to implement in support of their instructional improvement systems; educators will have ready access to both State- and locally-furnished information.

As discussed in Selection Criterion (B), SchoolView will contain **digital instructional content** that will help educators tailor instruction to student needs and interests. This content will be created by a number of partners, including the Content Collaboratives, the STEM in Action initiative, Colorado educators identified as highly effective (see Selection Criterion (D)(5)), and individual educators and school teams. Colorado's RttT plan also includes the integration of an **online learning application** that significantly enhances the ability of LEAs to offer online instruction to increase the breadth, rigor, and flexibility of their course offerings (particularly important for rural LEAs and for LEAs recovering dropouts).

The State and its LEAs will create guidelines and incentives for the establishment of and participation in cross-LEA learning communities (**Content Collaboratives and Regional Learning Communities**), placing early priority on developing resources to support LEA transition to the new standards and assessments. All materials and services developed through the learning communities and placed on the platform will be subject to quality control processes (content management activities, peer review, and online ratings)

and will be made available on an **open-source** basis, even those created by vendor partners to the extent possible.

Colorado will be very intentional about the effort required to transition its current education culture to one that supports continuous learning and improvement both at the individual and system levels. The State plans to hire an **LEA Outreach Director** and a **Change Management and Communications Coordinator** to be housed in the Race to the Top Office at the CDE. This person will be responsible for developing and implementing statewide strategies for change, including the development of communication plans and guidance for building support for change, developing change readiness assessments, supporting LEA needs assessment (see Selection Criterion (B)), and ensuring sustainability of the changes. RttT funds will also support local change agents (described in Selection Criterion (B)(3)) who will work locally with support from the Change Management and Communications Coordinator as well as other partners to implement effective change processes.

Professional Development: Colorado has an integrated training and change management strategy to ensure that teachers, leaders, students, educator preparation programs, and other stakeholders have the capacity and willingness to harness the power of the instructional improvement technologies made available through SchoolView. The **Content Collaboratives** and **Regional Learning Communities** (described in Selection Criterion (B)(3)) will be used to provide job-embedded professional development on using data to drive instructional decision-making and improvements in student learning. In addition, LEA Technology Leads will provide on-site learning experiences and coaching where that staff is available and change agents (as referenced in Selection Criterion (B)) will provide this support directly in smaller LEAs where staff is not available. The Change Management and Communications Coordinator, the CDE, higher education staff, and the Center for Transforming Learning and Teaching (described in Selection Criterion (B)) will also work with **teacher and principal preparation programs** to institutionalize the SchoolView platform as a resource for educator preparation and deploy an **educator preparation program portal**. As part of its partnership with Teach For America (TFA) described in Selection Criterion (D), the State will gain access to TFA's suite of online instructional management tools, which will be modified and integrated into the educator preparation program portal (see Exhibit VI.C(3)-4). This approach to professional development will ensure that educators, administrators, faculty from educator preparation programs, students, and parents

will receive the support they need to make use of the data and other resources available through SchoolView. This approach—which includes developing and supporting collaborative learning communities; preparing LEA staff to provide on-site, job embedded learning experiences; and coaching—will be customized to individual and LEA needs and will include both face-to-face and digital learning experiences.

In addition to the outcomes described in Selection Criterion (B), professional learning experiences will include a combination of direct trainings to end-users and a train-the-trainer approach, with both web-based and in-person sessions including:

- Using data available through SchoolView to lead instructional improvement at the classroom and school levels
- Making use of the analytic reporting available through SchoolView
- Managing and leading change
- Working successfully and efficiently in virtual teams and with collaboration software
- Utilizing the educator preparation program portal

Online tutorials and in-person sessions will also be made available to parents via Parent Information Resource Centers and the Colorado Parent Teacher Association (PTA).

Researcher Access: Researchers in Colorado already have access to Colorado Growth Model data for the State and for individual LEAs and schools. The expansion of SchoolView will provide additional information about LEA- and school-level formative and interim assessment results (with appropriate privacy protections for students); links between instructional activities, expenditures, and student outcomes; and educator effectiveness data that can be correlated with multiple other data points housed in the longitudinal data system. The Colorado Education Research Consortium (described in Exhibit VI.A(2)i-2) will serve as a primary conduit for the flow of data to researchers.

Colorado’s goals and activities for this section are listed below. These items are referenced in the budget, Exhibit VIII, in the projects titled SchoolView - Provide & Perform and Transitioning to Enhanced Standards & Use of Data to Improve Instruction. Detailed timelines can be found in Exhibit VI.C(3)-2.

| Goal | Activities | Timeline | Responsible |
|--|--|--|---|
| <p>Deploy enhanced SchoolView platform to host instructional improvement systems and unique stakeholder portals which provide access to teachers, principals and administrators as well as parents/guardians, teacher preparation programs, the public, policymakers and researchers</p> | <p>Note: All projects below are SchoolView - Provide & Perform</p> <ul style="list-style-type: none"> • Award contracts to third-party vendors for instructional improvement systems and other user systems • Deploy content management functionality of statewide learning and instruction management software • Configure, develop, and test remaining instructional improvement system components • Deploy first phase of statewide learning and instructional management software • Deploy second phase of statewide learning and instruction management software • Procure licenses and provide training for LEAs for the authentication and authorization necessary to obtain a unique statewide identifier and portal provisioning to longitudinal and IIS resources • Complete versions 3.0 & 4.0 of the Colorado Growth Model to provide access to interim assessment results, educator impact reports, early warning indicators, postsecondary attainment information and multi-state performance information • Integrate school, LEA, and state financial information and details on school improvement strategies into the SchoolView platform | <p>March - May 2011 Sept. - Nov. 2011 June - Aug. 2012 Sept. - Nov. 2012 Sept. - Nov. 2013 June -Aug. 2012; June - Aug. 2013 June- Aug. 2013; June - Aug. 2014 June - Aug. 2014</p> | <p>CDE Data Systems Implementation Team</p> |

| | | | |
|--|---|-----------------------|--------------------------------------|
| | <ul style="list-style-type: none"> • Implement a statewide, Unified Planning Tool for IEPs as part of tracking student program participation and outcomes longitudinally • Implement a standardized data interface and associated vetting processes for STEM in Action materials | June - Aug. 2013 | |
| | | SY 2012-2013 | |
| Provide support through Content Collaboratives & Regional Learning Communities for individual educators, educational leaders, students and other stakeholders to use SchoolView to generate and capture knowledge and make decisions related to improving learning | <ul style="list-style-type: none"> • Identify and launch initial Content Collaboratives & Regional Learning Communities described in Selection Criterion (B) (Project - Transitioning to Enhanced Standards & Use of Data to Improve Instruction) • Implement content collaboration workspace software for SchoolView (Project - SchoolView-Provide & Perform) • Provide training and support for SchoolView users (Projects – SchoolView - Provide & Perform; Transitioning to Enhanced Standards & Use of Data to Improve Instruction) • Coordinate change activities with the state change management coordinator and local change agents and Technology Leads (Project - Transitioning to Enhanced Standards & Use of Data to Improve Instruction) | Sept. 2010 - ongoing | CDE/CTLT |
| | | Sept. - Nov. 2012 | CDE |
| | | June. 2012 - ongoing; | CDE/CTLT |
| | | June 2012 – ongoing | CDE/CTLT |
| Researchers have access to a Researcher Data Mart of P-20 longitudinal data at the state and local levels linked to school improvement strategies and expenditures | <ul style="list-style-type: none"> • Build Data Mart and user interface (Project - SchoolView-Provide & Perform) • Set up protocols for data access through the Colorado Education Research Consortium (Project – SchoolView - Provide & Perform) | Nov. 2013 | CDE Data Systems Implementation Team |
| | | Nov. 2013 | |

| Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided. | Actual Data: Baseline (Current school year or most recent) | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 |
|--|---|---------------------|---------------------|---------------------|---------------------|
| 1. Overall percentage of relevant stakeholders receiving professional development and training on the State’s instructional improvement system or their local instructional improvement system | 0% | 10% | 25% | 50% | 100% |
| 2. Overall percentage of LEAs and schools with accessibility to the State’s instructional improvement system or their local instructional improvement system | 0% | 30% | 60% | 80% | 100% |
| 3. Overall percentage of relevant stakeholders actively utilizing the State’s instructional improvement system or their local instructional improvement system | 0% | 10% | 30% | 60% | 90% |
| 4. Overall percentage of learning communities actively using SchoolView | 0 | 50% | 100% | 100% | 100% |
| 5. Total count of unique instructional improvement objects in the knowledge base (ultimately broken out by source category: purchased, STEM contributions, Colorado educator-created content, etc.) | 0 | >100 | >1,000 | >5,000 | >10,000 |
| Note: The measures above are stated as overall percentages (with the exception of #5). As project planning proceeds, these will be split into targets specific to each stakeholder group: administrators, teachers, parents, students, policymakers, researchers, etc. | | | | | |

(D) Great Teachers and Leaders (138 total points)
State Reform Conditions Criteria

(D)(1) Providing high-quality pathways for aspiring teachers and principals (21 points)

The extent to which the State has—

- (i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;
- (ii) Alternative routes to certification (as defined in this notice) that are in use; and
- (iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State's alternative routes (as described in the alternative route to certification definition in this notice).

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:

- A list of the alternative certification programs operating in the State under the State's alternative routes to certification (as defined in this notice), and for each:
 - The elements of the program (as described in the alternative routes to certification definition in this notice).
 - The number of teachers and principals that successfully completed each program in the previous academic year.
 - The total number of teachers and principals certified statewide in the previous academic year.

(D)(1)(i) Laws allowing alternative routes to certification: Colorado has explicitly authorized a broad array of alternative licensure (Colorado’s term for “certification”) routes for teachers since 1990 and for principals since 2004. Details about these follow.

Alternative Teacher Preparation Programs: Since 1990, Colorado laws have authorized alternative routes to licensure for teachers by designated agencies that meet the requirements for offering such programs. Initially only school districts, Boards of Cooperative Educational Services (BOCES), and independent schools were authorized to become designated agencies for one-year alternative teacher licensure programs. Beginning in 2000, teacher-in-residence programs were authorized, allowing school districts to design two-year programs to meet their hiring needs. In 2009, Senate Bill 160 consolidated these programs and expanded the list of eligible providers. As a result, current Colorado law provides that school districts, BOCES, charter or independent schools, institutions of higher education, nonprofit organizations, or any combination of the above, may apply to become a designated agency and offer either a one- or two-year alternative teacher licensure program (see Exhibit VI.D(2)-2 for CRS 22-60.5-102(10)). Alternative route programs are reviewed and approved by the Colorado State Board of Education and undergo a periodic site-based reauthorization process to ensure compliance with applicable statutory requirements (see Exhibit VI.D(2)-1 for CRS 22-60.5-205).

Alternative Principal Preparation Program: Colorado authorizes local school districts and the Charter School Institute to create alternative routes to principal licensure, under legislation passed in 2004 (see Exhibit VI.D(2)-1 for CRS 22-60.5-305.5). Any LEA offering an alternative principal licensure program may work with a governmental, nonprofit, or for-profit entity in designing and implementing that program. Although not limited to such candidates, the legislation was passed with an explicit intent, “to enable persons from outside the education community to develop the skills and experiences necessary to successfully lead a public school”.

(D)(1)(ii) Use of alternative preparation programs: As of Fall 2009, 42 entities had been approved by the Colorado State Board of Education to act as designated agencies to offer alternative teacher preparation programs and nine entities had been approved to offer alternative principal preparation programs. These designated agencies range from a nonprofit organization like Teach For America, to eight individual private schools and public charter schools, from 15 school districts and 10 BOCES to five institutions of

higher education, and to cooperative associations between three private and public entities. A list of the designated agencies operating alternative teacher or principal preparation programs in SY 2009-2010 is attached as Exhibit VI.D(1)ii-1.

During SY 2008-2009, 5,768 teachers were licensed in Colorado, 793 of whom completed an alternative teacher preparation program; 741 principals were licensed in Colorado, seven of whom completed an alternative principal preparation program. Each of Colorado's alternative teacher and principal preparation programs incorporate all of the criteria included within the definition of "alternative routes to certification" included in this application and details of program completers can be found in Exhibit VI.D(1)ii-2. However, the selectivity of each program typically varies to meet the intended priorities of such program. For example, programs intended to provide high numbers of teachers for challenging urban assignments are highly selective, while programs used solely to address shortage areas in remote locations tend to select from a smaller pool of potential candidates.

(D)(1)(iii) Shortages: Educator shortages are monitored through requests for emergency authorization, submitted by LEAs when they are unable to find a teacher, principal or special service provider who holds the appropriate license in a content area. This information is evaluated annually to identify particular geographic as well as content areas experiencing the greatest shortages. In addition, in 2009, a survey of all Colorado LEAs and BOCES was conducted to determine shortages specific to special education, including not only teachers, but also related service personnel, such as speech language pathologists, occupational therapists, and physical therapists. The State works in partnership with LEAs, BOCES, and alternative preparation program providers to design alternative routes for preparing teachers and principals to fill identified areas of shortage. See Exhibit VI.D(1)ii-1 for a list of existing alternative preparation programs and the endorsement areas that they were designed to prepare teachers and principals to fill.

(D)(2) Improving teacher and principal effectiveness based on performance (58 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

- (i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; (5 points)
- (ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; (15 points)
- (iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; (10 points) and
- (iv) Use these evaluations, at a minimum, to inform decisions regarding— (28 points)
 - (a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;
 - (b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;
 - (c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and
 - (d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the

location where the attachments can be found.

(D)(2) General overview: The State’s high-quality plan for improving teacher and principal effectiveness sets an ambitious goal: By SY 2012-2013, all participating LEAs will implement educator evaluation systems in which determinations of effectiveness are based **50 percent or greater on student growth**, as defined in this application. Participating LEAs will use this data to inform decisions on professional development, compensation, promotion, retention and dismissal. This plan is achievable because it employs **a highly collaborative process linked to clear outcomes and annual targets**. The State will identify **measures of teacher and principal effectiveness, at least 50 percent of which is determined by the academic growth of their students**, and will develop attributes of **high-quality evaluation systems** that use measures of student growth as the predominant factor. With the input of teachers and principals, participating LEAs will adopt educator evaluation systems that meet or exceed the attributes developed by the State and are best suited to their local context. **The Educator Identifier System (Exhibit VI.D(2)-3)** will link data on student achievement and student growth to individual teachers and principals for the purpose of such evaluations. The CDE and the Colorado Center for Educator Excellence (CCEE) (Exhibit VI.D(2)ii-2) will catalyze, support, and monitor these efforts through in-depth research and development activities and high-quality technical assistance.

This process of accomplishing bold reform through collaboration has proven to be successful in the past. A few key examples include the adoption of the Colorado Growth Model, the creation of the Educator Identifier System, and the adoption of the Colorado Achievement Plan for Kids. The approach outlined below is uniquely suited to capitalize on Colorado’s strong tradition of local control, the passion of Colorado’s educators and leaders, the data systems and sustainable learning communities outlined in Selection Criteria (B) and (C); and in Colorado’s commitment to accelerate improvements in educator effectiveness, increase student achievement, and close achievement gaps statewide.

(D)(2)(i) Measuring student growth: The Colorado Growth Model (discussed in greater detail in Selection Criterion (C)) currently measures individual student progress for all students in grades and subjects tested on the State’s assessments administered

under the federal Elementary and Secondary Education Act (ESEA). As discussed in Selection Criterion (B)(3), the State will identify interim assessments that are aligned to Colorado's P-12 Academic Standards by SY 2012-2013. These assessments will be used to measure individual student growth for the purposes of educator evaluation.

(D)(2)(ii) Evaluation systems for teachers and principals: By the start of SY 2012-2013, all participating LEAs will implement rigorous, transparent, and fair evaluation systems for teachers and principals that use at least four rating categories, use student growth measures to determine at least 50 percent of the evaluation rating, and are designed and developed with meaningful teacher and principal involvement. By the end of SY 2011-2012, all participating LEAs will have designed evaluation systems that meet the aforementioned criteria and that satisfy the rubric and guidelines that will be adopted by the Governor's Council for Educator Effectiveness ("Governor's Council," described below and in Exhibit VI.D(2)ii-3). The State will employ **three primary strategies** to accomplish this goal. **First**, LEAs will implement new evaluation systems on a tiered timeline that allows progressive LEAs to lead the way for their peers. **Second**, the Governor's Council will pursue a collaborative process to develop minimum attributes of high-quality evaluation systems that use measures of student growth as at least 50 percent of the evaluation rating. **Finally**, LEAs will (1) form Local Transformation Councils (described below) to adopt and implement their new evaluation systems with targeted technical assistance from the CDE, and (2) utilize increased capacity to roll out evaluation systems and provide comprehensive training on the new systems to teachers and principals.

Tiered implementation of new evaluation systems by LEAs: To accommodate differences in readiness and resources available to implement new evaluation systems, participating LEAs are categorized into one of three tiers. **Tier 1** LEAs are those that have emerged as strong leaders in developing and implementing evaluation systems designed to measure effectiveness and in using evaluation data to inform a range of decisions. **Tier 2** LEAs are those that have completed significant development work on new evaluation systems designed to measure effectiveness and will be ready for full implementation in SY 2011-2012. Finally, **Tier 3** LEAs are those that need to develop plans and will be ready for implementation in SY 2012-2013. See Exhibits VI.D(2)ii-1a and b for further description of the tiered strategy for implementation of evaluation systems.

The Governor’s Council for Educator Effectiveness: The Governor’s Council was created through executive order (Exhibit VI.D(2)ii-3) for the purpose of making recommendations to ensure that every educator in Colorado is: “(1) Evaluated using multiple fair, transparent, timely, rigorous, and valid methods, at least 50 percent of which is determined by the academic growth of their students; (2) Afforded a meaningful opportunity to improve their effectiveness; and (3) Provided the means to share effective practices with other educators statewide” (refer to Exhibit VI.D(2)ii-3 for Executive Order).

The work of the Governor’s Council will support successful implementation of new evaluation systems statewide in **two** key ways. **First**, on or by December 31, 2010, the Governor’s Council will: (a) recommend **statewide definitions** of teacher and principal effectiveness; (b) adopt rubrics for identifying **multiple measures of educator effectiveness**, to be used in addition to student growth, that are rigorous, transparent and fair, and (c) develop and **recommend guidelines** for adequate implementation of high-quality evaluation systems.³ Participating LEAs must demonstrate that the evaluation systems which they will implement by SY 2012-2013 satisfy this rubric and set of guidelines, ensuring that a common standard for high-quality evaluation systems will be applied across the diverse local contexts and constraints of Colorado’s LEAs. **Second**, when enacted, the policy changes recommended by the Governor’s Council will ensure that the reforms pursued under Colorado’s Race to the Top plan are sustained beyond the grant period and extended to all LEAs in the State. The Governor’s Council also has other responsibilities which will be covered in detail throughout this Selection Criterion. The Colorado State Board of Education supports these actions, as shown by a resolution on educator evaluation passed by the SBE in December 2009 (see Exhibit VI.D(2)-2).

Support for participating LEAs to implement evaluation systems: A core belief throughout Colorado’s reform plan is that simply mandating change is insufficient to effect the dramatic improvements the State proposes. As discussed earlier, the State will hire an LEA Outreach Director and change management team (as discussed in Selection Criteria (A), (B), and (C)) to be housed in the

³ Note: The Governor’s Council will not directly develop guidelines for evaluation systems for early childhood educators. Instead, it will incorporate the professional development plans for early childhood educators created in June 2010 by the P-3 Subcommittee of the State’s P-20 Education Coordinating Council.

Race to the Top Office. This team will be responsible for developing and implementing statewide strategies for change, including the development of communication plans and guidance for building support for change, developing change readiness assessments, supporting LEA needs assessments, and ensuring sustainability of the changes. Significant resources will also be devoted to ensure that participating LEAs fully implement high-quality evaluation systems, including Local Transformation Councils (as described below), the deployment of a technical assistance consulting team, and supplemental capacity to roll out new evaluation systems and provide training on them.

In order to effectively implement a high-quality evaluation plan, each participating LEA may use a portion of their RttT funds as needed to form a Local Transformation Council. Each Local Transformation Council will include LEA leaders, union representatives where applicable, principals, teachers, parents and students. These Councils will use local practice and experience to customize the implementation of the recommendations from the Governor's Council. They will do so with technical assistance from a team of educator effectiveness consultants deployed by the CDE (Exhibit VI.D(2)ii-4) and concentrated within the overall RttT training strategy.

In addition to the technical assistance they receive from the State, participating LEAs may use a portion of their RttT funds to roll out new evaluation systems including training for teachers and principals. For many LEAs, this supplemental capacity will include temporary staff to manage the evaluation roll out and training and may also include additional professional development days for teachers and principals to participate in evaluation training.

(D)(2)(iii) Annual evaluations that provide data on student growth: By SY 2012-2013, all participating LEAs will implement high-quality evaluation systems that, at a minimum, consist of annual evaluations that include timely and constructive feedback and that provide data on student growth for each educator's students, classes and schools through SchoolView. The CDE Office of Educator Effectiveness Initiatives (described in Exhibit VI.D(2)ii-4) will provide technical support to participating LEAs as they consider how best to align available resources and policies to sustain annual evaluations. Such support may include, as needed, a review of staffing assignments and the use of Title I, IIA, IDEA and other state and federal resources.

School-level student growth data is currently available to principals through the Colorado Growth Model. By July 2011, **Educator Impact Reports** will be available through a secure portal on SchoolView to individual teachers and principals in subject areas and grades tested on the State’s summative assessment, providing growth data for their students. Educator Impact Reports for teachers in subject areas and grade levels that are not currently tested on the State’s summative assessment will be available to LEAs as interim assessments in those areas are implemented. Participating LEAs will use these reports as part of each educator’s evaluation.

(D)(2)(iv) Using evaluations to inform key decisions: Participating LEAs will use evaluations to inform decisions regarding (1) **development** of teachers and principals (by SY 2012-2013); (2) **compensating, promoting, and retaining** teachers and principals (no later than SY 2013-2014); and (3) **dismissing** ineffective teachers and principals after they have had ample opportunities to improve (no later than SY 2013-2014). At the State level, the **Governor’s Council** will recommend to the Governor, General Assembly, and State Board of Education, on or before September 30, 2011, “policy changes, as appropriate, that will (i) support LEAs’ use of evaluation data for decisions in areas such as **compensation, promotion, retention, and removal**, as well as the criteria for **earning and retaining non-probationary status** and (ii) ensure that the standards and criteria applicable to teacher and principal licensure and the accreditation of preparation programs are directly aligned with and support the preparation and licensure of effective educators” (refer to Exhibit VI.D(2)ii-3 for Executive Order).

Using evaluations to develop teachers and principals: By SY 2012-2013, participating LEAs will use evaluations to develop teachers and principals through coaching, induction, and/or professional development. Teachers and principals in participating LEAs will be required to have individual professional development plans that (1) are informed by previous years’ evaluations and Educator Impact Report data (see Selection Criterion (D)(5)i for more detail); (2) are tailored to respond to those areas of practice identified for improvement; and 3) contain professional development goals that are tied to student outcome goals. Additionally, the technical assistance support provided by the CDE Office of Educator Effectiveness Initiatives will help ensure that evaluations include timely and constructive feedback. Finally, the teacher portal of SchoolView will offer professional development resources aligned with identified areas of need (see Selection Criterion (D)(5)i for detail).

Using evaluations to compensate, promote, and retain teachers and principal: By SY 2013-2014, all participating LEAs will use evaluation data to inform teacher and principal **compensation, promotion, and retention** through systems satisfying the criteria contained in Exhibit VI.D(2)iv-1. In particular, educator effectiveness as assessed through **evaluation systems** will be a significant factor in determining educator compensation, promotions and reductions in force at the school and LEA level. Many of the State's participating LEAs currently use or are developing plans to use evaluations to compensate, promote, and/or retain teachers and principals. To date, this work has been supported at the State level through the **Alternative Compensation Grant** program and the **Recruitment and Retention Grants** administered through Title I and Title IIA. These resources will be available to all participating LEAs as needed to implement these practices locally. Technical assistance and planning support, including recommendations to align and, if necessary, repurpose state and federal funds, will be provided by the CDE Office of Educator Effectiveness Initiatives. Colorado intends to apply for a grant under the **Teacher Incentive Fund** program to provide additional funding to support implementation by participating LEAs, as well as to provide a variety of additional compensation opportunities for effective teachers and principals who are given additional responsibilities or who demonstrate exceptional performance (described in Selection Criteria (D)(3), (D)(5), and (E)(2)).

Using evaluations to inform decisions to grant tenure (non-probationary status) and/or full certification (licensure): Currently, Colorado law determines how teachers are granted non-probationary status and how teachers and principals earn licensure. The Governor's Council has been charged with making recommendations to the Governor, Colorado General Assembly, and Colorado State Board of Education on or before September 2011 for policy changes, as appropriate, that will support LEAs' use of evaluation data as the criteria for earning and retaining non-probationary status. The Governor's Council is also charged with making recommendations to ensure that the standards and criteria applicable to teacher and principal licensure and the accreditation of preparation programs are directly aligned with and support the preparation and licensure of effective educators.

Removing ineffective teachers and principals after ample opportunities to improve (dismissal): The ability of participating LEAs to remove ineffective teachers and principals by SY 2012-2013 requires **four key factors**, all of which are addressed by

Colorado’s plan. **First**, they will have **implemented evaluation systems** that provide valid, rigorous and transparent measures of effectiveness. **Second**, teachers and principals will have **timely feedback** to identify areas for improvement, access to meaningful and relevant resources to address such areas, and ample opportunity to take advantage of such resources. **Third**, the Governor’s Council will **provide State policymakers with the information necessary** to identify legislative changes to support LEAs’ ability to dismiss ineffective teachers and principals after they have had ample opportunities to improve and to ensure that such dismissal decisions are made using rigorous standards and streamlined and transparent fair procedures. **Finally**, Colorado will develop a **pipeline of teachers and principals** with a high likelihood of being effective that are available to staff high-need areas.

State systems to support and monitor LEA reforms: The State will implement **three strategies** to support and monitor reforms described throughout Selection Criterion (D)(2) at the local level. The **first** of these will be a team of **educator effectiveness experts** housed within the CDE (Exhibit VI.D(2)ii-4), the **second** is the **School Leadership Academy** (Exhibit VI.D(2)iv-2), and the **third** will be the **Colorado Center for Educator Excellence** (Exhibit VI.D(2)ii-2), an independent non-profit whose purpose is to provide research and analytical support to multiple educator effectiveness initiatives.

Colorado’s goals and activities for this section are listed below. These items are located in the budget, Exhibit VIII, under the project names identified and labeled next to the activities. Detailed timelines can be found in Exhibit VI.D(1)-1.

| Goal | Activities | Timeline | Responsible |
|--|--|--|---|
| <p>Create the Colorado Center for Educator Excellence (CCEE), the CDE Office of Educator Effectiveness Initiatives, the Governor’s Council, and expand the School Leadership Academy</p> | <ul style="list-style-type: none"> • Create CCEE within and existing nonprofit or institution of higher education, and hire staff (Project - CCEE) • Form CDE Office of Educator Effectiveness Initiatives and hire staff (Project – CDE Office of Educator Effectiveness Initiatives) • Form Governor’s Council and engage project consultant (Project – Governor’s Council for Educator Effectiveness) • Expand School Leadership Academy with full time staff (Project – School Leadership Academy) | <p>April 2010 - June 2010</p> <p>April 2010 - June 2010</p> <p>March 2010 - Sept. 2010</p> <p>April 2010 - June 2010</p> | <p>CDE</p> <p>CDE</p> <p>Governor’s Office</p> <p>CDE</p> |

| Goal | Activities | Timeline | Responsible |
|---|--|---|--|
| By SY 2012-2013, 100 percent of participating LEAs measure student growth for each individual student | <ul style="list-style-type: none"> • Use the Colorado Growth Model to measure student growth in areas currently tested by the state assessment (no new budget required) • The expert review panel identifies valid interim assessments that are aligned to Colorado’s P-12 Academic Standards and will be used to measure student growth (Project – Interim Assessment Development) | <p>In place</p> <p>SY 2010-2011 and SY 2011-2012</p> | <p>CDE</p> <p>CDE</p> |
| By SY 2012-2013, 100 percent of participating LEAs have implemented rigorous, transparent and fair evaluation systems for teachers and principals that use at least four rating categories, use student growth measures to determine at least 50 percent of the evaluation rating, and are designed and developed with meaningful teacher and principal involvement | <ul style="list-style-type: none"> • The CCEE, in consultation with the P-3 Subcommittee of the Governor’s P-20 Education Coordinating Council (Exhibit VI.3-4), will make recommendations for early childhood educators’ evaluations, professional development, compensation, promotion, retention, and dismissal for consideration by the Governor’s Council (Project – CCEE) • CCEE provides expert research and analysis to inform the Governor’s Council and Local Transformation Councils (Project – CCEE) • The Governor’s Council (a) recommends statewide definitions of teacher and principal effectiveness; (b) adopts a standard rubric for identifying multiple measures of educator effectiveness to be used in addition to student growth that are rigorous, transparent and fair, and (c) develops and recommends guidelines for adequate implementation of high-quality evaluation systems (Project – Governor’s Council for Educator Effectiveness) • CDE Office of Educator Effectiveness Initiatives provides technical assistance to LEAs in adopting and implementing high-quality evaluation systems (Project – CDE Office of Educator Effectiveness Initiatives) • Tier 1 LEAs (see Exhibit VI.D(2)ii-1a,b for full description and list of LEA tiers) have full implementation of high-quality evaluation systems (Project - Roll Out of | <p>June 2010 - Dec. 2010</p> <p>March 2010 - Dec. 2010</p> <p>March 2010 - Dec. 2010</p> <p>SY 2010-2011 - SY 2011-2012</p> <p>SY 2010-2011 - ongoing</p> | <p>CCEE</p> <p>CCEE</p> <p>Governor’s Office</p> <p>CDE</p> <p>LEA</p> |

| Goal | Activities | Timeline | Responsible |
|--|--|--|-----------------------------------|
| | High Quality Evaluation Systems) <ul style="list-style-type: none"> • Tier 2 LEAs have full implementation of high-quality evaluation systems (Project – Roll Out of High Quality Evaluation Systems) • All participating LEAs have full implementation of high-quality evaluation systems (Project – Roll Out of High Quality Evaluation Systems) | SY 2011-2012 - ongoing SY 2012-2013 – ongoing | LEA LEA |
| By SY 2012-2013, 100 percent of participating LEAs conduct annual evaluations of teachers and principals that provide timely feedback and data on student growth | <ul style="list-style-type: none"> • CDE educator effectiveness consultants provide technical assistance to LEAs in aligning resources and policies to sustain annual evaluations (Project – CDE Office of Educator Effectiveness Initiatives) • Roll Out of annual evaluations of teachers and principals that provide timely feedback and data on student growth (Project – Roll Out of High Quality Evaluation Systems) • As part of their evaluations, Educator Impact Reports provide teachers and principals in subject areas and grade levels tested on the State’s summative assessment with growth data for their students (Project – SchoolView - Provide & Perform) | March 2011 - Aug. 2012 SY 2011-2012 - ongoing SY 2011-2012 – ongoing | CDE and LEA LEA LEA |
| By SY 2012-2013, 100 percent of participating LEAs use evaluation data to inform decisions regarding teacher and principal development | <ul style="list-style-type: none"> • Participating LEAs have individual professional development plans as part of teacher and principal evaluations (Project – Roll Out of High Quality Evaluation Systems) • SchoolView includes a teacher portal with professional development resources (Project – SchoolView - Provide & Perform) | SY 2010-2011-ongoing SY 2011-2012 - ongoing | LEA CDE |
| By SY 2013- 2014, 100 percent of participating LEAs use evaluation data to inform teacher and principal compensation, promotion, | <ul style="list-style-type: none"> • Participating LEAs receive Alternative Compensation Grants to execute planning of new educator compensation systems (Project - Alternative Compensation Grants) • Participating LEAs receive technical assistance from the CDE Office of Educator Effectiveness Initiatives in | SY 2010-2011 – SY 2012-2013 March 2011- March | LEA and CDE CDE |

| Goal | Activities | Timeline | Responsible |
|--|---|--|---|
| and retention | <p>designing effectiveness-based educator compensation, retention, and promotion systems (Project – CDE Office of Educator Effectiveness Initiatives)</p> <ul style="list-style-type: none"> • All participating LEAs submit plans for the use of evaluation data to inform teacher and principal compensation, promotion, and retention to the Colorado Race to the Top Office or its designee for approval (no new budget required) • All participating LEAs use evaluation data to inform teacher and principal compensation, retention, and promotion through systems satisfying the criteria in Exhibit VI.D(2)iv-1 (Project – Roll Out of High Quality Evaluation Systems) | <p>2013</p> <p>Sept. 2010 - March 2013</p> <p>SY 2013-2014 - ongoing</p> | <p>LEA</p> <p>LEA</p> |
| By September 2011, the Governor’s Council makes recommendations to the Governor, General Assembly and State Board of Education on policy changes , as appropriate, related to non-probationary status and licensure | <ul style="list-style-type: none"> • The Governor’s Council provides recommendations to the Governor, General Assembly, and State Board of Education on policy changes, as appropriate, that will support LEAs’ use of evaluation data as the criteria for earning and retaining non-probationary status (Project – Governor’s Council for Educator Effectiveness) • The Governor’s Council provides recommendations to the Governor, General Assembly, and State Board of Education that will ensure that the standards and criteria applicable to teacher and principal licensure and the accreditation of preparation programs are directly aligned with and support the preparation and licensure of effective educators (Project – Governor’s Council for Educator Effectiveness) | <p>Sept. 2011</p> <p>Sept. 2011</p> | <p>Governor’s Office</p> <p>Governor’s Office</p> |
| By SY 2012-2013, 100 percent of participating LEAs use evaluation data to dismiss ineffective teachers and principals after | <ul style="list-style-type: none"> • LEAs receive technical assistance from the CDE Office of Educator Effectiveness Initiatives on providing support to ineffective teachers and principals to improve (Project – CDE Office of Educator Effectiveness Initiatives) • LEAs implement process to use data from high-quality | <p>March 2011 - ongoing</p> <p>SY 2010-2011 -</p> | <p>CDE and LEA</p> <p>LEA</p> |

| Goal | Activities | Timeline | Responsible |
|--|--|----------|-------------|
| they have ample opportunity to improve | evaluation systems to dismiss ineffective teachers and principals after they have had ample opportunity to improve, including frequent and timely feedback and professional development that is directly linked to evaluation and student growth data (Project – Roll Out of High Quality Evaluation Systems) | ongoing | |

| Performance Measures Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii). | | Actual Data: Baseline (Current school year or most recent) | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 |
|--|--|--|------------------------|------------------------|------------------------|------------------------|
| Criteria | General goals to be provided at time of application: | Baseline data and annual targets | | | | |
| (D)(2)(i) | Percentage of participating LEAs that measure student growth (as defined in this notice). | 100% | 100% | 100% | 100% | 100% |
| (D)(2)(ii) | Percentage of participating LEAs with qualifying evaluation systems for teachers. | 16% | 16% | 16% | 100% | 100% |
| (D)(2)(ii) | Percentage of participating LEAs with qualifying evaluation systems for principals. | 16% | 16% | 17% | 100% | 100% |
| (D)(2)(iv) | Percentage of participating LEAs with qualifying evaluation systems that are used to inform: | | | | | |
| (D)(2)(iv)(a) | <ul style="list-style-type: none"> Developing teachers and principals. | 35% | 36% | 36% | 100% | 100% |
| (D)(2)(iv)(b) | <ul style="list-style-type: none"> Compensating teachers and principals. | 3% | 4% | 4% | 40% | 100% |
| (D)(2)(iv)(b) | <ul style="list-style-type: none"> Promoting teachers and principals. | 28% | 28% | 28% | 60% | 100% |

| | | | | | | |
|---------------|--|-------------------|-------------------|-------------------|-------------------|----------|
| (D)(2)(iv)(b) | <ul style="list-style-type: none"> Retaining effective teachers and principals. | 51% | 51% | 51% | 60% | 100% |
| (D)(2)(iv)(c) | <ul style="list-style-type: none"> Granting tenure and/or full certification (where applicable) to teachers and principals. | N/A (see note) | N/A (see note) | N/A (see note) | N/A (see note) | 100% |
| (D)(2)(iv)(d) | <ul style="list-style-type: none"> Removing ineffective tenured and untenured teachers and principals. | See note | See note | See note | See note | See note |
| (D)(2)(iv)(d) | <ul style="list-style-type: none"> The renewal of probationary teachers and all principals. | 48% | 48% | 48% | 100% | 100% |
| (D)(2)(iv)(d) | <ul style="list-style-type: none"> Dismissals of non-probationary teachers. | 39% | 40% | 40% | 100% | 100% |

Note:

- (D)(2)(i): 21 of 78 responding LEAs measure student growth in baseline; SY 2010-2014 targets based on State's current requirement for 100 percent LEA compliance
- (D)(2)(ii) for teachers: 21 of 79 responding LEAs in baseline ; SY 2010-2014 targets based on tiered evaluation system roll out: Tier 1 by the end of SY 2010-2011, Tier 2 by end of SY 2011-12 & Tier 3 by the end of SY 2013-2014
- (D)(2)(ii) for principals: 47 of 79 responding LEAs in baseline; SY 2010-2014 targets based on tiered evaluation system roll out as stated above
- (D)(2)(iv)(a): 47 of 79 responding LEAs in baseline; SY 2010-2014 targets based on tiered evaluation system roll out noted above such that Denver Public Schools (Tier 1) is added in SY 2010-2011 and remaining LEAs added in SY 2012-2013
- (D)(2)(iv)(b) for compensation decisions: 4 of 76 responding LEAs in baseline; SY 2010-2014 targets based on tiered evaluation system roll out noted above such that Denver Public Schools (Tier 1) is added in SY 2010-2011 and Harrison 2 is added in SY 2011-2012
- (D)(2)(iv)(b) for promotion decisions: 37 of 78 responding LEAs in baseline; SY 2010-2014 targets based on tiered evaluation system roll out noted above
- (D)(2)(iv)(b) for retention decisions: 68 of 79 responding LEAs in baseline; SY 2010-2014 targets based on tiered evaluation system roll out noted above
- (D)(2)(iv)(c) for tenure/full certification: 0 of 78 responding LEAs in baseline; SY 2010-2012 targets based on LEAs having no ability to inform their decisions regarding tenure according to current State statute, expected to be changed in Spring of 2012 and effective by SY 2013-2014
- (D)(2)(iv)(d) for renewal of probationary teachers and principals: 64 of 78 responding LEAs in baseline; SY 2010-2014 targets based on tiered evaluation system roll out noted above such that remaining districts added in end of SY 2012-2013; Note: In Colorado, the right to due process in dismissal is limited to teachers with non-probationary status. Probationary teachers are subject to annual contract renewals.
- (D)(2)(iv)(d) for dismissals of non-probationary teachers: 52 of 76 responding LEAs in baseline; SY 2010-2014 targets based on tiered evaluation system roll out noted above such that Eagle County School District (Tier 1) added in SY 2010-2011 and remaining districts added in end of SY 2012-2013; Note: In Colorado, the right to due process in dismissal is limited to teachers with non-probationary status.

General data to be provided at time of application:

| | | |
|---|---|--------|
| Total number of participating LEAs. | | 134 |
| Total number of principals in participating LEAs. | | 2,605 |
| Total number of teachers in participating LEAs. | | 47,407 |
| Criterion | Data to be requested of grantees in the future: | |
| (D)(2)(ii) | Number of teachers and principals in participating LEAs with qualifying evaluation systems. | |
| (D)(2)(iii) ⁴ | Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year. | |
| (D)(2)(iii) | Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year. | |
| (D)(2)(iv)(b) | Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year. | |
| (D)(2)(iv)(b) | Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year. | |
| (D)(2)(iv)(c) | Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year. | |
| (D)(2)(iv)(c) | Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year. | |

⁴ The CDE will ask each participating LEA to report, for each rating category, the definition of each category in its evaluation system, the definition of that category, and the number of teachers and principals in that category. CDE will then organize these two categories as effective and ineffective for reporting purposes.

| | | |
|---------------|--|--|
| (D)(2)(iv)(d) | Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year. | |
|---------------|--|--|

(D)(3) Ensuring equitable distribution of effective teachers and principals (25 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; (15 points) and

(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. (10 points)

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(3)(i):

- Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State's Teacher Equity Plan.

(D)(3)(i) Ensuring equitable distribution of effective teachers and principals: The State's plan to ensure that students in high-poverty and/or high-minority schools (HPHM; see definitions in Exhibit VI.D(3)i-2) have equitable access to highly effective

teachers and principals and are not served by ineffective teachers and principals at higher rates than other students will increase student achievement and close achievement gaps. This plan is directly informed by review of prior efforts in this area and analysis of relevant performance data. The State's past efforts under Title IIA and Title IA have directly informed a shift away from the concept of "highly qualified" as defined under NCLB to a focus upon "teacher quality," as defined by instructional practice that correlates with student outcomes (see detail of the Highly-Qualified Teachers (HQT) plan in Exhibit VI.D(3)i-1). By examining student achievement and growth and evaluation data at the teacher and principal level to determine effectiveness, the State is ready to adopt a more sophisticated approach to ensure that **effective** teachers and principals are available to the students most in need of them. The State's **key strategies** to accomplish the plan provide (a) **incentives and support** to improve the recruitment and retention of new and existing effective teachers and principals for HPHM schools, (b) efforts to **increase the effectiveness** of teachers and principals already serving those schools, and (c) clear expectations to **dismiss ineffective principals and teachers** who have had ample opportunities to improve.

Ensuring equitable distribution and measuring gaps in recruitment will be driven by the use of high-quality data and analysis executed by the CCEE. In SY 2010-2011 and SY 2012-2013, the CDE will administer the Colorado Teaching, Empowering, Leading, and Learning (TELL) survey, providing robust data on teachers' and principals' perceptions of school-level working conditions. This survey was first administered in SY 2008-2009 and the results, which have been positively correlated with student learning outcomes, are already being used to inform improvement efforts (see Exhibit VI.D(3)i-5a,b). By July 2011, CDE will develop and publish annually an **Educator Effectiveness Index that measures the concentration of effective teachers and principals in each school**. Beginning in July 2011, the CDE will use the Educator Effectiveness Index and other available data sources to inform amendments to the State's HQT plan and ensure the strategies therein support increased educator effectiveness statewide and, in particular, in HPHM schools.

Incentives and support to improve the recruitment and retention of new and existing effective teachers and principals:

| Goal | Activities | Timeline | Responsible |
|--|---|--|--|
| Recruitment and Retention grants to increase the distribution of effective teachers and principals in Title I schools | <ul style="list-style-type: none"> • CDE awards Recruitment and Retention grants on a competitive basis to LEAs for the purposes of increasing the number of teachers in high-need subjects, conducting a needs assessment for the equitable distribution of effective teachers, and strengthening leadership in Title I schools and districts (No new budget required) | SY 2010-2011 – SY2013-2014 | CDE |
| By the end of SY 2013-2014, at least 22 percent of teachers and at least 10 percent of principals in HPHM schools will be highly effective | <ul style="list-style-type: none"> • Expand the size of the Teach For America Colorado corps to over 1,000 teachers and extend its reach into additional underserved LEAs (Project – Teacher Pipeline Development – TFA) • Develop and publish an Educator Effectiveness Index that measures the concentration of effective teachers and principals in each school (Projects – CCEE and SchoolView – Provide & Perform PROJECT) • Participating LEAs will implement effectiveness-based compensation systems to provide significant incentives for highly effective educators to serve in HPHM schools, including performance incentives of up to \$50,000 for leaders in turnaround schools as described in Selection Criterion (E) (Projects – Roll Out of High Quality Evaluation Systems and CDE Turnaround Office) • Provide targeted technical assistance to low-achieving HPHM schools in creating conditions for high performance using data obtained from the TELL survey to increase recruitment and retention of effective educators (Project - CDE Office of Educator Effectiveness Initiatives) | <p>SY 2010-2011 – SY2013-2014</p> <p>Sept. 2010 - July 2011</p> <p>SY 2010-2011 - ongoing</p> <p>SY 2010-2011 - SY 2013-2014</p> | <p>Colorado Race to the Top Office</p> <p>CCEE</p> <p>LEA and CDE</p> <p>CDE</p> |

Increase the effectiveness of teachers and principals already serving HPHM schools:

| Goal | Activities | Timeline | Responsible |
|--|---|------------------------------|--------------------|
| Train 400 teachers in 64 HPHM schools serving more than 16,000 students to teach math, science and English Advanced Placement classes | <ul style="list-style-type: none"> • Launch Colorado’s Advanced Placement Initiative (Exhibit VI.D(5)i-1 and Exhibit VI.D(5)i-2). Similar programs launched in other states have resulted in dramatic improvements in student achievement (Project - Colorado’s Advanced Placement Initiative) | SY 2010-2011 - ongoing | CDE |
| Provide coaching, peer mentoring and training for up to 30 instructional leadership teams from HPHM schools | <ul style="list-style-type: none"> • Instructional leadership teams from 10 low-performing HPHM schools annually will participate in the Leadership Residency Program, providing them with monthly site visits and intensive professional development within high-performing, high-poverty schools (Exhibit VI.D(2)iv-2); (Project - School Leadership Academy) | SY 2011-2012 - SY 2013-2014 | CDE |
| Re-purpose federal funds to improve educator effectiveness using evidence-based strategies | <ul style="list-style-type: none"> • The CDE Office of Educator Effectiveness Initiatives will provide technical assistance to enable LEAs to target their Title I and II funds to improving educator effectiveness in schools with the greatest teacher gaps (Project - CDE Office of Educator Effectiveness Initiatives) | SY 2011- 2012 – SY 2013-2014 | CDE and LEA |

Clear expectations to dismiss ineffective teachers and principals who have had ample opportunities to improve

| Goal | Activities | Timeline | Responsible |
|---|---|------------------------|--------------------|
| No more than five percent of teachers and one percent of principals in HPHM schools | <ul style="list-style-type: none"> • Participating LEAs will dismiss ineffective teachers who have had ample opportunities to improve (Project - Roll Out of High Quality | SY 2010-2011 - ongoing | LEA |

| | | | |
|---------------------|---|------------------------|-----|
| will be ineffective | Evaluation Systems) <ul style="list-style-type: none"> Participating LEAs will dismiss ineffective principals who have had ample opportunities to improve (Project – Roll Out of High Quality Evaluation Systems) | SY 2010-2011 – ongoing | LEA |
| | <ul style="list-style-type: none"> Participating LEAs will use effectiveness data as a significant factor to identify educators for reductions in school- and LEA-level staff (Project - Roll Out of High Quality Evaluation Systems) | SY 2012-2013 - ongoing | LEA |

(D)(3)(ii) Increase the number and percentage of effective teachers teaching hard-to-staff subjects: Colorado’s high-quality plan to increase the number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas relies upon **two key strategies:** (1) targeted **incentives to expand the subjects** in which effective experienced teachers are prepared to teach, and (2) targeted **incentives to expand the programs** that produce effective teachers in those hard-to-staff subject areas and/or that serve hard-to-staff schools.

| Goal | Activities | Timeline | Responsible |
|---|---|-----------------------------|-------------|
| By the end of the SY 2013-2014 academic year, 40 percent of teachers in hard-to-staff subjects in schools within the participating LEAs will be effective | <ul style="list-style-type: none"> Provide incentives to 1,000 educators who have demonstrated effectiveness to obtain endorsements and certifications to teach in hard-to-staff subjects, including ELL, STEM, SpEd and early childhood education (ECE). Under this program, LEAs may also provide stipends to teachers to receive National Board Certification or to pursue administrator licensure and serve in turnaround schools (Project - High Need Endorsements Grant Program) | SY 2012-2013 – SY 2013-2014 | LEA and CDE |
| | <ul style="list-style-type: none"> Participating LEAs will implement effectiveness-based compensation systems to provide | SY 2010-2011 – ongoing | LEA |

| | | | |
|--|--|----------------------------|-------------|
| | considerable incentives for highly effective educators in hard-to-staff subjects (Exhibit VI.D(2)iv-1); (Project - Roll Out of High Quality Evaluation Systems) | | |
| | <ul style="list-style-type: none"> • Launch the Colorado’s Advanced Placement Initiative (Exhibit VI.D(5)i-1,2); (Project - Colorado’s Advanced Placement Initiative) | SY 2010 – 2011 - ongoing | CDE |
| | <ul style="list-style-type: none"> • Launch the Colorado Science, Math and Innovation Academy (COSMIA) to provide training and professional development support to current and aspiring teachers and higher education faculty in STEM subjects (Exhibit VI.E(2)ii-3); (Project - Colorado Turnaround Center) | SY 2010-2011 - ongoing | CDE |
| | <ul style="list-style-type: none"> • Award grants to high-quality teacher and principal preparation programs to support their efforts to disseminate evidence-based best practices and increase the supply of effective educators prepared in the State. (Project – High Quality Prep Program Grants) | SY 2012-2013 –SY 2013-2014 | CDE and LEA |

| Performance Measures for (D)(3)(i) | Actual Data: Baseline (Current school year or most recent) | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 |
|---|--|------------------------|------------------------|------------------------|------------------------|
| <i>Note: All information below is requested for Participating LEAs.</i> | | | | | |
| General goals to be provided at time of application: | Baseline data and annual targets | | | | |
| Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice). | 17.0% | 17.3% | 18.9% | 20.6% | 22.3% |

| | | | | | |
|--|-------|-------|-------|-------|-------|
| Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice). | 21.0% | 21.4% | 22.1% | 22.8% | 23.4% |
| Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective. | 22.0% | 21.7% | 19.7% | 12.4% | 5.0% |
| Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective. | 15.0% | 14.4% | 13.4% | 9.2% | 5.0% |
| Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice). | 0.9% | 2.0% | 5.0% | 8.0% | 10% |
| Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice). | 2.9% | 2.9% | 3.6% | 4.3% | 5.0% |
| Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective. | 3.2% | 3.2% | 2.5% | 1.7% | 1.0% |
| Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective. | 0.9% | 0.9% | 0.9% | 0.9% | 0.9% |

Note: Baseline figures in this area are based on the hypothetical classroom model (Exhibit VI.D(3)i-6), using data from the Colorado Growth Model SY 2008-2009 (Exhibit VI.C(2)-2). Annual targets in this area reflect consideration of the following factors:

- Under the implementation of the State’s Great Teachers and Leaders plan, educator effectiveness will be assessed through high-quality evaluation systems that use measures of student growth to determine at least 50 percent of the evaluation rating, and it is expected that within this new framework, the performance required for a teacher or principal to be rated “highly effective” will translate into a standard that is even higher than the student growth thresholds used in the application’s baseline calculations. Accordingly, annual targets reflect not only an increase in the absolute number of highly effective teachers and principals, they also reflect an increase in the relative effectiveness of each teacher and principal rated “highly effective”. In short, the State’s definition of “highly effective” will change during the grant period to become an even more stringent standard for performance, and so Colorado’s annual targets for the percentages of highly effective teachers and principals in high-poverty, high-minority schools are indeed ambitious
- The tendency of principals and other evaluators to inflate evaluation ratings has been well-documented⁵ and is a symptom of the inadequacy of current evaluation systems. The State’s annual targets for the percentages of highly effective teachers and principals reflect a strategic commitment that the highest evaluation rating (“highly effective”) should be reserved for only those teachers and principals who truly perform at the highest levels and thus will only be assigned in a small number of cases
- Annual targets for the percentages of ineffective teachers and principals reflect the State’s explicit expectation that LEAs will use the full range of strategies at their disposal, including formal dismissal, counseling out, and effectiveness-based reductions in force, to ensure that ineffective teachers and principals who have had ample opportunity to improve are removed

General data to be provided at time of application:

| | |
|---|--------|
| Total number of schools that are high-poverty, high-minority, or both (as defined in this notice). | 542 |
| Total number of schools that are low-poverty, low-minority, or both (as defined in this notice). | 602 |
| Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice). | 14,445 |
| Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice). | 17,039 |
| Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice). | 918 |
| Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice). | 1020 |

Note: Number of principals has been rounded; many schools have more than one principal or zero principals.

Data to be requested of grantees in the future:

⁵ Daniel Weisberg, Susan Sexton, Jennifer Mulhern, David Keeling, *The Widget Effect* (The New Teacher Project, June 2009)

Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.

Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.

Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.

Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.

| Performance Measures for (D)(3)(ii) <i>Note: All information below is requested for Participating LEAs.</i> | Actual Data: Baseline (Current school year or most recent) | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 |
|---|---|---------------------|---------------------|---------------------|---------------------|
| General goals to be provided at time of application: | Baseline data and annual targets | | | | |
| Percentage of mathematics teachers who were evaluated as effective or better. | 25.0% | 25.0% | 26% | 28% | 30% |
| Percentage of science teachers who were evaluated as effective or better. | N/A | 25.0% | 26% | 28% | 30% |
| Percentage of special education teachers who were evaluated as effective or better. | N/A | 15.0% | 16% | 18% | 20% |
| Percentage of teachers in language instruction educational programs who were evaluated as effective or better. | N/A | 15.0% | 16% | 18% | 20% |
| <i>Note: All baseline data is derived from SY 2008-2009 Colorado Growth Model data, as referenced in Exhibits VI.C(2)-2. The hypothetical classroom model describing the analysis can be found in Exhibit VI.D(3)i-6.</i> | | | | | |
| General data to be provided at time of application: | | | | | |
| Total number of mathematics teachers. | 3,897 | | | | |
| Total number of science teachers. | 3,419 | | | | |
| Total number of special education teachers. | 4,864 | | | | |
| Total number of teachers in language instruction educational programs. | N/A | | | | |
| <i>Note: Colorado Department of Education does not collect data on statewide number of language instruction educational programs.</i> | | | | | |

| Data to be requested of grantees in the future: | |
|---|--|
| Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year. | |
| Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year. | |
| Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year. | |
| Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year. | |

(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Link student achievement and student growth (both as defined in this notice) data to the students’ teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and
- (ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

(D)(4) Improving the effectiveness of preparation programs: Colorado’s plan to improve the effectiveness of teacher and principal preparation programs relies upon three key strategies. **First**, the State will evaluate the success of **educator preparation programs** using the academic growth of the students taught by program graduates. **Additionally**, Colorado will arm preparation programs with the information they need to understand the impact of their programs through the **educator preparation program portal** (in SchoolView) and make ongoing improvements and adjustments. **Third**, Colorado will make **strategic investments** in the preparation programs demonstrating the greatest success in producing effective teachers and principals so that they may expand their programs.

(D)(4)(i) Reporting data on the effectiveness of educator preparation programs: Beginning in July 2011, as provided by

Colorado Senate Bill 10-036 (Exhibit VI.D(4)i-1⁶), the CDE will publish an annual public report via SchoolView on the effectiveness of each teacher and principal preparation program in Colorado, using student growth and achievement data linked to preparation program graduates. This annual report will link student achievement and student growth data to teachers, principals, and the programs (both in-state and out-of-state, when available) where those educators were prepared. This report will also include placement, mobility, and retention rates for Colorado graduates employed by Colorado LEAs. By July 2012, the CCEE (Exhibit VI.D(2)ii-2) will develop **Return on Investment metrics for preparation programs** and allow LEAs and prospective education students to select the most cost-effective programs for their needs. The CDE will publish these metrics annually for each teacher and principal preparation programs in the state. By July 2013, the CCEE (Exhibit VI.D(2)ii-2) will use information from LEAs, together with data on the effectiveness of their graduates, to identify those preparation program that are most successful in producing effective teachers and principals for high-poverty / high-minority schools, English language learners, students with disabilities, and rural schools, among others.

(D)(4)(ii) Expanding preparation and credentialing options and programs which that are successful at producing effective teachers and principals: Under Colorado’s plan in this area, the State and participating LEAs will provide substantial expansion grants to the teacher and principal preparation programs that are most successful in producing effective teachers and principals. The first major effort in this area will be a significant investment in the expansion of Teach For America’s (TFA) Colorado corps (described in Exhibit VI.D(3)i-4). Since its introduction into Colorado in 2007, and as an approved alternative teacher preparation provider, TFA has provided more than 200 corps members to high-need LEAs and schools in Colorado. Although data are not yet available on the effectiveness of TFA’s Colorado corps members, recent studies by the Urban Institute⁷ and the Broad

⁶ Senate bill 10-036 has passed both houses and will be signed by the Governor and enacted into law on January 19, 2010.

⁷ Zeyu Xu, Jane Hannaway, Colin Taylor, *Making A Difference? The Effect of Teach For America on Student Performance in High School* (The Urban Institute and CALDER, March 2009)

Foundation⁸ demonstrate that TFA corps members are effective at increasing student growth and achievement. Over the four-year grant period, TFA will place more than 1,000 additional teachers in participating LEAs, extending its reach into additional underserved areas across Colorado.

The State will also make significant investments in expanding other preparation programs that produce effective teachers and principals. Beginning in Fall 2012, the CCEE will analyze available data to identify effective preparation programs in Colorado. The CDE will award grants to preparation programs that have been identified as effective to support their efforts to disseminate evidence-based best practices and increase the supply of effective educators prepared in the State. Priority will be given to those preparation programs that serve one or more of the following purposes: (1) **prepare effective educators** for high-poverty / high-minority schools, persistently low-achieving schools, or schools in rural LEAs, and (2) those that **create or expand partnerships** with the LEAs that employ their graduates. In addition, through the **Turnaround Leaders Academy** (described in more detail in Exhibit VI.D(2)iv-2), the State will identify effective turnaround leadership preparation programs and provide program funding for tuition and fees for the participation of 20 principals that commit to lead a Colorado turnaround school for three or more years.

The CDE Office of Educator Effectiveness Initiatives (Exhibit VI.D(2)ii-4) and the School Leadership Academy (Exhibit VI.D(2)iv-2) will assist LEAs in using preparation program effectiveness ratings and locally generated qualitative data to become active and informed consumers of preparation programs; and in crafting seamless transitions for preparation program graduates entering LEAs as new hires. Acting on these assessments either independently or as regional consortia, LEAs will use RttT funding to support partnerships with their most valued preparation providers for the purposes of expanding exemplary programs, disseminating best practices, engaging preparation programs to provide induction support to their graduates, or developing new programs in high-need subject areas.

Increasing the overall effectiveness of all preparation programs in the state: Colorado will make investments to increase the capacity of all teacher and principal preparation programs in the State by (1) ensuring that the standards and criteria for accrediting

⁸ Vazha Nadareishvili, *A Study on the Impact of Teach For America Teachers in the Los Angeles Unified School District* (The Broad Foundation, December 2008)

| | | | |
|--|---|--|--|
| | <p>for their needs, and CDE publishes this data on an annual basis via SchoolView (Projects – CCEE and CDE Office of Educator Effectiveness Initiatives)</p> <ul style="list-style-type: none"> • The CCEE identifies preparation programs most successful in producing effective teachers and principals (Project – CCEE) | July 2011 - Sept. 2012 | CCEE |
| Expand preparation programs that are successful at producing effective teachers and principals | <ul style="list-style-type: none"> • Teach For America (an approved alternative provider of teacher certification) expands the size of its Colorado corps to over 1,000 corps members in years 3 and 4 of grant period (Project – Teacher Pipeline Development – TFA) • The State awards expansion grants to effective teacher and principal preparation programs in the State (Project – High Quality Prep Program Grants) • The Turnaround Leaders Academy provides scholarships for 20 future turnaround leaders to attend effective principal preparation programs (Project – School Leadership Academy) • LEAs award grants to their most valued preparation partners to expand existing programs and/or develop new programs (Project – High Quality Prep Program Grants) | <p>SY 2010-2011 - SY 2013-2014</p> <p>SY 2012-2013 and SY 2013-2014</p> <p>March 2011 - Sept. 2013</p> <p>SY 2013-2014</p> | <p>CO RttT Office</p> <p>CDE</p> <p>CDE</p> <p>LEA</p> |
| Increase the overall effectiveness of all preparation programs in the State | <ul style="list-style-type: none"> • The Governor’s Council makes recommendations for policy changes, as appropriate, to ensure the standards and criteria applicable to teacher, principal, and early childhood educator licensure and the accreditation of preparation programs are aligned with and support the preparation and licensure of effective educators (Project – Governor’s Council for Education Effectiveness) • SchoolView includes an educator training portal and a custom dashboard for use by preparation providers (Project – SchoolView – Provide & Perform) | <p>March 2010 - Sept. 2011</p> <p>July 2011 - ongoing</p> | <p>The Governor’s Office</p> <p>CDE</p> |

| Performance Measures | Actual Data: Baseline (Current school year or most recent) | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 |
|--|--|------------------------|------------------------|------------------------|------------------------|
| General goals to be provided at time of application: | Baseline data and annual targets | | | | |
| Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students. | 0% | 100% | 100% | 100% | 100% |
| Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students. | 0% | 100% | 100% | 100% | 100% |
| Note: Currently, Colorado does not report data on the effectiveness of preparation programs. As required by Colorado Senate Bill 10-036, beginning in July 2011, the Colorado Department of Education will publish an annual report on the effectiveness of each teacher and principal preparation program in the state which will include data on the growth and achievement of each program's graduates' students. | | | | | |
| General data to be provided at time of application: | | | | | |
| Total number of teacher credentialing programs in the State. | 57 | | | | |
| Total number of principal credentialing programs in the State. | 14 | | | | |
| Total number of teachers in the State. | 50,701 | | | | |
| Total number of principals in the State. | 2,783 | | | | |
| Data to be requested of grantees in the future: | | | | | |
| Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported. | | | | | |
| Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported. | | | | | |

| | |
|--|--|
| Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported. | |
| Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported. | |
| Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs. | |
| Number of principals in the data whose data are aggregated to produce publicly available reports | |

(D)(5) Providing effective support to teachers and principals (20 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

- (i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and
- (ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

(D)(5)(i) Provide effective data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals: Colorado’s RttT plan to provide effective support to teachers and principals focuses on **four key strategies**: 1) offer through SchoolView professional development programs and instructional resources with a track record of success improving student outcomes, (2) facilitate widespread access to high-quality peer-to-peer resources, (3) focus on developing and supporting instructional leadership within the persistently lowest-achieving schools, and (4) provide professional development resources that are customized to the identified needs of individual teachers and principals. All

participating LEAs will offer teachers and principals data-informed professional development opportunities matched to each educator's identified needs.

Using data to inform professional development and other educator supports: Participating LEAs will use a variety of data sources to inform professional development and other educator supports. Educator Impact Reports, available through a secure portal on SchoolView, will provide teachers and principals with student growth measures for their students, school(s) and LEA(s). Annual principal and teacher evaluations will include individual professional development plans that (1) are informed by previous years' evaluations and Educator Impact Report data, (2) are tailored to respond to areas of practice identified for improvement, and (3) contain individual goals that are tied to student outcomes. Finally, the CCEE (Exhibit VI.D(2)ii-2), in conjunction with the School Leadership Academy (Exhibit VI.D(2)iv-2), will identify evidence-based professional development for teachers and principals and make this information available to all LEAs.

Providing effective, ongoing, and job-embedded support to teachers and principals: Participating LEAs will make available high-quality support using tools that have demonstrated a positive impact on educator effectiveness and student achievement. Through SchoolView, teachers and principals will be able to access high-quality professional development resources in real time. In addition, the State's partnership with Teach For America will provide principals in participating LEAs with access to a proven set of online tools for job-embedded coaching and development of new teachers. Finally, one area of support offered by the CDE technical assistance team (described in Exhibit IV.D(2)ii-4) will include strategies to ensure common planning and collaboration time are available to principals and teachers within each school.

Sustainable learning communities will be another powerful source of effective professional development tools. SchoolView's teacher portal will enable peer-to-peer online communities to form around common instructional needs and areas of interest. In addition, as described in Selection Criterion (B), LEAs will participate in Content Collaboratives and Regional Learning Communities to develop supporting materials for educators to implement new standards and assessments; and as described in Selection Criterion (C), these collaborative groups will develop training on using student data to drive instruction. These materials

will be appropriate for use in a variety of delivery models, including webinars and streaming video, group professional development for educators with common development needs, and one-on-one coaching and mentoring.

Furthermore, the State will invest in **two innovative models to engage educators** as content developers, models, and mentors for their peers. The **first** is rewarding SchoolView contributors whose uploaded content is rated highly by their peers. Educators from across Colorado will be able to upload onto SchoolView instructional resources to help create a dynamic and relevant knowledge base for their peers. Teachers and principals who download resources through SchoolView will rate the resources' impact upon improving users' effectiveness. Educators whose content receives the **highest quality ratings** will receive \$1,000 awards.

In the **second** innovative model, the State will provide more significant opportunities for Colorado's most effective teachers and principals to take on **additional responsibilities for additional compensation**. Using evaluation and student growth data, the CCEE will identify teachers from across the State each year, and the CDE will invite them to apply to join a small cadre of elite teachers. These teachers will be invited to apply as a result of having the highest effectiveness ratings and/or the greatest success in narrowing or closing achievement gaps among students. From among those that apply, the CDE will select 40 teachers, representing distinct content areas and grades, each of whom will receive a bonus of **\$10,000 for populating in-depth instructional resources within SchoolView** and for opening their **classrooms and schools for observation by their peers**. The schools where these teachers work will receive matching \$10,000 awards.

Creating school environments supportive of data-informed decisions: **Data-driven instruction** is a key differentiator for Colorado's plan to support educators. The existence of data is not enough to influence instruction; educators must be equipped to use that data to improve their practice. Colorado's plan will (1) present data that can be matched to the needs of individual users, (2) access and analyze school-level conditions that support data-driven instruction through a biannual TELL survey, and (3) as described in Selection Criteria (B)(3) and (C)(3), provide extensive training on the use of data to current practitioners and to teacher and principal candidates in Colorado's preparation programs.

Providing special supports to teachers and principals in high-need schools and hard-to-staff subject areas: As described in Selection Criterion (E), principals and instructional leaders in turnaround schools will participate in a select set of professional development supports. **First**, the Colorado Turnaround Center will provide **intensive support to turnaround principals** during the planning year. **Second**, the School Leadership Academy within the CDE will establish a **Leadership Residency Program** (described in Exhibit VI.D(2)iv-2) through which teams of instructional leaders from turnaround schools will participate in year-long, job-embedded residencies in high-performing / high-poverty schools. **Finally**, the **Turnaround Leaders Academy** (as described in Exhibit VI.D(2)iv-2), also managed by the CDE School Leadership Academy will provide future turnaround leaders with training in the instructional leadership and business administration skills necessary for substantially improving achievement in persistently lowest-achieving schools.

As described in Selection Criterion (D)(3), STEM teachers in participating LEAs will benefit from **three new professional development opportunities**. **First**, **Colorado's Advanced Placement (AP) Initiative** (Exhibit VI.D(5)i-1, 2) will provide AP and pre-AP teachers with job-embedded coaching and additional training. **Second**, the **Colorado Science, Math, and Innovation Academy** (COSMIA; described in Exhibit VI.E(2)ii-3) will offer a residency program for STEM teachers, providing them with hands-on experience in best-in-class instructional techniques. **Finally**, STEM teachers in participating LEAs will have access to the **STEM in Action initiative**, providing real-time access via SchoolView to instructional materials on the innovations and scientific discoveries happening throughout the State.

(D)(5)(ii) Measuring, evaluating, and continuously improving the effectiveness of supports to improve student achievement: Colorado's plan will enable LEAs to choose among evidence-based professional development resources that address the identified needs of the LEA and its principals and teachers. LEAs will use **three primary strategies** to accomplish this goal.

First, with technical assistance from the CDE as needed, participating LEAs will **track educator participation** in professional development and analyze evaluation and student growth data to assess the relative effectiveness of supports. LEAs

will use the results of this analysis to redirect the majority of their professional development funds toward the set of supports that are most successful in increasing educator effectiveness and improving student learning. Beginning in SY 2012-2013, the CDE will not approve the use of federal funds for professional development activities that have been demonstrated to be ineffective.

Second, the CCEE will develop the Colorado Educator Growth Model—a set of metrics for measuring how well a particular LEA or school improves educator effectiveness over time. The CDE will publish **annual LEA and school rankings** based on this metric via SchoolView, and LEAs will use this data to drive professional development planning and implementation and to identify centers of excellence from which to derive best practices.

Finally, LEAs and schools will use the **biannual TELL survey** to gauge to what extent educators believe that they receive adequate and effective professional development and support. With technical assistance from the CDE as needed, schools and LEAs will use these results to inform improvement efforts.

The following table summarizes the goals, activities, and timeline of the State’s plan to provide effective support to teachers and principals:

| Goals | Activities | Timeline | Responsible |
|---|--|-----------------------|--------------------|
| Participating LEAs use data to inform professional development and other educator supports | • Educator Impact Reports, available via SchoolView, provide individualized reports on student growth for the educator’s LEA, school and students (Project – SchoolView - Provide & Perform) | July 2011 - ongoing | CDE |
| | • Annual teacher and principal evaluations include professional development plans (Project – Roll Out of High Quality Evaluation Systems) | SY 2010-2011- ongoing | LEA |
| | • The CCEE and School Leadership Academy identify evidence-based professional development support for teachers and principals (Projects – CCEE and School Leadership Academy) | Sept. 2010 – ongoing | CDE and CCEE |
| Participating LEAs provide effective, on-going, and job-embedded support to teachers | • Principals use customized data driven tools to identify individual teacher needs on a periodic basis to coach and develop new teachers (Project – Roll Out of High | July 2011 - ongoing | LEA |

| | | | |
|---|---|---|---|
| <p>and principals</p> | <p>Quality Evaluation Systems)</p> <ul style="list-style-type: none"> • Content Collaboratives and Regional Learning Communities develop supporting materials for implementing new standards and assessments and using data to drive instruction. These materials are available via SchoolView (Project – Transition to Standards & Use of Data) • Educators upload instructional resources onto SchoolView, where their peers download and rate the uploaded materials. \$1,000 stipends are awarded to educators whose uploads receive the highest ratings (Project – Dissemination of Best Practices) • CDE identifies a cadre of 40 highly-effective educators statewide to serve as models, mentors, and content developers for their peers. The educators and their schools each receive \$10,000 stipends (Project – Dissemination of Best Practices) | <p>March 2011-ongoing</p> <p>SY 2012-2013-SY 2013-2014</p> <p>SY 2012-2013 and SY 2013-2014</p> | <p>CDE</p> <p>CDE</p> <p>CDE</p> |
| <p>Participating LEAs provide special supports to principals and teachers in high-need schools and hard to staff subject areas</p> | <ul style="list-style-type: none"> • Through the Leadership Residency Program, high-performing, high-poverty schools host residencies for instructional leadership teams from turnaround schools (Project – School Leadership Academy) • The Turnaround Leaders Academy provides intensive training and stipends to future turnaround leaders (Project - School Leadership Academy) • Colorado’s AP Initiative provides STEM AP and pre-AP teachers with job-embedded coaching and training (Project –Colorado’s Advanced Placement Initiative) • COSMIA provides residencies for STEM teachers and faculty (Project – Incubation of New Supply) | <p>SY 2011-2012 - SY 2013-2014</p> <p>SY 2011-2012 and SY 2012-2013</p> <p>Sept. 2010 – ongoing</p> <p>Sept. 2010 – ongoing</p> | <p>CDE</p> <p>CDE</p> <p>CDE</p> <p>CDE</p> |

| | | | |
|--|--|--|---|
| | <ul style="list-style-type: none"> • The STEM in Action initiative provides STEM teachers with resources on scientific and engineering innovations (Project – High Quality Instructional Materials & Formative Assessment Development) | Sept. 2010 – ongoing | CDE |
| Participating LEAs monitor, evaluate, and continuously improve the effectiveness of supports to improve student achievement | <ul style="list-style-type: none"> • LEAs analyze data to assess the effectiveness of particular supports and redirect professional development funds toward the most successful supports (Project – Roll Out of High Quality Evaluation Systems) • The CCEE develops the Colorado Educator Growth Model, and the CDE uses this metric to rank LEAs and schools on improving educator effectiveness (Project – CCEE) • The biannual TELL survey gauges how well teachers and principals believe they are supported (Project – CCEE) | <p>July 2011 - ongoing</p> <p>July 2012 - ongoing</p> <p>SY 2011-2012 and SY 2013-2014</p> | <p>LEA</p> <p>CDE and CCEE</p> <p>CDE</p> |

(E) Turning Around the Lowest-Achieving Schools (50 total points)
State Reform Conditions Criteria

(E)(1) Intervening in the lowest-achieving schools and LEAs (10 points)

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State’s persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(1):

- A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.

(E)(1) Intervening in the lowest-achieving schools and LEAs: Under the Education Accountability Act of 2009 (SB 09-163, Exhibit VI.E(1)-1), Colorado has powerful statutory authority to intervene directly in the State’s persistently lowest-achieving schools and in its lowest-performing LEAs. The State measures each LEA’s and school’s performance on four key indicators: student growth, student achievement, achievement gaps, and (at the high school level) student postsecondary and workforce readiness (currently measured by graduation rate and ACT scores). LEAs and schools that fall short of performance goals on these indicators face escalating consequences and increased levels of state intervention, culminating in the State’s authority to mandate specific, dramatic changes.

For schools and LEAs that are persistently lowest-performing and reach turnaround status, a state review panel reviews LEA and school plans and makes recommendations for appropriate interventions, including changes of leadership where current leadership does not appear to possess the necessary capacity. When a school remains in turnaround status for five years, the State has statutory authority to require dramatic changes that are essentially identical to Race to the Top’s four models, including external management,

conversion to charter school or “innovation school” status, reorganization, or school closure. The State has the authority to mandate similar changes for entire LEAs.

The State’s authority under the Education Accountability Act is bolstered by its authority under federal accountability statutes, reinforcing the State’s ability to withhold federal funding from LEAs and schools that are not acting appropriately in order to improve performance, and to allocate other federal resources in ways that support the use of the four school intervention models required in Race to the Top and other federal guidance. Together, state law and federal authority place Colorado in a very strong position to intervene directly in the State’s persistently lowest-achieving schools and LEAs.

(E)(2) Turning around the lowest-achieving schools (40 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and (5 points)

(ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). (35 points)

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(2) (please fill in table below):

- The State's historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.

(E)(2)(i) Plan to identify the persistently lowest-achieving schools: While Colorado has made significant progress in supporting and laying the groundwork for intervention in its persistently lowest-achieving schools, far too many schools across the State continue to fail to make sufficient progress in improving student achievement and growth and in closing achievement gaps. A cornerstone of Colorado's plan is to identify all of the State's persistently lowest-achieving schools that have consistently failed to meet performance standards for achievement and growth.

The CDE will use the **Colorado Growth Model** (Exhibit VI.C(2)-2) for the purpose of identifying the persistently lowest-achieving schools, taking into account the academic achievement of students in terms of proficiency on the State's assessments of reading and mathematics combined with growth on those assessments over a period of three years. The persistently lowest-achieving schools identified for priority intervention include: Title I schools on improvement, Title I-eligible secondary schools that do not currently receive Title I funds, and high schools with a graduation rate less than 60 percent, in accordance with this notice and Title I Section 1003(g). In **prioritizing schools for intervention**, the CDE will also consider the **number of students enrolled** in a school; urban and rural **school needs**; whether or not it is a **dropout recovery school**; and the **local capacity and commitment** to implement with fidelity one of the four school intervention models (turnaround, transformation, restart, or closure). Colorado will prioritize these schools into groups that will implement turnaround efforts as follow: **Priority Intervention** (approximately 40 of Colorado's 87 persistently lowest-achieving schools within participating LEAs will implement one of the four models during the four-year grant period) and **Turnaround Support** (approximately 47 of the remaining lowest-achieving schools among participating LEAs will receive incentive grants for teachers and leaders and direct, critical support funding). More detail about each of these groups appears in Exhibit VI.E(2)i-2.

(E)(2)(ii) Plan for turning around persistently lowest-achieving schools: Colorado's existing statutory authority, combined with a set of ambitious Race to the Top initiatives, will position the State to support LEAs in turning around all of their failing schools by implementing one of the four intervention models by 2015. The State has been working with **Mass Insight** and **Public Impact** to develop a comprehensive approach to intervening in lowest-achieving schools. Research and case study evidence that supports many of the approaches included in the proposed plan appear in Exhibit VI.E(2)ii-6.

To meet the State's goals, Colorado will focus on building its long-term capacity to eradicate chronic school failure through **two key strategies**. **First**, the State will sponsor the creation of a nonprofit **Colorado Turnaround Center** to build the supply of highly effective teachers, leaders and school management organizations; to generate and share knowledge about successful turnaround approaches; to mobilize an array of critical turnaround supports for children who attend failing schools; and to sustain public support

for dramatic change. **Second, the CDE's Turnaround Office**, will assist LEAs and local communities with changing the conditions for students in the State's persistently lowest-achieving schools by negotiating rigorous Memoranda of Understanding (MOUs) with local LEAs; offering competitive funding streams to help schools and LEAs carry out dramatic change; and monitoring and holding schools, LEAs, and the Turnaround Center accountable for rapid results. This dual structure will enable Colorado to capitalize on the entrepreneurial nimbleness of an outside nonprofit to carry out many critical tasks, while retaining the State's key role as the creator of aligned incentives for bold turnaround action statewide. The table below summarizes the State's goals and key activities in this area. More detail is provided in the narrative and in Exhibit VI.E(2)ii-1.

| Goal | Activities | Timeline | Responsible |
|---|--|---|--|
| Stimulate supply and build capacity for dramatic improvement | <ul style="list-style-type: none"> • Establish Colorado Turnaround Center infrastructure (Project – Colorado Turnaround Center (CTC)) • Establish and implement Turnaround Leaders Academy within the School Leadership Academy (as described in Exhibit VI.D(2)iv-2); (Project – School Leadership Academy) • Establish and implement Leadership Residency Program within the School Leadership Academy (as described in Exhibit VI.D(2)iv-2); (Project – School Leadership Academy) • Financial incentives to high performing turnaround leaders (Project – CDE Turnaround Office) • Partner with innovation school suppliers and fund start-up of high-quality new/replicated schools (Project – CTC) • Partner with provider to build/establish COSMIA, Colorado Math Science Innovation Academy (Project – CTC) • Pilot intensive turnaround models in partnership with Mass Insight (partnership zones) (Project – CTC) <ul style="list-style-type: none"> • Identify LEA partners and schools; lay groundwork for partnership zones • Implement interventions in first cohort • Implement interventions in second cohort • Generate and share knowledge about school turnaround (Project – CTC) • Build parent, student, community, and public support for dramatic change (Project - CTC) | <p>July 2010 - ongoing</p> <p>Sept. 2010 - ongoing</p> <p>Sept. 2010 - ongoing</p> <p>March 2010 - Aug. 2014</p> <p>Sept. 2010 - Aug. 2014</p> <p>Sept. 2010 – Sept. 2013</p> <p>Sept. 2011 – ongoing SY 2010-2011 SY 2011-2012 – onward SY 2013-2013 - ongoing</p> <p>Sept. 2010 - ongoing</p> <p>Sept. 2010 - ongoing</p> | <p>CTC</p> <p>CDE</p> <p>CDE</p> <p>CDE</p> <p>CTC</p> <p>CTC</p> <p>CTC</p> <p>CTC and Mass Insight</p> <p>CTC</p> <p>CTC</p> |

| | | | |
|--|--|------------------------|--------------------------------|
| Provide incentives and critical supports for turnarounds in lowest-performing schools | <ul style="list-style-type: none"> • Expand CDE Turnaround Office (Project – CDE Turnaround Office) | Sept. 2010 - ongoing | CDE |
| | <ul style="list-style-type: none"> • Negotiate MOUs with LEAs where target schools are located and monitor follow-through (Project – CDE Turnaround Office) | Sept. 2010 - ongoing | CDE |
| | <ul style="list-style-type: none"> • Competitively award funding for critical turnaround support to LEAs who voluntarily engage in dramatic turnaround intervention (ex. dropout prevention, student, parent, and community engagement, time and learning, and parent education) (Project – CTC) | Sept. 2010 - Aug. 2014 | CTC |
| | <ul style="list-style-type: none"> • Apply for additional federal school improvement grants and raise private funding (competitively distributed) and make available to LEAs that commit to dramatic change in low-achieving schools (no new budget required) | Ongoing | CDE (public) and CTC (private) |
| | <ul style="list-style-type: none"> • Assist schools in choosing a turnaround strategy and necessary partners (Projects – CTC and CDE Turnaround Office) <ul style="list-style-type: none"> • Develop selection tools and partner contract recommendations for LEAs • Issue RFI for State-approved external providers • Assist schools in implementing tools and negotiating contracts | Sept. 2010 - Aug. 2014 | CTC and CDE |
| | <ul style="list-style-type: none"> • Set expectations for and monitor LEAs' action in turnaround schools (Project – CDE Turnaround Office) <ul style="list-style-type: none"> • Develop and issue performance goals, leading indicators, and timeline for improvement • Design oversight process to monitor progress in turnaround schools • Monitor improvement efforts and intervene when necessary | Sept. 2010 - Aug. 2014 | CDE |
| <ul style="list-style-type: none"> • Provide Innovation Acceleration grants to replicate highly successful programs and practices (Project – Innovation Acceleration Grant) | Sept. 2012 - Aug. 2014 | Leadership Investment | |

| | | | |
|--|----------|--|-------|
| | Program) | | Board |
|--|----------|--|-------|

Colorado Turnaround Center: As a critical component of its strategy for supporting dramatic improvement in the State’s persistently lowest-achieving schools, the CDE will oversee and support the creation of a Colorado Turnaround Center (CTC) to stimulate supply and build local capacity. The CTC will be an independent nonprofit organization with a **six-part mission**, described in more detail below and summarized in Exhibit VI.E(2)ii-2.

Build human capital pipelines to support successful turnaround efforts: In close cooperation with the CCEE’s initiatives described in Selection Criterion (D), the CTC will ensure that there is an adequate supply of effective leaders and teachers to support the turnaround efforts in Colorado. The CTC will engage in **three targeted strategies to build the supply of excellent leaders** for turnaround schools. **First**, the CTC will advise in the design and implementation of a **Turnaround Leaders Academy** within the CDE’s School Leadership Academy program (described in Exhibit VI.D(2)iv-2). The Turnaround Leaders Academy is an intensive, rigorous and fast-tracked program that will recruit, carefully select, and train 20 high-potential leaders using customized leadership development / business administration (MBA) models similar to those that have been designed by the University of Virginia, Rice University, and the University of Denver. Funding will pay not only the tuition and fees of the high-potential turnaround leaders, but also stipends that enable candidates to spend a year in the Academy preparing full time to lead failing schools. Candidates completing the program will have a three-year obligation to serve in a turnaround leadership role within the State and to participate in the turnaround learning communities described below. The CTC will also disseminate to LEAs and schools across Colorado the methods it develops to select candidates for their use in their local leader selection processes.

Second, the CTC will work with the CDE’s Turnaround Office to offer **substantial financial incentives** – as much as \$50,000 per year – to individuals **who assume leadership of failing schools and achieve high targets** for rapid improvement of student results. **Third**, the CTC will partner with the CDE’s School Leadership Academy to implement the **Leadership Residency Program**,

(described in Exhibit VI.D(2)iv-2), which will build the capacity of leadership teams in turnaround schools by placing them in residencies at already high-performing, high-poverty schools.

Colorado's supply of teachers and leaders for turnaround schools will also be greatly enhanced by the significant expansion of the Teach For America (TFA) corps by more than 1,000 members described in Selection Criterion (D)(3) and Exhibit VI.D(3)i-3. As a result of its investment in TFA, the State anticipates that many corps members will choose to remain in Colorado following the completion of their service commitment. These new and returning Coloradans will increase the already large percentage of Coloradans who are highly likely to remain actively engaged in efforts to improve student achievement, either as formal educators or as members of the broader community. In addition, the Colorado Turnaround Center will provide opportunities and incentives for the most highly effective teachers and leaders to reach more students and schools through various modes of "reach extension," which include opportunities for individuals to serve more children directly (e.g., using online learning), documenting and sharing proven lesson plans and instructional practices, participating in online course offerings, and engaging in collaborative learning communities.

Build the supply of operators to restart struggling schools and open high-quality new schools across the State: Several LEAs will require the services of external providers, such as charter management organizations (CMOs) and education management organizations (EMOs), to lead successful restarts and turnarounds in identified schools. In addition, there is a great need for innovative, autonomous new schools across the State, particularly to better serve students who are not receiving a high-quality education in their current schools. For both of these roles, experience in Colorado and across the country suggests that the supply of qualified operators is too limited to meet future demand. To help LEAs meet this challenge, the CTC will work with the CDE Turnaround Office to provide funds to enable the **start-up of at least nine new schools (including replicated schools) across Colorado** between 2011 and 2014. Building on Colorado's strong history of charter and new school creation, the CTC will issue RFPs for the creation of new schools, with a particular priority on those that can operate successful alternative schools, serve students in rural areas, and / or replicate already successful schools such as the Denver School of Science and Technology. Based on this process, the State will disburse funds directly to applicants that meet a high quality bar, with LEAs also receiving funds directly to

support new school start-ups in their communities (see budget, Exhibit VIII, in Project – Colorado Turnaround Center for more details). In addition to RttT funds, Colorado has received **Federal Charter School Grants** to ensure sufficient start-up funds for new charter schools. Colorado has received a total of \$65 million in Federal Charter School Funds since 1998 and has awarded grants to 172 charter schools cumulatively since 2004. To create a strong flow of qualified applicants, CTC will partner with organizations that have the capacity to incubate new school start-ups and conduct widespread outreach to successful schools within the State and CMOs nationwide, such as the **Charter School Growth Fund** (a social venture investment fund dedicated to significantly increase the capacity of proven education entrepreneurs to serve more children), **Get Smart Schools** (a Colorado-based program that supports training for entrepreneurial educators to lead new schools), and the **Colorado League of Charter Schools** (the State’s charter school association).

As part of Colorado’s strategy to support the opening of individual new schools in high-need locations throughout the State, the CDE will also design a new residential academy to focus on science, technology, engineering, and math (STEM) education for talented and traditionally underserved high school students throughout the State. In addition to providing access to rigorous STEM education for individual students via residential programming, the **Colorado Science, Math and Innovation Academy (COSMIA)** will also serve thousands of students and educators across Colorado through innovative instructional programs, sharing of best practices, online and distance learning, and professional growth opportunities for high school and higher education faculty. COSMIA will be a hub for the replication and coordination of new STEM schools across the State. More detail about COSMIA appears in Exhibit VI.E(2)ii-3.

Pilot intensive turnaround models including partnership zones with Mass Insight’s School Turnaround Strategies Group: Mass Insight is a nationally recognized resource for dramatic school and LEA improvement that has selected Colorado as one of seven states to implement a bold new approach to addressing chronic failure. A select number of LEAs in which some of Colorado’s persistently lowest-achieving schools are located, including feeder schools for those that are already implementing turnaround interventions, will participate with Mass Insight’s Partnership Zones turnaround initiative. As they implement dramatic change

efforts, these schools and LEAs will benefit from close connections among strategic, operating, and funding partners in partnership zones as well as autonomous operating conditions that research indicates are required for schools to successfully turn around performance. These pilots will take full advantage of Colorado’s strong innovation schools and charter schools policies, which create the conditions for innovative autonomous schools. See Exhibit VI.F(2)v-2 for further detail on Colorado’s Innovation Schools. As described below, the CTC will collect, evaluate and disseminate the results of turnaround efforts in these partnership zones to inform LEAs, future turnaround schools, and the CDE Turnaround Office about best practices in transformative change.

Generate and share transformative knowledge about school turnaround by evaluating turnaround strategies and collecting, distributing, and implementing lessons learned from previous turnaround efforts. Consistent with Colorado’s overall approach of building and collecting knowledge about what works to improve student outcomes, the CTC will help create and implement a turnaround knowledge management system and work with university and nonprofit partners to collect, analyze, and disseminate data related to successful school turnarounds and turnaround failures to inform the continuous improvement of Colorado’s approaches. Using SchoolView, data collection will tie results from the Colorado Growth Model and other outcomes to school practices to identify, share, and replicate essential elements of successful turnarounds, such as leadership and governance, academic program design, resource allocation, and student and community engagement. The CTC will also partner with the CCEE to build a vibrant learning community among teachers and school leaders engaged in school turnarounds to ensure maximum sharing of lessons and effective practices.

Provide incentives and supports for the essential elements of successful turnarounds: The CTC will incentivize and support dramatic change by making financial incentives (\$1 million per school over the duration of the grant period) to fund critical turnaround support such as extended learning time, early childhood services, and research-based efforts to support student engagement. These financial incentives will be granted at the CDE’s discretion to those LEAs who voluntarily commit to implementing one of the four federal intervention models (turnaround, transformation, restart, or closure) in eligible schools (see Exhibit VI.E(2)i-1). In addition to RttT dollars that flow under Title I formulas, LEAs that show the strongest commitment to

implementing dramatic interventions will receive an additional \$250,000 per eligible school per year for four years to support critical interventions (e.g., extended learning time, early childhood services, etc.). The CTC will also partner with national providers, assist LEAs in determining which types of services will best support school turnaround efforts, and broker relationships and agreements between schools, LEAs, and service providers. More detail about turnaround supports that will be made available through the CTC appears in Exhibit VI.E(2)ii-2.

Build educator, parent, student, and public support for dramatic change: National turnaround efforts suggest that dramatic school change can fail due to inadequate stakeholder support for bold action. The CTC will support the turnaround efforts of LEAs, schools, and providers through focused public engagement and communication strategies to build public support. During Colorado’s extensive RttT public input process, key stakeholders (students, legislators, educators, state educator associations, and parents) advocated for students to be involved in school turnaround efforts. To build on these ideas, the CTC will engage with students directly and assist LEAs in choosing methods to involve students locally in all stages of the turnaround process, from selecting intervention models to implementing turnarounds and monitoring their success.

The CDE Turnaround Office: As the **second component** of its overall approach to intervening in persistently lowest-achieving schools, the CDE will guide and support the work of the CTC via its Turnaround Office to provide powerful, aligned incentives for LEAs statewide to engage in the bold action necessary to eradicate chronic low performance. The CDE Turnaround Office will be led by a highly capable director who reports directly to the Commissioner of Education and who will mobilize the full authority vested in the State by the Education Accountability Act of 2009 and its control of federal and state dollars to create conditions that are conducive to successful turnarounds.

Negotiate binding MOUs between the Colorado Department of Education and LEAs where the State’s lowest-achieving schools are located: To capitalize on Colorado’s **Education Accountability Act** and the **Innovation Schools Act**, and to foster dramatic action by LEAs in persistently lowest-achieving schools, the CDE Turnaround Office will secure commitments in the form of memoranda of understanding from superintendents and school boards to carry out one of the four school intervention models

(turnaround, transformation, restart, or closure) in each school identified for turnaround. The MOUs will also include a commitment among LEA leaders to (1) employ highly capable turnaround leaders or partner organizations, (2) provide those leaders and partners with the autonomy necessary for successful turnarounds, either by converting eligible schools to innovation or charter status or by obtaining necessary waivers from local policies (at a minimum, this autonomy will include complete decision-making authority over staffing, scheduling, programs and budgeting), and (3) help ensure that teachers replaced in these schools are not force-placed in other LEA schools. In negotiating these MOUs, the CDE Turnaround Office will insist that LEAs carefully select the intervention model for each school and choose any external partners from a vetted list (described below). An LEA's continued receipt of RttT and other funds dedicated to turnarounds will be contingent upon meeting the terms of these MOUs and making substantial gains in the schools, as described below.

Competitively award school-level turnaround funds: To enhance LEAs' commitment to bold action, the CDE Turnaround Office will award any funds earmarked for school improvement (e.g., federal 1003(g) funds) competitively, disbursing these monies only to LEAs that demonstrate a commitment to creating the conditions for dramatic change efforts in failing schools.

Assist schools in choosing a model and necessary partners: To support LEAs in choosing and implementing an intervention model, the CDE Turnaround Office will design and provide tools and a tailored process to help LEAs determine which type of dramatic intervention model is most appropriate in each identified school. In LEAs that choose to work with an external provider in one or more schools, the CDE Turnaround Office will provide oversight and recommendations regarding the development of contracts between LEAs and external providers, including key terms regarding achievement goals, autonomy, and financial responsibilities. As it has done in previous years, the CDE will also issue a Request for Information (RFI) or work with the Colorado Turnaround Center (CTC) to identify and vet eligible providers that LEAs can select to manage or assist turnaround schools.

Set expectations for and monitor LEAs' actions in turnaround schools: In line with Colorado's commitment to openness and transparency, the CDE Turnaround Office will develop detailed performance goals and specific timelines for improvement to which all turnaround schools and LEAs will be held. In their MOUs, LEAs will be required to gather and report data about student

achievement results and leading indicators of success and failure (described in more detail in Exhibit VI.E(2)ii-4) and to intervene quickly if these leading indicators suggest that turnaround efforts are not on track. In cooperation with the CTC and in alignment with the knowledge management system, the CDE’s Turnaround Office will also design and adopt a public oversight process that will enable school staff, LEA and state leaders, and other community members to monitor progress in turnaround schools on an ongoing basis.

Innovation Acceleration Grant Program: As described in Selection Criterion (A), the Leadership Investment Board will direct funds to accelerate those programs and practices that are clearly and swiftly obtaining results.

| Evidence for (E)(2): | | |
|--|--|--|
| Approach Used | # of Schools Since SY2004-05 | Results and Lessons Learned |
| NCLB Option 1: Staff Replacement | <ul style="list-style-type: none"> • 1 school entered restructuring in SY2007-2008 | <ul style="list-style-type: none"> • Met AYP in both Math and Reading from 2008-2009 <ul style="list-style-type: none"> ○ Students meeting AYP in Math: 10.0% annual growth from 2008-2009 ○ Students meeting AYP in Reading: 8.3% annual growth from 2008-2009 ○ Refer to Exhibit VI.E(2)ii-5a for data analysis |
| NCLB Option 2: Contracting | 0 | <ul style="list-style-type: none"> • None |
| NCLB Option 3: State Takeover | 0 | <ul style="list-style-type: none"> • None |
| NCLB Option 4: Chartering | 0 | <ul style="list-style-type: none"> • None |
| NCLB Option 5: Other Major Restructuring | <ul style="list-style-type: none"> • 6 schools entered restructuring in SY 2006-2007 • 6 schools entered restructuring in SY | <ul style="list-style-type: none"> • SY 2006-2007 Cohort: <ul style="list-style-type: none"> ○ Students meeting AYP in Math: -.3% annual growth from 2007-2009 ○ Students meeting AYP in Reading: 1.4% annual growth from 2007-2009 |

| | | |
|---|---|---|
| | <p>2007-2008</p> <ul style="list-style-type: none"> • 12 schools entered restructuring in SY 2008-2009 | <ul style="list-style-type: none"> • SY 2007-2008 Cohort: <ul style="list-style-type: none"> ○ Students meeting AYP in Math: 4.9% annual growth from 2008-2009 ○ Students meeting AYP in Reading: 2.1% annual growth from 2008-2009 • SY 2008-2009 Cohort: Data not yet available • SY 2009-2010 Cohort: Data not yet available • Refer to Exhibit VI.E(2)ii-5a for data analysis |
| NCLB Options 1 and 5: Combination of both staff replacement and other restructuring | <ul style="list-style-type: none"> • 2 schools entered restructuring in SY 2006-2007 • 4 schools entered restructuring in SY 2007-2008 • 2 schools entered restructuring in SY 2008-2009 | <ul style="list-style-type: none"> • SY 2006-2007 Cohort: <ul style="list-style-type: none"> ○ Students meeting AYP in Math: 1.7% annual growth from 2007-2009 ○ Students meeting AYP in Reading: -0.1% annual growth from 2007-2009 • SY 2007-2008 Cohort: <ul style="list-style-type: none"> ○ Students meeting AYP in Math: 2.5% annual growth from 2008-2009 ○ Students meeting AYP in Reading: 2.9% annual growth from 2007-2009 • SY 2008-2009 Cohort: Data not yet available • Refer to Exhibit VI.E(2)ii-5a for data analysis |
| State takeover and conversion to charter school, mandated under prior State law | <ul style="list-style-type: none"> • 1 in SY 2004-2005 (Cole Middle School) | <ul style="list-style-type: none"> • See Exhibit VI.E(2)ii-5b for the State Board of Education's intervention in Cole Middle School |
| Phasing Out / School Closure | <ul style="list-style-type: none"> • 1 entered restructuring in SY 2006-2007 (Rishel Middle School) • 1 entered restructuring | <ul style="list-style-type: none"> • Rishel Middle School <ul style="list-style-type: none"> ○ Students meeting AYP in Math: 9.9% annual growth from SY 2008-2009 ○ Students meeting AYP in Reading: 4.1% annual growth from SY 2007-2009 |

| | | |
|-------------------------------|--|--|
| | in SY 2007-2008 school year (Kunsmiller Middle School) | <ul style="list-style-type: none"> • See Exhibit VI.E(2)ii-5c for Denver Public Schools’ phasing out/closure of Rishel Middle School and Kunsmiller Middle School |
| Not yet determined | <ul style="list-style-type: none"> • 1 school entered restructuring planning in SY 2008-2009 • 19 schools entered restructuring implementation in SY 2009-2010 | <ul style="list-style-type: none"> • Data will be collected at the end of SY 2009-2010 |
| Voluntary Restructuring | | <ul style="list-style-type: none"> • See Exhibit VI.E(2)ii-5d for voluntary restructuring initiatives by Denver Public Schools |
| Chartering/Innovation Schools | | <ul style="list-style-type: none"> • See Exhibit VI.E(2)ii-5d for voluntary restructuring initiatives by Denver Public Schools |

As evidenced in the table above and Exhibit VI.E(2)ii-5a, schools and LEAs in Colorado have had some success with interventions in lowest-performing schools; however, this success has been sporadic. **Two primary shortcomings** have led to a lack of systemic improvement, and thus guide the initiatives the State plans to undertake today. **First**, there must be greater responsibility at the state level for **direction, oversight, and support of turnaround efforts** in lowest-performing schools. **Second**, successful turnarounds require a **proactive statewide approach to the creation of human and organizational capacity** and local environments that are conducive to success.

Historically, the CDE has taken a compliance-oriented approach to school improvement, focused largely on (1) **conducting qualitative reviews** in schools eligible for restructuring and (2) **reviewing and approving** school improvement plans. Until recently, the State has not set clear interim targets for school performance, has not systematically gathered information about schools’ approaches or their resources used, and has not typically followed up to learn what approaches are working. The performance and

knowledge management approach the State has recently adopted and proposes to expand in this application will enable the CDE Turnaround Office to fulfill these necessary roles.

Experience with school restructuring in Colorado has also shown that the conditions needed for successful turnarounds – including greater autonomy over school operations, high-quality school operators and leaders, and a pipeline of highly effective teachers – rarely fall into place on a local level in ways sufficient to meet demand. While Colorado has a very strong history of charter school creation, the CDE has historically fallen short in creating other conditions conducive to successful turnarounds. A critical role of the Colorado Turnaround Center, described above, will be to help the State create these conditions and build local capacity for dramatic and sustained improvement.

| Performance Measures | Actual Data: Baseline (Current school year or most recent) | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 |
|---|--|------------------------|------------------------|------------------------|------------------------|
| The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year. | 13 | 12 | 14 | 14 | 0 |

State Reform Conditions Criteria

(F) General (55 total points)

(F)(1) Making education funding a priority (10 points)

The extent to which—

- (i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and
- (ii) The State's policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(1)(i):

- Financial data to show whether and to what extent expenditures, as a percentage of the total revenues available to the State (as defined in this notice), increased, decreased, or remained the same.

Evidence for (F)(1)(ii):

- Any supporting evidence the State believes will be helpful to peer reviewers.

F(1)(i) Education as percentage of total revenues: From 2008 to 2009, the State's education expenditures increased 5 percent from \$8.9 billion in 2008 to \$9.4 billion in 2009. However, total state expenditures increased even faster than education expenditures, driven in large part by drastic increases in state spending on unemployment and social assistance programs in response

to the economic recession. As a result, state education expenditures as a percentage of total state expenditures decreased from 45 percent to 43 percent during the 2008-2009 period.

In the midst of the present recession, the Colorado legislature has made investing in education a priority in its discretionary spending out of the State's General Fund. General Fund expenditures for elementary, secondary, and public higher education increased from 51.9 percent in FY 2008 to 52.5 percent in FY 2009. In 2000, voters in Colorado passed Constitutional Amendment 23 in response to declining K-12 education spending during the 1990s. Amendment 23 requires the State to increase base per-pupil K-12 funding by at least inflation plus one percent annually for 10 years, and then by at least inflation thereafter. This has shielded K-12 education in Colorado from the draconian cuts seen in other states during the recent recessions. See Exhibit VI.F(1)i-1a-d for financial data and analysis.

F(1)(ii)(a) State policies leading to equitable funding: Average per-pupil funding in high-needs LEAs is higher than in other LEAs (Exhibit VI.F(1)ii-1). In SY 2008-2009, high-need LEAs' per-pupil state and local funding was over \$10.1K compared to \$9.8K to LEAs not considered high-need. High-need LEAs were identified with U.S. Census data based on the number of students in poverty - those LEAs with more than 20 percent of students in poverty were considered high-need. Average local and State per-pupil funding for the two LEA types (high-need and not high-need) was determined for each category. Other independent organizations have rated Colorado's school funding policies as equitable relative to most States. Quality Counts 2010, for example, ranks Colorado ninth in the nation for funding equity using restricted range differences.

This equity derives from Colorado's School Finance Act (CRS 22-54-101 et seq.), which uses a funding formula that adjusts base funding according to student and LEA characteristics. An overview of the School Finance Act produced by the CDE is attached to this application as Exhibit VI.F(1)i-2. The School Finance Act provides the formula to determine how state funds are distributed to LEAs. An LEA's funded pupil count consists of its online pupil count plus its Colorado Preschool Program pupil count plus its Supplemental Kindergarten enrollment plus the higher of current year enrollment or a rolling average enrollment (for LEAs with fluctuating enrollment).

Each LEA receives a base amount per pupil, set by the State legislature (and increased pursuant to Amendment 23). The base amount is then adjusted by factors that take into account each LEA's cost-of-living, personnel costs, and size to arrive at Total Per-Pupil Funding. The formula then calls for additional funds for the percentage of students in the LEA who are eligible for federal free-lunch subsidies and students who did not take state assessments because of their English language learning status. Online students are funded at a set amount. As a result, the LEA's Total Program Funding reflects the following formula:

$$(\text{Funded pupil count} \times \text{total per-pupil funding}) + (\text{at-risk funding}) + (\text{online funding}) = \text{Total Program Funding}$$

For the 2009-2010 budget year, each LEA is guaranteed Total Program Funding of not less than \$6,856.72 per traditional pupil plus \$6,641 per online pupil. Because of the restrictions of the Taxpayer Bill of Rights, a voter initiative, an LEA's Total Program Funding cannot exceed 125 percent of its prior year's funding. In SY 2009-2010, Total Program Funding for LEAs ranged from a low of \$6,779 per student to a high of \$14,805. The LEA's local share of education funding, from property taxes and specific vehicle taxes, is then determined. If the local share is insufficient to fund the LEA's Total Program, state funds make up the difference. In 2009-2010, the State's share provided about 65 percent of Total Program Funding. Finally, LEAs are allocated categorical funds primarily in six areas: (1) small attendance center funding for LEAs operating schools with fewer than 200 students that are located more than 20 miles from any similar schools in the LEA, (2) funds for serving English language learners, (3) funds for serving students identified as gifted and talented, (4) funds for serving special education students, (5) funds to assist LEAs with transportation costs, and (6) funds to support vocational education.

F(1)(ii)(b): The State School Finance Act requires that the LEA allocates at least 75 percent of its at-risk funding to school or LEA-wide instructional programs for at-risk students or for staff development associated with teaching at-risk students in the LEA. Several LEAs in Colorado are experimenting with allocating funds to their schools using variations on weighted student funding formulas. The Denver Public Schools and the Poudre Valley School District (Fort Collins) have been leaders in these efforts.

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools (40 points)

The extent to which—

- (i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;
- (ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;
- (iii) The State’s charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;
- (iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and
- (v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(2)(i):

- A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.
- The number of charter schools allowed under State law and the percentage this represents of the total number of schools in

the State.

- The number and types of charter schools currently operating in the State.

Evidence for (F)(2)(ii):

- A description of the State’s approach to charter school accountability and authorization, and a description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.
- For each of the last five years:
 - The number of charter school applications made in the State.
 - The number of charter school applications approved.
 - The number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other).
 - The number of charter schools closed (including charter schools that were not reauthorized to operate).

Evidence for (F)(2)(iii):

- A description of the State’s applicable statutes, regulations, or other relevant legal documents.
- A description of the State’s approach to charter school funding, the amount of funding passed through to charter schools per student, and how those amounts compare with traditional public school per-student funding allocations.

Evidence for (F)(2)(iv):

- A description of the State’s applicable statutes, regulations, or other relevant legal documents.
- A description of the statewide facilities supports provided to charter schools, if any.

Evidence for (F)(2)(v):

- A description of how the State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools: Colorado is a national leader in terms of fostering a vibrant, high-quality charter school sector. Colorado’s charter school law ranks fifth in the country according to the National Alliance for Public Charter Schools’ recent report; *How State Charter Laws Rank Against The New Model Public Charter School Law* (which assesses the strengths of each state’s charter school law against the 20 essential components

of a strong law contained in the new model public charter school law released by the Alliance in June 2009). One of the first states to adopt legislation that authorized the creation of charter schools in 1992, Colorado has improved upon the strength of this legislation multiple times. A copy of Colorado’s Charter Schools Act is attached to this application as Exhibit VI.F(2)i-1.

(F)(2)(i) Cap on charter schools/enrollment: The Charter Schools Act places no limits on the number of charter schools in the State or the number of students who may attend charter schools (Exhibit VI.F(2)i-1). In fact, the Act expressly prohibits LEAs from placing moratoria on the number of charter schools in their LEAs and provides that authorizers may not place limits on enrollment at a specific school, except that a charter school and its authorizer may agree upon limits that are necessary to achieve the school’s mission and goals or to stay within the school’s physical capacity. As a result, 100 percent of the schools in the state may be charter schools, and 100 percent of students in Colorado may attend charter schools (see Exhibit VI.F(2)i-1 for CRS 22-30.5-109). Enrollment in charter schools has steadily increased each year, with approximately 66,000 students (approximately eight percent of the State’s total public school enrollment) currently enrolled in the more than 150 charter schools across the state. Furthermore, Colorado has actively sought federal funds for charter schools and applies for Federal Charter School Grants to ensure sufficient start-up funds for new charter schools. The State has garnered a total of \$65 million in Federal Charter School Funds since 1998 and has used these funds to award grants to 178 charter schools cumulatively since 2004. The following tables demonstrate the total number of charter schools in Colorado broken out by authorizer type and school reform model:

**(F)(2)(i) Table 1
Number of Currently Operating Colorado Charter Schools by Authorizer Type, 2009**

| Authorizer Type | Number of Charter Schools |
|--------------------------|----------------------------------|
| Charter School Institute | 23 |
| All other LEAs | 130 |
| TOTAL | 153 |

(F)(2)(i) Table 2
Number of Currently Operating Colorado Charter Schools by School Reform Model, 2009

| Recognized School Reform Model | Number of Charter Schools |
|---|----------------------------------|
| Core Knowledge (K-8) | 49 |
| Expeditionary Learning Outward Bound (K-12) | 4 |
| Montessori (PreK-6) | 4 |
| Coalition of Essential Schools (K-12) | 2 |
| Edison Project (K-12) | 2 |
| Montessori (PreK-8) | 2 |
| Direct Instruction (K-6) | 1 |
| Paideia (K-12) | 1 |
| Success for All (PreK-6) | 1 |
| Other | 27 |
| No School Reform Model Noted | 60 |
| TOTAL | 153 |

(F)(2)(ii) Standards for charter school authorizing: Under the Charter Schools Act, a charter school may be authorized by an LEA, by the State Charter School Institute, or by the State as a result of a turnaround process. Each of these is discussed in turn. Until recently, charter authorizing practices were left largely to local development efforts. However, in the last few years, several important efforts have been underway to improve the quality and ease of authorizing and overseeing charter schools. For example, in 2004, a partnership between CDE, the Colorado League of Charter Schools, LEA charter school liaisons, and the Charter School Institute resulted in a recommended common charter school application and rubric (see Exhibit VI.F(2)i-2). Improvements in authorizing practices have led to fewer appeals from the denial of charter applications. Colorado recently was one of six states selected by the National Governors Association to receive a grant to improve state support for quality authorizing practices.

Any person or entity may apply to open a charter school. The application itself must include a mission statement, goals and objectives with respect to student performance; evidence of adequate public support; a research-based educational program; the process by which the school will collect and analyze longitudinal student data; procedures for corrective action in the event student learning goals are not met; a proposed budget and other evidence that the plan for the school is financially sound; a description of proposed governance and operation; the relationship between the charter school and its employees; employment policies; a transportation plan; an enrollment policy; and a dispute resolution process (see Exhibit VI.F(2)i-1 for CRS 22-30.5-106). A charter school application is considered at a public hearing of the local board of education, and the board may approve or deny the application. If the application is denied, the applicant may appeal to the Colorado State Board of Education, which may reverse the local board's decision if it finds the decision was contrary to the best interests of students, the school, the LEA, or the community.

If an application is approved, the applicant and the LEA negotiate final terms of the contract, which is based on the application. Contracts must include the following provisions: identification of LEA policies from which the school is released; the manner in which the LEA intends to support any start-up and long-term facility needs; the process by which the charter school's construction needs may be placed on the LEA's next ballot issue; required financial reporting (including annual governmental audits); any provisions for LEA transportation of charter students; and any state statutes and regulations to be waived. The LEA then submits a waiver request to the State Board of Education for waiver of the pertinent state statutes and regulations (see Exhibit VI.F(2)i-1 for CRS 22-30.5-106).

The LEA is responsible for holding its charter schools accountable for local and state performance expectations consistent with Colorado's Education Accountability Act of 2009 and for reporting information on its charter schools to the State. Charter schools may apply for renewal of their contracts, and the renewal application must contain information about the progress of the school on its goals and objectives with respect to student and operational performance. The LEA may revoke or non-renew a contract with a charter school if the school committed a material violation of its contract; failed to make reasonable progress towards its goals for student performance; failed to meet generally accepted standards of fiscal management; or violated any provision of applicable law

(see Exhibit VI.F(2)i-1 for CRS 22-30.5-110). There are currently 130 charter schools in Colorado operating under a charter with an LEA (see Exhibit VI.F(2)i-4).

Part 5 of the Charter School Act (CRS 22-30.5-501 et seq. in Exhibit VI.F(2)-i-1), passed in 2004, governs charter schools authorized by the State’s Charter School Institute. A charter school applicant may apply for authorization from the Charter School Institute unless the LEA in which the charter school is located has applied for and has received exclusive chartering authority from the State Board of Education, based on a showing that the LEA has a pattern of providing fair and equitable treatment to its charter schools (CRS 22-30.5-504 in Exhibit VI.F(2)-1). The Charter School Institute is governed by a nine-member board selected for their experience and expertise in matters related to charter schools. By statute, the Institute is charged to serve as a model of best practices in charter school authorizing and oversight (CRS 22-30.5-505 in Exhibit VI.F(2)i-1). There are currently 23 charter schools operating under a charter with the Charter School Institute (see Exhibit VI.F(2)i-4).

Part 3 of the Charter School Act (22-30.5-301 et seq. in Exhibit VI.F(2)i-1) governs the formation of independent charter schools that may be created as part of a strategy to turn around a persistently lowest performing school. This statute has been infrequently invoked, but recently was incorporated into the school restructuring choices available under the Education Accountability Act of 2009.

(F)(2)(ii) Table 1 below shows the number of charter school applications made, approved, and denied in Colorado in the last five years, and the number of charter schools that have been closed in the last five years. These numbers show that Colorado authorizers welcome high-quality applications, but will deny applications or close schools that are not performing academically or financially.

**(F)(2)(ii) Table 1
Charter School Applications and Closures in Colorado, 2006-2010**

| | 2010 | 2009 | 2008 | 2007 | 2006 |
|--|-------------|-------------|-------------|-------------|-------------|
| Number of charter school applications made | 36 | 27 | 27 | 16 | 33 |

| | | | | | |
|--|-----|----|----|----|----|
| Number of charter school applications approved | 16 | 12 | 13 | 14 | 15 |
| Number of charter school applications denied | 10 | 4 | 8 | 1 | 11 |
| Number of charter schools closed | N/A | 3 | 1 | 4 | 1 |

(F)(2)(iii) Charter school funding and share of funds: Charter schools in Colorado receive 100 percent of LEA per-pupil operating revenues under the state School Finance Act. The authorizer may choose to retain up to five percent of these funds for the charter school’s share of central administrative overhead costs and must provide an accounting for all such funds withheld. The authorizer must refund any of these funds not actually used for central overhead costs. (For LEAs with fewer than 500 students, the LEA may retain up to 15 percent.) Charter schools opened in SY 2004-2005 or later in LEAs that have retained exclusive chartering authority and have 40 percent or greater at-risk students receive additional funds through the alternate at-risk funding calculation. This formula gives charter schools a proportionate share of the at-risk funds provided to the LEA through the School Finance Act.

Unless the school and the LEA specify otherwise, the LEA provides federally required educational services (see 22-30.5-112 in Exhibit VI.F(2)i-1). The charter school and the LEA may also negotiate for the LEA to provide other services to the school, such as transportation, custodial services, food services, and the like. The amounts to be paid for these services are to be calculated based either on (1) the LEA-wide per-pupil cost, multiplied by the number of students in the charter school; (2) the actual cost; or (3) a single set fee negotiated by the parties for a bundle of services (22-30.5-112.1 in Exhibit VI.F(2)i-1). The LEA may withhold agreed-upon funds for these purposes. At the close of the fiscal year, the LEA provides an itemized accounting of other services provided to the charter school for which the parties had not negotiated a specific amount (CRS 22-30.5-112 in Exhibit VI.F(2)i-1). LEAs must direct a proportionate share of federal and state categorical aid programs to charters (except for federally required education services that the parties agree will be provided by the LEA). See Exhibit VI.F(2)i-1 for CRS 22-30.5-112(3).

The CDE has made clear to participating LEAs that they must equitably share funding obtained from RttT with the charter schools they authorize. This would include allocation of Teach For America corps members, 50 of whom are expected to be placed in high poverty charter schools during the grant period.

(F)(2)(iv) Facilities funding for charter schools: Although facilities' costs continue to represent a significant cost to charter schools, charter schools in Colorado have access to a wide variety of potential funding sources for their facilities, including a dedicated annual appropriation, equal access to certain state funds, a dedicated bond enhancement program and an opportunity to participate in local bond issues to support facilities.

For example, the Charter School Capital Facilities Financing Act (CRS 22-30.5-401 et seq. in Exhibit VI.F(2)i-1), provides that charter school capital needs are considered for inclusion on LEA ballot issues using the same priority assessment used for other LEA schools. The Public School Capital Assistance Fund, established in 2008, uses monies from income derived from State school lands to provide cash grants and enter into lease purchase agreements for capital construction purposes. Charter schools and LEAs may apply for funds, and decisions about prioritizing projects are made by the Public School Capital Construction Assistance Board (CRS 22-43.7-101 et seq. in Exhibit VI.F(2)i-1). In the most recent round of funding, three charter schools received cash grants totaling nearly \$1.8 million, and three received funds for lease purchase agreements totaling \$14.3 million. In addition, \$5 million in FY 2009-2010 will be distributed from the State Education Fund to charter schools for capital construction costs. The funds are distributed based on a per-pupil share for all students enrolled in a qualified charter school that is not operating in a LEA facility and half of the per-pupil share for qualified charter schools operating in a LEA facility with capital needs.

To enhance the ability of charter schools to receive favorable terms on bonds issued by a governmental agency other than an LEA, the charter school may request that the State Treasurer make direct payments of principal and interest on the bonds on behalf of the charter school, up to the amount the charter school is entitled to receive from the State Public School Fund (CRS 22-30.5-406 in Exhibit VI.F(2)i-1). To provide additional security for charter school capital financing from the State's educational and cultural

facilities authority, the State also created a state charter school debt reserve fund consisting of appropriations, transfers from the State Education Fund, and interest earned by the fund (CRS 22-30.5-407 in Exhibit VI.F(2)i-1).

Under Colorado's School Finance Act, all schools, including charter schools, must set aside a portion of their per-pupil funding into a fund that may be used solely for capital reserve or risk management purposes (see Exhibit VI.F(1)i-2 for CRS 22-54-105(2)). The part of the Charter Schools Act creating Institute charter schools also specifies that such charter schools receive a proportionate share of State Education Fund moneys distributed each year, and that this money is to be used for capital purposes (CRS 22-30.5-515 in Exhibit VI.F(2)i-1). Charter schools authorized by the State's Charter School Institute also have access to the Institute Charter School Capital Assistance Fund.

Finally, charter schools may negotiate with their LEAs concerning the use of LEA facilities, and if the LEA chooses to make space available to the charter school it must provide these services at cost. LEAs cannot charge charter schools rent for LEA space that is available, although the parties may agree on the cost of operations and maintenance. The charter school may also agree to purchase LEA facilities (CRS 22-30.5-104(7) in Exhibit VI.F(2)i-1).

(F)(2)(v) Other types of innovative schools: Innovation and autonomy in Colorado's public schools is not limited to its charter schools. (See Exhibit VI.F(2)v-1 for an overview of options for autonomous schools in Colorado published by members of Colorado's education reform and business communities.) Most prominently, the Innovation Schools Act of 2008 (see Exhibit VI.F(2)v-2 for CRS 22-32.5-101 et seq.) provides a means for LEAs to authorize one or more schools to implement a package of waivers from LEA policy, State laws and regulations, and collective bargaining agreement provisions, if applicable. The Act is intended to grant schools increased flexibility to meet the changing needs of students, to encourage LEAs to manage diverse portfolios of schools that can meet different needs, and to encourage innovation in areas such as curriculum, educational programs, provision of services, teacher recruitment, hiring, compensation, governance, and school management practices. In addition to authorizing individual Innovation Schools, the Act also provides for the authorization of Innovation Zones, consisting of a set of schools with common interests.

Any public school may apply to its LEA for Innovation School status, and groups of schools may apply for Innovation Zone status. LEAs are encouraged to collaborate with their schools to streamline the process. The innovation plan must include the school's mission; reason for seeking Innovation School status; proposed innovations; and State, LEA, and collective bargaining agreement waivers required to implement the innovations. A majority of the teachers, administrators, and members of the school accountability committee at the school must indicate support for the application. It is within the discretion of the LEA to approve the application. The LEA's approval of the application results in waiver of the requested LEA policies. The LEA then applies to the Colorado State Board of Education for the waivers of State law and regulations on behalf of the school. The State Board of Education is required to grant these waivers unless it determines that the waivers are likely to result in a decrease in student achievement or are not fiscally feasible. Upon the granting of waivers by the State Board of Education, the question of collective bargaining agreement waivers is presented to bargaining unit members at the school, who must approve such waivers by a 60 percent vote. Waivers continue for as long as the school remains an Innovation School. Denver Public Schools has granted the Innovation School applications of three schools to date, and the State Board of Education granted waivers from state law and regulations for all three of these schools in 2009.

Even before the passage of the Innovation Schools Act, Colorado provided avenues for LEAs to waive state statutes and regulations. For example, CRS 22-2-117, adopted by the Colorado State Board of Education (SBE) in 1990, allows LEAs to apply to the SBE for waivers of a variety of statutes and regulations (except for those expressly prohibited from waiver, such as accountability and child safety requirements). The State Board is to grant the waiver if it determines that the waiver would enhance educational quality and opportunity, and that the cost of compliance with the requirement to be waived is significantly limiting educational opportunity. LEAs with fewer than 3,000 students can apply directly for waivers, while larger LEAs must obtain the consent of a majority of the relevant accountability committee and affected principals and licensed teachers. LEAs that have been granted exclusive chartering authority need not obtain this consent, except for matters directly relating to licensed personnel requirements.

In addition, LEAs are free to experiment with their own versions of school autonomy. For example, the Aurora Public Schools, a highly diverse LEA in the Denver-metro area, is experimenting with pilot schools modeled after Pilot Schools in the Boston Public Schools, in collaboration with its teachers' union. These multiple avenues enabling greater flexibility and freedom at the school or local level ensure Colorado's educators have a variety of approaches to operate innovative, autonomous schools.

(F)(3) Demonstrating other significant reform conditions (5 points)

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(3):

- A description of the State's other applicable key education laws, statutes, regulations, or relevant legal documents.

(F)(3) Demonstrating other significant reform conditions: Colorado's key education reforms over the past decade are closely aligned with the RttT Selection Criteria and encompass a P-20 alignment strategy. CAP4K, the Education Accountability Act of 2009, the Educator Identifier Act, the Innovation Schools Act, the establishment of the School Leadership Academy, the Colorado Growth Model, and other critical advancements have been central to the Colorado's plan for RttT and have been described in other sections of this proposal. A comprehensive summary of the State's education reform environment can be found in Exhibit VI.A(3)i-1.

All of these reforms are the result of bipartisan support and a cumulative effort across three gubernatorial administrations. Standards reform and public school choice began with Democratic Governor Roy Romer in the 1990s, were strengthened by Republican Governor Bill Owens, and culminated in CAP4K and the Education Accountability Act supported by Democratic Governor Bill Ritter. Colorado's progress in education reform has moved swiftly and steadily ahead, supported by people across the political spectrum.

State Commissioner of Education Dwight D. Jones has radically transformed the CDE, setting a vision for choice and innovation in Colorado (Exhibit VI.F(3)-1) and partnering with WestEd to conduct a review of the department and its structural and fiscal alignment with new strategic priorities. WestEd's report, issued in 2008, recommends six strategies and 27 action items for the CDE- a plan is currently being implemented using 90-day objectives with WestEd monitoring progress. A new nonprofit organization, the Colorado Legacy Foundation, was formed to leverage private partnerships and resources in supporting the strategic, educational priorities of the State. Existing statutes, coupled with strategic leadership, bipartisan support, and collaborative relationships set Colorado firmly on track to systematically improve student outcomes and close the achievement gap.

V. COMPETITION PRIORITIES

Priority 1: Absolute Priority -- Comprehensive Approach to Education Reform

To meet this priority, the State's application must comprehensively and coherently address all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State must demonstrate in its application sufficient LEA participation and commitment to successfully implement and achieve the goals in its plans; and it must describe how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority.

Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM). (15 points, all or nothing)

To meet this priority, the State's application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority in the text box below. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.

Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM): Colorado's RttT proposal integrates STEM initiatives throughout the Selection Criteria. These initiatives will help Colorado further its agenda to

increase capacity, replicate best practices, and engage all students in STEM and initiatives. The primary objectives of the STEM initiatives in Colorado’s Race to the Top plan include:

- Aligning STEM instructional content with Colorado’s standards and creating STEM content learning communities
- Increasing the social network capacity of the existing Colorado STEM Network (described in Exhibit VII.2-1) and its regional STEM Centers, previously created through an NGA grant
- Developing a “STEM in Action” (described in Exhibit VII.2-2) multimedia outlet that links informal science education organizations, universities, and business and industry scientists and research to K-12 schools through SchoolView
- Connecting STEM teachers to resources outside their school and LEA boundaries
- Providing STEM-related online course content that enables rural LEAs to broaden their available STEM curriculum
- Increasing the capacity of educators to work with technology through the expanded SchoolView
- Partnering with a nonprofit organization to build a “grow-your-own” STEM educator program for rural areas
- Providing rigorous training for high school AP teachers through a partnership with the National Math and Science Initiative
- Creating the Colorado Math, Science, and Innovation Academy to become a hub for STEM best practices in K-12

Colorado already has a rich STEM community that includes industry, business, federal and university laboratories, and education partners. The State is home to many well-established employers, including Lockheed Martin, United Launch Alliance, Sun Microsystems, and entrepreneurial start-ups in areas such as bioscience, nanotechnology, and renewable energy.

In the past five years, Colorado organizations focused on STEM have received significant funding to promote STEM education from the Department of Labor, the National Science Foundation, the Colorado Department of Education, the National Governors Association for Best Practices, the National Institutes of Health, and related businesses and industries in aerospace, bioscience, energy, and information technology. These investments have promoted partnerships

and alliances among higher education, LEAs, informal education organizations, government agencies, and business and industry to focus on the broad, complex issues of STEM education.

Through this work, there is evidence that all students across the P-20 continuum need access to certain skills and experiences in order to be competitive in a STEM workforce, including technology skills, career exploration and experience, high-quality teachers, social environments that support STEM education, scholarships and funding, and extracurricular experiences through informal organizations. The reform plans outlined in this application articulate the strategies Colorado will use to meet those needs.

Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes
(not scored)

The Secretary is particularly interested in applications that include practices, strategies, or programs to improve educational outcomes for high-need students who are young children (prekindergarten through third grade) by enhancing the quality of preschool programs. Of particular interest are proposals that support practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Colorado has a strong early childhood system that provides a foundation for successful educational reform. This system, which includes 30 local early childhood councils serving 160 of the 178 school districts and covering 58 of the 64 counties, focuses on cross-sector (education, health, mental health, and family support) collaboration to improve outcomes for young children. The *Early Childhood Colorado Framework* (Exhibit VII.3-1) provides a common vision and language for public and private cross-sector state and local partners and outlines the efforts needed to make positive change for children and families. Colorado’s commitment to improving school readiness is also demonstrated through the State’s annual investment of \$74 million in the Colorado Preschool Program (CPP). CPP serves 20,160 children in 171 school districts using a diverse delivery system of preschools (66 percent), Head Start centers (15 percent) and

community based programs (19 percent). Additionally, Colorado has a legislated Early Childhood and School Readiness Commission working to create policy that improves school readiness. Race to the Top will accelerate Colorado's efforts to improve school readiness and improve transitions through focused strategies in each of the Selection Criteria.

Early Learning Standards and Assessments: Colorado's landmark CAP4K legislation aligns the educational system from preschool through college and focuses on the readiness of all students at key transition points. As part of CAP4K, the Colorado State Board of Education adopted a definition of school readiness and by 2013 all LEAs will be required to administer a school readiness assessment that aligns with the early learning standards and definition of school readiness. Race to the Top funds will support a School Readiness Content Collaborative that will be responsible for identifying and developing aligned instructional materials and model curricula. To ensure the quality of these materials, the CDE will work with the Content Collaborative and other experts to create a Content Peer Review Process for validating instructional materials and assessments proposed for inclusion in SchoolView.

Data Systems to Support Instruction: Race to the Top funds will enhance the capability of SchoolView, allowing administrators to access data at the classroom and individual student level from Results Matter, Colorado's standards-aligned early childhood assessment and accountability system. This data will inform professional development planning and assist administrators in analyzing trends and indicators related to student achievement (Exhibit VII.3-3). Parents will also be able to access information about their children. Kindergarten teachers and principals will access Results Matter assessment data through SchoolView to improve transition planning and inform the development of Individual Readiness Plans. All CPP, Head Start, and special education students are assessed through this system, representing 44,000 students statewide.

Great Teachers and Leaders : The P-3 Subcommittee of the Governor's P-20 Council created a Professional Development Task Force to develop a three-year strategic plan by June 2010 focused on advancing the effectiveness of early childhood teachers through improved professional development opportunities, coaching support, and increased compensation (Exhibit VII.3-4). The plan will include defining an effective early childhood educator, identifying valid and reliable measures to evaluate effectiveness, and expanding the educator identifier to include all teachers working in licensed early education centers that serve publicly funded children. By

2011, the P-3 Subcommittee will make recommendations to the Colorado State Board of Education and the Colorado Commission on Higher Education for rule-making changes to ensure preparation programs demonstrate the ability to prepare effective early childhood educators. By 2012, the accreditation of two- and four-year higher education institution's early education preparation programs will be aligned with the State's definition of early childhood educator effectiveness.

Turnaround Schools: Race to the Top Funds will be used to create a nonprofit Colorado Turnaround Center (CTC). The CTC will provide technical assistance to Colorado's persistently lowest-achieving schools and LEAs in purchasing and delivering research-based parent education, home visitation, and family engagement programs. The persistently lowest-achieving schools and LEAs which elect turnaround are eligible to receive incentive funding and technical assistance to implement quality full-day, full-year preschool in partnership with community-based programs and to expand the availability of quality full-day Kindergarten as appropriate.

Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems (not scored)

The Secretary is particularly interested in applications in which the State plans to expand statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (i.e., information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices.

The Secretary is also particularly interested in applications in which States propose working together to adapt one State's statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the

Appendix, note in the narrative the location where the attachments can be found.

Priority 4: Invitational Priority – Expansion and Adaptation of Statewide

Longitudinal Data Systems: As part of the RttT reform plan, Colorado will expand its statewide longitudinal data system to integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (*i.e.*, information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas. This integration will connect and coordinate all parts of the system to allow important information related to policy, practice, and overall effectiveness to be incorporated into continuous improvement practices.

Colorado is also leading an effort to work together with other states to adapt the Colorado Growth Model and its information visualizations so that it may be used, in whole or in part, by one or more states, rather than having each state build such systems independently. Colorado supports CCSSO’s LEARN initiative, which will promote unprecedented cross-state knowledge about educational performance and access to educational content. As an initial step in this collaborative effort, the CDE has led a multi-state adoption of a common student longitudinal growth measure and data visualization platform as used by the Colorado Growth Model. Massachusetts, Indiana, and Arizona now use the growth percentile methodology developed for the Colorado Growth Model. In addition, Indiana and Arizona recently signed an agreement to adopt the data visualization tools employed by the Colorado Growth Model and will begin co-development of the Indiana Growth Model and Arizona Growth Model displays. Several other states are expected to join the co-development effort soon.

This collaboration makes it possible to evaluate the relative productivity of educational systems (*i.e.*, groupings of schools undergoing turnaround) in Colorado, Massachusetts, Indiana, and Arizona as measured by student growth rates toward state standards. With the advent of common core standards and common assessments, such collaboration holds tremendous promise for building a breakthrough national awareness and improved discourse about education reform. Refer to Exhibit VI.4-1 for the agreement that defines the outcomes of this collaboration. No RttT grant funds are requested to directly implement this work.

Priority 5: Invitational Priority -- P-20 Coordination, Vertical and Horizontal Alignment
(not scored)

The Secretary is particularly interested in applications in which the State plans to address how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (*e.g.*, child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (*e.g.*, between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that high-need students (as defined in this notice) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Priority 5: Invitational Priority -- P-20 Coordination, Vertical and Horizontal

Alignment: Colorado is currently implementing a seamless alignment of education from preschool through postsecondary education, with a focus on ensuring smooth and successful transitions for all students. This alignment is required by CAP4K (Colorado Achievement Plan for Kids) legislation, passed in 2008. CAP4K requires implementation of a standards-based framework with three key foundations:

- Statewide School Readiness Standard that expresses a student’s readiness for entry into Kindergarten
- “Fewer, clearer, and higher” standards in 13 model content areas for K-12 education
- A statewide postsecondary and workforce readiness (PWR) standard that all high school graduates must meet or exceed.

CAP4K was the culmination of broad collaboration, marked by implementation of Results Matter, a national model of a standards-aligned early childhood assessment system and the creation of the Governor’s P-20 Education Coordinating Council (Exhibit VII.5-1). This P-20

Council made several recommendations (Exhibit VII.5-2) which have resulted in key actions that underlie Colorado's current reform plan. These actions include:

- A Postsecondary Workforce Readiness definition (Exhibit VI.A(3)i-2) adopted by the Colorado Department of Education and the Colorado Department of Higher Education in an unprecedented joint action
- State concurrent enrollment policies
- A statewide educator identifier system to link individual teachers and principals to students and the programs that prepare them
- Guaranteed transfer policies in higher education, Colorado Counselor Corps, and College in Colorado
- An online planning and resource site for students and their families

Through investing in the plans laid out in this application, Colorado will enhance P-20 alignment statewide. For example, Colorado intends to use RttT funds to accelerate and strengthen the implementation of CAP4K so that all students in Colorado are ready by entry into K-12 and ready by exit for postsecondary education and the workforce. In addition, the implementation of SchoolView is essential to facilitating seamless P-20 alignment and horizontal integration of data relevant to students, educators, school leaders and their communities. As described in Selection Criterion (C), SchoolView will allow for the integration of data from the Colorado Department of Education, the Colorado Department of Higher Education, the Colorado Department of Human Services, the Department of Labor and Employment, and the Department of Corrections. The end result will be an integrated policy framework and data system that equips all education stakeholders with the tools to increase student performance and close achievement gaps.

Priority 6: Invitational Priority -- School-Level Conditions for Reform, Innovation, and Learning *(not scored)*

The Secretary is particularly interested in applications in which the State’s participating LEAs (as defined in this notice) seek to create the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as—

- (i) Selecting staff;
- (ii) Implementing new structures and formats for the school day or year that result in increased learning time (as defined in this notice);
- (iii) Controlling the school’s budget;
- (iv) Awarding credit to students based on student performance instead of instructional time;
- (v) Providing comprehensive services to high-need students (as defined in this notice) (*e.g.*, by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);
- (vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and
- (vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Priority 6: Invitational Priority -- School-Level Conditions for Reform, Innovation, and Learning: As described in Selection Criterion (F), Colorado’s Innovation Schools Act provides the ability for schools to gain full control over virtually all aspects of operations, including staffing, scheduling, and budget. The Act provides mechanisms for waiving state statutes and regulations, LEA-level policies, and collective bargaining agreement provisions in the service of improving student achievement. The Colorado State Board of Education also has separate statutory authority to grant waivers from most of the State’s education laws and regulations, and the Charter Schools Act supports the development of new charter schools that are free from most state and LEA requirements.

Stakeholder discussions over the past few years have demonstrated great support for student progress based on demonstrated mastery rather than seat time, and CAP4K encourages schools and LEAs to take this approach. A few LEAs are beginning to experiment with this approach, most notably Adams 50, one of the RttT participating LEAs. Other LEAs, such as participating LEA Mapleton Public Schools, are adopting mastery requirements, rather than coursework, for graduation. The State’s turnaround strategy, described in Selection Criterion (E),

specifically encourages critical community services and engaging students, parents, and communities in supporting dramatic change at their schools. The combination of these laws, practices, and strategies demonstrates Colorado's commitment to providing opportunities for schools to have flexibility and autonomy.