

APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant:  <p style="text-align: center;">Colorado Department of Education</p>	Applicant's Mailing Address:  <p style="text-align: center;">201 East Colfax Avenue Denver, CO 80203</p>
State Contact for the School Improvement Grant  Name: <span style="float: right;">Patrick Chapman</span> . Position and Office: <span style="float: right;">Executive Director, Office of Federal Program Administration</span>  Contact's Mailing Address: <span style="float: right;">1560 Broadway, Suite 1450 Denver, CO 80202</span>  Telephone: <span style="float: right;">(303) 866-6780</span> Fax: <span style="float: right;">(303) 866-6637</span> Email address: <span style="float: right;">chapman_p@cde.state.co.us</span>	
Chief State School Officer (Printed Name): <span style="float: right;">Dwight Jones</span>	Telephone: <span style="float: right;">(303) 866-6646</span>
Signature of the Chief State School Officer:   X _____	Date:
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

## **PART I: SEA REQUIREMENTS**

**A. ELIGIBLE SCHOOLS:** An SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State. (A State's Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State's persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010.

Along with its list of Tier I, Tier II, and Tier III schools, the SEA must provide the definition that it used to develop this list of schools. If the SEA's definition of persistently lowest-achieving schools that it makes publicly available on its Web site is identical to the definition that it used to develop its list of Tier I, Tier II, and Tier III schools, it may provide a link to the page on its Web site where that definition is posted rather than providing the complete definition.

### Colorado Tier I, Tier II, and Tier III Schools by District

NCES District ID	District Name	NCES School ID	School Name	EMH level	Tier I	Tier II	Tier III	Small N	Exempt AEC	Low Grad Rate	Reading 07-09 %PrA	Math 07-09 %PrA	Performance Score
0806900	ADAMS 12 FIVE STAR SCHOOLS	080690001944	COLORADO VIRTUAL ACADEMY (COVA)	H		X				X	71.8	22.1	-0.09
0806900	ADAMS 12 FIVE STAR SCHOOLS	080690001621	CROSSROAD ALTERNATIVE SCHOOL	M		X					14.8	5.4	-2.21
0806900	ADAMS 12 FIVE STAR SCHOOLS	080690001621	CROSSROAD ALTERNATIVE SCHOOL	H			X	X			28.6	0.0	0.69
0806900	ADAMS 12 FIVE STAR SCHOOLS	080690001181	MALLEY DRIVE ELEMENTARY SCHOOL	E			X				51.6	59.7	-0.12
0806900	ADAMS 12 FIVE STAR SCHOOLS	080690001182	MC ELWAIN ELEMENTARY SCHOOL	E			X				31.8	34.7	-0.98
0806900	ADAMS 12 FIVE STAR SCHOOLS	080690001189	NIVER CREEK MIDDLE SCHOOL	M			X				36.7	26.2	-0.55
0806900	ADAMS 12 FIVE STAR SCHOOLS	080690001185	NORTH STAR ELEMENTARY SCHOOL	E			X				32.3	41.1	-0.50
0806900	ADAMS 12 FIVE STAR SCHOOLS	080690001460	ROCKY MOUNTAIN ELEMENTARY SCHOOL	E			X				51.5	56.3	-0.61
0806900	ADAMS 12 FIVE STAR SCHOOLS	080690001191	THORNTON ELEMENTARY SCHOOL	E			X				33.6	43.7	-0.87
0806900	ADAMS 12 FIVE STAR SCHOOLS	080690001183	THORNTON MIDDLE SCHOOL	M			X				34.2	26.4	-0.67
0806900	ADAMS 12 FIVE STAR SCHOOLS	080690001172	VANTAGE POINT ADAMS CITY MIDDLE SCHOOL	H		X				X	37.6	3.0	-0.90
0801950	ADAMS COUNTY 14	080195000009	CENTRAL ELEMENTARY SCHOOL	M			X				42.5	25.4	-0.69
0801950	ADAMS COUNTY 14	080195000012	HANSON ELEMENTARY SCHOOL	E			X				44.7	41.1	-0.09
0801950	ADAMS COUNTY 14	080195000018	SCHOOL	E	X						29.3	35.8	-1.45

0801950	ADAMS COUNTY 14	080195000015	KEARNEY MIDDLE SCHOOL	M		X		47.5	37.0	0.35
0801950	ADAMS COUNTY 14	080195001307	LESTER R ARNOLD HIGH SCHOOL	H		X	X	40.5	3.5	-0.86
0801950	ADAMS COUNTY 14	080195000019	ROSE HILL ELEMENTARY SCHOOL	E		X		46.2	49.4	-0.79
0802340	ADAMS-ARAPAHOE 28J	080234000052	ALTURA ELEMENTARY SCHOOL	E		X		32.2	36.2	-0.90
0802340	ADAMS-ARAPAHOE 28J	080234000056	AURORA CENTRAL HIGH SCHOOL	H		X	X	37.9	9.9	-0.10
0802340	ADAMS-ARAPAHOE 28J	080234000082	AURORA WEST COLLEGE PREPARATORY ACADEMY	M		X		36.5	28.5	0.13
0802340	ADAMS-ARAPAHOE 28J	080234000061	ELKHART ELEMENTARY SCHOOL	E		X		32.2	34.5	-0.77
0802340	ADAMS-ARAPAHOE 28J	080234000062	FULTON ELEMENTARY SCHOOL	E		X		38.2	43.5	-1.01
0802340	ADAMS-ARAPAHOE 28J	080234000067	KENTON ELEMENTARY SCHOOL	E		X		40.2	48.1	0.13
0802340	ADAMS-ARAPAHOE 28J	080234000068	LANSING ELEMENTARY SCHOOL	E		X		39.4	38.7	-0.44
0802340	ADAMS-ARAPAHOE 28J	080234000069	LAREDO ELEMENTARY SCHOOL	E		X		44.0	44.3	-0.63
0802340	ADAMS-ARAPAHOE 28J	080234000070	LYN KNOLL ELEMENTARY SCHOOL	E		X		28.5	30.2	-0.39
0802340	ADAMS-ARAPAHOE 28J	080690006321	NEW AMERICA SCHOOL	H		X	X	10.5	0.7	-1.09
0802340	ADAMS-ARAPAHOE 28J	080234000074	NORTH MIDDLE SCHOOL	M		X		36.4	30.5	-0.08
0802340	ADAMS-ARAPAHOE 28J	080234000075	PARIS ELEMENTARY SCHOOL	E		X		25.2	30.2	-0.94
0802340	ADAMS-ARAPAHOE 28J	080234001927	PEORIA ELEMENTARY SCHOOL	E		X		34.2	37.1	-0.75
0802340	ADAMS-ARAPAHOE 28J	080234000077	SABLE ELEMENTARY SCHOOL	E		X		37.7	42.6	-0.45

0802340	ADAMS-ARAPAHOE 28J	080234000078	SIXTH AVENUE ELEMENTARY SCHOOL	E		X			33.4	30.7	-0.94
0802340	ADAMS-ARAPAHOE 28J	080234006322	VANGUARD CLASSICAL SCHOOL	M		X			48.9	28.7	-1.10
0802340	ADAMS-ARAPAHOE 28J	080234000080	VAUGHN ELEMENTARY SCHOOL	E		X			36.4	42.9	-0.64
0802340	ADAMS-ARAPAHOE 28J	080234000083	WHEELING ELEMENTARY SCHOOL	E		X			36.9	36.3	-0.58
0802340	ADAMS-ARAPAHOE 28J	080234000084	WILLIAM SMITH HIGH SCHOOL	H		X		X	52.7	19.0	0.35
0801980	AGATE 300	080198000020	AGATE ELEMENTARY SCHOOL	E		X	X		95.0	85.0	0.58
0802010	AGUILAR REORGANIZED 6	080201000023	AGUILAR JUNIOR- SENIOR HIGH SCHOOL	M		X			27.9	12.5	-0.89
0802070	ALAMOSA RE-11J	080207001463	ALAMOSA OPEN SCHOOL	H		X	X		29.0	0.0	-1.13
0802070	ALAMOSA RE-11J	080207000031	EVANS ELEMENTARY SCHOOL	E		X			56.4	54.4	-0.84
0802190	ARCHULETA COUNTY 50 JT	080219001828	ARCHULETA COUNTY HIGH SCHOOL	H		X		X	30.8	0.0	-1.14
0802310	AULT-HIGHLAND RE-9	080231000049	HIGHLAND ELEMENTARY SCHOOL	E		X			61.1	64.5	0.04
0802490	BOULDER VALLEY RE 2	080249001219	ARAPAHOE RIDGE HIGH SCHOOL	H		X		X	23.2	4.1	-0.91
0802490	BOULDER VALLEY RE 2	080249001631	BOULDER PREP CHARTER HIGH SCHOOL	H		X		X	24.4	4.2	-2.03
0802490	BOULDER VALLEY RE 2	080249000109	COLUMBINE ELEMENTARY SCHOOL	E		X			43.5	37.5	-0.77
0802490	BOULDER VALLEY RE 2	080249000117	GOLD HILL ELEMENTARY SCHOOL	E		X	X		73.1	65.4	0.70
0802490	BOULDER VALLEY RE 2	080249001467	HALCYON SCHOOL (SPECIAL EDUCATION)	H		X	X	X	28.6	0.0	-1.28
0802490	BOULDER VALLEY RE 2	080249001467	HALCYON SCHOOL (SPECIAL EDUCATION)	M		X	X	X	30.0	4.6	-1.96

0802490	BOULDER VALLEY RE 2	080249000119	JAMESTOWN ELEMENTARY SCHOOL	E		X	X	100.0	100.0	0.70
0802490	BOULDER VALLEY RE 2	080249002013	JUSTICE HIGH CHARTER SCHOOL	H		X		12.1	1.2	-2.03
0802490	BOULDER VALLEY RE 2	080249002013	JUSTICE HIGH CHARTER SCHOOL	M		X	X	7.1	7.1	-2.09
0802490	BOULDER VALLEY RE 2	080249006200	PIONEER BILINGUAL ELEMENTARY SCHOOL	E		X		66.9	61.4	0.46
0802490	BOULDER VALLEY RE 2	080249000135	UNIVERSITY HILL ELEMENTARY SCHOOL	E		X		58.5	64.4	-0.33
0802520	BRANSON REORGANIZED 82	080252000141	BRANSON UNDIVIDED HIGH SCHOOL	M		X	X	75.0	34.8	0.53
0802580	BRIGHTON 27J	080258000729	BRIGHTON HERITAGE ACADEMY	M		X		12.8	5.6	-2.01
0802580	BRIGHTON 27J	080258000729	BRIGHTON HERITAGE ACADEMY	H		X	X	26.8	3.6	-1.01
0802580	BRIGHTON 27J	080258000148	NORTH ELEMENTARY SCHOOL	E		X		41.9	36.3	-0.84
0802640	BUENA VISTA R-31	080264006155	CHAFFEE COUNTY HIGH SCHOOL	H		X	X	63.0	6.5	-0.28
0802730	CALHAN RJ-1	080273001720	FRONTIER CHARTER ACADEMY	M		X	X	100.0	88.9	1.12
0802760	CAMPO RE-6	080276000170	CAMPO UNDIVIDED HIGH SCHOOL	M		X	X	50.0	35.0	0.06
0802790	CANON CITY RE-1	080279001433	SKYLINE ELEMENTARY SCHOOL	E		X		59.1	56.4	-0.42
0806360	CENTENNIAL R-1	080636001416	CENTENNIAL HIGH SCHOOL	H		X		49.5	7.6	0.04
0802850	CENTER 26 JT	080285000177	HASKIN ELEMENTARY SCHOOL	E	X			37.7	32.9	-1.29
0802850	CENTER 26 JT	080285002008	THE ACADEMIC RECOVERY CENTER OF SAN LUIS VALLEY	H		X	X	35.7	0.0	-0.45
0802520	CHARTER SCHOOL INSTITUTE	080252002023	COLORADO DISTANCE & ELECTRONIC LEARNING ACADEMY	M		X		57.7	26.9	-1.55

0802910	CHERRY CREEK 5	080291000194	HOLLY HILLS ELEMENTARY SCHOOL	E		X			56.7	54.7	-0.46
0802910	CHERRY CREEK 5	080291001329	MEADOW POINT ELEMENTARY SCHOOL	E		X			64.2	61.7	-0.30
0802910	CHERRY CREEK 5	080291000200	PONDEROSA ELEMENTARY SCHOOL	E		X			55.0	56.1	-0.18
0802910	CHERRY CREEK 5	080291000204	VILLAGE EAST COMMUNITY ELEMENTARY SCHOOL	E		X			54.5	57.5	-0.13
0800280	Colorado School for the Deaf and Blind	080028001991	COLORADO SCHOOL FOR THE DEAF AND BLIND	M	X				11.6	15.8	-1.60
0800280	Colorado School for the Deaf and Blind	080028001991	COLORADO SCHOOL FOR THE DEAF AND BLIND	E		X	X		10.5	17.1	-1.32
0803060	COLORADO SPRINGS 11	080306001888	BIJOU ALTERNATIVE PROGRAM	H		X		X	53.7	7.4	-0.03
0803060	COLORADO SPRINGS 11	080306001299	COMMUNITY PREP CHARTER SCHOOL	H		X		X	40.5	2.4	-0.38
0803060	COLORADO SPRINGS 11	080306000255	MONROE ELEMENTARY SCHOOL	E		X			45.6	44.2	-0.94
0803060	COLORADO SPRINGS 11	080306006316	SPACE TECHNOLOGY AND ARTS ACADEMY (STAR ACADEMY)	M		X	X		38.9	16.7	-0.72
0803210	CROWLEY COUNTY RE- 1-J	080321006383	CROWLEY COUNTY ONLINE ACADEMY	H		X	X		60.0	0.0	0.00
0803330	DELTA COUNTY 50(J)	080333001953	DELTA COUNTY OPPORTUNITY SCHOOL	H		X		X	27.5	1.9	-1.87
0803330	DELTA COUNTY 50(J)	080333001953	DELTA COUNTY OPPORTUNITY SCHOOL	M		X	X		42.9	0.0	-1.65
0803330	DELTA COUNTY 50(J)	080333002034	LAMBORN VISION SCHOOL	H		X	X		45.5	27.3	-0.23
0803330	DELTA COUNTY 50(J)	080333002034	LAMBORN VISION SCHOOL	E		X	X		76.5	64.7	-1.23
0803330	DELTA COUNTY 50(J)	080333002034	LAMBORN VISION SCHOOL	M		X	X		41.7	54.2	-0.84

			SCHOOL								
			LINCOLN ELEMENTARY								
0803330	DELTA COUNTY 50(J)	080333000301	SCHOOL	E		X			65.6	70.8	0.36
			NORTH FORK VISION								
0803330	DELTA COUNTY 50(J)	080333001806	SCHOOL	E		X	X		63.3	21.9	-1.89
			ABRAHAM LINCOLN								
0803360	DENVER COUNTY 1	080336000305	HIGH SCHOOL	H		X			28.6	6.0	-0.32
			ACADEMY OF URBAN								
0803360	DENVER COUNTY 1	080336001894	LEARNING	H		X		X	24.4	0.0	-1.19
			ACE COMMUNITY								
			CHALLENGE CHARTER								
0803360	DENVER COUNTY 1	080336001764	SCHOOL	H		X		X	12.8	1.6	-0.80
			ACE COMMUNITY								
			CHALLENGE CHARTER								
0803360	DENVER COUNTY 1	080336001764	SCHOOL	M		X		X	8.6	0.0	-2.19
			AMESSE ELEMENTARY								
0803360	DENVER COUNTY 1	080336000306	SCHOOL	E		X			30.8	36.0	-0.24
			ARCHULETA								
0803360	DENVER COUNTY 1	080336001864	ELEMENTARY SCHOOL	E		X			46.4	50.3	0.16
			BARNUM ELEMENTARY								
0803360	DENVER COUNTY 1	080336000311	SCHOOL	E		X			30.1	33.7	-0.31
			BROWN ELEMENTARY								
0803360	DENVER COUNTY 1	080336000319	SCHOOL	E		X			51.7	45.0	-0.23
			BRUCE RANDOLPH								
0803360	DENVER COUNTY 1	080336001869	SCHOOL	M		X			22.0	19.3	-0.79
			CASTRO ELEMENTARY								
0803360	DENVER COUNTY 1	080336000424	SCHOOL	E		X			39.0	42.8	-0.36
			CENTENNIAL K-8								
0803360	DENVER COUNTY 1	080336000324	SCHOOL	E		X			49.1	44.7	-0.73
			CHARLES M. SCHENCK								
			(CMS) COMMUNITY								
0803360	DENVER COUNTY 1	080336000400	SCHOOL	E		X			34.5	31.6	-1.13
			CHELTENHAM								
0803360	DENVER COUNTY 1	080336000325	ELEMENTARY SCHOOL	E		X			28.2	34.3	-1.06
			COLFAX ELEMENTARY								
0803360	DENVER COUNTY 1	080336000327	SCHOOL	E		X			37.9	42.7	-0.84

0803360	DENVER COUNTY 1	080336001862	COLORADO HIGH SCHOOL	H	X	X			24.1	0.0	-2.41
0803360	DENVER COUNTY 1	080336000329	COLUMBIAN ELEMENTARY SCHOOL	E	X				37.5	44.5	-0.45
0803360	DENVER COUNTY 1	080336000330	COLUMBINE ELEMENTARY SCHOOL	E	X				43.3	42.7	-0.09
0803360	DENVER COUNTY 1	080336000380	CONTEMPORARY LEARNING ACADEMY HIGH SCHOOL	H	X		X	X	18.1	2.2	-1.01
0803360	DENVER COUNTY 1	080336000332	COWELL ELEMENTARY SCHOOL	E	X				32.4	33.2	-0.38
0803360	DENVER COUNTY 1	080336000336	DOULL ELEMENTARY SCHOOL	E	X				36.4	40.3	-0.24
0803360	DENVER COUNTY 1	080336000337	EAGLETON ELEMENTARY SCHOOL	E	X				30.1	31.5	-0.54
0803360	DENVER COUNTY 1	080336000341	ELLIS ELEMENTARY SCHOOL	E	X				40.5	43.3	-0.44
0803360	DENVER COUNTY 1	080336001521	EMERSON STREET SCHOOL	H	X		X	X	21.7	1.1	-1.60
0803360	DENVER COUNTY 1	080336001521	EMERSON STREET SCHOOL	M	X		X		8.9	1.5	-2.31
0803360	DENVER COUNTY 1	080336000345	EMILY GRIFFITH OPPORTUNITY SCHOOL	H	X	X			45.9	5.5	-0.54
0803360	DENVER COUNTY 1	080336001834	ESCUELA TLATELOLCO SCHOOL	H	X				33.3	1.9	-0.39
0803360	DENVER COUNTY 1	080336000346	FAIRMONT K-8 SCHOOL	E	X				30.6	33.0	-1.25
0803360	DENVER COUNTY 1	080336000346	FAIRMONT K-8 SCHOOL	M	X				33.1	21.4	-0.42
0803360	DENVER COUNTY 1	080336000347	FAIRVIEW ELEMENTARY SCHOOL	E	X				31.2	30.2	-0.52
0803360	DENVER COUNTY 1	080336001575	FLORENCE CRITTENTON HIGH SCHOOL	H	X		X	X	43.2	1.1	-0.23
0803360	DENVER COUNTY 1	080336001575	FLORENCE CRITTENTON HIGH SCHOOL	M	X	X	X		40.0	14.3	0.14

			SCHOOL							
0803360	DENVER COUNTY 1	080336000350	FORD ELEMENTARY SCHOOL	E			X	26.3	28.4	-0.90
0803360	DENVER COUNTY 1	080336000351	GARDEN PLACE ELEMENTARY SCHOOL	E			X	28.1	27.1	-0.82
0803360	DENVER COUNTY 1	080336000353	GILPIN K-8 SCHOOL	M			X	21.5	13.2	-0.45
0803360	DENVER COUNTY 1	080336000353	GILPIN K-8 SCHOOL	E		X		25.9	18.5	-1.45
0803360	DENVER COUNTY 1	080336000354	GODSMAN ELEMENTARY SCHOOL	E			X	28.6	27.1	-1.00
0803360	DENVER COUNTY 1	080336000355	GOLDRICK ELEMENTARY SCHOOL	E			X	39.5	52.6	-0.13
0803360	DENVER COUNTY 1	080336000357	GRANT MIDDLE SCHOOL	M			X	41.5	24.9	-0.67
0803360	DENVER COUNTY 1	080336001776	GREEN VALLEY ELEMENTARY SCHOOL	E			X	38.5	34.9	-0.71
0803360	DENVER COUNTY 1	080336000358	GREENLEE K-8 SCHOOL	E		X		33.7	36.3	-1.45
0803360	DENVER COUNTY 1	080336000358	GREENLEE K-8 SCHOOL	M			X	19.4	13.2	-0.84
0803360	DENVER COUNTY 1	080336000359	GUST ELEMENTARY SCHOOL	E			X	36.2	45.5	-0.40
0803360	DENVER COUNTY 1	080336000362	HARRINGTON ELEMENTARY SCHOOL	E			X	32.3	48.1	-0.20
0803360	DENVER COUNTY 1	080336000364	HILL CAMPUS OF ARTS AND SCIENCES	M			X	52.1	44.3	0.17
0803360	DENVER COUNTY 1	080336001928	HOWELL K-8 SCHOOL	E			X	25.3	27.7	-1.17
0803360	DENVER COUNTY 1	080336000368	JOHNSON ELEMENTARY SCHOOL	E			X	29.3	33.9	-0.35
0803360	DENVER COUNTY 1	080336000369	KAISER ELEMENTARY SCHOOL	E			X	54.0	54.0	-0.54
0803360	DENVER COUNTY 1	080336000370	KEPNER MIDDLE SCHOOL	M			X	25.9	24.6	-0.43
0803360	DENVER COUNTY 1	080336001865	KIPP SUNSHINE PEAK ACADEMY	E			X	43.7	43.8	-0.13
0803360	DENVER COUNTY 1	080336000371	KNAPP ELEMENTARY SCHOOL	E			X	34.4	33.7	-0.82

0803360	DENVER COUNTY 1	080336000374	LAKE MIDDLE SCHOOL LIFE SKILLS CENTER OF	M		X				24.3	16.2	-1.03
0803360	DENVER COUNTY 1	080336001954	DENVER MARRAMA	H			X	X	X	29.4	1.9	-0.82
0803360	DENVER COUNTY 1	080336001380	ELEMENTARY SCHOOL MARTIN LUTHER KING	E			X			42.7	41.5	-0.31
0803360	DENVER COUNTY 1	080336001406	MIDDLE COLLEGE MAXWELL	M			X			30.4	24.2	-0.73
0803360	DENVER COUNTY 1	080336001635	ELEMENTARY SCHOOL MC GLONE	E			X			47.2	45.9	-0.36
0803360	DENVER COUNTY 1	080336001276	ELEMENTARY SCHOOL MC MEEN	E			X			29.2	27.5	-0.90
0803360	DENVER COUNTY 1	080336000378	ELEMENTARY SCHOOL MERRILL MIDDLE	E			X			49.6	57.4	0.70
0803360	DENVER COUNTY 1	080336000379	SCHOOL MONTBELLO HIGH	M			X			35.6	27.0	-0.30
0803360	DENVER COUNTY 1	080336001338	SCHOOL MONTCLAIR	H	X				X	32.7	5.8	-0.13
0803360	DENVER COUNTY 1	080336000384	ELEMENTARY SCHOOL MUNROE ELEMENTARY	E			X			42.6	43.9	-0.13
0803360	DENVER COUNTY 1	080336000387	SCHOOL	E			X			40.9	38.3	-0.81
0803360	DENVER COUNTY 1	080336001870	NOEL MIDDLE SCHOOL	M		X				28.2	18.7	-0.88
0803360	DENVER COUNTY 1	080336000389	NORTH HIGH SCHOOL NORTHEAST ACADEMY	H		X				27.5	6.2	-0.91
0803360	DENVER COUNTY 1	080336001837	CHARTER SCHOOL OAKLAND	M			X			38.6	21.4	-0.55
0803360	DENVER COUNTY 1	080336000383	ELEMENTARY SCHOOL	E			X			32.0	31.2	-1.04
0803360	DENVER COUNTY 1	080336001245	P.S.1 CHARTER SCHOOL PHILIPS ELEMENTARY	H		X			X	35.9	5.1	-0.55
0803360	DENVER COUNTY 1	080336000392	SCHOOL PIONEER CHARTER	E	X					31.4	32.7	-1.50
0803360	DENVER COUNTY 1	080336001576	SCHOOL PREP ASSESSMENT	E			X			35.6	43.4	-0.44
0803360	DENVER COUNTY 1	080336001795	CENTER PREP ASSESSMENT	H			X	X	X	29.3	0.0	-1.09
0803360	DENVER COUNTY 1	080336001795	CENTER	M			X	X		9.8	3.0	-2.04

0803360	DENVER COUNTY 1	080336001724	RIDGE VIEW ACADEMY CHARTER SCHOOL	H		X		X	X	28.8	4.4	-0.45
0803360	DENVER COUNTY 1	080336000396	RISHEL MIDDLE SCHOOL	M		X				22.9	15.5	-1.07
0803360	DENVER COUNTY 1	080336000403	SKINNER MIDDLE SCHOOL	M		X				37.2	27.1	-0.31
0803360	DENVER COUNTY 1	080336001956	SKYLAND COMMUNITY HIGH SCHOOL	H		X			X	18.8	3.3	-1.01
0803360	DENVER COUNTY 1	080336000407	SMITH ELEMENTARY SCHOOL	E		X				33.4	31.2	-0.74
0803360	DENVER COUNTY 1	080336000411	STEDMAN ELEMENTARY SCHOOL	E		X				36.6	45.3	0.29
0803360	DENVER COUNTY 1	080336000414	SWANSEA ELEMENTARY SCHOOL	E		X				30.9	35.5	-0.46
0803360	DENVER COUNTY 1	080336000420	VALDEZ ELEMENTARY SCHOOL	E		X				30.5	31.8	-1.07
0803360	DENVER COUNTY 1	080336000421	VALVERDE ELEMENTARY SCHOOL	E		X				31.6	33.9	-0.46
0803360	DENVER COUNTY 1	080336000423	WEST HIGH SCHOOL	H		X				28.2	5.7	-0.37
0803360	DENVER COUNTY 1	080336001637	WYATT-EDISON CHARTER ELEMENTARY SCHOOL	M		X				49.4	27.2	0.20
0803420	DOLORES COUNTY RE NO.2	080342001958	RICO ELEMENTARY SCHOOL	E		X		X		85.7	71.4	-0.24
0803420	DOLORES COUNTY RE NO.2	080342001958	RICO ELEMENTARY SCHOOL	M		X		X		100.0	50.0	0.74
0803450	DOUGLAS COUNTY RE 1	080345006218	DANIEL C OAKES HIGH SCHOOL--CASTLE ROCK	H		X		X		70.4	4.6	-0.07
0803450	DOUGLAS COUNTY RE 1	080345006372	EDCSD ON-LINE EDUCATION	H		X		X		100.0	20.0	-0.52
0803450	DOUGLAS COUNTY RE 1	080345006372	EDCSD ON-LINE EDUCATION	E		X		X		63.6	54.6	-0.39
0803450	DOUGLAS COUNTY RE 1	080345000495	PLUM CREEK ACADEMY	H		X		X	X	29.7	10.3	-0.40
0803450	DOUGLAS COUNTY RE	080345000495	PLUM CREEK ACADEMY	M		X		X	X	23.3	15.6	-1.83

0803450	1	080345000495	PLUM CREEK ACADEMY AVON ELEMENTARY SCHOOL	E		X	X	X		0.0		
0803540	EAGLE COUNTY RE 50	080354001530	NEW AMERICA CHARTER SCHOOL	E		X				41.2	47.8	-0.36
0803540	EAGLE COUNTY RE 50	080354006324	LA JUNTA MIDDLE SCHOOL	H		X	X			3.2	0.0	-1.01
0805130	EAST OTERO R-1	080513000849	TIGER LEARNING CENTER	M		X				65.8	46.2	0.11
0805130	EAST OTERO R-1	080513001803		H	X					19.6	0.0	-1.36
0803630	EDISON 54 JT	080363001901	EDISON ACADEMY	H		X	X			43.5	5.3	-1.16
0803630	EDISON 54 JT	080363001901	EDISON ACADEMY	E		X	X					
0803630	EDISON 54 JT	080363001901	EDISON ACADEMY COLORADO'S FINEST ALTERNATIVE HIGH SCHOOL	M		X	X			33.3	25.0	-1.21
0803780	ENGLEWOOD 1	080378001310	HORIZON MIDDLE SCHOOL	H	X			X		59.3	10.6	-0.33
0803870	FALCON 49	080387001393	PATRIOT LEARNING CENTER	M		X				71.8	57.8	0.30
0803870	FALCON 49	080387006403	FREMONT MIDDLE SCHOOL	H		X	X			43.8	0.0	-1.46
0803960	FLORENCE RE-2	080396001595	COLUMBINE ELEMENTARY SCHOOL	M		X				57.8	40.7	-0.64
0804050	FORT MORGAN RE-3	080405000556		E		X				59.6	55.0	-0.52
0804050	FORT MORGAN RE-3	080405001611	LINCOLN HIGH SCHOOL LORRAINE SECONDARY SCHOOL	H	X			X		61.5	2.4	-0.21
0804080	FOUNTAIN 8	080408000096	LORRAINE SECONDARY SCHOOL	M		X				42.1	19.0	-1.13
0804080	FOUNTAIN 8	080408000096		H		X		X		52.7	6.6	-0.52
0804380	GARFIELD 16	080438000630	BEA UNDERWOOD ELEMENTARY SCHOOL	E		X				54.7	39.5	-0.62
0806240	GARFIELD RE-2	080624006327	GARFIELD RE-2 CENTER FOR INTEGRATIVE STUDIES	M		X	X			100.0	0.0	0.46
0806240	GARFIELD RE-2	080624001967	HIGHLAND	E		X				49.8	52.8	-0.29

			ELEMENTARY SCHOOL							
			COLORADO HIGH							
0804410	GREELEY 6	080441001666	SCHOOL OF GREELEY	H	X		X	21.2	0.0	-1.10
			JEFFERSON							
0804410	GREELEY 6	080441000644	ELEMENTARY SCHOOL	E		X		34.8	32.0	-0.38
			JOHN EVANS MIDDLE							
0804410	GREELEY 6	080441000645	SCHOOL	M	X			36.2	14.9	-1.15
			MADISON							
0804410	GREELEY 6	080441000646	ELEMENTARY SCHOOL	E		X		47.6	47.8	-1.02
			ROMERO ELEMENTARY							
0804410	GREELEY 6	080441001990	SCHOOL	E		X		38.1	37.1	-0.46
			GUNNISON							
0804470	WATERSHED RE1J	080447001968	ELEMENTARY SCHOOL	E		X		73.1	63.6	-0.28
			GUNNISON							
0804470	WATERSHED RE1J	080447001507	MARBLE CHARTER	E		X	X	77.8	69.0	0.02
			SCHOOL							
0804470	WATERSHED RE1J	080447001507	MARBLE CHARTER	M		X	X	100.0	61.5	0.80
			SCHOOL							
			MONTEREY							
0804530	HARRISON 2	080453000668	ELEMENTARY SCHOOL	E		X		42.6	49.8	-0.66
			NEW HORIZONS DAY							
0804530	HARRISON 2	080453001640	SCHOOL	M	X			21.1	5.6	-1.83
			NEW HORIZONS DAY							
0804530	HARRISON 2	080453001640	SCHOOL	H	X		X	26.3	3.3	-0.66
			STRATTON MEADOWS							
0804530	HARRISON 2	080453000672	ELEMENTARY SCHOOL	E		X		51.8	53.3	-0.56
			HUERFANO COUNTY							
			OPPORTUNITY AND							
0804380	HUERFANO RE-1	080708001847	ENRICHMENT SCHOOL	M		X	X	28.6	0.0	-2.06
	JEFFERSON COUNTY R-		ARVADA MIDDLE							
0804800	1	080480000693	SCHOOL	M		X		49.8	26.1	-0.52
	JEFFERSON COUNTY R-		BRADY EXPLORATION							
0804800	1	080480001907	SCHOOL	H	X		X	30.1	3.2	-1.30
			CONNECTIONS							
	JEFFERSON COUNTY R-		LEARNING CENTER ON							
0804800	1	080480006306	THE EARLE JOHNSON	M	X			15.6	10.2	-2.01

		CAMPUS									
		CONNECTIONS									
		LEARNING CENTER ON									
		THE EARLE JOHNSON									
0804800	JEFFERSON COUNTY R-1	080480006306	CAMPUS	H	X			28.7	3.4	-1.81	
0804800	JEFFERSON COUNTY R-1	080480000717	EIBER ELEMENTARY SCHOOL	E		X		48.2	37.4	-0.69	
0804800	JEFFERSON COUNTY R-1	080480000765	JEFFERSON COUNTY OPEN SECONDARY	M	X			55.8	22.7	-1.37	
0804800	JEFFERSON COUNTY R-1	080480000988	LONGVIEW HIGH SCHOOL	H		X	X	60.0	0.0	-0.48	
0804800	JEFFERSON COUNTY R-1	080480000752	LUMBERG ELEMENTARY SCHOOL	E		X		47.5	49.2	-0.33	
0804800	JEFFERSON COUNTY R-1	080480006163	MC LAIN HIGH SCHOOL	H	X		X	47.6	8.2	-0.94	
0804800	JEFFERSON COUNTY R-1	080480000756	MILLER SPECIAL EDUCATION	H		X	X	27.8	10.2	-1.19	
0804800	JEFFERSON COUNTY R-1	080480000756	MILLER SPECIAL EDUCATION	M		X	X	18.5	12.0	-0.46	
0804800	JEFFERSON COUNTY R-1	080480000758	MOLHOLM ELEMENTARY SCHOOL	E		X		46.7	51.0	-0.16	
0804800	JEFFERSON COUNTY R-1	080480006311	MOUNTAIN PHOENIX COMMUNITY SCHOOL	E		X	X	72.7	50.0	-1.53	
0804800	JEFFERSON COUNTY R-1	080480006311	MOUNTAIN PHOENIX COMMUNITY SCHOOL	M		X	X	66.7	50.0	-0.79	
0804800	JEFFERSON COUNTY R-1	080480002014	NEW AMERICA SCHOOL	H	X		X	7.3	0.0	-1.31	
0804800	JEFFERSON COUNTY R-1	080480000762	O'CONNELL MIDDLE SCHOOL	M		X		44.4	25.8	-0.47	
0804800	JEFFERSON COUNTY R-1	080480000774	PLEASANT VIEW ELEMENTARY SCHOOL	E		X		51.4	44.8	-0.88	
0804800	JEFFERSON COUNTY R-1	080480001606	ROCKY MOUNTAIN DEAF SCHOOL	E		X	X	33.3	25.6	-1.10	
0804800	JEFFERSON COUNTY R-1	080480001606	ROCKY MOUNTAIN	M		X	X	17.7	5.9	-0.87	

0804800	1	080480000782	DEAF SCHOOL JEFFERSON COUNTY R- SLATER ELEMENTARY SCHOOL	E		X			64.2	47.8	-0.17
0804800	1	080480006307	SOBESKY ACADEMY	H		X		X	11.1	0.0	-1.42
0804800	1	080480006307	SOBESKY ACADEMY	M		X		X	11.8	5.2	-2.10
0804800	1	080480006307	SOBESKY ACADEMY	E		X		X	36.4	22.7	-2.27
0804800	1	080480000797	WARREN OCCUPATION TECHNICAL CENTER	H		X		X			
0804800	1	080480000802	WHEAT RIDGE MIDDLE SCHOOL	M		X			35.1	21.4	-0.44
0804920	KEENESBURG RE-3(J)	080492000816	HUDSON ELEMENTARY SCHOOL	E		X			64.4	62.1	0.20
0805250	LAS ANIMAS RE-1	080525001829	LAS ANIMAS A+ DISTANCE LEARNING SCHOOL	H		X		X	16.7	0.0	-1.33
0805250	LAS ANIMAS RE-1	080525001829	LAS ANIMAS A+ DISTANCE LEARNING SCHOOL	M		X		X	0.0	0.0	-3.12
0800019	LIBERTY J-4	080001901744	LIBERTY JUNIOR- SENIOR HIGH SCHOOL	M		X			57.5	39.0	-0.78
0805340	LONE STAR 101	080534006376	LONE STAR MIDDLE SCHOOL	E		X		X	75.0	68.8	0.20
0805340	LONE STAR 101	080534006376	LONE STAR MIDDLE SCHOOL	M		X		X	83.3	83.3	0.91
0805550	MAPLETON 1	080555002004	ACHIEVE ACADEMY	M		X			36.4	13.8	-1.14
0805550	MAPLETON 1	080555001932	ADVENTURE ELEMENTARY	E		X			36.8	35.1	-0.29
0805550	MAPLETON 1	080555002016	CLAYTON PARTNERSHIP SCHOOL	M		X			42.0	24.3	-0.90
0805550	MAPLETON 1	080555001925	ENRICHMENT ACADEMY	E		X			30.7	27.1	-0.92
0805550	MAPLETON 1	080555001860	GLOBAL LEADERSHIP ACADEMY	M		X			25.5	17.5	-1.19

0805550	MAPLETON 1	080555002031	MEADOW COMMUNITY SCHOOL	M	X			24.1	12.6	-1.64
0805550	MAPLETON 1	080555002021	MONTEREY COMMUNITY SCHOOL	E		X		44.1	40.9	-0.47
0804350	MESA COUNTY VALLEY 51	080435000601	CHATFIELD ELEMENTARY SCHOOL	E		X		54.0	51.2	-0.58
0804350	MESA COUNTY VALLEY 51	080435000602	CLIFTON ELEMENTARY SCHOOL	E	X			45.8	39.6	-1.38
0804350	MESA COUNTY VALLEY 51	080435001691	DOS RIOS ELEMENTARY SCHOOL	E		X		49.3	49.2	-0.82
0804350	MESA COUNTY VALLEY 51	080435001850	DUAL IMMERSION ACADEMY SCHOOL	E		X		62.9	59.0	-1.19
0804350	MESA COUNTY VALLEY 51	080435000611	GATEWAY SCHOOL	H		X	X	100.0	16.7	-0.10
0804350	MESA COUNTY VALLEY 51	080435000611	GATEWAY SCHOOL MESA VALLEY VISION HOME AND COMMUNITY	M		X	X	80.0	50.0	0.34
0804350	MESA COUNTY VALLEY 51	080435006384	PROGRAM MESA VALLEY VISION HOME AND COMMUNITY	H		X	X	91.3	21.7	0.57
0804350	MESA COUNTY VALLEY 51	080435006384	PROGRAM	E		X	X	72.5	60.0	-0.10
0804350	MESA COUNTY VALLEY 51	080435000623	R-5 HIGH SCHOOL	H	X		X	36.7	3.5	-0.97
0804350	MESA COUNTY VALLEY 51	080435001657	ROCKY MOUNTAIN ELEMENTARY SCHOOL	E		X		43.7	41.8	-0.82
0805700	MOFFAT 2	080570001511	CRESTONE CHARTER SCHOOL	H		X	X	95.5	40.9	1.98
0805730	MOFFAT COUNTY RE:NO 1	080573000980	MAYBELL ELEMENTARY SCHOOL	E		X	X	66.7	93.3	-0.27
0805760	MONTE VISTA C-8	080576000984	BYRON SYRING DELTA CENTER	H	X		X	32.8	4.5	-0.71
0805760	MONTE VISTA C-8	080576000984	BYRON SYRING DELTA CENTER	M		X	X	0.0	0.0	-0.32

0805760	MONTE VISTA C-8	080576001560	MONTE VISTA ON-LINE ACADEMY	E		X	X		100.0	66.7	-0.44
0803090	MONTEZUMA-CORTEZ RE-1	080309000835	KEMPER ELEMENTARY SCHOOL	E		X			55.6	50.3	-0.76
0803090	MONTEZUMA-CORTEZ RE-1	080309000838	MANAUGH ELEMENTARY SCHOOL	E		X			44.7	40.2	-0.38
0803090	MONTEZUMA-CORTEZ RE-1	080309000839	MESA ELEMENTARY SCHOOL	E		X			49.8	54.4	0.02
0803090	MONTEZUMA-CORTEZ RE-1	080309001692	SOUTHWEST OPEN CHARTER SCHOOL	H	X			X	29.3	3.7	-0.98
0805790	MONTROSE COUNTY RE-1J	080579000990	JOHNSON ELEMENTARY SCHOOL	E		X			61.6	53.9	-0.30
0805790	MONTROSE COUNTY RE-1J	080579000996	OLATHE ELEMENTARY SCHOOL	E		X			49.7	39.8	0.04
0805790	MONTROSE COUNTY RE-1J	080579001660	PASSAGE CHARTER SCHOOL	H		X	X		44.0	4.0	-0.19
0805790	MONTROSE COUNTY RE-1J	080579001852	VISTA CHARTER SCHOOL	H	X			X	21.4	1.4	-1.91
0899160	MOUNTAIN BOCES	089916001504	MOUNTAIN BOCES DAY TREATMENT CENTER	H		X	X	X	11.5	0.0	-1.38
0899160	MOUNTAIN BOCES	089916001504	MOUNTAIN BOCES DAY TREATMENT CENTER	E		X	X	X	66.7	23.1	-1.44
0899160	MOUNTAIN BOCES	089916001504	MOUNTAIN BOCES DAY TREATMENT CENTER	M		X	X	X	20.0	0.0	-1.10
0899160	MOUNTAIN BOCES	089916002005	SUMMIT COUNTY DOR PROGRAM	H		X	X	X	50.0	20.0	-0.61
0899160	MOUNTAIN BOCES	089916006314	YAMPAH TEEN PARENT PROGRAM	H		X	X		23.1	7.7	-1.42
0805100	NORTH CONEJOS RE-1J	080510001452	LA JARA SECOND CHANCE SCHOOL	M		X	X		30.0	20.0	-2.28
0899220	NORTHWEST COLO BOCES	089922001924	YAMPA VALLEY HIGH SCHOOL	H		X	X		27.8	0.0	-1.75
0803840	PARK COUNTY RE-2	080384001695	GUFFEY CHARTER SCHOOL	E		X	X		62.1	62.1	-0.10

0803030	PLATEAU VALLEY 50	080303001434	GRAND MESA HIGH SCHOOL	H		X	X	X	37.5	3.1	-1.02
0804950	PLATTE VALLEY RE-7	080495001697	PLATTE VALLEY MIDDLE SCHOOL	M		X			63.8	50.8	-0.10
0803990	POUDRE R-1	080399000517	CENTENNIAL HIGH SCHOOL	H		X			56.8	5.4	-1.75
0803990	POUDRE R-1	080399000573	HARRIS BILINGUAL ELEMENTARY SCHOOL	E		X			69.1	71.7	0.88
0803990	POUDRE R-1	080399006334	POLARIS EXPEDITIONARY LEARNING SCHOOL	M		X			69.0	36.0	-1.28
0803990	POUDRE R-1	080399001938	POUDRE TRANSITION CENTER	H		X	X	X	42.9	3.4	-1.25
0803990	POUDRE R-1	080399000547	TAVELLI ELEMENTARY SCHOOL	E		X			73.6	75.2	0.21
0806120	PUEBLO CITY 60	080612001037	CENTRAL HIGH SCHOOL	H		X			52.8	9.2	-0.96
0806120	PUEBLO CITY 60	080612001043	FREED MIDDLE SCHOOL	M	X				45.4	24.8	-1.58
0806120	PUEBLO CITY 60	080612001051	JAMES H RISLEY MIDDLE SCHOOL	M		X			41.3	21.7	-1.36
0806120	PUEBLO CITY 60	080612001055	LEMUEL PITTS MIDDLE SCHOOL	M		X			53.7	31.1	-1.33
0806120	PUEBLO CITY 60	080612001061	RONCALLI MIDDLE SCHOOL	M		X			62.7	43.2	-1.00
0806120	PUEBLO CITY 60	080612001612	YOUTH & FAMILY ACADEMY CHARTER	H	X			X	30.0	6.4	-1.06
0800615	PUEBLO COUNTY 70	080615001663	FUTURES ACADEMY	H		X	X	X	29.9	5.2	-1.59
0800615	PUEBLO COUNTY 70	080615001663	FUTURES ACADEMY	M		X	X		18.5	7.4	-2.62
0804260	ROARING FORK RE-1	080426000589	GLENWOOD SPRINGS ELEMENTARY SCHOOL	E		X			60.0	58.3	-0.48
0804260	ROARING FORK RE-1	080426001597	SOPRIS ELEMENTARY SCHOOL	E		X			68.2	71.0	-0.37
0806270	ROCKY FORD R-2	080627001100	JEFFERSON MIDDLE SCHOOL	M		X			42.6	19.5	-1.03
0806540	SHERIDAN 2	080654001132	FORT LOGAN	E	X				44.8	50.4	-1.35

0806540	SHERIDAN 2	080654001135	ELEMENTARY SCHOOL SHERIDAN MIDDLE SCHOOL	M		X			43.4	25.1	-0.44
0806540	SILVERTON 1	080657001137	SILVERTON HIGH SCHOOL	H		X	X		64.7	37.5	1.32
0802130	SOUTH CONEJOS RE-10	080213000035	ANTONITO HIGH SCHOOL	H		X			53.8	15.2	0.11
0805370	ST VRAIN VALLEY RE 1J	080537001373	COLUMBINE ELEMENTARY SCHOOL	E		X			37.1	36.7	-0.88
0805370	ST VRAIN VALLEY RE 1J	080537000906	LOMA LINDA ELEMENTARY SCHOOL	E		X			51.7	61.2	-0.23
0805370	ST VRAIN VALLEY RE 1J	080537001374	OLDE COLUMBINE HIGH SCHOOL	H		X		X	52.3	6.9	-0.66
0805370	ST VRAIN VALLEY RE 1J	080537000921	ROCKY MOUNTAIN ELEMENTARY SCHOOL	E		X			50.9	61.1	-0.01
0805370	ST VRAIN VALLEY RE 1J	080537000922	SPANGLER ELEMENTARY SCHOOL	E		X			40.4	44.2	-1.13
0806750	STRASBURG 31J	080675001669	PRAIRIE CREEKS CHARTER SCHOOL	H		X	X	X	37.5	12.5	-1.56
0806810	SUMMIT RE-1	080681001303	DILLON VALLEY ELEMENTARY SCHOOL	E		X			51.1	52.2	0.42
0806810	SUMMIT RE-1	080681001167	SILVERTHORNE ELEMENTARY SCHOOL	E		X			62.4	59.5	0.04
0805400	THOMPSON R-2J	080540000936	MONROE ELEMENTARY SCHOOL	E		X			62.6	57.2	-0.71
0805400	THOMPSON R-2J	080540000942	WINONA ELEMENTARY SCHOOL	E		X			56.7	49.7	-0.86
0806690	VALLEY RE-1	080669001386	SMITH HIGH SCHOOL	H		X		X	56.4	5.1	0.37
0806990	VILAS RE-5	080699001883	COLORADO ONLINE ACADEMY (COLA)	H		X	X		30.0	5.0	-1.76
0804020	WELD COUNTY S/D RE- 8	080402000554	LEO WILLIAM BUTLER ELEMENTARY SCHOOL	E		X			57.2	60.8	0.76
0804020	WELD COUNTY S/D RE- 8	080402001366	TWOMBLY ELEMENTARY SCHOOL	E		X			49.1	49.2	-0.22

0807230	WESTMINSTER 50	080723001232	CLARA E. METZ ELEMENTARY SCHOOL FAIRVIEW	E		X		46.7	46.9	-0.30
0807230	WESTMINSTER 50	080723001235	ELEMENTARY SCHOOL	E		X		39.2	44.7	-1.07
0807230	WESTMINSTER 50	080723001236	FRANCIS M. DAY ELEMENTARY SCHOOL HARRIS PARK	E		X		32.7	32.1	-1.21
0807230	WESTMINSTER 50	080723001238	ELEMENTARY SCHOOL HIDDEN LAKE HIGH	E		X		48.3	48.5	-0.47
0807230	WESTMINSTER 50	080723001877	SCHOOL MESA ELEMENTARY	H	X		X	34.7	3.4	-0.73
0807230	WESTMINSTER 50	080723001242	SCHOOL	E		X		45.4	41.8	-1.23
0807230	WESTMINSTER 50	080723001247	SKYLINE VISTA ELEMENTARY SCHOOL	E		X		42.1	48.4	0.12
0807230	WESTMINSTER 50	080723001252	WESTMINSTER ELEMENTARY SCHOOL	E		X		36.7	38.1	-1.06
0806480	WIDEFIELD 3	080648000051	DISCOVERY HIGH SCHOOL	H	X		X	41.4	4.3	-1.18
0800016	YUMA 1	080001601819	YUMA MIDDLE SCHOOL	E		X		61.5	53.1	0.07

### Colorado Tier I Schools

Tier	District Name	School Name	EMH level	Small N	Exempt AEC	Low Grad Rate	Reading 07-09 %PrA	Math 07-09 %PrA	Performance Score
1	Colorado School for the Deaf and Blind	COLORADO SCHOOL FOR THE DEAF AND BLIND	M				11.6	15.8	-1.60
1	PUEBLO CITY 60	FREED MIDDLE SCHOOL	M				45.4	24.8	-1.58
1	DENVER COUNTY 1	PHILIPS ELEMENTARY SCHOOL	E				31.4	32.7	-1.50
1	ADAMS COUNTY 14	HANSON ELEMENTARY SCHOOL	E				29.3	35.8	-1.45
1	DENVER COUNTY 1	GILPIN K-8 SCHOOL	E				25.9	18.5	-1.45
1	DENVER COUNTY 1	GREENLEE K-8 SCHOOL	E				33.7	36.3	-1.45
1	MESA COUNTY VALLEY 51	CLIFTON ELEMENTARY SCHOOL	E				45.8	39.6	-1.38
1	SHERIDAN 2	FORT LOGAN ELEMENTARY SCHOOL	E				44.8	50.4	-1.35
1	CENTER 26 JT	HASKIN ELEMENTARY SCHOOL	E				37.7	32.9	-1.29
1	PUEBLO CITY 60	YOUTH & FAMILY ACADEMY CHARTER	H			X	30.0	6.4	-1.06
1	DENVER COUNTY 1	MONTBELLO HIGH SCHOOL	H			X	32.7	5.8	-0.13

### Colorado Tier II Schools

Tier	District Name	School Name	EMH level	Small N	Exempt AEC	Low Grad Rate	Reading 07-09 %PrA	Math 07-09 %PrA	Performance Score
2	ADAMS 12 FIVE STAR SCHOOLS	CROSSROAD ALTERNATIVE SCHOOL	M				14.8	5.4	-2.21
2	BOULDER VALLEY RE 2	JUSTICE HIGH CHARTER SCHOOL	H				12.1	1.2	-2.03
2	BOULDER VALLEY RE 2	BOULDER PREP CHARTER HIGH SCHOOL	H			X	24.4	4.2	-2.03
2	JEFFERSON COUNTY R-1	CONNECTIONS LEARNING CENTER ON THE EARLE JOHNSON CAMPUS	M				15.6	10.2	-2.01
2	BRIGHTON 27J	BRIGHTON HERITAGE ACADEMY	M				12.8	5.6	-2.01
2	MONTROSE COUNTY RE-1J	VISTA CHARTER SCHOOL	H			X	21.4	1.4	-1.91
2	DELTA COUNTY 50(J)	DELTA COUNTY OPPORTUNITY SCHOOL	H			X	27.5	1.9	-1.87
2	HARRISON 2	NEW HORIZONS DAY SCHOOL	M				21.1	5.6	-1.83

2	JEFFERSON COUNTY R-1	CONNECTIONS LEARNING CENTER ON THE EARLE JOHNSON CAMPUS	H		28.7	3.4	-1.81
2	POUDRE R-1	CENTENNIAL HIGH SCHOOL	H		56.8	5.4	-1.75
2	MAPLETON 1	MEADOW COMMUNITY SCHOOL	M		24.1	12.6	-1.64
2	CHARTER SCHOOL INSTITUTE	COLORADO DISTANCE & ELECTRONIC LEARNING ACADEMY	M		57.7	26.9	-1.55
2	JEFFERSON COUNTY R-1	JEFFERSON COUNTY OPEN SECONDARY	M		55.8	22.7	-1.37
2	PUEBLO CITY 60	JAMES H RISLEY MIDDLE SCHOOL	M		41.3	21.7	-1.36
2	EAST OTERO R-1	TIGER LEARNING CENTER	H		19.6	0.0	-1.36
2	PUEBLO CITY 60	LEMUEL PITTS MIDDLE SCHOOL	M		53.7	31.1	-1.33
2	JEFFERSON COUNTY R-1	NEW AMERICA SCHOOL	H	X	7.3	0.0	-1.31
2	JEFFERSON COUNTY R-1	BRADY EXPLORATION SCHOOL	H	X	30.1	3.2	-1.30
2	POUDRE R-1	POLARIS EXPEDITIONARY LEARNING SCHOOL	M		69.0	36.0	-1.28
2	MAPLETON 1	GLOBAL LEADERSHIP ACADEMY	M		25.5	17.5	-1.19
2	DENVER COUNTY 1	ACADEMY OF URBAN LEARNING	H	X	24.4	0.0	-1.19
2	WIDFIELD 3	DISCOVERY HIGH SCHOOL	H	X	41.4	4.3	-1.18
2	GREELEY 6	JOHN EVANS MIDDLE SCHOOL	M		36.2	14.9	-1.15
2	MAPLETON 1	ACHIEVE ACADEMY	M		36.4	13.8	-1.14
2	ARCHULETA COUNTY 50 JT	ARCHULETA COUNTY HIGH SCHOOL	H	X	30.8	0.0	-1.14
2	FOUNTAIN 8	LORRAINE SECONDARY SCHOOL	M		42.1	19.0	-1.13
2	ADAMS-ARAPAHOE 28J	VANGUARD CLASSICAL SCHOOL	M		48.9	28.7	-1.10
2	GREELEY 6	COLORADO HIGH SCHOOL OF GREELEY	H	X	21.2	0.0	-1.10
2	ADAMS-ARAPAHOE 28J	NEW AMERICA SCHOOL	H	X	10.5	0.7	-1.09
2	DENVER COUNTY 1	RISHEL MIDDLE SCHOOL	M		22.9	15.5	-1.07
2	ROCKY FORD R-2	JEFFERSON MIDDLE SCHOOL	M		42.6	19.5	-1.03
2	DENVER COUNTY 1	LAKE MIDDLE SCHOOL	M		24.3	16.2	-1.03
2	BRIGHTON 27J	BRIGHTON HERITAGE ACADEMY	H	X	26.8	3.6	-1.01
2	DENVER COUNTY 1	SKYLAND COMMUNITY HIGH SCHOOL	H	X	18.8	3.3	-1.01
2	PUEBLO CITY 60	RONCALLI MIDDLE SCHOOL	M		62.7	43.2	-1.00
2	MONTEZUMA-CORTEZ RE-1	SOUTHWEST OPEN CHARTER SCHOOL	H	X	29.3	3.7	-0.98
2	MESA COUNTY VALLEY 51	R-5 HIGH SCHOOL	H	X	36.7	3.5	-0.97

2	PUEBLO CITY 60	CENTRAL HIGH SCHOOL	H		52.8	9.2	-0.96
2	JEFFERSON COUNTY R-1	MC LAIN HIGH SCHOOL	H	X	47.6	8.2	-0.94
2	DENVER COUNTY 1	NORTH HIGH SCHOOL	H		27.5	6.2	-0.91
2	BOULDER VALLEY RE 2	ARAPAHOE RIDGE HIGH SCHOOL	H	X	23.2	4.1	-0.91
2	MAPLETON 1	CLAYTON PARTNERSHIP SCHOOL	M		42.0	24.3	-0.90
	ADAMS 12 FIVE STAR						
2	SCHOOLS	VANTAGE POINT	H	X	37.6	3.0	-0.90
2	DENVER COUNTY 1	NOEL MIDDLE SCHOOL	M		28.2	18.7	-0.88
2	ADAMS COUNTY 14	LESTER R ARNOLD HIGH SCHOOL	H	X	40.5	3.5	-0.86
2	DENVER COUNTY 1	GREENLEE K-8 SCHOOL	M		19.4	13.2	-0.84
2	LIBERTY J-4	LIBERTY JUNIOR-SENIOR HIGH SCHOOL	M		57.5	39.0	-0.78
2	WESTMINSTER 50	HIDDEN LAKE HIGH SCHOOL	H	X	34.7	3.4	-0.73
2	MONTE VISTA C-8	BYRON SYRING DELTA CENTER	H	X	32.8	4.5	-0.71
2	ST VRAIN VALLEY RE 1J	OLDE COLUMBINE HIGH SCHOOL	H	X	52.3	6.9	-0.66
2	HARRISON 2	NEW HORIZONS DAY SCHOOL	H	X	26.3	3.3	-0.66
2	DENVER COUNTY 1	P.S.1 CHARTER SCHOOL	H	X	35.9	5.1	-0.55
2	FOUNTAIN 8	LORRAINE SECONDARY SCHOOL	H	X	52.7	6.6	-0.52
2	COLORADO SPRINGS 11	COMMUNITY PREP CHARTER SCHOOL	H	X	40.5	2.4	-0.38
		COLORADO'S FINEST ALTERNATIVE HIGH					
2	ENGLEWOOD 1	SCHOOL	H	X	59.3	10.6	-0.33
2	FORT MORGAN RE-3	LINCOLN HIGH SCHOOL	H	X	61.5	2.4	-0.21
2	ADAMS-ARAPAHOE 28J	AURORA CENTRAL HIGH SCHOOL	H	X	37.9	9.9	-0.10
	ADAMS 12 FIVE STAR						
2	SCHOOLS	COLORADO VIRTUAL ACADEMY (COVA)	H	X	71.8	22.1	-0.09
2	COLORADO SPRINGS 11	BIJOU ALTERNATIVE PROGRAM	H	X	53.7	7.4	-0.03
2	ADAMS-ARAPAHOE 28J	WILLIAM SMITH HIGH SCHOOL	H	X	52.7	19.0	0.35
2	VALLEY RE-1	SMITH HIGH SCHOOL	H	X	56.4	5.1	0.37

## Colorado Tier III Schools

Tier	District Name	School Name	EMH level	Small N	Exempt AEC	Low Grad Rate	Reading 07-09 %PrA	Math 07-09 %PrA	Performance Score
3	LAS ANIMAS RE-1	LAS ANIMAS A+ DISTANCE LEARNING SCHOOL	M	X			0.0	0.0	-3.12
3	PUEBLO COUNTY 70	FUTURES ACADEMY	M		X		18.5	7.4	-2.62
3	DENVER COUNTY 1	COLORADO HIGH SCHOOL	H	X			24.1	0.0	-2.41
3	DENVER COUNTY 1	EMERSON STREET SCHOOL	M		X		8.9	1.5	-2.31
3	NORTH CONEJOS RE-1J	LA JARA SECOND CHANCE SCHOOL	M	X			30.0	20.0	-2.28
3	JEFFERSON COUNTY R-1	SOBESKY ACADEMY	E	X	X		36.4	22.7	-2.27
3	DENVER COUNTY 1	ACE COMMUNITY CHALLENGE CHARTER SCHOOL	M		X		8.6	0.0	-2.19
3	JEFFERSON COUNTY R-1	SOBESKY ACADEMY	M		X		11.8	5.2	-2.10
3	BOULDER VALLEY RE 2	JUSTICE HIGH CHARTER SCHOOL	M	X			7.1	7.1	-2.09
3	HUERFANO RE-1	HUERFANO COUNTY OPPORTUNITY AND ENRICHMENT SCHOOL	M	X			28.6	0.0	-2.06
3	DENVER COUNTY 1	PREP ASSESSMENT CENTER	M		X		9.8	3.0	-2.04
3	BOULDER VALLEY RE 2	HALCYON SCHOOL (SPECIAL EDUCATION)	M	X	X		30.0	4.6	-1.96
3	DELTA COUNTY 50(J)	NORTH FORK VISION SCHOOL	E	X			63.3	21.9	-1.89
3	DOUGLAS COUNTY RE 1	PLUM CREEK ACADEMY	M	X	X		23.3	15.6	-1.83
3	VILAS RE-5	COLORADO ONLINE ACADEMY (COLA)	H	X			30.0	5.0	-1.76
3	NORTHWEST COLO BOCES	YAMPA VALLEY HIGH SCHOOL	H	X			27.8	0.0	-1.75
3	DELTA COUNTY 50(J)	DELTA COUNTY OPPORTUNITY SCHOOL	M	X			42.9	0.0	-1.65
3	DENVER COUNTY 1	EMERSON STREET SCHOOL	H		X	X	21.7	1.1	-1.60
3	PUEBLO COUNTY 70	FUTURES ACADEMY	H		X	X	29.9	5.2	-1.59
3	STRASBURG 31J	PRAIRIE CREEKS CHARTER SCHOOL	H	X	X		37.5	12.5	-1.56
3	JEFFERSON COUNTY R-1	MOUNTAIN PHOENIX COMMUNITY SCHOOL	E	X			72.7	50.0	-1.53
3	FALCON 49	PATRIOT LEARNING CENTER	H	X			43.8	0.0	-1.46
3	MOUNTAIN BOCES	MOUNTAIN BOCES DAY TREATMENT CENTER	E	X	X		66.7	23.1	-1.44

3	JEFFERSON COUNTY R-1	SOBESKY ACADEMY	H		X		11.1	0.0	-1.42
3	MOUNTAIN BOCES	YAMPAH TEEN PARENT PROGRAM	H	X			23.1	7.7	-1.42
3	MOUNTAIN BOCES	MOUNTAIN BOCES DAY TREATMENT CENTER	H	X	X		11.5	0.0	-1.38
3	LAS ANIMAS RE-1	LAS ANIMAS A+ DISTANCE LEARNING SCHOOL	H	X			16.7	0.0	-1.33
3	Colorado School for the Deaf and Blind	COLORADO SCHOOL FOR THE DEAF AND BLIND	E	X			10.5	17.1	-1.32
3	BOULDER VALLEY RE 2	HALCYON SCHOOL (SPECIAL EDUCATION)	H	X	X		28.6	0.0	-1.28
3	DENVER COUNTY 1	FAIRMONT K-8 SCHOOL	E				30.6	33.0	-1.25
3	POUDRE R-1	POUDRE TRANSITION CENTER	H		X	X	42.9	3.4	-1.25
3	WESTMINSTER 50	MESA ELEMENTARY SCHOOL	E				45.4	41.8	-1.23
3	DELTA COUNTY 50(J)	LAMBORN VISION SCHOOL	E	X			76.5	64.7	-1.23
3	WESTMINSTER 50	FRANCIS M. DAY ELEMENTARY SCHOOL	E				32.7	32.1	-1.21
3	EDISON 54 JT	EDISON ACADEMY	M	X			33.3	25.0	-1.21
3	MESA COUNTY VALLEY 51	DUAL IMMERSION ACADEMY SCHOOL	E				62.9	59.0	-1.19
3	JEFFERSON COUNTY R-1	MILLER SPECIAL EDUCATION	H	X			27.8	10.2	-1.19
3	DENVER COUNTY 1	HOWELL K-8 SCHOOL	E				25.3	27.7	-1.17
3	EDISON 54 JT	EDISON ACADEMY	H	X			43.5	5.3	-1.16
3	ST VRAIN VALLEY RE 1J	SPANGLER ELEMENTARY SCHOOL	E				40.4	44.2	-1.13
3	DENVER COUNTY 1	CHARLES M. SCHENCK (CMS) COMMUNITY SCHOOL	E				34.5	31.6	-1.13
3	ALAMOSA RE-11J	ALAMOSA OPEN SCHOOL	H	X			29.0	0.0	-1.13
3	MOUNTAIN BOCES	MOUNTAIN BOCES DAY TREATMENT CENTER	M	X	X		20.0	0.0	-1.10
3	JEFFERSON COUNTY R-1	ROCKY MOUNTAIN DEAF SCHOOL	E	X			33.3	25.6	-1.10
3	DENVER COUNTY 1	PREP ASSESSMENT CENTER	H		X	X	29.3	0.0	-1.09
3	DENVER COUNTY 1	VALDEZ ELEMENTARY SCHOOL	E				30.5	31.8	-1.07
3	WESTMINSTER 50	FAIRVIEW ELEMENTARY SCHOOL	E				39.2	44.7	-1.07
3	DENVER COUNTY 1	CHELTENHAM ELEMENTARY SCHOOL	E				28.2	34.3	-1.06
3	WESTMINSTER 50	WESTMINSTER ELEMENTARY SCHOOL	E				36.7	38.1	-1.06
3	DENVER COUNTY 1	OAKLAND ELEMENTARY SCHOOL	E				32.0	31.2	-1.04

3	GREELEY 6	MADISON ELEMENTARY SCHOOL	E			47.6	47.8	-1.02
3	PLATEAU VALLEY 50	GRAND MESA HIGH SCHOOL	H		X	37.5	3.1	-1.02
3	ADAMS-ARAPAHOE 28J	FULTON ELEMENTARY SCHOOL	E			38.2	43.5	-1.01
3	DENVER COUNTY 1	CONTEMPORARY LEARNING ACADEMY HIGH SCHOOL	H		X	18.1	2.2	-1.01
3	EAGLE COUNTY RE 50	NEW AMERICA CHARTER SCHOOL	H	X		3.2	0.0	-1.01
3	DENVER COUNTY 1	GODSMAN ELEMENTARY SCHOOL	E			28.6	27.1	-1.00
3	ADAMS 12 FIVE STAR SCHOOLS	MC ELWAIN ELEMENTARY SCHOOL	E			31.8	34.7	-0.98
3	ADAMS-ARAPAHOE 28J	SIXTH AVENUE ELEMENTARY SCHOOL	E			33.4	30.7	-0.94
3	ADAMS-ARAPAHOE 28J	PARIS ELEMENTARY SCHOOL	E			25.2	30.2	-0.94
3	COLORADO SPRINGS 11	MONROE ELEMENTARY SCHOOL	E			45.6	44.2	-0.94
3	MAPLETON 1	ENRICHMENT ACADEMY	E			30.7	27.1	-0.92
3	DENVER COUNTY 1	FORD ELEMENTARY SCHOOL	E			26.3	28.4	-0.90
3	DENVER COUNTY 1	MC GLONE ELEMENTARY SCHOOL	E			29.2	27.5	-0.90
3	ADAMS-ARAPAHOE 28J	ALTURA ELEMENTARY SCHOOL	E			32.2	36.2	-0.90
3	AGUILAR REORGANIZED 6	AGUILAR JUNIOR-SENIOR HIGH SCHOOL	M			27.9	12.5	-0.89
3	JEFFERSON COUNTY R-1	PLEASANT VIEW ELEMENTARY SCHOOL	E			51.4	44.8	-0.88
3	ST VRAIN VALLEY RE 1J	COLUMBINE ELEMENTARY SCHOOL	E			37.1	36.7	-0.88
3	ADAMS 12 FIVE STAR SCHOOLS	THORNTON ELEMENTARY SCHOOL	E			33.6	43.7	-0.87
3	JEFFERSON COUNTY R-1	ROCKY MOUNTAIN DEAF SCHOOL	M	X		17.7	5.9	-0.87
3	THOMPSON R-2J	WINONA ELEMENTARY SCHOOL	E			56.7	49.7	-0.86
3	DENVER COUNTY 1	COLFAX ELEMENTARY SCHOOL	E			37.9	42.7	-0.84
3	BRIGHTON 27J	NORTH ELEMENTARY SCHOOL	E			41.9	36.3	-0.84
3	ALAMOSA RE-11J	EVANS ELEMENTARY SCHOOL	E			56.4	54.4	-0.84
3	DELTA COUNTY 50(J)	LAMBORN VISION SCHOOL	M	X		41.7	54.2	-0.84
3	MESA COUNTY VALLEY 51	DOS RIOS ELEMENTARY SCHOOL	E			49.3	49.2	-0.82
3	DENVER COUNTY 1	GARDEN PLACE ELEMENTARY SCHOOL	E			28.1	27.1	-0.82
3	DENVER COUNTY 1	KNAPP ELEMENTARY SCHOOL	E			34.4	33.7	-0.82
3	MESA COUNTY VALLEY 51	ROCKY MOUNTAIN ELEMENTARY SCHOOL	E			43.7	41.8	-0.82
3	DENVER COUNTY 1	LIFE SKILLS CENTER OF DENVER	H		X	29.4	1.9	-0.82

3	DENVER COUNTY 1	MUNROE ELEMENTARY SCHOOL	E			40.9	38.3	-0.81
3	DENVER COUNTY 1	ACE COMMUNITY CHALLENGE CHARTER SCHOOL	H		X X	12.8	1.6	-0.80
3	DENVER COUNTY 1	BRUCE RANDOLPH SCHOOL	M			22.0	19.3	-0.79
3	ADAMS COUNTY 14	ROSE HILL ELEMENTARY SCHOOL	E			46.2	49.4	-0.79
3	JEFFERSON COUNTY R-1	MOUNTAIN PHOENIX COMMUNITY SCHOOL	M		X	66.7	50.0	-0.79
3	BOULDER VALLEY RE 2	COLUMBINE ELEMENTARY SCHOOL	E			43.5	37.5	-0.77
3	ADAMS-ARAPAHOE 28J	ELKHART ELEMENTARY SCHOOL	E			32.2	34.5	-0.77
3	MONTEZUMA-CORTEZ RE-1	KEMPER ELEMENTARY SCHOOL	E			55.6	50.3	-0.76
3	ADAMS-ARAPAHOE 28J	PEORIA ELEMENTARY SCHOOL	E			34.2	37.1	-0.75
3	DENVER COUNTY 1	SMITH ELEMENTARY SCHOOL	E			33.4	31.2	-0.74
3	DENVER COUNTY 1	MARTIN LUTHER KING MIDDLE COLLEGE	M			30.4	24.2	-0.73
3	DENVER COUNTY 1	CENTENNIAL K-8 SCHOOL	E			49.1	44.7	-0.73
3	COLORADO SPRINGS 11	SPACE TECHNOLOGY AND ARTS ACADEMY (STAR ACADEMY)	M		X	38.9	16.7	-0.72
3	THOMPSON R-2J	MONROE ELEMENTARY SCHOOL	E			62.6	57.2	-0.71
3	DENVER COUNTY 1	GREEN VALLEY ELEMENTARY SCHOOL	E			38.5	34.9	-0.71
3	ADAMS COUNTY 14	ADAMS CITY MIDDLE SCHOOL	M			42.5	25.4	-0.69
3	JEFFERSON COUNTY R-1	EIBER ELEMENTARY SCHOOL	E			48.2	37.4	-0.69
3	ADAMS 12 FIVE STAR SCHOOLS	THORNTON MIDDLE SCHOOL	M			34.2	26.4	-0.67
3	DENVER COUNTY 1	GRANT MIDDLE SCHOOL	M			41.5	24.9	-0.67
3	HARRISON 2	MONTEREY ELEMENTARY SCHOOL	E			42.6	49.8	-0.66
3	FLORENCE RE-2	FREMONT MIDDLE SCHOOL	M			57.8	40.7	-0.64
3	ADAMS-ARAPAHOE 28J	VAUGHN ELEMENTARY SCHOOL	E			36.4	42.9	-0.64
3	ADAMS-ARAPAHOE 28J	LAREDO ELEMENTARY SCHOOL	E			44.0	44.3	-0.63
3	GARFIELD 16	BEA UNDERWOOD ELEMENTARY SCHOOL	E			54.7	39.5	-0.62
3	ADAMS 12 FIVE STAR SCHOOLS	ROCKY MOUNTAIN ELEMENTARY SCHOOL	E			51.5	56.3	-0.61
3	MOUNTAIN BOCES	SUMMIT COUNTY DOR PROGRAM	H		X X	50.0	20.0	-0.61

3	MESA COUNTY VALLEY 51	CHATFIELD ELEMENTARY SCHOOL	E			54.0	51.2	-0.58
3	ADAMS-ARAPAHOE 28J	WHEELING ELEMENTARY SCHOOL	E			36.9	36.3	-0.58
3	HARRISON 2	STRATTON MEADOWS ELEMENTARY SCHOOL	E			51.8	53.3	-0.56
3	DENVER COUNTY 1	NORTHEAST ACADEMY CHARTER SCHOOL	M			38.6	21.4	-0.55
3	ADAMS 12 FIVE STAR SCHOOLS	NIVER CREEK MIDDLE SCHOOL	M			36.7	26.2	-0.55
3	DENVER COUNTY 1	EAGLETON ELEMENTARY SCHOOL	E			30.1	31.5	-0.54
3	DENVER COUNTY 1	KAISER ELEMENTARY SCHOOL	E			54.0	54.0	-0.54
3	DENVER COUNTY 1	EMILY GRIFFITH OPPORTUNITY SCHOOL	H	X		45.9	5.5	-0.54
3	JEFFERSON COUNTY R-1	ARVADA MIDDLE SCHOOL	M			49.8	26.1	-0.52
3	DENVER COUNTY 1	FAIRVIEW ELEMENTARY SCHOOL	E			31.2	30.2	-0.52
3	FORT MORGAN RE-3	COLUMBINE ELEMENTARY SCHOOL	E			59.6	55.0	-0.52
3	DOUGLAS COUNTY RE 1	EDCSD ON-LINE EDUCATION	H	X		100.0	20.0	-0.52
3	ADAMS 12 FIVE STAR SCHOOLS	NORTH STAR ELEMENTARY SCHOOL	E			32.3	41.1	-0.50
3	ROARING FORK RE-1	GLENWOOD SPRINGS ELEMENTARY SCHOOL	E			60.0	58.3	-0.48
3	JEFFERSON COUNTY R-1	LONGVIEW HIGH SCHOOL	H	X		60.0	0.0	-0.48
3	JEFFERSON COUNTY R-1	O'CONNELL MIDDLE SCHOOL	M			44.4	25.8	-0.47
3	MAPLETON 1	MONTEREY COMMUNITY SCHOOL	E			44.1	40.9	-0.47
3	WESTMINSTER 50	HARRIS PARK ELEMENTARY SCHOOL	E			48.3	48.5	-0.47
3	DENVER COUNTY 1	SWANSEA ELEMENTARY SCHOOL	E			30.9	35.5	-0.46
3	CHERRY CREEK 5	HOLLY HILLS ELEMENTARY SCHOOL	E			56.7	54.7	-0.46
3	GREELEY 6	ROMERO ELEMENTARY SCHOOL	E			38.1	37.1	-0.46
3	DENVER COUNTY 1	VALVERDE ELEMENTARY SCHOOL	E			31.6	33.9	-0.46
3	JEFFERSON COUNTY R-1	MILLER SPECIAL EDUCATION	M	X		18.5	12.0	-0.46
3	DENVER COUNTY 1	GILPIN K-8 SCHOOL	M			21.5	13.2	-0.45
3	DENVER COUNTY 1	COLUMBIAN ELEMENTARY SCHOOL	E			37.5	44.5	-0.45
3	ADAMS-ARAPAHOE 28J	SABLE ELEMENTARY SCHOOL	E			37.7	42.6	-0.45
3	DENVER COUNTY 1	RIDGE VIEW ACADEMY CHARTER SCHOOL	H		X X	28.8	4.4	-0.45

3	CENTER 26 JT	THE ACADEMIC RECOVERY CENTER OF SAN LUIS VALLEY	H	X		35.7	0.0	-0.45
3	JEFFERSON COUNTY R-1	WHEAT RIDGE MIDDLE SCHOOL	M			35.1	21.4	-0.44
3	SHERIDAN 2	SHERIDAN MIDDLE SCHOOL	M			43.4	25.1	-0.44
3	DENVER COUNTY 1	ELLIS ELEMENTARY SCHOOL	E			40.5	43.3	-0.44
3	ADAMS-ARAPAHOE 28J	LANSING ELEMENTARY SCHOOL	E			39.4	38.7	-0.44
3	DENVER COUNTY 1	PIONEER CHARTER SCHOOL	E			35.6	43.4	-0.44
3	MONTE VISTA C-8	MONTE VISTA ON-LINE ACADEMY	E	X		100.0	66.7	-0.44
3	DENVER COUNTY 1	KEPNER MIDDLE SCHOOL	M			25.9	24.6	-0.43
3	DENVER COUNTY 1	FAIRMONT K-8 SCHOOL	M			33.1	21.4	-0.42
3	CANON CITY RE-1	SKYLINE ELEMENTARY SCHOOL	E			59.1	56.4	-0.42
3	DENVER COUNTY 1	GUST ELEMENTARY SCHOOL	E			36.2	45.5	-0.40
3	DOUGLAS COUNTY RE 1	PLUM CREEK ACADEMY	H	X	X	29.7	10.3	-0.40
3	DENVER COUNTY 1	ESCUELA TLATELOLCO SCHOOL	H			33.3	1.9	-0.39
3	ADAMS-ARAPAHOE 28J	LYN KNOLL ELEMENTARY SCHOOL	E			28.5	30.2	-0.39
3	DOUGLAS COUNTY RE 1	EDCSD ON-LINE EDUCATION	E	X		63.6	54.6	-0.39
3	MONTEZUMA-CORTEZ RE-1	MANAUGH ELEMENTARY SCHOOL	E			44.7	40.2	-0.38
3	DENVER COUNTY 1	COWELL ELEMENTARY SCHOOL	E			32.4	33.2	-0.38
3	GREELEY 6	JEFFERSON ELEMENTARY SCHOOL	E			34.8	32.0	-0.38
3	DENVER COUNTY 1	WEST HIGH SCHOOL	H			28.2	5.7	-0.37
3	ROARING FORK RE-1	SOPRIS ELEMENTARY SCHOOL	E			68.2	71.0	-0.37
3	DENVER COUNTY 1	MAXWELL ELEMENTARY SCHOOL	E			47.2	45.9	-0.36
3	DENVER COUNTY 1	CASTRO ELEMENTARY SCHOOL	E			39.0	42.8	-0.36
3	EAGLE COUNTY RE 50	AVON ELEMENTARY SCHOOL	E			41.2	47.8	-0.36
3	DENVER COUNTY 1	JOHNSON ELEMENTARY SCHOOL	E			29.3	33.9	-0.35
3	JEFFERSON COUNTY R-1	LUMBERG ELEMENTARY SCHOOL	E			47.5	49.2	-0.33
3	BOULDER VALLEY RE 2	UNIVERSITY HILL ELEMENTARY SCHOOL	E			58.5	64.4	-0.33
3	DENVER COUNTY 1	ABRAHAM LINCOLN HIGH SCHOOL	H			28.6	6.0	-0.32
3	MONTE VISTA C-8	BYRON SYRING DELTA CENTER	M	X		0.0	0.0	-0.32
3	DENVER COUNTY 1	SKINNER MIDDLE SCHOOL	M			37.2	27.1	-0.31
3	DENVER COUNTY 1	BARNUM ELEMENTARY SCHOOL	E			30.1	33.7	-0.31
3	DENVER COUNTY 1	MARRAMA ELEMENTARY SCHOOL	E			42.7	41.5	-0.31

3	DENVER COUNTY 1	MERRILL MIDDLE SCHOOL	M				35.6	27.0	-0.30
3	MONTROSE COUNTY RE-1J	JOHNSON ELEMENTARY SCHOOL	E				61.6	53.9	-0.30
3	CHERRY CREEK 5	MEADOW POINT ELEMENTARY SCHOOL	E				64.2	61.7	-0.30
3	WESTMINSTER 50	CLARA E. METZ ELEMENTARY SCHOOL	E				46.7	46.9	-0.30
3	GARFIELD RE-2	HIGHLAND ELEMENTARY SCHOOL	E				49.8	52.8	-0.29
3	MAPLETON 1	ADVENTURE ELEMENTARY	E				36.8	35.1	-0.29
3	GUNNISON WATERSHED RE1J	GUNNISON ELEMENTARY SCHOOL	E				73.1	63.6	-0.28
3	BUENA VISTA R-31	CHAFFEE COUNTY HIGH SCHOOL	H	X			63.0	6.5	-0.28
3	MOFFAT COUNTY RE:NO 1	MAYBELL ELEMENTARY SCHOOL	E	X			66.7	93.3	-0.27
3	DENVER COUNTY 1	AMESSE ELEMENTARY SCHOOL	E				30.8	36.0	-0.24
3	DENVER COUNTY 1	DOULL ELEMENTARY SCHOOL	E				36.4	40.3	-0.24
3	DOLORES COUNTY RE NO.2	RICO ELEMENTARY SCHOOL	E	X			85.7	71.4	-0.24
3	ST VRAIN VALLEY RE 1J	LOMA LINDA ELEMENTARY SCHOOL	E				51.7	61.2	-0.23
3	DENVER COUNTY 1	BROWN ELEMENTARY SCHOOL	E				51.7	45.0	-0.23
3	DENVER COUNTY 1	FLORENCE CRITTENTON HIGH SCHOOL	H		X	X	43.2	1.1	-0.23
3	DELTA COUNTY 50(J)	LAMBORN VISION SCHOOL	H	X			45.5	27.3	-0.23
3	WELD COUNTY S/D RE-8	TWOMBLY ELEMENTARY SCHOOL	E				49.1	49.2	-0.22
3	DENVER COUNTY 1	HARRINGTON ELEMENTARY SCHOOL	E				32.3	48.1	-0.20
3	MONTROSE COUNTY RE-1J	PASSAGE CHARTER SCHOOL	H	X			44.0	4.0	-0.19
3	CHERRY CREEK 5	PONDEROSA ELEMENTARY SCHOOL	E				55.0	56.1	-0.18
3	JEFFERSON COUNTY R-1	SLATER ELEMENTARY SCHOOL	E				64.2	47.8	-0.17
3	JEFFERSON COUNTY R-1	MOLHOLM ELEMENTARY SCHOOL	E				46.7	51.0	-0.16
3	DENVER COUNTY 1	MONTCLAIR ELEMENTARY SCHOOL	E				42.6	43.9	-0.13
3	CHERRY CREEK 5	VILLAGE EAST COMMUNITY ELEMENTARY SCHOOL	E				54.5	57.5	-0.13
3	DENVER COUNTY 1	GOLDRICK ELEMENTARY SCHOOL	E				39.5	52.6	-0.13
3	DENVER COUNTY 1	KIPP SUNSHINE PEAK ACADEMY	E				43.7	43.8	-0.13
3	ADAMS 12 FIVE STAR SCHOOLS	MALLEY DRIVE ELEMENTARY SCHOOL	E				51.6	59.7	-0.12

3	PLATTE VALLEY RE-7	PLATTE VALLEY MIDDLE SCHOOL	M			63.8	50.8	-0.10
3	MESA COUNTY VALLEY 51	MESA VALLEY VISION HOME AND COMMUNITY PROGRAM	E	X		72.5	60.0	-0.10
3	MESA COUNTY VALLEY 51	GATEWAY SCHOOL	H	X		100.0	16.7	-0.10
3	PARK COUNTY RE-2	GUFFEY CHARTER SCHOOL	E			62.1	62.1	-0.10
3	ADAMS COUNTY 14	CENTRAL ELEMENTARY SCHOOL	E			44.7	41.1	-0.09
3	DENVER COUNTY 1	COLUMBINE ELEMENTARY SCHOOL	E			43.3	42.7	-0.09
3	ADAMS-ARAPAHOE 28J	NORTH MIDDLE SCHOOL	M			36.4	30.5	-0.08
3	DOUGLAS COUNTY RE 1	DANIEL C OAKES HIGH SCHOOL--CASTLE ROCK	H	X		70.4	4.6	-0.07
3	ST VRAIN VALLEY RE 1J	ROCKY MOUNTAIN ELEMENTARY SCHOOL	E			50.9	61.1	-0.01
3	CROWLEY COUNTY RE-1-J	CROWLEY COUNTY ONLINE ACADEMY	H	X		60.0	0.0	0.00
3	MONTEZUMA-CORTEZ RE-1	MESA ELEMENTARY SCHOOL	E			49.8	54.4	0.02
3	GUNNISON WATERSHED RE1J	MARBLE CHARTER SCHOOL	E	X		77.8	69.0	0.02
3	CENTENNIAL R-1	CENTENNIAL HIGH SCHOOL	H			49.5	7.6	0.04
3	AULT-HIGHLAND RE-9	HIGHLAND ELEMENTARY SCHOOL	E			61.1	64.5	0.04
3	SUMMIT RE-1	SILVERTHORNE ELEMENTARY SCHOOL	E			62.4	59.5	0.04
3	MONTROSE COUNTY RE-1J	OLATHE ELEMENTARY SCHOOL	E			49.7	39.8	0.04
3	CAMPO RE-6	CAMPO UNDIVIDED HIGH SCHOOL	M	X		50.0	35.0	0.06
3	YUMA 1	YUMA MIDDLE SCHOOL	E			61.5	53.1	0.07
3	SOUTH CONEJOS RE-10	ANTONITO HIGH SCHOOL	H			53.8	15.2	0.11
3	EAST OTERO R-1	LA JUNTA MIDDLE SCHOOL	M			65.8	46.2	0.11
3	WESTMINSTER 50	SKYLINE VISTA ELEMENTARY SCHOOL	E			42.1	48.4	0.12
3	ADAMS-ARAPAHOE 28J	AURORA WEST COLLEGE PREPARATORY ACADEMY	M			36.5	28.5	0.13
3	ADAMS-ARAPAHOE 28J	KENTON ELEMENTARY SCHOOL	E			40.2	48.1	0.13
3	DENVER COUNTY 1	FLORENCE CRITTENTON HIGH SCHOOL	M	X	X	40.0	14.3	0.14
3	DENVER COUNTY 1	ARCHULETA ELEMENTARY SCHOOL	E			46.4	50.3	0.16
3	DENVER COUNTY 1	HILL CAMPUS OF ARTS AND SCIENCES	M			52.1	44.3	0.17

3	DENVER COUNTY 1	WYATT-EDISON CHARTER ELEMENTARY SCHOOL	M		49.4	27.2	0.20
3	KEENESBURG RE-3(J)	HUDSON ELEMENTARY SCHOOL	E		64.4	62.1	0.20
3	LONE STAR 101	LONE STAR MIDDLE SCHOOL	E	X	75.0	68.8	0.20
3	POUDRE R-1	TAVELLI ELEMENTARY SCHOOL	E		73.6	75.2	0.21
3	DENVER COUNTY 1	STEDMAN ELEMENTARY SCHOOL	E		36.6	45.3	0.29
3	FALCON 49	HORIZON MIDDLE SCHOOL	M		71.8	57.8	0.30
3	MESA COUNTY VALLEY 51	GATEWAY SCHOOL	M	X	80.0	50.0	0.34
3	ADAMS COUNTY 14	KEARNEY MIDDLE SCHOOL	M		47.5	37.0	0.35
3	DELTA COUNTY 50(J)	LINCOLN ELEMENTARY SCHOOL	E		65.6	70.8	0.36
3	SUMMIT RE-1	DILLON VALLEY ELEMENTARY SCHOOL	E		51.1	52.2	0.42
3	BOULDER VALLEY RE 2	PIONEER BILINGUAL ELEMENTARY SCHOOL	E		66.9	61.4	0.46
3	GARFIELD RE-2	GARFIELD RE-2 CENTER FOR INTEGRATIVE STUDIES	M	X	100.0	0.0	0.46
3	BRANSON REORGANIZED 82	BRANSON UNDIVIDED HIGH SCHOOL	M		75.0	34.8	0.53
3	MESA COUNTY VALLEY 51	MESA VALLEY VISION HOME AND COMMUNITY PROGRAM	H	X	91.3	21.7	0.57
3	AGATE 300	AGATE ELEMENTARY SCHOOL	E	X	95.0	85.0	0.58
3	ADAMS 12 FIVE STAR SCHOOLS	CROSSROAD ALTERNATIVE SCHOOL	H	X	28.6	0.0	0.69
3	DENVER COUNTY 1	MC MEEN ELEMENTARY SCHOOL	E		49.6	57.4	0.70
3	BOULDER VALLEY RE 2	GOLD HILL ELEMENTARY SCHOOL	E	X	73.1	65.4	0.70
3	BOULDER VALLEY RE 2	JAMESTOWN ELEMENTARY SCHOOL	E	X	100.0	100.0	0.70
3	DOLORES COUNTY RE NO.2	RICO ELEMENTARY SCHOOL	M	X	100.0	50.0	0.74
3	WELD COUNTY S/D RE-8	LEO WILLIAM BUTLER ELEMENTARY SCHOOL	E		57.2	60.8	0.76
3	GUNNISON WATERSHED RE1J	MARBLE CHARTER SCHOOL	M	X	100.0	61.5	0.80
3	POUDRE R-1	HARRIS BILINGUAL ELEMENTARY SCHOOL	E		69.1	71.7	0.88

3	LONE STAR 101	LONE STAR MIDDLE SCHOOL	M	X	83.3	83.3	0.91
3	CALHAN RJ-1	FRONTIER CHARTER ACADEMY	M	X	100.0	88.9	1.12
3	SILVERTON 1	SILVERTON HIGH SCHOOL	H	X	64.7	37.5	1.32
3	MOFFAT 2	CRESTONE CHARTER SCHOOL	H	X	95.5	40.9	1.98

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The following section provides information about how the Colorado Department of Education determined which schools would fall into Tier I, II and III. We describe the data used and the methodology applied, which is all in alignment with the guidance provided by ED.

### **Data Sources**

The Colorado State Assessment Program (CSAP) assesses students every year from grade 3 through grade 10 in the content areas of reading and mathematics. A Spanish language version of the CSAP reading assessment, called Lectura, is administered to grade 3 and 4 non-native speakers of English enrolled in bilingual education programs. An alternate assessment, CSAPA, is administered in the content areas of reading and math to students with qualifying cognitive disabilities. Student-level data for each of these assessments were collected for the years 2007, 2008 and 2009. Data screening included removing student records with test invalidation codes (actual test scores deemed invalid) or blank scale scores (no test score record).

Test records from each year are aggregated across the different assessments as follows: CSAP reading, Lectura and CSAPA reading are combined to give a composite reading proficiency rate for each grade within a school while CSAP math and CSAPA math are combined to give an overall math proficiency rate.

For accountability purposes in Colorado, schools are designated as elementary, middle and high (EMH) according to the grade range of enrolled students. A school can have different designations for different grade ranges; in general the elementary designation is given to grades K–5 or K–6, middle schools are 6–8 or 7–8, and high schools are 9–12. Depending upon the lowest and highest grades of the school, specific grade ranges are designated as elementary, middle or high. For example, a K–8 school will have a record as an elementary for the grade K–5 students and a middle school record for the 6–8 students. A K–12 school has 3 records—elementary, middle and high—with each level containing the appropriate subset of students. To align with federal regulations, middle and high schools have been combined under the heading of secondary schools in the current analysis.

Graduation rate data were collected for high schools for the years 2007, 2008 and 2009. Colorado calculates a 4-year graduation rate by tracking student cohorts.

### **Preliminary School Eligibility Criteria**

To be considered in the analysis, an educational entity must be classified as a school currently operational with student enrollment data collected during the October 1, 2010 pupil count. Schools must also have student data for at least one of the following CSAP administrations: 2007, 2008 and/or 2009. The CSAP is administered in the spring of each school year, and is consequently referred to using only the year of the spring term. In other words, the 2008–2009 school year is associated with the 2009 CSAP data, the 2007–2008 school year with 2008 CSAP, etc.

### **School Criteria**

After determining the number of schools in the “all students” group, two additional criteria are used to ensure valid data is used to identify schools in Tier I or Tier II. The first of these criteria is a minimum n

count. A school is required to have 20 or more students receiving valid student growth percentiles between 2007 and 2009 in each content area. This minimum n requirement is fundamental to ensuring data stability. MGPs based on a small number of students tend to fluctuate a great deal across schools and years while an increased number of records yields more stable estimates that are less likely to exhibit cohort-driven volatility. For these reasons, all schools with less than 20 students over three years are removed from Tier I consideration. Following revised federal guidance, these schools are flagged as Tier III eligible. A federal waiver has been submitted for this minimum n requirement and the complete list of waived schools will be made publicly available on the CDE website.

The second exclusion scenario arises from Colorado's identification of a subset of schools called Alternative Education Campuses (AECs), which serve special needs or high risk student populations. The majority of AECs serve high school students who have failed in and been failed by traditional institutions. By receiving designation as an AEC, a school will be subject to an enhanced school performance evaluation in addition to the school performance evaluation used for all schools for state accountability purposes. A small number of schools qualify as AECs because more than 95% of their students are on IEPs. The rest qualify because they are designed to address the needs of a high risk student population and serve at least 95% high risk students. In Colorado, students are considered high risk if they: are involved with state correctional services, dropped out, were expelled from school, have a documented history of personal or parental drug use, have a documented history of personal or familial gang membership, have a parent or guardian in prison or on parole, have a documented history of domestic violence, have a history of repeated school suspension or are a parent or pregnant woman under 20 years old.

The January 20<sup>th</sup>, 2010 federal guidance makes clear that schools designed to re-engage students who have dropped out of the system or cater to populations otherwise unable to follow a traditional 4-year path to graduation, may be exempted from identification as among the lowest performing. Given these constraints, some, but not all, of Colorado's AECs qualify for exemption. To determine whether an AEC should be exempted, school level information was collected on the following: the school's mission, the type of students being served (including counts of the number of students falling into each of the high-risk categories described above), if the school focuses on dropout retrieval, if the school is designed to be temporary, whether the school grants diplomas, and other information which would preclude a school from expecting students to graduate in four years.

For the purposes of identifying the lowest performing secondary schools in Colorado, AECs were only exempted if they met one or more of the following criteria:

- School purpose is dropout re-engagement and 100% of enrolled students are identified as dropouts
- School is temporary and designed to transition students back to their home school
- School is not a diploma-granting institution

Of the 56 schools designated as AECs for 2009–2010, 1 is an exclusive dropout re-engagement program, 10 are temporary/transitional programs and 12 do not grant diplomas. These schools are not eligible for Tier I and II, but have been flagged as Tier III. The remaining 39 schools do not qualify for exemption and have been included in all analyses (unless removed for small n count). The list of AECs, with the

relevant school and student information will be available on the CDE website.

### **Calculating Grade Level Performance Metrics**

The measure of a school's performance is composed of two separate metrics: academic achievement and academic growth. These metrics summarize the performance of individuals within a school on Colorado's summative assessments. Student results on the CSAP and CSAPA are reported in terms of the proportion of examinees reaching criterion-based achievement levels. For the CSAP, the achievement levels, in ascending order, are Unsatisfactory, Partially Proficient, Proficient and Advanced. Students scoring in either the Proficient or Advanced categories are fully demonstrating grade-appropriate academic knowledge and skills. On the CSAPA, given to students with qualifying disabilities, the performance levels are: Inconclusive, Exploring, Emerging, Developing, and Novice. Scoring in the top two categories of Developing and Novice roughly parallels the performance strata on CSAP and is considered grade-appropriate for these students.

In order to aggregate student data by grade within a school, the percent of students demonstrating grade-appropriate proficiency is calculated for each content area combining the 2007, 2008 and 2009 data as follows. First, a sum is taken of the number of students scoring Proficient or Advanced on the CSAP and Lectura and the number of students scoring Developing or Novice on the CSAPA; this sum is then divided by the total number of students with actual scores taking these tests. In this way a final multi-year percent proficient or above (%PrA) value is calculated for each grade, school and content area.

Colorado has developed its own measure of student academic progress, the Colorado Growth Model, which has been approved for use in the AYP growth pilot. This growth model assigns each individual a student growth percentile (SGP) based upon how her performance compares to that of her academic peers. SGPs are reported on a scale of 1–99, with 50 being typical growth representing a year's worth of academic progress in a year's time. An SGP above 65 is considered high growth—meaning a student is making more than a year's worth of progress in a year's time. An SGP below 35 represents low growth—a student is failing to make a year's worth of progress in a year's time.

In order to calculate a growth percentile, a student must follow a traditional grade progression and have test scores for at least the two most recent years. Additional prior years of test scores yield better growth estimates, and are used whenever available. Currently in Colorado, only the standard CSAP assessments are used to calculate student growth; students taking Lectura and CSAPA are not included in growth calculations and subsequent growth-based analyses.

The growth scores are aggregated at the grade level within each school by taking the median of all SGPs for students in a given grade across the years 2007, 2008 and 2009, separately for each content area. For example, all the grade four SGPs for 2007, 2008 and 2009 are pooled, and a single median taken to represent the overall performance of fourth graders in that school.

No weighting is used in these calculations other than the de facto weighting present on the basis of the number of student records in each year.

## **Standardized Performance Index**

Once the grade level %PrA and median growth percentile (MGP) values have been calculated for each school, these values are represented as values on the normal scale as follows. Transforming the distribution of each grade's school-level MGPs onto the standard normal curve (mean of 0 and a standard deviation of 1) yields z-score values for each grade and content area by school. A z-score is an indicator of how much a particular value deviates from the average. Z-scores of plus or minus one indicate that a case is either 1 standard deviation above or one standard deviation below the mean. Separate standardization by grade level is performed to account for the differences found across grades (with greatest discrepancies for %PrA between lower and higher grades).

In addition to ease of interpretation, another advantage to using z-scores is that multiple metrics, initially calculated on different scales, can each be standardized and then arithmetically combined. Thus, the grade level z-scores for reading and math are averaged together to give a single z-score for achievement, and a second z-score for growth for each grade in a school. Next, the z-scores are averaged across grades based upon a school's EMH designations to yield one achievement and one growth z-score for each grade span (elementary, middle or high) within a school. This means that for a K-8 school, the %PrA z-scores for grades 3, 4, and 5 are averaged into a single elementary z-score for the school and the z-scores for grades 6, 7 and 8 are averaged to give the z-score for the middle school-level. This method of combining grades by EMH gives equal weight to each grade, regardless of differences in the number of students per grade.

To arrive at a single rank for each school and grade span, the z-scores for MGP and %PrA are averaged together. For nearly all accountability measures in use or development, greater weight is given to growth metrics than to status measures. In the current analyses, growth is weighted twice as much as status; meaning that the standardized growth score contributes 67% of the final z-score while status contributes only 33%. This weighted average z-score becomes the final representation of a school's overall performance during the past three years: its Standardized Performance Index score. Although the method described above has been used to identify the lowest-performing schools for the 2009 School Improvement Grant allocations, once the state's School Performance Framework has been completed, this new metric will be used to rank schools and identify the lowest-performing for state accountability.

## **Low-Graduation Rate Eligibility**

An additional indicator of poor performance is calculated for high schools with low graduation rates. Colorado uses a four-year cohort model to calculate graduation rate. For each graduating class, the number of students receiving a regular diploma in the past year is divided by the total number of students finishing 8<sup>th</sup> grade four years earlier plus the number of students who transferred in minus the number of verified student transfers out. A flag is applied in the dataset to schools with a graduation rates less than 60% for each of the previous three years (2009, 2008 and 2007).

## **Identifying Tier I, Tier II, and Tier III Schools**

### **Tier I Schools**

To be included in the "all students" group for Tier I, a school must receive Title I funds and be on school

improvement, corrective action, or restructuring status for the 2009–2010 school year. The total number of schools included in this “all students” group becomes the base for calculating the 5% of schools to be identified as persistently lowest-achieving. The 5% is calculated separately by EMH level and the values rounded up to the nearest whole number.

Making the number of eligible schools proportional to the total number of schools within a given grade span ensures adequate coverage of schools serving students of all ages. Without this precaution, middle schools tend to be under-represented. Elementary schools receive Title I funds twice as often middle schools and more than three times as often as high schools, which results in a disproportionate number of elementary schools eligible for Tier I funding. Although Tier II is intended to address this imbalance, the majority of eligible recipients in Colorado are high schools. The lowest performing schools in Tier II tend to be AECs (primarily serving grades 9–12) and high schools with low graduation rates, rather than middle schools. As a result, middle schools are less likely to be represented among the persistently lowest-performing schools eligible for SIG funding. For these reasons, Colorado feels that stratifying by EMH level will ensure a more equitable distribution of funds across grades and schools.

The Tier I eligible schools are then ranked by standardized performance index. Following this ranking procedure, the schools not meeting the minimum n count requirement and the exempt AECs are skipped. Then, the lowest ranked 5% of Tier I eligible schools by performance index within a given EMH level are identified. Additionally high schools on school improvement, corrective action or restructuring with a low graduation rate flag are identified. Combining these two sets of schools yields the final list of persistently lowest-performing schools eligible for Tier I 1003(g) funds.

The flexibility given to states in identifying additional schools was not utilized for Tier I.

### **Tier II Schools**

The Tier II schools are identified in a similar way. To be included in the “all students” group for Tier II, a middle or high school must be eligible for but not receiving Title I funds for 2009–2010. Title I eligibility requires that a school be part of a district that accepts Title I funds and have a school poverty rate (as defined by percent of students eligible for free or reduced-price lunch) that is a) greater than the district’s average free or reduced-price lunch percent overall, b) greater than the district’s average free or reduced-price lunch percent for schools in that grade span, or c) greater than or equal to 35%. The total number of Tier II eligible schools is then used as the base to calculate the 5% of middle schools and 5% of high schools to be identified as persistently lowest-performing.

Once again, schools are ranked by scores on the standardized performance index and flagged for low graduation rates. Schools not meeting the minimum n and exempt AECs are skipped from Tier II consideration and moved to Tier III. From the remaining pool of Tier II eligible schools, the lowest performing 5% (broken out by grade level) are identified by performance index score. High schools with flags for low graduation rate are also identified for Tier II 1003(g) funds. There is no cap on the number of schools eligible under this low graduation rate criterion, but the majority tends to be non-exempt AECs that are also flagged using the standardized performance index.

Utilizing the increased state flexibility detailed in the January 20<sup>th</sup>, 2010 federal guidance, middle and high schools eligible for Title I funding, whether receiving funding in 2009–2010 or not, who have not

made AYP for the two most recent years and who have a performance index score lower than the highest performing school identified in the above 5%, are also flagged for Tier II. The final list of Tier II schools includes all schools flagged under the low performance, low graduation rate, or expanded low performance criteria.

### **Tier III Schools**

In addition to school schools excluded due to n count or AEC exemption, all schools on Title I school improvement, corrective action, or restructuring in 2009–2010 that are not identified for Tier I or Tier II are identified as Tier III. Lists of all these schools will be posted to the following website:

<http://www.schoolview.org/statefiscalstabilizationfund.asp> pending approval by the US Department of Education.

## **B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA's application for a School Improvement Grant.**

### **Part 1**

- (1) *The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA's application and has selected an intervention for each school.*

The LEA must demonstrate in its application that it has analyzed the needs of each Tier I and Tier II school that it plans to serve in the LEA's application and has selected an intervention for each school. The LEA must have completed or have plans to complete an Expedited Diagnostic Review (EDR) of each Tier I and Tier II school prior to submitting the application. Expedited Diagnostic Review materials and protocols were developed specifically with the U.S. Department of Education's school improvement grant turnaround effort in mind. Colorado School Support Team standards, indicators, and protocols were used to develop a review process with the primary goal of identifying root causes of a school's poor academic performance and the best turnaround strategy for the school (see Part I, Attachment A). After the EDR, the school will select an intervention model based on the findings of the expedited diagnostic review and create a Unified School intervention plan for each site. This plan includes a data analysis worksheet (see Part II, Attachment D) to identify gaps and root causes for low student achievement. An action plan will then be developed in which root causes will be prioritized and addressed (see Attachment D of the RFP). These plans will be reviewed and scored against the rubric in the SEA Request for Proposal (RFP).

LEAs will clearly indicate which intervention is chosen for each school on page 8 of the RFP. (See RFP)

- (2) *The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.*

LEAs will demonstrate their capacity to support sites in Section II of the RFP (page 16 of the RFP) by detailing specific actions the LEA has taken or will take to: (1) design and implement interventions consistent with the requirements, (2) recruit, screen and select external providers, if applicable to ensure their quality, (3) align other resources with the proposed interventions, and (4) modify practice or policies to implement the interventions fully and effectively. Any activities or strategies the LEA proposes must be clearly outlined in the electronic budget (see rubric, page 18 RFP).

In addition, in awarding 1003(g) School Improvement funds, CDE will evaluate each district's commitment according to its dedication to implementing one of four specific interventions in each Tier I and Tier II school that it commits to serve. These interventions include:

- *Restart*: Close and reopen the school under the management of a charter school operator, charter management organization, or educational management organization.
- *Turnaround*: Replace the principal and at least 50 percent of staff, adopt a new governance structure and implement comprehensive, research-based instructional programs.
- *Transformation*: Replace the principal, implement comprehensive instructional reform strategies, extend learning and teacher planning time, and provide operating flexibility.
- *Closure*: Close the school and enroll students in high-achieving schools in the district.

### **Demonstrated capacity**

CDE will also consider a district's capacity to carry out proposed interventions in targeted schools, including supply of leaders, teachers and school providers; detailed dissolution and dispersal plan for school closures; capacity to administer and track interim assessments; capacity to engage in significant mid-course corrections (including by replacing key staff, leadership or external providers) if data do not indicate significant progress toward achievement benchmarks within the first year; and quality of instructional programs and standards-based curriculum.

### **Governance reform**

CDE will consider a district's commitment and capacity to establish oversight structures for identified schools outside of normal district constraints that will ensure necessary freedom and support, such as a separate district office, staffed by a person that has been given significant autonomy to make critical decisions that impact student achievement, reports to the district superintendent and has contracting and other authorities, or a contract with a Lead Turnaround Partner.

### **Ensuring flexibility**

CDE will consider a district's commitment to ensure necessary flexibility for identified schools. Many of these flexibilities are required elements of the intervention models outlined above. For all schools, they will include flexibility over scheduling of school day and year; principal autonomy over staff hiring, firing and placement; and greater authority over budgeting at the school level. Districts may provide these flexibilities by obtaining innovation school/zone status,

converting a school to charter status, or obtaining specific waivers from district policy or negotiated agreements as necessary.

### **Aligned resources**

CDE will consider a district's commitment to align current and future funding sources in support of improvement goals, including its commitment to identify and reallocate existing district funds for the purpose of sustaining the improvement work after federal funds expire.

### **Performance monitoring**

CDE will consider a district's commitment and capacity to hold schools accountable for results. Specifically, districts must include in their application three year student achievement goals in reading/language arts and mathematics. Each Tier I and Tier II school the district commits to serve must be held accountable for meeting or being on track to meet those goals for all students and in each student disaggregated group. In addition, districts must hold schools accountable for progress on leading indicators (see step #4 below). In schools where the district proposes a "restart" model, it must also describe how it will hold the charter school operator, CMO or EMO accountable for meeting or being on track to meet student achievement goals and making progress on leading indicators.

### **District and community support**

CDE will consider a district's demonstrated backing for necessary changes to accompany dramatic reform, as evidenced through support from the school board, superintendent, the local teachers' union, and parents.

### **Sustainability**

Finally, CDE will consider evidence of the district's plan to sustain gains in student achievement beyond three years; and to commit one-time funds strategically to enable future interventions in other low-performing schools.

- (3) *The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).*

Each LEA will submit to the CDE an electronic budget with detailed expenditures for each of the schools in which it will intervene. The budget will be scored against the rubric on page 18 of the RFP. If an LEA can provide evidence that it will require less than \$500,000 for a Tier I or a Tier II school, the LEA will have to provide a detailed written justification for spending less than \$500,000. The district's rationale and justification will then be reviewed by the Grants Fiscal Management unit, program specialists with final approval from the Commissioner of Education. If Grants Fiscal, program specialists and the Commissioner disagree with the LEA's rationale and

activities that are clearly detailed in the electronic budget form for spending less than \$500,000 on a Tier I or Tier II school, the LEA will be required to revise and resubmit the budget to reflect the feedback provided.

## **Part 2**

*(1) Design and implement interventions consistent with the final requirements.*

LEAs will develop an individual action plan for each site through a Unified Planning process where interventions consistent with the final requirements will be judged against a rubric (see page 17 of RFP)

*(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.*

CDE will provide guidance through (noted in the application, timeline, and attachments):

1. An External Provider fair for eligible applicants.
2. The Expedited Diagnostic Review process that includes an orientation and ongoing support.
3. Webinars to be held for all eligible applicants.
4. CDE-provided technical assistance to eligible applicants.
5. Guidance and resources produced by the USDE as well as other organizations.

CDE will assess commitment through:

1. Rubrics used to assess the quality of proposals and improvement plans.
2. Agreement to the conditions of the grant, including a commitment to implement one of the four intervention models.
3. Agreement to undergo an Expedited Diagnostic Review.

Will be answered in a narrative by LEAs and scored against a rubric in the application (see page 16 of RFP)

*(3) Align other resources with the interventions.*

Will be answered in a narrative by LEAs and scored against a rubric in the application (see page 16 of RFP)

*(4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.*

Will be answered in a narrative by LEAs and scored against a rubric in the application (see page 16 of RFP)

*(5) Sustain the reforms after the funding period ends.*

LEAs are expected to provide an action plan that provides detail for 4 years of program activities (3 years Tiered Intervention Grant funds and an additional year of sustainability). This will be

scored against the rubric on page 17 of the RFP.

**C. CAPACITY: The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.**

*An LEA that applies for a School Improvement Grant must serve each of its Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Tier I school, the SEA must evaluate the sufficiency of the LEA's claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible.*

*The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school. The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.*

The SEA will use the following criteria to evaluate *an LEA's petition that it lacks the capacity to intervene in each of its Tier I or Tier 2 schools:*

- 1) The LEA demonstrates that it lacks the administrative or support staff to adequately support the implementation and monitoring of the intervention(s);
- 2) The LEA demonstrates that by focusing its efforts on a few schools, it will be better placed to improve the academic achievement of students in its other low performing schools.

In reviewing the petition, CDE will consider:

1. The size and geographical location of the district as well as the number and size of schools.
2. The availability of high quality external providers that have a proven track record of addressing the root causes identified in the Expedited Diagnostic Review (EDR).
3. The capacity of the BOCES serving the district to address the root causes of low performance identified in the EDR.
4. The capacity of the CDE to provide direct support to address the root causes identified in the EDR.
5. The availability of other resources and sources of support.

If the SEA determines that the LEA has the capacity to intervene in more Tier I schools than it plans to serve, the SEA may determine, on a case by case basis, that the LEA is ineligible to receive School Improvement grant funding for Tier I, Tier II, or Tier III schools. If the SEA determines that the LEA does have the capacity to serve all of its Tier I schools, it will notify the LEA and identify ways in which the LEA can manage the intervention.

The SEA will evaluate the LEA's capacity *to serve* its Tier I and/or Tier II schools in the RFP. The criteria for judging capacity is found below:

Level 1	Level 2	Level 3
The LEA provides little or no evidence that it has the capacity to implement the identified intervention model. The reviewer sees little evidence that the district possesses the capacity to successfully put in the specific change drivers in place.	The LEA provides evidence that it has some capacity to implement the identified intervention model it has chosen, but the evidence is lacks enough specificity to fully satisfy the reviewer. Specifically, the LEA demonstrates competency in some of the areas discussed in the RFP, but it fails to address others in sufficient detail. There is concern that the LEA lacks the capacity to ensure fidelity and sustainability.	The LEA demonstrates that it has the capacity to fully and effectively implement whatever intervention model(s) it has chosen.

**D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.**

(1) *Describe the SEA's process and timeline for approving LEA applications.*

Pending approval by the USDE of the State's School Improvement Grant application, CDE will release the local SIG application and will provide support and disseminate information to all eligible applicants. As part of the information to be disseminated, CDE will communicate to eligible LEAs/schools that intervention plans are to be implemented during the 2010-2011 school year. An LEA will be able to begin drawing down SIG funds following the approval of its SIG proposal.

The following timeline is included in the local RFP for School Improvement Grant funds:

- Nov. 30, 2009 – May 30, 2010** Conduct Expedited Diagnostic Reviews, provide support for local stakeholder meetings and planning and implementation.
- February 9, 2010** Provider Fair for all eligible sites
- March 23, 2010** Release of Tiered Intervention Request For Proposal (RFP) via the CDE weekly communication "The Scoop" and posted to the CDE Web site at: <http://www.cde.state.co.us/FedPrograms/NCLB/tia.asp>
- April 7, 2010** An application training webinar will be held to detail expectations of the RFP expectations and all time for Q&A/technical assistance.
- April 21, 2010** Applications due to CDE on or before 4:00 p.m.

**May 4, 2010**

Review of proposals by CDE

Teams of CDE staff with background in School Improvement and federal grants administration will score proposals according to rubric and develop LEA feedback. Grants Fiscal will review proposed budget expenditures. (See scoring rubrics on pages 15 – 18 of the Tiered Intervention RFP) The review of the Tiered Intervention Grants will be a standards based process. LEAs will not be funded unless they meet each of the criteria in each section of the application. This approach will prevent a proposal that has deficiencies in one section of the plan from compensating for those deficits in other sections. In this way, the review process will ensure that funded Tiered Intervention Grants address all the critical components in a way that is aligned into a coherent whole. LEAs may be asked to submit revisions in any deficient sections to bring specific sections up to standard.

**April 30, 2010 –  
May 30, 2010**

Scores, feedback (may include rewriting of specific sections) and notification of funding will be released contingent upon approval of Colorado's 1003(g) Application by the USDE. If anything additional is needed from LEAs based on USDE input, it will be requested at this time.

**August, 2010 –  
June, 2011**

Implementation of intervention model prior to, or during, the 2010 – 2011 school year.

*(2) Describe the SEA's process for reviewing an LEA's annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Tier I or Tier II schools in the LEA that are not meeting those goals and making progress on the leading indicators in section III of the final requirements.*

In the overarching strategy for supporting dramatic improvement in the state's lowest-achieving schools, the Colorado Department of Education's Turnaround Office will develop detailed performance goals and specific timelines for improvement to which all turnaround schools and districts will be held. A unified plan for each individual school site will be monitored and updated annually. The unified plan must include the following components:

- The project's short-term and long-term goals and objectives.
- The project's most important activities and characteristics.
- How the project's program activities will lead to the attainment of objectives.
- How the project will ensure that:
  - all project components are delivered as prescribed to all participants; and
  - the appropriate amount of program content will be delivered to all participants.

These goals, timelines and indicators will be encompassed in a Memorandum of Understanding (MOU) between the CDE and individual districts and will include the following:

- *A common, ambitious but achievable goal that every turnaround school will be expected to meet within 3-5 years after beginning its turnaround effort.* The CDE will define a school turnaround a “success” when the students it serves are performing at levels comparable to students’ average performance in low-poverty schools across the state. Schools will be required to meet achievement levels in the core academic subjects that equal or exceed the average level for the state’s non-low-income students. High schools will also be required to achieve graduation rates, dropout rates, college-going rates and other key high school metrics that are equal to rates among Colorado’s higher-income high schools.
- *School-specific timelines and benchmarks for reaching these goals.* Rather than requiring all schools to follow a simplistic linear path from their current achievement to the goals outlined above, in its MOUs with participating districts, the CDE will establish timelines and benchmarks that are individualized based on each school’s current achievement, turnaround strategy, and particular needs.

First, the timelines and benchmarks will vary by each school’s achievement levels when it began its turnaround effort. In addition, some schools identified for turnaround are further behind than others, and so they may require more time (e.g., 5 years as opposed to three) to meet the state’s performance goals. This will be negotiated for individual schools in each district’s MOU.

Second, research shows that successful turnarounds typically involve a focus on a few key goals in the first few weeks and months of the effort. This focus will be reflected in each school’s individualized benchmarks. For example, if an elementary school decides to invest heavily in year one in third and fourth grade reading, its first-year benchmarks will reflect that by setting more ambitious targets for growth in reading achievement in third and fourth grade than for other grades and subjects. All schools will be required to show sufficient achievement growth in all grades and subjects by year five, but initial benchmark goals will help foster the intense focus common to successful turnarounds by setting school- and year-specific targets.

Third, research shows that “early wins,” or strong and measurable gains in the first year, are common to successful turnarounds. Therefore, benchmarks for all schools will require large and measurable gains in the school’s first year of turnaround, and sustained progress thereafter. Timelines will not be constructed as “balloon payments” to allow the school to remain low-performing for three to four years and then expect to make large leaps in year five.

- *A set of leading indicators to inform the district and state whether each school is on-track to meet its benchmarks and ultimate goals for student achievement.* The CDE Turnaround Office will invest in the creation and refinement of a research-based set of leading indicators to measure success or failure in turnaround schools. In year one, the CDE will start with three initial sets of indicators (see below), which it will develop over the course of spring 2010 and begin collecting from the first cohort of turnaround schools in early 2011. Mid-year collection and analysis of as many indicators as possible will enable the CDE, local districts and school leaders to initiate mid-course corrections or more dramatic shifts in strategy for the next school year. Consistent with Colorado’s overall approach of building and collecting knowledge about what works in improving student outcomes, these indicators and results from the first cohort of turnaround schools

will thereafter inform research and analysis to develop more accurate and refined sets of leading indicators for future cohorts of turnaround schools.

Leading indicators to be collected in year one will include:

- a. Title I Section 1003(g) required indicators: the number of minutes within the school year; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; dropout rate; student attendance rate; number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes; discipline incidents; truants; distribution of teachers by performance level on an LEA's teacher evaluation system; and teacher attendance rate.
- b. Other quantitative indicators that supplement those required under 1003(g), such as: results on interim assessments of student performance; the percentage of students taught by teachers who, in prior years, achieved above average or exceptional growth with their students; other measures of time allocated to learning; and others likely to be highly-correlated with successful improvement efforts
- c. Qualitative indicators that arise from cross-sector research about successful turnarounds. The extent to which the school leader and staff have prioritized a few key goals that will lead to visible early wins; whether the school leader is engaging staff in regular and transparent sharing of data about student performance; and evidence of positive community involvement in the turnaround effort or the leader's successful efforts to influence those who oppose dramatic change.

Every turnaround school will be expected to become a high-performing school by year five. If a school fails to be on track to becoming a high-performing school based on leading and lagging indicators, CDE will not renew and LEA's School Improvement Grant. Summative (lagging) performance will be established using Colorado's School Performance framework pursuant to the Education Accountability Act of 2009 (Article 11 of title 22, Colorado Revised Statutes). Non-summative performance under a turnaround plan will be established using leading indicators. These leading indicators will include: meeting interim performance targets and meeting implementation benchmarks. Interim targets and implementation benchmarks are established as part of Colorado's unified planning process and reflect both state and local measures and design-specific implementation activities.

The results CDE expects from all Turnaround Schools is that their annual performance evaluations will show improvement such that following year 1 the school's performance improves enough to earn a category of at least Priority Improvement Plan (improving from Turnaround Plan), and then meets annual targets leading to earning a Performance Plan category by year five, at which time it will be a high-performing school.

*(3) Describe the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Tier III schools in the LEA that are not*

*meeting those goals.*

Tier III schools will be held to standards equally rigorous to those used for Tier I and Tier II schools.

- (4) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve.*

CDE's Turnaround Office will conduct monthly onsite visits of each turnaround school and will prepare a summary report for the Commissioner of Education, the building principal and the district superintendent. Additionally, in cases where schools are using the services of an external provider, CDE's Turnaround Office will conduct monthly achievement calls for the purpose of reviewing current benchmark and formative assessment data, address current issues and identify next steps.

- (5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.*

In the event that the Colorado Department of Education lacks sufficient funds to serve all eligible schools for which each LEA apply, priority will be given in the following order, (1) Tier I and II schools in LEAs that commit to serve both, (2) Tier I schools that LEAs commit to serve, (3) Tier II schools that LEAs commit to serve, (4) Tier III schools in LEAs that commit to serve a Tier I or Tier II school, (5) Tier III schools in LEAs that do not commit to serve a Tier I or Tier II school. Within each priority area, schools will be prioritized from lowest-achieving to highest-achieving. Note that the SEA does not expect to have sufficient funds to fund all Tier I and II schools that are eligible and therefore does not expect to fund any Tier III schools. In Spring 2010, LEAs may apply for funds to serve Tier I, Tier II, and Tier III schools from the 2009 eligibility list. In addition, an LEA may apply for funds to serve a Tier I or Tier II school from the 2010 eligibility list if they can document a commitment has already been made to implementing one of the four intensive models at the start of the 2010-2011 school year. Indicators of demonstrated commitment and readiness include an agreement to participate in a Expedited Diagnostic Review or School Support Team review, community and parent engagement in the reform process, Board actions, and a commitment of other federal, state, and local resources to the turnaround effort.

- (6) Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools.*

The Colorado Department of Education will give priority to Tier III schools in the lowest performing 5% of Tier III schools that receive Title I, Part A funds and are on improvement, corrective action or restructuring and then to those that do not receive but are eligible for Title I, Part A funds, and have not made AYP for two consecutive years in reading/language arts and math combined or are in the State's lowest quintile of performance based on proficiency rates on the State's assessments under section 1111 (b)(3) of ESEA in reading/language arts and math

combined.

(7) *If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.*

The State will not take over and Tier I or Tier II schools in the 2010-2011 school year.

(8) *If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school, and provide evidence of the LEA's approval to have the SEA provide the services directly.*

The SEA does not intend to provide intervention services directly to Tier I and Tier II schools.

**E. ASSURANCES: The SEA must provide the assurances set forth below.**

By submitting this application, the Colorado Department of Education assures that it will do the following:

- Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application that the SEA has determined the LEA has the capacity to serve.
- Apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.
- Carry over 25 percent of its FY 2009 school improvement funds, combine those funds with FY 2010 school improvement funds (depending on the availability of appropriations), and award those funds to eligible LEAs consistent with the final requirements if not every Tier I school in the State receives FY 2009 school improvement funds to implement a school improvement model in the 2010-2011 school year (unless the SEA does not have sufficient school improvement funds to serve every Tier I school in the State).
- Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- Monitor each LEA's implementation of the interventions supported with school improvement funds.

- To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; amount of the grant; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- Report the specific school-level data required in section III of the final notice.

**F. SEA RESERVATION: An SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.**

CDE will reserve 5% of the State’s School Improvement grant funds in support of administrative services, fiscal services, and support services to school districts and schools as delineated in the following list of activities:

- Data collection and analyses associated with the identification and progress of low performing schools.
- Administration of school improvement grants to LEAs. Develop state and local SIG applications. Release the local RFP, provide training and technical assistance to school districts. Conduct grant reviews. Develop a data base of subgrantees, release funds and track expenditures, collect end of year reports. Maintain programmatic and fiscal records.
- Development and implementation of Expedited Diagnostic Reviews. Develop informational materials, protocols and rubrics used for the Expedited diagnostic Reviews. Conduct EDR orientations. Support community stakeholder meetings as necessary. Facilitate de-briefings and reports.
- Technical assistance and support to LEAs and low performing schools in the planning and implementation of intervention models. Ongoing support of partnerships with districts and low performing schools. Ongoing collection of progress data related to the implementation and impact of turnaround strategies. Development and implementation of performance indicators.
- Facilitation of partnerships between low performing LEA schools and external providers and CMOs. CDE will assign liaisons who will fill that role for districts, schools, and external providers and management companies.
- Evaluation of the impact of grant awards and intervention strategies. CDE contracts with Omni Evaluation to evaluate the impact of grant award programs and improvement strategies. CDE will also continue to conduct its own research and evaluations as part of its statewide system of accountability and support.
- Tracking of school progress
- Meeting additional data collection and reporting requirements tied to the funds, including ARRA reporting requirements. Quarterly and end of year reports.

**G. CONSULTATION WITH STAKEHOLDERS: An SEA must consult with its Committee of**

**Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.**

Before submitting its application for a School Improvement Grant to the Department, on February 22, 2010, the Colorado Department of Education consulted with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

- The SEA has consulted with its Committee of Practitioners regarding the information set forth in its application.

The SEA has also consulted with other stakeholders that have an interest in its application.

- The SEA has consulted with other relevant stakeholders, including Regional Superintendent Councils, Education Data Advisory Committee, and representatives of eligible school districts.

**H. WAIVERS: The final requirements invite an SEA to request waivers of the requirements set forth below. An SEA must list in its application those requirements for which it is seeking a waiver.**

Colorado requests waivers of the requirements it has listed below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant. The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I and Tier II schools.

- Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.
- Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.
- Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.
- Waiver of the definition of "lowest performing schools" contained in section I.A.3. and I.A.1(b) of the final School Improvement Grant requirements to exclude certain schools from the list based on a "Minimum N" of twenty or fewer students.

The State assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

The State assures that it will permit an LEA to implement the waiver(s) only if the LEA receives a School Improvement Grant and requests to implement the waiver(s) in its application. As such, the LEA may only implement the waiver(s) in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, prior to submitting this request in its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding this waiver request to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

The State assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver, including which specific waivers each LEA is implementing.

## **PART II: LEA REQUIREMENTS**

*An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs. That application must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.*

See Attachment D for Request for Proposal.

## **Attachment A: Expedited Diagnostic Review Materials**

### **Report Template for the Expedited School Review**

#### **Background Information**

The purpose of the external Expedited Diagnostic Review (EDR) is to focus on information about a school's systems, structures, and processes. Student performance data are available in other sources. The EDR assesses six essential areas that research indicates have a significant impact on student achievement. The impact can be positive or negative based on the implementation quality of each.

The review information is presented in a report to the Colorado Department of Education (CDE) and the district so that a collective decision can be made regarding the selection of the most appropriate school improvement model from the USDOE guidelines. This information will be beneficial when the CDE and the district are selecting programmatic interventions targeting school-identified needs.

School information is gathered in the following areas:

1. Curriculum
2. Assessment / Evaluation
3. Instruction
4. School Culture
5. Professional Development and Evaluation
6. Leadership / Planning

The external review team uses a rubric to identify levels of performance in each of the six areas. Three major sources of information are used: (a) documents and artifacts, (b) interviews, and (c) observations. Standardized observation tools are used to record information.

Levels of performance for each of the six areas are:

- Strong
- Satisfactory
- Not satisfactory
- Non-existent

## **EXPEDITED SCHOOL REVIEW**

### **OVERVIEW**

School review dates:

Number of team members:

Number of interviews:

- School administrators:
- Instructional and content coaches:
- Classroom teachers (regular and special program teachers):

Number of classroom observations:

**EXPEDITED SCHOOL REVIEW**

**SUMMARY REPORT**

\_\_\_\_\_ **SCHOOL**

School Background Information

- Grades Levels

**FINDINGS AND EXPLANATIONS – CURRICULUM**

Findings	Information Sources and Details	Explanations and Clarifications

**FINDINGS AND EXPLANATIONS – ASSESSMENT / EVALUATION**

Findings	Information Sources and Details	Explanations and Clarifications

**FINDINGS AND EXPLANATIONS – INSTRUCTION**

Findings	Information Sources and Details	Explanations and Clarifications

**FINDINGS AND EXPLANATIONS – SCHOOL CULTURE**

Findings	Information Sources and Details	Explanations and Clarifications

**FINDINGS AND EXPLANATIONS – PROFESSIONAL DEVELOPMENT**

Findings	Information Sources and Details	Explanations and Clarifications

**FINDINGS AND EXPLANATIONS – LEADERSHIP / PLANNING**

Findings	Information Sources and Details	Explanations and Clarifications

## Expedited Diagnostic Review

### Questions/ Notes

Questions	Notes
How much time is provided for daily reading instruction?	
How much time is provided for daily mathematics instruction?	
How much time above the teacher contract requirement is allocated for teacher planning time?	
Are formative assessments available?	
(If available) Are formative assessments aligned with state standards and CSAP?	
(If available) How often are formative assessments administered?	
Are formative assessment reports available?	
(If available) How long does it take to receive a formative assessment report?	
(If available) Who receives the formative assessment reports?	
How are formative assessment data used?	
What is the availability of student data reports by subgroup?	
If available, how are they used?	
Is the curriculum tightly aligned with the state standards and state test?	
Do the curriculum documents align with the state standards/tests (content, rigor, and context)?	

Questions	Notes
Is there a meeting schedule and structure for staff members to analyze achievement data and identify individual student strengths and needs?	
Does the principal participate in instructional staff meetings? If yes, who leads the meetings?	
How are instructional staff meetings documented? Agendas?	
How are meeting follow-up activities and responsibilities monitored to ensure assigned actions are accomplished?	
Where do special-needs students receive their instruction? Within the regular classroom? Special classrooms? Etc.	
How are students assigned to classrooms? Homogeneously? Heterogeneously?	
How are the special needs of identified students met within the instructional setting?	
How does the staff approach the challenge of reducing the achievement gap	
How are key decisions made within the school?	
How often does the principal and supervisory staff visit classrooms?	
Who is involved in the development of the School Improvement Plan?	
What types of data are analyzed to determine strengths/needs in the School Improvement Plan?	
Describe the process for creating the	

<b>School Improvement Plan.</b>	
<b>How are School Improvement Plan action steps determined?</b>	
<b>How are professional development activities determined?</b>	
<b>Observation of Classroom Instruction with specific attention to:</b>	
<b>What are the students doing?</b>	
<b>What is the teacher doing?</b>	
<b>What is the teacher-student interaction?</b>	
<b>What is the level of instructional rigor?</b>	
<b>What is the evidence of differentiated Instruction in the classroom?</b>	
<b>What is the evidence of accommodations for special-needs students in the classroom?</b>	
<b>What is the classroom evidence that supports the claim that differentiated instruction occurs?</b>	
<b>What is the evidence that the classroom environment supports student learning?</b>	

### Expedited Diagnostic Review Rubric

<b>Function/Structure/or Process</b>	<b>Strong</b>	<b>Satisfactory</b>	<b>Not Satisfactory</b>	<b>Non-existent</b>
<b>Amount of reading instruction time (8)</b>	<b>2-hour reading block</b>	<b>90-minute reading block</b>	<b>&gt; 90-minute reading block</b>	<b>Undetermined</b>
<b>Amount of mathematics instruction time (8)</b>	<b>90-minute math block</b>	<b>60-minute math block</b>	<b>&gt; 60-minute math block</b>	<b>Undetermined</b>
<b>Allocation of teacher planning time-- above teacher contract requirements (8)</b>	<b>Weekly, agenda-managed, collaborative time above the contract requirements for teachers (grade level or team level).</b>	<b>Bi-weekly, agenda-managed, collaborative time above the contract requirements for teachers (grade level or team level).</b>	<b>Regular faculty meetings.</b>	<b>No additional planning time beyond the contract is available.</b>
<b>Availability of formative assessments (2)</b>	<b>Formative assessments (aligned with state standards and CSAP) administered monthly to predict success.</b>	<b>Formative assessments (aligned with state standards and CSAP), administered quarterly.</b>	<b>Formative assessments (not aligned with state standards and CSAP) administered intermittently.</b>	<b>No formative assessments is available.</b>
<b>Availability of assessment reports (2)</b>	<b>Formative assessment reports available to teachers and administrators within 1-4 days.</b>	<b>Formative assessment reports available to teachers within two weeks.</b>	<b>Formative assessment reports are available to administrators, not teachers.</b>	<b>No formative assessment reports are available.</b>
<b>Formative assessment administration schedule (2)</b>	<b>Monthly.</b>	<b>Quarterly.</b>	<b>Random, teacher choice.</b>	<b>No schedule is available.</b>
<b>Use of formative assessment data to make instructional decisions (2)</b>	<b>Evidence of team data meetings to plan differentiated instruction based on student needs.</b>	<b>Evidence indicates that some teachers use formative assessment reports to differentiate instruction.</b>	<b>A process for using formative assessment results is not well-defined, resulting in a wide variation of usage among teachers.</b>	<b>Formative assessment data are not used.</b>

<b>Function/Structure/or Process</b>	<b>Strong</b>	<b>Satisfactory</b>	<b>Not Satisfactory</b>	<b>Non-existent</b>
<b>Availability of disaggregated data by student subgroups (2, 7)</b>	Data walls or similar evidence of the disaggregation of student data are evident and there is evidence that action is taken to use the disaggregated results when planning instruction.	The majority of teachers indicate that they have disaggregated student results—and have evidence to support their claim.	There is little evidence of disaggregated data available.	There is no evidence of available disaggregated data.
<b>Evidence of tight curriculum alignment with state standards and state test (1)</b>	A district document shows the curriculum alignment (content, rigor, and context) with the state standards and tests. There is an ongoing effort to tighten the alignment.	Staff states that the curriculum is aligned. An alignment document is not available.	There is little evidence of curriculum alignment. The text book is the taught curriculum.	The textbook is the curriculum.
<b>Meeting schedule for staff members to discuss achievement data and identify individual student strengths and needs (2)</b>	There are regularly, scheduled meetings for the purpose of achievement data analysis and the identification of student strengths and needs. Meeting agendas are available.	Achievement data analysis and use is an agenda item when new data are available.	Achievement data results are distributed.	Achievement data are available.
<b>Principal participation in instructional staff meetings (3)</b>	The principal has coached lead teachers to conduct the regularly-scheduled, school leadership team meetings. The principal attends all meetings. Agendas and meeting notes are available.	The principal leads all instructional staff meetings.	The principal delegates the leadership for instructional staff meetings. The principal rarely attends instructional staff meetings.	Instructional staff meetings are rarely scheduled.

<b>Function/Structure/or Process</b>	<b>Strong</b>	<b>Satisfactory</b>	<b>Not Satisfactory</b>	<b>Non-existent</b>
<b>Meeting agendas with specific outcomes and follow-up expectations</b>	Meeting agendas are available and include specific outcomes and follow-up activities— indicating responsibilities: who?, what?, and when?	The meeting generally has an agenda, but is not formal. Follow-up activities are fragmented.	There is little evidence of the meeting intent-- characteristic of a regularly scheduled faculty meeting to discuss administrative issue.	There is no agenda. The result in random conversation.
<b>Location of classes for special-needs students--special-needs meaning a broad range of needs (3)</b>	Learning opportunities for special needs students include assistance in regular classrooms, pull-out support, and push-in support to ensure that special needs are met. Instruction is aligned with the state standards and assessments.	There is a rich mixture of opportunities for special needs students. The alignment of opportunities with the written curriculum and the expected instructional opportunities is vague.	Most special need students are isolated from their peers. Curriculum and instruction are not aligned to the state standards and assessment.	
<b>Class composition-- heterogeneous or homogeneous, mixed or by ability</b>	Most classes are heterogeneously grouped.	Classes are heterogeneously grouped, except for some gifted and talented classes.	Many classes are homogeneously grouped.	All classes are homogeneously grouped.
<b>Conversation related to “achievement gaps” with evidence indicating the gap is decreasing (2)</b>	Staff owns the challenge of reducing the achievement gap. There is a collective plan to reduce the achievement gap. Students and staff are aware of the “gap” and evidence indicates that gap is being reduced.	There is talk among staff about reducing the achievement gap. There is little evidence of action.	The administration talks about reducing the achievement gap. There is no evidence that formal discussion has taken place.	The achievement gap is not addressed.

<b>Function/Structure/or Process</b>	<b>Strong</b>	<b>Satisfactory</b>	<b>Not Satisfactory</b>	<b>Non-existent</b>
<b>Decision-making -- Who makes the decisions at the school? (7)</b>	There is a formal leadership team (comprised of the square root of the staff or more) which is chaired by the principal. The team meets on a regular basis, agendas from previous meetings are available and each agenda includes next steps.	The principal and a small number of staff make most decisions and share with a close-knit group of teachers. It is expected that the information will “trickle down” to the other staff members.	The principal makes all important decisions and shares them.	Decision-making responsibility and process are vague.
<b>Frequency of staff classroom visitations by principal and supervisory staff (7)</b>	Principal and supervisory staff members have a regular schedule for classroom visits. Walk-through data are used to coach and mentor staff members.	Principal and supervisory staff members have a regular schedule to visit classrooms. There is little evidence that the data are used to improve teaching for learning.	The principal states that classroom visits are important but rarely makes classroom visit.	Staff members comment that they are left alone to teach.
<b>School improvement plan development --by administration, staff, or a combination of both (9)</b>	Leadership team (square root formula—including principal) analyzes data, holds faculty meetings to share the findings, receives feedback from staff and develops a draft plan—which can be modified based on feedback.	Principal and a selected few develop the school improvement plan. There is some opportunity for staff feedback.	Principal and a selected few develop the plan.	Principal develops plan.

<b>Function/Structure/or Process</b>	<b>Strong</b>	<b>Satisfactory</b>	<b>Not Satisfactory</b>	<b>Non-existent</b>
<b>Evidence of a strong data analysis component in the school improvement plan featuring root causes (9)</b>	<b>The school improvement plan has a component that requires the analysis of qualitative and quantitative data, the determination of root causes, and the selection of proven interventions directed at eliminating the root cause.</b>	<b>The school improvement plan has a component that requires the analysis of quantitative data and the desire for proven interventions.</b>	<b>Quantitative data is mentioned with no mention of root causes and no evidence of proven interventions.</b>	<b>No mention of data use in determining the interventions.</b>
<b>Needs-based professional development that leads to the quality implementation of new learning (6)</b>	<b>Professional Development is based on identified individual/staff needs; is differentiated to address individual/staff needs; provides knowledge, demonstration/modeling, application opportunities, and coaching/mentoring for ongoing improvement. The result is collective improvement of professional practices.</b>	<b>Professional development is based on identified staff needs and provides knowledge and demonstration/modeling. The result is the improvement of professional practices by some staff members.</b>	<b>Professional development is based on school needs and is primarily information sharing.</b>	<b>Professional development is selected by individual teachers from a menu of activities, with no expectation for on-the-job application.</b>

<b>Observation of Classroom Instruction with specific attention to:</b>	<b>Strong</b>	<b>Satisfactory</b>	<b>Not Satisfactory</b>	<b>Non-existent</b>
<b>What are students doing?</b>	100% of students on teacher-assigned task.	80% of students on teacher-assigned task.	Less than 80% of students on teacher-assigned task.	Difficult to determine class assignment.
<b>What is the teacher doing?</b>	Direct instruction most of the time.	Supervising class activities.	Working at desk. Students are working independently.	Sitting down. Students are completing seat work or waiting for direction.
<b>What is the teacher-student interaction?</b>	20% teacher talk 80% student talk	50% teacher talk 50% student talk	80% teacher talk 20% student talk	Little or no guidance from teacher.
<b>What is the level of instructional rigor?</b>	Students use their content knowledge and understanding to synthesize, analyze, apply, and evaluate learning.	Students respond to a high preponderance of questions and activities at the knowledge and comprehension levels. Opportunities for higher order thinking are limited.	Students respond to a high preponderance of questions and activities at the knowledge and comprehension levels.	Students respond to a high preponderance of questions at the knowledge level.
<b>What is the evidence of differentiated instruction within the classes?</b>	Students working at different levels/groups in the class with teacher facilitating the various levels of instruction.	There are small group settings in the class with students interacting with each other.	All students working on the same topic most of the time with little student interaction.	Students in rows working on worksheets.
<b>What is the evidence of accommodations for special needs students within the regular classroom?</b>	Special assistance from inclusion teachers, cooperative learning groups, one to one paraprofessionals, differentiated instruction designed to meet the special student needs –with rigorous curriculum.	Cooperative learning groups, (pull-out/push-in options used), minimal evidence of accommodations.	No evidence of accommodations for special need students and a curriculum that does not align to state standards.	Pull-out programs.
<b>What is the classroom evidence that supports the claim that differentiated instruction occurs?</b>	Different group names posted in classroom, flexible furniture arrangement, student discussion, teacher facilitating different learning groups, data freely shared that identifies student needs—not individual, but group need.	Flexible furniture arrangement, teacher facilitating small group instruction.	Furniture in rows, student working independently, little interaction among students.	Worksheets

<b>Observation of Classroom Instruction with specific attention to:</b>	<b>Strong</b>	<b>Satisfactory</b>	<b>Not Satisfactory</b>	<b>Non-existent</b>
<b>What is the evidence that classroom environment supports student learning?</b>	<b>Classroom environment reflects meaningful and positive interaction among students and between teacher and students. High learning expectations are evident. All students are engaged in meaningful learning.</b>	<b>Classroom environment reflects positive interaction between teacher and students. Observable evidence reflects student learning is important.</b>	<b>Classroom environment is teacher controlled with little interaction among students.</b>	<b>Classroom environment does not support student learning.</b>

## ATTACHMENT B: WAIVER REQUESTS

### REQUEST TO WAIVE A PORTION OF THE DEFINITION OF “PERSISTENTLY LOWEST-ACHIEVING SCHOOLS” TO INCLUDE TITLE I SECONDARY SCHOOLS IN TIER II

Dear Assistant Secretary Meléndez:

I am writing to request a waiver of the definition of “persistently lowest-achieving schools” contained in section I.A.3 of the final requirements for the School Improvement Grants (SIG) program (74 FR 65618 (Dec. 10, 2009)) and incorporation of that definition in identifying Tier II schools under section I.A.1(b) of the final requirements, as amended (75 FR 3375 (Jan. 21, 2010)). Specifically, I am requesting a waiver of paragraph (a)(2) of the definition of “persistently lowest-achieving schools” to permit Colorado to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the Elementary and Secondary Education Act that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Colorado needs this waiver in order to capture, among its persistently lowest-achieving Tier II secondary schools, Title I secondary schools that are lower achieving than one or more Tier II schools but do not qualify as Tier II schools because they are receiving Title I, Part A funds and do not qualify as Tier I schools because they are not among the lowest-achieving five percent of such schools (or lowest achieving five such schools) in the State. Any Title I secondary school that is identified, through this waiver, as being among the persistently lowest-achieving schools in the State would be identified by Colorado as one of the State’s Tier II schools. Concomitantly, this waiver would permit any local educational agency (LEA) with one of these schools that Colorado identifies as a Tier II school to apply to the State to use SIG funds to implement in the school one of the school intervention models set forth in the SIG final requirements.

I believe that this waiver will increase the quality of instruction for students and improve the academic achievement of students in the Title I secondary schools that would be identified as persistently lowest-achieving Tier II schools and, therefore, would be eligible to receive SIG funds in order to implement one of the school intervention models in the SIG final requirements. Those models will help us turn around our State’s persistently lowest-achieving schools in order to raise student achievement substantially in those schools.

Colorado assures that, if it is granted this waiver, it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not already identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Within that pool, Colorado assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. Colorado is enclosing the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver.

Colorado assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

Colorado assures that it provided all LEAs in the State that are eligible to receive a SIG grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice. To expedite its waiver request, Colorado will submit subsequently copies of any comments it receives from LEAs. Colorado also assures that it provided notice and information regarding this waiver request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

Please feel free to contact me by phone or email at (303) 866-6780 or [chapman\\_p@cde.state.co.us](mailto:chapman_p@cde.state.co.us) if you have any questions regarding this request. Thank you for your consideration.

WAIVER REQUEST TO EXCLUDE SCHOOLS  
BELOW A “MINIMUM N” FROM THE SCHOOLS  
IDENTIFIED AS PERSISTENTLY LOWEST-ACHIEVING SCHOOLS

Dear Assistant Secretary Meléndez:

I am writing to request a waiver of the definition of “persistently lowest-achieving schools” contained in section I.A.3 of the final requirements for the School Improvement Grants (SIG) program (74 FR 65618 (Dec. 10, 2009)) and the use of that definition in section I.A.1(a) and (b) of those final requirements, as amended (75 FR 3375 (Dec. 21, 2010)). Specifically, I am requesting permission for Colorado to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of student growth percentile records in the “all students” group in the grade level and content area assessed is less than 20 across the three most recent years of data. This minimum n requirement is fundamental to ensuring data stability. MGPs based on a small number of students tend to fluctuate a great deal across schools and years while an increased number of records yields more stable estimates that are less likely to exhibit cohort-driven volatility. By aggregating data across three years, Colorado endeavors to exclude as few schools as possible due to insufficient student numbers; but applying such a filter is crucial for establishing the validity of any performance claims being made about a school that could potentially result in closure or turnaround status. For all reporting and analysis purposes utilizing growth percentiles, Colorado applies this minimum n filter of 20. In sum, Colorado needs this waiver in order to ensure that the identification of a school is both valid and reliable based on a minimum number of students and does not reveal personally identifiable information about individual students in the school.

I believe that this waiver will ensure the validity and reliability of Colorado’s identification of schools as well as protect the privacy of individual students in very small schools. For Colorado’s identified Tier I and Tier II schools, the SIG program will improve the quality of instruction for students and improve the academic achievement of students. Specifically, implementing one of the four school intervention models in our Tier I and Tier II schools will help us turn around our State’s persistently lowest-achieving schools in order to improve instruction and raise student achievement substantially in those schools. By identifying schools below the “minimum n” as Tier III schools, Colorado will enable its LEAs to serve, as appropriate, these schools with SIG funds.

Colorado assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its “minimum n.” Colorado is enclosing, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. Colorado will include its “minimum n” in its definition of “persistently lowest-achieving schools.” In addition, Colorado will include, in its list of Tier III schools, any schools excluded from the pool of schools from which it identified the persistently lowest achieving schools, so that LEAs may choose to serve those schools with SIG funds consistent with the final requirements.

Colorado assures that it will provided all LEAs in the State that are eligible to receive a SIG grant with notice and a reasonable opportunity to comment on this request. To expedite its waiver request, Colorado will submit subsequently a copy of that notice and copies of any comments it receives from LEAs. Colorado also assures that it provided notice and information regarding this waiver request to the public in the manner in which the State customarily provides such notice and information to the public through an announcement in the weekly e-newsletter to superintendents and by posting information on its Web site, at the following link: <http://www.schoolview.org/statefiscalstabilizationfund.asp>

Please feel free to contact me by phone or email at 303-866-6214 or miller\_c@cde.state.co.us if you have any questions regarding this request. Thank you for your consideration.

**Cheryl Miller**

*Cheryl Miller  
Office of Federal Program Administration  
Phone: 303-866-6214  
Email: miller\_c@cde.state.co.us*

Please see the following pages for the list of schools excluded based on a minimum N of less than twenty

**Colorado Schools not Meeting Minimum Record Requirement (Small N)**

Tier	District Name	School Name	EMH level	Small N	N Count	Exempt AEC	Low Grad Rate	Reading 07-09 %PrA	Math 07-09 %PrA	Performance Score
3	LAS ANIMAS RE-1	LAS ANIMAS A+ DISTANCE LEARNING SCHOOL	M	X	1			0.0	0.0	-3.12
3	DENVER COUNTY 1	COLORADO HIGH SCHOOL	H	X	10			24.1	0.0	-2.41
3	NORTH CONEJOS RE-1J	LA JARA SECOND CHANCE SCHOOL	M	X	6			30.0	20.0	-2.28
3	JEFFERSON COUNTY R-1	SOBESKY ACADEMY	E	X	17	X		36.4	22.7	-2.27
3	BOULDER VALLEY RE 2	JUSTICE HIGH CHARTER SCHOOL	M	X	12			7.1	7.1	-2.09
3	HUERFANO RE-1	HUERFANO COUNTY OPPORTUNITY AND ENRICHMENT SCHOOL	M	X	9			28.6	0.0	-2.06
3	BOULDER VALLEY RE 2	HALCYON SCHOOL (SPECIAL EDUCATION)	M	X	15	X		30.0	4.6	-1.96
3	DELTA COUNTY 50(J)	NORTH FORK VISION SCHOOL	E	X	17			63.3	21.9	-1.89
3	DOUGLAS COUNTY RE 1	PLUM CREEK ACADEMY	M	X	16	X		23.3	15.6	-1.83
3	VILAS RE-5	COLORADO ONLINE ACADEMY (COLA)	H	X	10			30.0	5.0	-1.76
3	NORTHWEST COLO BOCES	YAMPA VALLEY HIGH SCHOOL	H	X	15			27.8	0.0	-1.75
3	DELTA COUNTY 50(J)	DELTA COUNTY OPPORTUNITY SCHOOL	M	X	4			42.9	0.0	-1.65
3	STRASBURG 31J	PRAIRIE CREEKS CHARTER SCHOOL	H	X	7	X		37.5	12.5	-1.56
3	JEFFERSON COUNTY R-1	MOUNTAIN PHOENIX COMMUNITY SCHOOL	E	X	12			72.7	50.0	-1.53
3	FALCON 49	PATRIOT LEARNING CENTER	H	X	16			43.8	0.0	-1.46
3	MOUNTAIN BOCES	MOUNTAIN BOCES DAY TREATMENT CENTER	E	X	8	X		66.7	23.1	-1.44
3	MOUNTAIN BOCES	YAMPAH TEEN PARENT PROGRAM	H	X	6			23.1	7.7	-1.42
3	MOUNTAIN BOCES	MOUNTAIN BOCES DAY TREATMENT CENTER	H	X	13	X		11.5	0.0	-1.38
3	LAS ANIMAS RE-1	LAS ANIMAS A+ DISTANCE LEARNING SCHOOL	H	X	3			16.7	0.0	-1.33
3	Colorado School for the Deaf and Blind	COLORADO SCHOOL FOR THE DEAF AND BLIND	E	X	13			10.5	17.1	-1.32
3	BOULDER VALLEY RE 2	HALCYON SCHOOL (SPECIAL EDUCATION)	H	X	6	X		28.6	0.0	-1.28

		EDUCATION)								
3	DELTA COUNTY 50(J)	LAMBORN VISION SCHOOL	E	X	12			76.5	64.7	-1.23
3	EDISON 54 JT	EDISON ACADEMY	M	X	5			33.3	25.0	-1.21
3	JEFFERSON COUNTY R-1	MILLER SPECIAL EDUCATION	H	X	1			27.8	10.2	-1.19
3	EDISON 54 JT	EDISON ACADEMY	H	X	10			43.5	5.3	-1.16
3	ALAMOSA RE-11J	ALAMOSA OPEN SCHOOL	H	X	18			29.0	0.0	-1.13
3	MOUNTAIN BOCES	MOUNTAIN BOCES DAY TREATMENT CENTER	M	X	11		X	20.0	0.0	-1.10
3	JEFFERSON COUNTY R-1	ROCKY MOUNTAIN DEAF SCHOOL	E	X	17			33.3	25.6	-1.10
3	EAGLE COUNTY RE 50	NEW AMERICA CHARTER SCHOOL	H	X	13			3.2	0.0	-1.01
3	JEFFERSON COUNTY R-1	ROCKY MOUNTAIN DEAF SCHOOL	M	X	12			17.7	5.9	-0.87
3	DELTA COUNTY 50(J)	LAMBORN VISION SCHOOL	M	X	18			41.7	54.2	-0.84
3	JEFFERSON COUNTY R-1	MOUNTAIN PHOENIX COMMUNITY SCHOOL	M	X	5			66.7	50.0	-0.79
3	COLORADO SPRINGS 11	SPACE TECHNOLOGY AND ARTS ACADEMY (STAR ACADEMY)	M	X	17			38.9	16.7	-0.72
3	MOUNTAIN BOCES	SUMMIT COUNTY DOR PROGRAM	H	X	1		X	50.0	20.0	-0.61
3	DENVER COUNTY 1	EMILY GRIFFITH OPPORTUNITY SCHOOL	H	X	9			45.9	5.5	-0.54
3	DOUGLAS COUNTY RE 1	EDCSD ON-LINE EDUCATION	H	X	9			100.0	20.0	-0.52
3	JEFFERSON COUNTY R-1	LONGVIEW HIGH SCHOOL	H	X	8			60.0	0.0	-0.48
3	JEFFERSON COUNTY R-1	MILLER SPECIAL EDUCATION	M	X	1			18.5	12.0	-0.46
3	CENTER 26 JT	THE ACADEMIC RECOVERY CENTER OF SAN LUIS VALLEY	H	X	7			35.7	0.0	-0.45
3	MONTE VISTA C-8	MONTE VISTA ON-LINE ACADEMY	E	X	6			100.0	66.7	-0.44
3	DOUGLAS COUNTY RE 1	PLUM CREEK ACADEMY	H	X	16		X	29.7	10.3	-0.40
3	DOUGLAS COUNTY RE 1	EDCSD ON-LINE EDUCATION	E	X	4			63.6	54.6	-0.39
3	MONTE VISTA C-8	BYRON SYRING DELTA CENTER	M	X	1			0.0	0.0	-0.32
3	BUENA VISTA R-31	CHAFFEE COUNTY HIGH SCHOOL	H	X	16			63.0	6.5	-0.28
3	MOFFAT COUNTY RE:NO 1	MAYBELL ELEMENTARY SCHOOL	E	X	7			66.7	93.3	-0.27
3	DOLORES COUNTY RE NO.2	RICO ELEMENTARY SCHOOL	E	X	3			85.7	71.4	-0.24
3	DELTA COUNTY 50(J)	LAMBORN VISION SCHOOL	H	X	9			45.5	27.3	-0.23
3	MONTROSE COUNTY RE-1J	PASSAGE CHARTER SCHOOL	H	X	14			44.0	4.0	-0.19

3	MESA COUNTY VALLEY 51	MESA VALLEY VISION HOME AND COMMUNITY PROGRAM	E	X	17		72.5	60.0	-0.10
3	MESA COUNTY VALLEY 51	GATEWAY SCHOOL	H	X	9		100.0	16.7	-0.10
3	PARK COUNTY RE-2	GUFFEY CHARTER SCHOOL	E	X	18		62.1	62.1	-0.10
3	DOUGLAS COUNTY RE 1	DANIEL C OAKES HIGH SCHOOL--CASTLE ROCK	H	X	13		70.4	4.6	-0.07
3	CROWLEY COUNTY RE-1-J GUNNISON WATERSHED RE1J	CROWLEY COUNTY ONLINE ACADEMY	H	X	2		60.0	0.0	0.00
3	CAMPO RE-6	MARBLE CHARTER SCHOOL	E	X	15		77.8	69.0	0.02
3	DENVER COUNTY 1	CAMPO UNDIVIDED HIGH SCHOOL	M	X	16		50.0	35.0	0.06
3	LONE STAR 101	FLORENCE CRITTENTON HIGH SCHOOL	M	X	5	X	40.0	14.3	0.14
3	MESA COUNTY VALLEY 51	LONE STAR MIDDLE SCHOOL	E	X	16		75.0	68.8	0.20
3	GARFIELD RE-2	GATEWAY SCHOOL	M	X	14		80.0	50.0	0.34
3	BRANSON REORGANIZED 82	GARFIELD RE-2 CENTER FOR INTEGRATIVE STUDIES	M	X	1		100.0	0.0	0.46
3	MESA COUNTY VALLEY 51	BRANSON UNDIVIDED HIGH SCHOOL	M	X	18		75.0	34.8	0.53
3	AGATE 300	MESA VALLEY VISION HOME AND COMMUNITY PROGRAM	H	X	7		91.3	21.7	0.57
3	ADAMS 12 FIVE STAR SCHOOLS	AGATE ELEMENTARY SCHOOL	E	X	10		95.0	85.0	0.58
3	BOULDER VALLEY RE 2	CROSSROAD ALTERNATIVE SCHOOL	H	X	11		28.6	0.0	0.69
3	BOULDER VALLEY RE 2	GOLD HILL ELEMENTARY SCHOOL	E	X	12		73.1	65.4	0.70
3	DOLORES COUNTY RE NO.2 GUNNISON WATERSHED RE1J	JAMESTOWN ELEMENTARY SCHOOL	E	X	11		100.0	100.0	0.70
3	LONE STAR 101	RICO ELEMENTARY SCHOOL	M	X	2		100.0	50.0	0.74
3	CALHAN RJ-1	MARBLE CHARTER SCHOOL	M	X	13		100.0	61.5	0.80
3	SILVERTON 1	LONE STAR MIDDLE SCHOOL	M	X	12		83.3	83.3	0.91
3	MOFFAT 2	FRONTIER CHARTER ACADEMY	M	X	9		100.0	88.9	1.12
3		SILVERTON HIGH SCHOOL	H	X	12		64.7	37.5	1.32
3		CRESTONE CHARTER SCHOOL	H	X	19		95.5	40.9	1.98

### Attachment C: List of Alternative Education Campus Exclusions

#### Colorado Alternative Education Campuses (AECs) and Persistently Lowest-Performing School Analysis Exemption Status

District	School	Grades	Title I Status	Title I D	SI/CA/R Status	Total Stud Pop	% DROP OUT	Dropout Retrieval?	Temporary?	Offers Diploma?	Reporting Status
ADAMS 12 FIVE STAR SCHOOLS	CROSSROAD ALTERNATIVE SCHOOL	6-10	NS			74	8.1				NOT EXEMPT
ADAMS 12 FIVE STAR SCHOOLS	NEW AMERICA SCHOOL	9-12	NS			324	52.8				NOT TITLE1 ELIGIBLE
ADAMS 12 FIVE STAR SCHOOLS	VANTAGE POINT	9-12	NS			226	15.0				NOT EXEMPT
BOULDER VALLEY RE 2	BOULDER PREP CHARTER HIGH SCHOOL	9-12	NS			125	9.6				NOT EXEMPT
BOULDER VALLEY RE 2	HALCYON SCHOOL (SPECIAL EDUCATION)	6-12	NS					YES	YES	NO	SMALL N
BOULDER VALLEY RE 2	JUSTICE HIGH CHARTER SCHOOL	6-12	NS			93	10.8				NOT EXEMPT
BRIGHTON 27J	BRIGHTON HERITAGE ACADEMY	6-12	NS			219	49.8				NOT EXEMPT
BUENA VISTA R-31	CHAFFEE COUNTY HIGH SCHOOL	9-12	NS			42	11.9				SMALL N
CENTER 26 JT	THE ACADEMIC RECOVERY CENTER OF SAN LUIS VALLEY	9-12	NS			26	11.5	YES			SMALL N
COLORADO SPRINGS 11	BIJOU ALTERNATIVE PROGRAM	9-12	NS			152	16.4				NOT EXEMPT
COLORADO SPRINGS 11	COMMUNITY PREP CHARTER SCHOOL	9-12	NS			171	26.9				NOT EXEMPT

COLORADO SPRINGS 11	LIFE SKILLS CENTER OF COLORADO SPRINGS	9-12	NS		250	36.0	YES			NOT TITLE1 ELIGIBLE
COLORADO SPRINGS 11	NIKOLA TESLA EDUCATION OPPORTUNITY CENTER	6-12	TA		228	4.4				NOT EXEMPT
DENVER COUNTY 1	ACADEMY OF URBAN LEARNING	10-12	SW		90	31.1	YES			NOT EXEMPT
DENVER COUNTY 1	ACE COMMUNITY CHALLENGE CHARTER SCHOOL	8-10	SW	SI2	157	42.7		YES	NO	EXEMPT
DENVER COUNTY 1	COLORADO HIGH SCHOOL	10-12	SW	SI1	163	55.8				SMALL N
DENVER COUNTY 1	CONTEMPORARY LEARNING ACADEMY HIGH SCHOOL	9-12	SW		229	1.3			NO	EXEMPT
DENVER COUNTY 1	EMERSON STREET SCHOOL	7-12	SW	M=SI2 H=SI1	130			YES	NO	EXEMPT
DENVER COUNTY 1	EMILY GRIFFITH OPPORTUNITY SCHOOL	9-12	NS		449	2.4	YES			SMALL N
DENVER COUNTY 1	FLORENCE CRITTENTON HIGH SCHOOL	9-12	SW	SI2	174				NO	SMALL N
DENVER COUNTY 1	LIFE SKILLS CENTER OF DENVER	9-12	SW		300	100.0	YES			EXEMPT
DENVER COUNTY 1	PREP ASSESSMENT CENTER	6-12	SW					YES	NO	EXEMPT
DENVER COUNTY 1	RIDGE VIEW ACADEMY CHARTER SCHOOL	-	SW	Subpart 2-Delinquent	CA	410		YES	NO	EXEMPT
DOUGLAS COUNTY RE 1	PLUM CREEK ACADEMY	6-12	TA	M=SI1				YES	NO	SMALL N
EAGLE COUNTY RE 50	NEW AMERICA CHARTER SCHOOL	9-12	NS		91	47.3				SMALL N
GREELEY 6	COLORADO HIGH SCHOOL OF GREELEY	9-12	NS		103	15.5				NOT EXEMPT

GREELEY 6	TRADEMARK LEARNING CENTER	9-12	NS	115	13.9				NOT EXEMPT
HARRISON 2	NEW HORIZONS DAY SCHOOL	6-12	NS	233	21.0				NOT EXEMPT
HUERFANO RE-1	HUERFANO COUNTY OPPORTUNITY AND ENRICHMENT SCHOOL	7-12	NS	28	3.6	YES			NOT TITLE1 ELIGIBLE
JEFFERSON COUNTY R-1	BRADY EXPLORATION SCHOOL	9-12	NS	258	19.0				NOT EXEMPT
JEFFERSON COUNTY R-1	JOHNSON INTERVENTION (CONNECTIONS LEARNING CENTER)	7-9	NS	164	40.9				NOT EXEMPT
JEFFERSON COUNTY R-1	LONGVIEW HIGH SCHOOL	9-12	NS	50	14.0				NOT EXEMPT
JEFFERSON COUNTY R-1	MC LAIN HIGH SCHOOL	9-12	NS	412	12.6	YES			NOT EXEMPT
JEFFERSON COUNTY R-1	MILLER SPECIAL EDUCATION	PK-12	NS						SMALL N
JEFFERSON COUNTY R-1	NEW AMERICA SCHOOL	9-12	NS	243	45.7				NOT EXEMPT
JEFFERSON COUNTY R-1	ROCKY MOUNTAIN DEAF SCHOOL	K-8	NS						SMALL N
JEFFERSON COUNTY R-1	SOBESKY ACADEMY	1-12	NS				YES	NO	SMALL N
JEFFERSON COUNTY R-1	WARREN OCCUPATION TECHNICAL CENTER	11-12	NS				PARTIME	NO	EXEMPT
MONTE VISTA C-8	BYRON SYRING DELTA CENTER	9-12	NS	126	34.1				NOT EXEMPT
MONTEZUMA-CORTEZ RE-1	SOUTHWEST OPEN CHARTER SCHOOL	9-12	NS	182	7.7	YES			NOT EXEMPT
MONTROSE COUNTY RE-1J	PASSAGE CHARTER SCHOOL	9-12	TA	26					SMALL N

MONTROSE COUNTY RE-1J	VISTA CHARTER SCHOOL	9-12	NS		141	14.9	YES		NOT EXEMPT
MOUNTAIN BOCES	MOUNTAIN BOCES DAY TREATMENT CENTER	5-12	-				YES		SMALL N
MOUNTAIN BOCES	SUMMIT COUNTY DOR PROGRAM	12	-		30	46.7			SMALL N
MOUNTAIN BOCES	YAMPAH TEEN PARENT PROGRAM	9-12	-		31				SMALL N
NORTH CONEJOS RE-1J	LA JARA SECOND CHANCE SCHOOL	K-12	NS		77	32.5			SMALL N
PLATEAU VALLEY 50	GRAND MESA HIGH SCHOOL	9-12	NS	Subpart 1- Youth Corrections	174	100.0		NO	EXEMPT
POUDRE R-1	CENTENNIAL HIGH SCHOOL	10-12	NS		170	30.6			NOT EXEMPT
POUDRE R-1	POUDRE TRANSITION CENTER	9-12	NS		31	51.6	YES	NO	EXEMPT
PUEBLO CITY 60	YOUTH & FAMILY ACADEMY CHARTER	7-12	SW	H=RP	196	24.0			NOT EXEMPT
PUEBLO COUNTY 70	FUTURES ACADEMY	6-12	NS		80	15.0	YES	NO	EXEMPT
STRASBURG 31J	PRAIRIE CREEKS CHARTER SCHOOL	K-5	NS				PARTIME		SMALL N
VILAS RE-5	COLORADO ONLINE ACADEMY (COLA)	9-12	NS		23	65.2			SMALL N
WESTMINSTER 50	GOAL ACADEMY	9-12	SW		272	34.6	FOR SOME		NOT EXEMPT
WESTMINSTER 50	HIDDEN LAKE HIGH SCHOOL	9-12	NS		287	15.7	YES		NOT EXEMPT
	COLORADO SCHOOL FOR THE DEAF AND THE BLIND	K-12	SW	M=S11					NOT EXEMPT

## Exempt Colorado Alternative Education Campuses (AECs)

Tier	District Name	School Name	EMH level	Small N	Exempt AEC	Low Grad Rate	Reading 07-09 %PrA	Math 07-09 %PrA	Performance Score
3	PUEBLO COUNTY 70	FUTURES ACADEMY	M		X		18.5	7.4	-2.62
3	DENVER COUNTY 1	EMERSON STREET SCHOOL	M		X		8.9	1.5	-2.31
3	JEFFERSON COUNTY R-1	SOBESKY ACADEMY	E	X	X		36.4	22.7	-2.27
3	DENVER COUNTY 1	ACE COMMUNITY CHALLENGE CHARTER SCHOOL	M		X		8.6	0.0	-2.19
3	JEFFERSON COUNTY R-1	SOBESKY ACADEMY	M		X		11.8	5.2	-2.10
3	DENVER COUNTY 1	PREP ASSESSMENT CENTER	M		X		9.8	3.0	-2.04
3	BOULDER VALLEY RE 2	HALCYON SCHOOL (SPECIAL EDUCATION)	M	X	X		30.0	4.6	-1.96
3	DOUGLAS COUNTY RE 1	PLUM CREEK ACADEMY	M	X	X		23.3	15.6	-1.83
3	DENVER COUNTY 1	EMERSON STREET SCHOOL	H		X	X	21.7	1.1	-1.60
3	PUEBLO COUNTY 70	FUTURES ACADEMY	H		X	X	29.9	5.2	-1.59
3	STRASBURG 31J	PRAIRIE CREEKS CHARTER SCHOOL	H	X	X		37.5	12.5	-1.56
3	JEFFERSON COUNTY R-1	SOBESKY ACADEMY	H		X		11.1	0.0	-1.42
3	BOULDER VALLEY RE 2	HALCYON SCHOOL (SPECIAL EDUCATION)	H	X	X		28.6	0.0	-1.28
3	POUDRE R-1	POUDRE TRANSITION CENTER	H		X	X	42.9	3.4	-1.25
3	DENVER COUNTY 1	PREP ASSESSMENT CENTER	H		X	X	29.3	0.0	-1.09
3	PLATEAU VALLEY 50	GRAND MESA HIGH SCHOOL	H		X	X	37.5	3.1	-1.02
3	DENVER COUNTY 1	CONTEMPORARY LEARNING ACADEMY HIGH SCHOOL	H		X	X	18.1	2.2	-1.01
3	DENVER COUNTY 1	LIFE SKILLS CENTER OF DENVER	H		X	X	29.4	1.9	-0.82
3	DENVER COUNTY 1	ACE COMMUNITY CHALLENGE CHARTER SCHOOL	H		X	X	12.8	1.6	-0.80
3	MOUNTAIN BOCES	SUMMIT COUNTY DOR PROGRAM	H	X	X		50.0	20.0	-0.61
3	DENVER COUNTY 1	RIDGE VIEW ACADEMY CHARTER SCHOOL	H		X	X	28.8	4.4	-0.45

3	DOUGLAS COUNTY RE 1	PLUM CREEK ACADEMY	H	X	X		29.7	10.3	-0.40
3	DENVER COUNTY 1	FLORENCE CRITTENTON HIGH SCHOOL	H		X	X	43.2	1.1	-0.23
3	DENVER COUNTY 1	FLORENCE CRITTENTON HIGH SCHOOL	M	X	X		40.0	14.3	0.14

**Attachment D: Tiered Intervention Request for Proposal (RFP)**

**PART II: LEA REQUIREMENTS**

*An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs. That application must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.*



# REQUEST FOR PROPOSAL

*Proposals due: Wednesday, April 21, 2010 by 4 p.m.*

*Grant Training Webinar: Wednesday, April 7, 2010 from 1:30 – 3:00 p.m.*

## Tiered Intervention Grant 2010

Pursuant to: Title I, Section 1003 (g) of the Elementary and Secondary Education Act of 1965

**For program questions contact:**

Darryl Bonds ([bonds\\_d@cde.state.co.us](mailto:bonds_d@cde.state.co.us) or 303-866-6762)

**For fiscal/budget questions contact:**

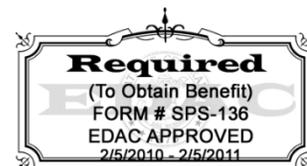
Andy Lake ([lake\\_a@cde.state.co.us](mailto:lake_a@cde.state.co.us) or 303-866-6829)

**For RFP specific questions contact:**

Lynn Bamberry ([bamberry\\_l@cde.state.co.us](mailto:bamberry_l@cde.state.co.us) or 303-866-6813)

Issued by:

cde  
Colorado Department of Education  
Office of Turnaround and Intervention  
201 E. Colfax Ave., Room 400  
Denver, CO 80203



## 2010 Tiered Intervention Grant – Overview Request For Proposal

*Proposals Due: Wednesday, April 21, 2010*

<b>Introduction</b>	<p>The intent of this grant is to provide funding for districts to:</p> <ul style="list-style-type: none"> <li>• Partner with the Colorado Department of Education (CDE) in the implementation of one of the four intervention models provided in the draft guidance for the use of Federal Title I 1003(g) funds (see Attachment A for draft guidance);</li> <li>• Increase the academic achievement of all students attending chronically low performing schools as measured by the state’s assessment system; and</li> <li>• Utilize the support and services from state-approved Turnaround Providers in their efforts to accomplish the above.</li> </ul>
<b>Purpose</b>	<p>The Office of Turnaround and Intervention at the Colorado Department of Education has Title I 1003 (g) funds to support districts whose district data indicates they have chronically low performing schools in the lowest 5% of achievement as indicated by state assessments.</p>
<b>Available Funds</b>	<p>An LEA’s total grant may not be less than \$50,000 or more than \$2,000,000 per year for each participating school. Actual allocations will be based on the intervention model chosen and SEA guidelines. Grants are renewable for two additional one year periods, except in cases of school closure.</p> <p>This grant is funded partially by 1003(g) ARRA funds. Submission of an application for this grant is an acknowledgement that all reporting requirements pursuant to American Reinvestment and Recovery Act section 1512 as well as guidance and procedures promulgated by the Office of the State Controller and the Colorado Department of Education are applicable to recipients of these grants funds.</p>
<b>Eligible Applicants</b>	<p>Any Title I school in improvement, corrective action, or restructuring that:</p> <ul style="list-style-type: none"> <li>• Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I school in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or</li> <li>• Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60 percent over a number of years; and</li> </ul> <p>Any secondary school that is eligible for, but does not receive, Title I funds that:</p> <ul style="list-style-type: none"> <li>• Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number is greater; or</li> <li>• Is a high school that has had a graduation rate as defined in 34 C.R.F. § 200.199b) that is less than 60 percent over a number of years. (See Attachment B for listing of eligible schools)</li> </ul> <p><b>Please note:</b> Priority will be given in the following order to:</p> <ol style="list-style-type: none"> <li>1. Tier I sites;</li> <li>2. Tier II sites within a district that has both Tier I and Tier II sites;</li> </ol>

	<p>3. Tier II sites that are equally low performing and are on Corrective Action, Improvement or Restructuring;</p> <p>4. Tier II sites; and</p> <p>5. Tier III sites.</p> <p><b>Note:</b> The SEA does not expect to have sufficient funding to fund all Tier II schools that are eligible and therefore does not expect to fund any Tier III schools. CDE anticipates awarding no more 15-20 individual school sites.</p>
<p><b>Evaluation</b></p>	<p>LEAs that are awarded funding will be required to fulfill the following evaluation activities for subsequent years funding:</p> <ul style="list-style-type: none"> <li>• Fully participate in on-site reviews conducted by CDE;</li> <li>• Participate in monthly achievement calls;</li> <li>• Update achievement plan annually; and</li> <li>• Submit a revised budget and annual financial report (AFRs).</li> </ul> <p>In the overarching strategy for supporting dramatic improvement in the state’s lowest-achieving schools, the Colorado Department of Education’s Turnaround Office will develop detailed performance goals and specific timelines for improvement to which all turnaround schools and districts will be held. A unified plan for each individual school site will be monitored and updated annually. The unified plan must include the following components:</p> <ul style="list-style-type: none"> <li>• The project’s short-term and long-term goals and objectives.</li> <li>• The project’s most important activities and characteristics.</li> <li>• How the project’s program activities will lead to the attainment of objectives.</li> <li>• How the project will ensure that: <ul style="list-style-type: none"> <li>○ all project components are delivered as prescribed to all participants; and</li> <li>○ the appropriate amount of program content will be delivered to all participants.</li> </ul> </li> </ul> <p>These goals, timelines and indicators will be encompassed in a Memorandum of Understanding (MOU) between the CDE and individual districts and will include the following:</p> <ul style="list-style-type: none"> <li>• <i>A common, ambitious but achievable goal that every turnaround school will be expected to meet within 3-5 years after beginning its turnaround effort.</i> The CDE will define a school turnaround a “success” when the students it serves are performing at levels comparable to students’ average performance in low-poverty schools across the state. Schools will be required to meet achievement levels in the core academic subjects that equal or exceed the average level for the state’s non-low-income students. High schools will also be required to achieve dropout rates, college-going rates and other key high school metrics that are equal to rates among Colorado’s higher-income high schools.</li> <li>• <i>School-specific timelines and benchmarks for reaching these goals.</i> Rather than requiring all schools to follow a simplistic linear path from their current achievement to the goals outlined above, in its MOUs with participating districts,</li> </ul>

the CDE will establish timelines and benchmarks that are individualized based on each school's current achievement, turnaround strategy, and particular needs.

First, the timelines and benchmarks will vary by each school's achievement levels when it began its turnaround effort. In addition, some schools identified for turnaround are further behind than others, and so they may require more time (e.g., 5 years as opposed to three) to meet the state's performance goals. This will be negotiated for individual schools in each district's MOU.

Second, research shows that successful turnarounds typically involve a focus on a few key goals in the first few weeks and months of the effort. This focus will be reflected in each school's individualized benchmarks. For example, if an elementary school decides to invest heavily in year one in third and fourth grade reading, its first-year benchmarks will reflect that by setting more ambitious targets for growth in reading achievement in third and fourth grade than for other grades and subjects. All schools will be required to show sufficient achievement growth in all grades and subjects by year five, but initial benchmark goals will help foster the intense focus common to successful turnarounds by setting school- and year-specific targets.

Third, research shows that "early wins," or strong and measurable gains in the first year, are common to successful turnarounds. Therefore, benchmarks for all schools will require large and measurable gains in the school's first year of turnaround, and sustained progress thereafter. Timelines will not be constructed as "balloon payments" to allow the school to remain low-performing for three to four years and then expect to make large leaps in year five.

- *A set of leading indicators to inform the district and state whether each school is on-track to meet its benchmarks and ultimate goals for student achievement.* In conjunction with the CTC, the CDE Turnaround Office will invest in the creation and refinement of a research-based set of leading indicators to measure success or failure in turnaround schools. In year one, the CDE will start with three initial sets of indicators, which it will develop over the course of spring 2010 and begin collecting from the first cohort of turnaround schools in early 2011. Mid-year collection and analysis of as many indicators as possible will enable the CDE, local districts and school leaders to initiate mid-course corrections or more dramatic shifts in strategy for the next school year. Consistent with Colorado's overall approach of building and collecting knowledge about what works in improving student outcomes, these indicators and results from the first cohort of turnaround schools will thereafter inform research and analysis to develop more accurate and refined sets of leading indicators for future cohorts of turnaround schools.

Leading indicators to be collected in year one will include:

- (1) The leading indicators that must be used by states and districts to hold schools receiving Title I Section 1003(g) funds accountable, which include: the number of minutes within the school year; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; dropout rate;

	<p>student attendance rate; number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes; discipline incidents; truants; distribution of teachers by performance level on an LEA’s teacher evaluation system; and teacher attendance rate.</p> <p>(2) Other quantitative indicators that supplement those required under 1003(g), such as: results on interim assessments of student performance; the percentage of students taught by teachers who, in prior years, achieved above average or exceptional growth with their students; other measures of time allocated to learning, to be developed in conjunction with the National Center on Time and Learning; and others likely to be highly-correlated with successful improvement efforts.</p> <p>(3) Qualitative indicators that arise from cross-sector research about successful turnarounds. For example, the extent to which the school leader and staff have prioritized a few key goals that will lead to visible early wins; whether the school leader is engaging staff in regular and transparent sharing of data about student performance; and evidence of positive community involvement in the turnaround effort or the leader’s successful efforts to influence those who oppose dramatic change.</p>
<b>Allowable Use of Funds</b>	<p>Awarded funds may be used for the following purposes:</p> <ul style="list-style-type: none"> <li>• Implementation of any of the four intervention models provided in the draft guidance for the use of Federal Title I 1003(g) funds (see Attachment C for additional detail).</li> </ul>
<b>Duration of Grant</b>	<p>Funds must be expended by September 30, 2013. There will be no carryover of funds.</p>
<b>Technical Assistance</b>	<p>For technical assistance while developing Unified School Plans, please contact the Office of Turnaround and Intervention at (303) 866-6762.</p> <p>An LEA application training webinar will be held on <b>Wednesday, April 7, 2010 from 1:30 – 2:30 p.m.</b> Time for any additional questions will be reserved from 2:30 p.m. – 3:30 p.m. To register for this technical assistance opportunity, please e-mail Ashley Anderson at <a href="mailto:anderson_a@cde.state.co.us">anderson_a@cde.state.co.us</a>.</p>
<b>Review</b>	<p>Applications will be reviewed by CDE staff based on the rubrics to ensure they contain all required components. The review of the Tiered Intervention Grants will be a standards based process. LEAs will not be funded unless they meet each of the criteria in each section of the application. This approach will prevent a proposal that has deficiencies in one section of the plan from compensating for those deficits in other sections. In this way, the review process will ensure that funded Tiered Intervention Grants address all the critical components in a way that is aligned into a coherent whole. LEAs may be asked to submit revisions in any deficient sections to bring specific sections up to standard.</p> <p>Applicants will be notified of awards once Colorado’s application has been reviewed and approved by the USDE.</p>

## Submission Process

The original plus 5 copies of the application must be received by **Wednesday, April 21, 2010** at 4:00 p.m. In addition to the 6 hard copies, **an electronic copy of the proposal and electronic budget must be submitted to: [anderson\\_a@cde.state.co.us](mailto:anderson_a@cde.state.co.us)**. The electronic version should include all required pieces of the proposal as one document. Faxes will not be accepted. Incomplete or late proposals will not be considered.

Application materials and budget are available for download on the CDE Web site at: <http://www.cde.state.co.us/FedPrograms/NCLB/tia.asp>.

<p style="text-align: center;"><b>Submit Proposals to:</b></p> <p style="text-align: center;">Ashley Anderson Colorado Department of Education 1560 Broadway, Suite 1450 Denver, CO 80202</p> <p style="text-align: center;">&amp;</p> <p style="text-align: center;">Submit an electronic copy of the proposal (with electronic budget) to: <b><a href="mailto:anderson_a@cde.state.co.us">anderson_a@cde.state.co.us</a></b></p>
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### **Required Elements**

The format outlined below **must be followed** in order to assure consistent application of the evaluation criteria (see evaluation rubric for specific details needed in Parts II –V).

<b>Part I:</b>	<b>Proposal Introduction (not scored)</b> Cover Page Schools to be Served LEA/School Information and Signature Page Assurance and Certification Form Waivers
<b>Part II:</b>	<b>LEA Commitment and Capacity</b>
<b>Part III:</b>	<b>Needs Assessment and Program Plan</b>
<b>Part IV:</b>	<b>Budget Form and Narrative</b>

### **Application Format:**

- Applications should only include the required elements.
- The total narrative (Parts II – V) of the application cannot exceed 10 pages.
- All pages must be standard letter size, 8-1/2" x 11" using no smaller than 12 point type.
- Use a document footer with the name of the applying entity and page numbers.
- Use 1-inch margins.
- Staple the pages of all copies including the original. Please do not use tabs, paperclips, rubber bands, binders or report covers.

## 2010 TIERED INTERVENTION GRANT

**PART I: COVER PAGE** *(Complete and attach as the first page of proposal. If there are more than 3 participating schools the district may duplicate this page and attach it with the application.)*

<b>Name of Lead Local Education Agency (LEA)/Organization:</b>		
Mailing Address:		
<b>District Turnaround Project Manager:</b>		
Mailing Address:		
Telephone:		E-mail:
<b>Signature:</b>		
<b>Program Contact Person:</b>		
Mailing Address:		
Telephone:		E-mail:
<b>Signature:</b>		
<b>Fiscal Manager:</b>		
Telephone:		E-mail:
<b>Signature:</b>		
<b>Region:</b> <i>Indicate the region(s) this proposal will directly impact</i>		
<input type="checkbox"/> Metro <input type="checkbox"/> Pikes Peak <input type="checkbox"/> North Central <input type="checkbox"/> Northwest <input type="checkbox"/> West Central <input type="checkbox"/> Southwest <input type="checkbox"/> Southeast <input type="checkbox"/> Northeast		
<b>Total LEA Request:</b> <i>Indicate the total amount of funding you are requesting. Please note: An individual budget will be required for each school site totaling to the amount listed below.</i>		
\$		

**PART IA: SCHOOLS TO BE SERVED** *(Complete the following information with respect to the schools that will be served with a School Improvement Grant and attach as the second page of proposal.)*

To ensure success, it is imperative that each site undergo an external review so needs are clearly delineated before an intervention model is chosen, before the plan is prepared and (if applicable) before a provider is selected. If a site has not had an external review, put the amount of funding needed in the 'Review Needed' column below. The individual budget for the site should reflect costs for the evaluation review, but additional costs must be listed as 'TBD' until a plan can be created for specific activities and costs. Districts may only access funds for the cost of the review until the review is completed and an approved plan is in place.

Please provide the following information for each participating school (additional rows may be added), starting with Tier I schools:									
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY) Include requested amount per school				
					Turnaround	Restart	Closure	Transformation	Review needed

**\*Please note:** An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

**PART IB: LEA/School Information and Signature Page**

*(Complete and attach as the third page of proposal. If there are more than 3 participating schools the district may duplicate this page and attach it after page 3.)*

**District Signatures**

District Name:

School Board President Signature:

Superintendent Signature:

**School Information**

School #1 Name:

Principal Name:

Telephone:

E-mail:

Principal Signature:

School #2 Name:

Principal Name:

Telephone:

E-mail:

Principal Signature:

School #3 Name:

Principal Name:

Telephone:

E-mail:

Principal Signature:

## **PART IC: Certification and Assurance Form**

*(Complete and attach as the fourth and fifth pages of proposal)*

*The School Board President and Board- Appointed Authorized Representative must sign below to indicate their approval of the contents of the application, and the receipt of program funds.*

On \_\_\_\_\_ (date) , 2010 the Board of \_\_\_\_\_ (district) \_\_\_\_\_ hereby applies for and, if awarded, accepts the state funds requested in this application. In consideration of the receipt of these grant funds, the Board agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The Board also certifies that all program and pertinent administrative requirements will be met. These include the Office of Management and Budget Accounting Circulars, and the Department of Education's General Education Provisions Act (GEPA) requirement. In addition, the Board certifies that the district is in compliance with the requirements of the federal Children's Internet Protection Act (CIPA), and that no policy of the local educational agency prevents or otherwise denies participation in constitutionally protected prayer in public schools. In additional, school districts that accept 1003(g) School Improvement funding for the **Tiered Intervention** grant agree to the following assurances:

- To use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- To establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
- That if the applicant implements a restart model in a Tier I or Tier II school, it will include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- To provide the Colorado Department of Education such information as may be required to determine if the grantee is making satisfactory progress toward achieving the goals of the grant (e.g., CSAP by State Assigned Student IDs). The district will report to CDE the school level data required under section III of the final requirements;
- To align current and future funding sources in support of improvement goals, including commitment to identify and reallocate existing district funds for the purpose of sustaining the improvement work after federal funds expire;
- To commit to developing a plan that demonstrates how the district will increase overall student achievement in the identified schools;
- To commit to addressing the findings outlined in the external review.
- To provide the leadership capacity to oversee the implementation of turnaround interventions;
- To provide a district level contact whose primary responsibility is the oversight and coordination of turnaround interventions in the schools;

- To participate in quarterly Professional Learning Communities focused on turning around schools;
- To monitor and evaluate the impact of all turnaround interventions;
- That by accepting grant funds, applicants agree to participate in the federal and state evaluation of Turnaround School Initiatives;
- To participate in a one-day networking conference during each year of the grant cycle to discuss implementation issues and access technical assistance. In addition, there will be an orientation meeting for all approved applicants;
- To submit to CDE an Improvement Plan for each identified school updated annually as a requirement for securing continued funding from year to year during the three-year term of this grant;
- To submit a revised budget annually, as well as an annual financial report;
- To participate fully in on-site visits conducted by CDE to every funded Tier I, Tier II, or Tier III school during the grant cycle;
- To not discriminate against anyone regarding race, gender, national origin, color, disability, or age;
- To maintain sole responsibility for the project even though subcontractors may be used to perform certain services; and
- To notify the community of the intent to submit an application and the application and that any waiver request will be made available for public review after submission of the application.

Funded sites will be expected to cooperate with CDE in the development and submission of certain reports to meet statutory requirements. *All grantees must work with and provide requested data to CDE for the Tiered Intervention Grant Program within the time frames specified.*

In addition, funded projects will be required to maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipient agencies annually as a part of their regular audit.

IF ANY FINDINGS OF MISUSE OF FUNDS ARE DISCOVERED, PROJECT FUNDS MUST BE RETURNED TO THE COLORADO DEPARTMENT OF EDUCATION. The Colorado Department of Education may terminate a grant award upon thirty (30) days notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

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Name of Board President

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Signature of Board President

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Name of District Superintendent

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Signature of District Superintendent

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Name of Program Contact

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Signature of Program Contact

**PART ID: WAIVERS (Complete and attach as the sixth page of proposal)**

\_\_\_\_\_ (District) requests a waiver of the requirements it has selected below. *Please note:* If the district does not intend to implement the waiver with respect to each applicable school, then it must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.
- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

\_\_\_\_\_  
Name of Board President

\_\_\_\_\_  
Signature of Board President

\_\_\_\_\_  
Name of District Superintendent

\_\_\_\_\_  
Signature of District Superintendent

\_\_\_\_\_  
Name of Program Contact

\_\_\_\_\_  
Signature of Program Contact

## Budget Instructions and Budget Form

Complete the proposed budget and budget narrative at:  
<http://www.cde.state.co.us/FedPrograms/NCLB/tia.asp>.

When the applications have been reviewed, final grant amounts will be determined and a more detailed budget may be required. The final budget will comply with the application review comments and the proposed budget. Please remember that no grant funds can be obligated or spent until a final budget has been received and approved by CDE.

Examples of the types of expenses that may be included in each object category are listed below for guidance only. Your budget narrative should provide enough detail so that the appropriate object category can be confirmed.

**Instructional Program.** Instruction includes the activities dealing directly with the interactions between staff and students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, or in other locations such as those involving co-curricular activities. Instruction also may be provided through some other approved media such as television, radio, telephone or correspondence. Included are the activities of paraprofessionals (aides) or classroom assistants of any type which assist teachers in the instructional process.

**Support Program.** Support service programs are those activities which facilitate and enhance instruction. Support services include school-based and general administrative functions and centralized operations for the benefit of students, instructional staff, other staff, and the community.

**(100) Salaries** - Amounts paid for personal services for both permanent and temporary employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the school district/agency/organization.

**(200) Employee Benefits** - Amounts paid on behalf of employees; generally those amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, never-the-less are part of the cost of personal services. Workers' compensation premiums should not be charged here, but rather to object (0500 other purchased services).

**(300) Purchased Professional and Technical Services** – Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of auditors, consultants, teachers, etc.

**(500) Other Purchased Services** – Amounts paid for services rendered by organizations or personnel not on the payroll of the district (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

**(600) Supplies** – Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Items that do not contribute to a district’s fixed assets, as evaluated by the district’s fixed assets policy, may be coded as supply items, or may be coded as Non-Capital Equipment. Items that contribute to a district’s fixed assets must be coded as equipment. All computers must be entered as equipment. Include all supplies, food, books and periodicals, and electronic media materials here.

**(800) Other Expenses** – Amounts paid for good and services not otherwise classified above. Some expenditures may cross object category lines. For example, professional development and evaluation may include salaries, purchased services (printing) and supplies/materials. The budget narrative should identify these elements so that a total cost of the activity can be determined.

**Indirect Costs** – Indirect costs are those elements of costs necessary in the provision of a service which are of such nature that they cannot be readily or accurately identified with the specific service.

**School Districts Only:** School districts may budget indirect costs only if they are designated as the fiscal agent. The indirect cost rate used varies by district. Your district budget office should provide this rate to you, or you may access it by going to CDE’s web page and linking to School Finance.

## Tiered Intervention Grant 2010 Grant Review Rubric

<b>Part I:</b>	Proposal Introduction	No Points
<b>Part II:</b>	LEA Commitment and Capacity	/25
<b>Part III:</b>	Needs Assessment and Program Plan	/50
<b>Part IV:</b>	Budget Narrative	/25
	Electronic Budget	No Points
<b>Total</b>		<b>/100</b>

**GENERAL COMMENTS:** *Reviewers, please indicate support for scoring by including overall strengths and weaknesses. These comments are used on feedback forms to applicants.*

**Strengths:**

- 
- 

**Weaknesses:**

- 
- 

**Required Changes:**

- 
- 

**Recommendation:** Funded \_\_\_\_ Fund w/ Changes \_\_\_\_ Not Funded \_\_\_\_

**Part I: Proposal Introduction**

**No Points**

✓ **Cover Page, Schools to be Served Page, LEA/School Information and Signature Page, Certification and Assurance Form and Waiver Form**

Complete the Cover Page, Schools to be Served Page, LEA/School Information and Signature Page, Certification and Assurance Form and Waiver Form and attach as the first six pages of the proposal.

✓ **Executive Summary**

Provide a brief description (no more than 1 paragraph) of the district and schools; the overall needs of the purposes of this grant. Use a separate sheet of paper and place it after the first six pages.

**Part II: LEA Commitment and Capacity**

**(25 Points Possible)**

CATEGORY	Does Not Meet Criteria Does not meet the criteria listed	Minimally Meets Criteria Narrative contains all the criteria listed, but lacks depth and quality to promote clear understanding of project	Meets All Criteria Narrative contains all criteria listed in sufficient depth and quality to promote clear understanding of project
<b>Points Available</b>	<b>0</b>	<b>1 - 12</b>	<b>13 - 25</b>

In narrative form please clearly address the following:

- What methods did the district use to consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and/or Tier II schools (e.g., stakeholder meetings (PTA, teacher unions, school board), print/web-based communication, surveys)?
- Detail how the community was given notice of intent to submit an application and how any waiver requests will be made available for public review after submission of the application (e.g., newspaper/news releases, posted on the school and/or district Web site).
- How is the district able to demonstrate readiness for the Tiered Intervention grant and what steps have been taken that demonstrate commitment to the specific requirements of this grant (e.g., expedited review, school board commitment, previous staffing changes)?
- What specific actions has the district taken or will the district take to design and implement interventions consistent with the final requirements?
- What specific actions has the district taken or will the district take to recruit, screen, and select external providers, if applicable, to ensure their quality (e.g., attended provider fair, interviews, screening tools created)?
- What specific actions has the district taken or will the district take to align other resources with the proposed interventions (e.g., Title I, other state or federal grant funding)?
- What specific actions has the district taken or will the district take to ensure flexibility, modify its practices, policies or oversight structures, outside of normal district constraints, if necessary, to enable its schools to implement the interventions fully and effectively (e.g., flexible scheduling, principal autonomy over staff hiring/firing and placement, budget autonomy, obtaining innovation school/zone status, teacher/union agreements)?
- Are there Tier I and/or Tier II schools in the district that will not be served through this grant? If so, please provide a detailed explanation for why the district lacks the capacity to serve them

(e.g., lack of administrative or support staff to adequately support the implementation, improve academic achievement by focus on fewer schools).

- In the schools that are selected by the district, how will the district demonstrate capacity to carry out the proposed interventions (e.g., leadership, detailed strategic or dissolution plans, capacity to administer and track progress monitoring assessments, capacity to engage in significant mid-course connections)?
- What specific actions has the district taken or will the district take to sustain the reforms after the funding period ends (e.g., professional development, trainer of trainer models, district commitment of continuation resources)?
- How will the district measure progress toward the goals both formatively and summatively? Discuss how data will be disaggregated by subgroups on a regular basis (e.g., specific evaluation methods that are feasible and appropriate to the goals and objectives of the proposed project, data reports generated monthly and reviewed at both district and school levels, specific assessments administered on a specific assessment schedule).
- Who will monitor and evaluate the progress of the program. Who will be responsible for sharing those results with CDE on a monthly basis (e.g., name of specific company or person with expertise noted)?

**Reviewer Comments:**

**Part II Total: \_\_\_/25**

**Part III: Needs Assessment and Program Plan**

**(50 Points Possible)**

CATEGORY	Does Not Meet Criteria Does not meet the criteria listed	Minimally Meets Criteria Narrative contains all the criteria listed, but lacks depth and quality to promote clear understanding of project	Meets All Criteria Narrative contains all criteria listed in sufficient depth and quality to promote clear understanding of project
<b>Points Available</b>	<b>0</b>	<b>1 - 25</b>	<b>26 - 50</b>

Submit a Unified School Plan for each proposed site (see Attachment D). Action plans (Attachment D, page 8) will need to be provided that detail 4 years of program activities (3 years Tiered Intervention Grant funds and additional year of sustainability). Use the template making sure to clearly address findings of the expedited review and answer the questions below. Additional narrative detail may be added if there is not enough clarity within the Plan itself. *Please note:* To ensure success, it is imperative that each site undergo an external review so needs are clearly delineated before an intervention model is chosen, before the plan is prepared and (if applicable) before a provider is chosen. If a site has not had an external review, districts may only access these funds for the review until the review is completed and an approved plan is in place.

Clearly analyze the status of conditions in the school(s) that would be the recipient of the grant by:

- Providing student performance and other relevant data in relation to intervention selected for each school site.
- Identifying root causes. What is preventing the school from increased academic performance? To what does the district attribute the failure of student academic growth over time?
- Demonstrating that the LEA has the capacity to enable each school to implement fully and effectively the required activities of the school intervention model it has selected.

(Attach relevant data: expedited review, school support team report, or external evaluation, relevant student achievement, school performance and relevant school culture data as an appendix.)

In addition evidence is provided to demonstrate:

- Overall goals are included by year and interim targets to be met. Annual math and reading/language arts academic goals are set for each school site the grant will serve including Tier I, Tier II, and Tier III. Expectations for growth after one year are clear.
- Interventions are consistent with the final requirements.
- Proposed plan is aligned with the district strategic plan.
- Sustainability after the changes implemented.
- Plan for addressing the integration of culturally responsive practices at the school site.
- Outline the sequenced timeline of events that will occur in the implementation of this grant. Project timeline should include major implementation activities and the date by which they will be accomplished including providing professional development to leadership and staff.

**Reviewer Comments:**

**Part III Total: \_\_\_/50**

**Part IV: Budget Narrative**

**(25 Points Possible)**

CATEGORY	Does Not Meet Criteria Does not meet the criteria listed	Minimally Meets Criteria Narrative contains all the criteria listed, but lacks depth and quality to promote clear understanding of project	Meets All Criteria Narrative contains all criteria listed in sufficient depth and quality to promote clear understanding of project
Points Available	0	1 - 12	13 - 25

Provide a 3-year electronic budget (<http://www.cde.state.co.us/FedPrograms/NCLB/tia.asp>) in compliance with CDE’s standard fiscal rules including a budget narrative that contains the following criteria:

- All expenditures contained in the budget are described in the budget narrative and justified in connection to project goals, activities and specific model. The costs of the proposed project (as presented in the budget and budget narrative) are reasonable and the budget sufficient in relation to the objectives, design, and scope of project activities.
- Amount of school improvement funds to be used to implement the selected model and activities in each school the LEA commits to serve is clearly delineated.
- Amount of school improvement dollars used to *support* implementation of the selected school intervention model and activities are clearly detailed.
- Demonstrate how district will align current and future funding in support of improvement goals and sustainability (e.g., specific funds identified, how will existing funds be reallocated to sustain grant after federal funding ends).
- Detailed school improvement activities for each Tier III school (if applicable) identified in this application.
- Clearly details any portion of the plan that will be paid for by grant funds.
- If a school has not had an external review, costs for the review are detailed and all other costs are listed in one line item as “TBD”.

*Note:* A final budget and budget narrative will be required after actual allocations are determined. Upon approval of a final budget and budget narrative, funds will be released to the grantees.

*Note:* An LEA’s budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

*Note:* If a site has not had an external review, districts may only access the portion of funds for the review until the review is completed and an approved plan is in place. Once the review has been completed and the plan is approved, the rest of the funds may be accessed.

**Reviewer Comments:**

**Part IV Total: \_\_\_/25**

GUIDANCE  
ON  
SCHOOL IMPROVEMENT GRANTS  
UNDER SECTION 1003(g) OF THE ELEMENTARY AND SECONDARY EDUCATION  
ACT OF 1965



U.S. Department of Education  
Office of Elementary and Secondary Education

January 20, 2010

**\*\*Please note: This is not a full copy of the U.S. Department of Education's Guidance on School Improvement Grants. We have only included the specific guidance regarding the four intervention models. It is highly recommended that you review the complete School Improvement Grants Guidance before you complete your application. For a full copy of the guidance, please visit: <http://www2.ed.gov/programs/sif/faq.html>.**

## B. TURNAROUND MODEL

***B-1. What are the required elements of a turnaround model?***

A turnaround model is one in which an LEA must do the following:

- (1) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
- (2) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
  - (A) Screen all existing staff and rehire no more than 50 percent; and
  - (B) Select new staff;
- (3) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
- (4) Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- (5) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
- (6) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- (7) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- (8) Establish schedules and implement strategies that provide increased learning time; and
- (9) Provide appropriate social-emotional and community-oriented services and supports for students.

***B-2. In addition to the required elements, what optional elements may also be a part of a turnaround model?***

In addition to the required elements, an LEA implementing a turnaround model may also implement other strategies, such as a new school model or any of the required and permissible activities under the transformation intervention model described in the final requirements. It could also, for example, replace a comprehensive high school with one that focuses on science, technology, engineering, and mathematics

(STEM). The key is that these actions would be taken within the framework of the turnaround model and would be in addition to, not instead of, the actions that are required as part of a turnaround model.

### ***B-3. What is the definition of “staff” as that term is used in the discussion of a turnaround model?***

As used in the discussion of a turnaround model, “staff” includes all instructional staff, but an LEA has discretion to determine whether or not “staff” also includes non-instructional staff. An LEA may decide that it is appropriate to include non-instructional staff in the definition of “staff,” as all members of a school’s staff contribute to the school environment and are important to the success of a turnaround model.

In determining the number of staff members that may be rehired, an LEA should count the total number of staff positions (however staff is defined) within the school in which the model is being implemented, including any positions that may be vacant at the time of the implementation. For example, if a school has a total of 100 staff positions, only 90 of which are filled at the time the model is implemented, the LEA may rehire 50 staff members; the LEA is not limited to rehiring only 45 individuals (50 percent of the filled staff positions).

### ***B-4. What are “locally adopted competencies”?***

A “competency,” which is a skill or consistent pattern of thinking, feeling, acting, or speaking that causes a person to be effective in a particular job or role, is a key predictor of how someone will perform at work. Given that every teacher brings a unique skill set to the classroom, thoughtfully developed assessments of such competencies can be used as part of a rigorous recruitment, screening, and selection process to identify educators with the unique qualities that equip them to succeed in the turnaround environment and can help ensure a strong match between teachers and particular turnaround schools. As part of a rigorous recruitment, screening and selection process, assessments of turnaround teachers’ competencies can be used by the principal or district leader to distinguish between very high performers and more typical or lower-performing teachers in a turnaround setting. Although an LEA may already have and use a set of tools to screen for appropriate competencies as part of its normal hiring practices, it is important to develop a set of competencies specifically designed to identify staff that can be effective in a turnaround situation because, in a turnaround school, failure has become an entrenched way of life for students and staff, and staff members need stronger and more consistent habits in critical areas to transform the school’s wide-scale failure into learning success.

While each LEA should identify the skills and expertise needed for its local context, in addition to reviewing evidence of effectiveness in previous teaching positions (or other pre-service experience) in the form of recommendations, portfolios, or student outcomes, examples of locally adopted competencies might include acting with initiative and persistence, planning ahead, flexibility, respect for and sensitivity to norms of interaction in different situations, self-confidence, team leadership, developing others, analytical thinking, and conceptual thinking.

The value and utility of turnaround competencies for selection are dependent on the process by which an LEA or school leader or team uses them. In addition to assessing a candidate’s subject knowledge and mastery of specific instructional practices that the turnaround school uses, using a robust and multi-tiered selection process that includes interviews that ask about past practice in the classroom or situational scenarios, reviewing writing samples, observing teachers in their classrooms, and asking teachers to perform job-related tasks such as presenting information to a group of parents, are all common techniques used to screen candidates against turnaround competencies.

Note that these are merely examples of a process and set of competencies an LEA might measure and use in screening and selecting staff to meet the unique needs of the schools in which it will implement a turnaround model.

***B-5. Is an LEA implementing the turnaround model required to use financial incentives, increased opportunities for promotion and career growth, and more flexible conditions as strategies to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround model?***

No. The specific strategies mentioned in this requirement are merely examples of the types of strategies an LEA might use to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a school implementing the turnaround model. An LEA is not obligated to use these particular strategies, so long as it implements some strategies that are designed to recruit, place, and retain the appropriate staff.

***B-6. What is job-embedded professional development?***

Job-embedded professional development is professional learning that occurs at a school as educators engage in their daily work activities. It is closely connected to what teachers are asked to do in the classroom so that the skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices. Job-embedded professional development is usually characterized by the following:

- It occurs on a regular basis (*e.g.*, daily or weekly);
- It is aligned with academic standards, school curricula, and school improvement goals;
- It involves educators working together collaboratively and is often facilitated by school instructional leaders or school-based professional development coaches or mentors;
- It requires active engagement rather than passive learning by participants; and
- It focuses on understanding what and how students are learning and on how to address students' learning needs, including reviewing student work and achievement data and collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data.

Job-embedded professional development can take many forms, including, but not limited to, classroom coaching, structured common planning time, meetings with mentors, consultation with outside experts, and observations of classroom practice.

When implemented as part of a turnaround model, job-embedded professional development must be designed with school staff.

***B-7. Does the requirement to implement an instructional program that is research-based and aligned (vertically and with State standards) require adoption of a new or revised instructional program?***

Not necessarily. In implementing a turnaround model, an LEA must use data to identify an instructional program that is research-based and vertically aligned as well as aligned with State academic standards. If an LEA determines, based on a careful review of appropriate data, that the instructional program currently

being implemented in a particular school is research-based and properly aligned, it may continue to implement that instructional program. However, the Department expects that most LEAs with Tier I or Tier II schools will need to make at least minor adjustments to the instructional programs in those schools to ensure that those programs are, in fact, research-based and properly aligned.

***B-8. What are examples of social-emotional and community-oriented services that may be supported with SIG funds in a school operating a schoolwide program?***

Social-emotional and community-oriented services that may be offered to students in a school implementing a turnaround model may include health, nutrition, or social services that may be provided in partnership with local service providers, or services such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning. An LEA should examine the needs of students in the turnaround school to determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances.

***B-9. May an LEA omit any of the actions outlined in the final requirements and implement its own version of a turnaround model?***

No. An LEA implementing a turnaround model in one or more of its schools must take all of the actions required by the final requirements. As discussed in B-2, an LEA may take additional actions to supplement those that are required as part of a turnaround model, but it may not implement its own version of a turnaround model that does not include all of the elements required by the final requirements. Thus, an LEA could not, for example, convert a turnaround school to a magnet school without also taking the other actions specifically required as part of a turnaround model.

**C. RESTART MODEL**

***C-1. What is the definition of a restart model?***

A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school (see C-6).

***C-2. What is a CMO?***

A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools.

***C-3. What is an EMO?***

An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.

**C-4. Prior to submitting its application for SIG funds, must an LEA know the particular EMO or CMO with which it would contract to restart a school?**

No. Prior to submitting its application, an LEA need not know the particular EMO or CMO with which it would contract to restart a school, but it should at least have a pool of potential partners that have expressed an interest in and have exhibited an ability to restart the school in which the LEA proposes to implement the restart model. An LEA does not need to enter into a contract prior to receiving its SIG funds, but it must be able to provide enough information in its application for the SEA to be confident that, if awarded SIG funds, the LEA would in fact enter into a contract with a CMO or EMO to implement the restart model.

**C-5. What is the purpose of the “rigorous review process” used for selecting a charter school operator, a CMO, or an EMO?**

The “rigorous review process” permits an LEA to examine a prospective restart operator’s reform plans and strategies. It helps prevent an operator from assuming control of a school without having a meaningful plan for turning it around. The purpose of the rigorous review process is to provide an LEA with an opportunity to ensure that the operator will use this model to make meaningful changes in a school. Through the rigorous review process, an LEA might, for example, require a prospective operator to demonstrate that its strategies are research-based and that it has the capacity to implement the strategies it is proposing.

**C-6. Which students must be permitted to enroll in a school implementing a restart model?**

A restart school must enroll, within the grades it serves, all former students who wish to attend the school. The purpose of this requirement is to ensure that restarting the school benefits the population of students who would be served by the school in the absence of “restarting” the school. Accordingly, the obligation to enroll any former student who wishes to attend the school includes the obligation to enroll a student who did not actually previously attend the school — for example, because the student was previously enrolled in grade 3 but the school serves only grades 4 through 6 — but who would now be able to enroll in the school were it not implementing the restart model. If the restart school no longer serves a particular grade or grades that previously had been served by the school, the restart school is not obligated to enroll a student in the grade or grades that are no longer served.

**C-7. May a restart school serve fewer grades than were previously served by the school in which the model is being implemented?**

Yes. An LEA has flexibility to work with providers to develop the appropriate sequence and timetable for a restart partnership. Thus, for example, an LEA could allow a restart operator to take over one grade in the school at a time.

If an LEA allows a restart operator to serve only some of the grades that were previously served by the school in which the model is being implemented, the LEA must ensure that the SIG funds it receives for the school are used only for the grades being served by the restart operator, unless the LEA is implementing one of the other SIG models with respect to the other grades served by the school. For example, if the school in question previously served grades K-6 and the LEA allows a restart operator to take over the school only with respect to grades K-3, the LEA could use SIG funds to serve the students in grades 4-6 if it implements a turnaround model or school closure, consistent with the final requirements, with respect to those grades.

**C-8. May a school implementing a restart model implement any of the required or permissible activities of a turnaround model or a transformation model?**

Yes. A school implementing a restart model may implement activities described in the final requirements with respect to other models. Indeed, a restart operator has considerable flexibility not only with respect to the school improvement activities it will undertake, but also with respect to the type of school program it will offer. The restart model is specifically intended to give operators flexibility and freedom to implement their own reform plans and strategies.

**C-9. If an LEA implements a restart model, must its contract with the charter school operator, CMO, or EMO hold the charter school operator, CMO, or EMO accountable for meeting the final requirements?**

Yes. If an LEA implements a restart model in a Tier I or Tier II school, the LEA must include in its contract or agreement terms and provisions to hold the charter school operator, CMO, or EMO accountable for complying with the final requirements. An LEA should bear this accountability requirement in mind at the time of contracting with the charter school operator, CMO, or EMO, and should consider how best to reflect it in the contract or agreement.

D. SCHOOL CLOSURE

**D-1. What is the definition of “school closure”?**

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

**D-2. What costs associated with closing a school can be paid for with SIG funds?**

An LEA may use SIG funds to pay certain reasonable and necessary costs associated with closing a Tier I or Tier II school, such as costs related to parent and community outreach, including, but not limited to, press releases, newsletters, newspaper announcements, hotlines, direct mail notices, or meetings regarding the school closure; services to help parents and students transition to a new school; or orientation activities, including open houses, that are specifically designed for students attending a new school after their prior school closes. Other costs, such as revising transportation routes, transporting students to their new school, or making class assignments in a new school, are regular responsibilities an LEA carries out for all students and generally may not be paid for with SIG funds. However, an LEA may use SIG funds to cover these types of costs associated with its general responsibilities if the costs are directly attributable to the school closure and exceed the costs the LEA would have incurred in the absence of the closure.

***D-3. May SIG funds be used in the school that is receiving students who previously attended a school that is subject to closure in order to cover the costs associated with accommodating those students?***

No. In general, the costs a receiving school will incur to accommodate students who are moved from a closed school are costs that an LEA is expected to cover, and may not be paid for with SIG funds.

However, to the extent a receiving school is a Title I school that increases its population of children from low-income families, the school should receive additional Title I, Part A funds through the Title I, Part A funding formula, and those Title I, Part A funds could be used to cover the educational costs for these new students. If the school is not currently a Title I school, the addition of children from low-income families from a closed school might make it an eligible school.

***D-4. Is the portion of an LEA's SIG subgrant that is to be used to implement a school closure renewable?***

Generally, no. The portion of an LEA's SIG subgrant for a school that is subject to closure is limited to the time necessary to close the school — usually one year or less. As such, the funds allocated for a school closure would not be subject to renewal.

***D-5. How can an LEA determine whether a higher-achieving school is within reasonable proximity to a closed school?***

The school to which students who previously attended a closed school are sent should be located “within reasonable proximity” to the closed school. An LEA has discretion to determine which schools are located within a reasonable proximity to a closed school. A distance that is considered to be within a “reasonable proximity” in one LEA may not be within a “reasonable proximity” in another LEA, depending on the nature of the community. In making this determination, an LEA should consider whether students who would be required to attend a new school because of a closure would be unduly inconvenienced by having to travel to the new location. An LEA should also consider whether the burden on students could be eased by designating multiple schools as receiving schools.

An LEA should not eliminate school closure as an option simply because the higher-achieving schools that could be receiving schools are located at some distance from the closed school, so long as the distance is not unreasonable. Indeed, it is preferable for an LEA to send students who previously attended a closed school to a higher-achieving school that is located at some distance from, but still within reasonable proximity to, the closed school than to send those students to a lower-performing school that is geographically closer to the closed school. Moreover, an LEA should consider allowing parents to choose from among multiple higher-achieving schools, at least one of which is located within reasonable proximity to the closed school. By providing multiple school options, a parent could decide, for example, that it is worth having his or her child travel a longer distance in order to attend a higher-achieving school. Ultimately, the LEA's goal should be to ensure that students who previously attended a closed school are able to enroll in the highest-performing school that can reasonably be offered as an alternative to the closed school.

***D-6. In what kinds of schools may students who previously attended a closed school enroll?***

The higher-achieving schools in which students from a closed school may enroll may include any public school with the appropriate grade ranges, including public charter schools and new schools for which achievement data are not yet available. Note that a new school for which achievement data are not yet available may be a receiving school even though, as a new school, it lacks a history of being a “higher-achieving” school.

## E. TRANSFORMATION MODEL

***E-1. With respect to elements of the transformation model that are the same as elements of the turnaround model, do the definitions and other guidance that apply to those elements as they relate to the turnaround model also apply to those elements as they relate to the transformation model?***

Yes. Thus, for example, the strategies that are used to recruit, place, and retain staff with the skills necessary to meet the needs of students in a turnaround model may be the same strategies that are used to recruit, place, and retain staff with the skills necessary to meet the needs of students in a transformation model. For questions about any terms or strategies that appear in both the transformation model and the turnaround model, refer to the turnaround model section of this guidance.

***E-2. Which activities related to developing and increasing teacher and school leader effectiveness are required for an LEA implementing a transformation model?***

An LEA implementing a transformation model must:

- (1) Replace the principal who led the school prior to commencement of the transformation model;
- (2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that —
  - (a) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
  - (b) Are designed and developed with teacher and principal involvement;
- (3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
- (4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
- (5) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

***E-3. Must the principal and teachers involved in the development and design of the evaluation system be the principal and teachers in the school in which the transformation model is being implemented?***

No. The requirement for teacher and principal evaluation systems that “are designed and developed with teacher and principal involvement” refers more generally to involvement by teachers and principals within the LEA using such systems, and may or may not include teachers and principals in a school implementing the transformation model.

***E-4. Under the final requirements, an LEA implementing the transformation model must remove staff “who, after ample opportunities have been provided for them to improve their professional practice, have not done so.” Does an LEA have discretion to determine the appropriate number of such opportunities that must be provided and what are some examples of such “opportunities” to improve?***

In general, LEAs have flexibility to determine both the type and number of opportunities for staff to improve their professional practice before they are removed from a school implementing the transformation model. Examples of such opportunities include professional development in such areas as differentiated instruction and using data to improve instruction, mentoring or partnering with a master teacher, or increased time for collaboration designed to improve instruction.

***E-5. In addition to the required activities, what other activities related to developing and increasing teacher and school leader effectiveness may an LEA undertake as part of its implementation of a transformation model?***

In addition to the required activities for a transformation model, an LEA may also implement other strategies to develop teachers’ and school leaders’ effectiveness, such as:

- (1) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of students in a transformation school;
- (2) Instituting a system for measuring changes in instructional practices resulting from professional development; or
- (3) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority.

LEAs also have flexibility to develop and implement their own strategies, as part of their efforts to successfully implement the transformation model, to increase the effectiveness of teachers and school leaders. Any such strategies must be in addition to those that are required as part of this model.

***E-6. How does the optional activity of “providing additional compensation to attract and retain” certain staff differ from the requirement to implement strategies designed to recruit, place, and retain certain staff?***

There are a wide range of compensation-based incentives that an LEA might use as part of a transformation model. Such incentives are just one example of strategies that might be adopted to recruit, place, and retain staff with the skills needed to implement the transformation model. The more specific

emphasis on additional compensation in the permissible strategies was intended to encourage LEAs to think more broadly about how additional compensation can contribute to teacher effectiveness.

***E-7. Which activities related to comprehensive instructional reform strategies are required as part of the implementation of a transformation model?***

An LEA implementing a transformation model must:

- (1) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
- (2) Promote the continuous use of student data (such as from formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.

***E-8. In addition to the required activities, what other activities related to comprehensive instructional reform strategies may an LEA undertake as part of its implementation of a transformation model?***

In addition to the required activities for a transformation model, an LEA may also implement other comprehensive instructional reform strategies, such as:

- (1) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- (2) Implementing a schoolwide “response-to-intervention” model;
- (3) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
- (4) Using and integrating technology-based supports and interventions as part of the instructional program; and
- (5) In secondary schools—
  - (a) Increasing rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
  - (b) Improving student transition from middle to high school through summer transition programs or freshman academies;
  - (c) Increasing graduation rates through, for example, credit recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or

- (d) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or to graduate.

***E-9. What activities related to increasing learning time and creating community-oriented schools are required for implementation of a transformation model?***

An LEA implementing a transformation model must:

- (1) Establish schedules and strategies that provide increased learning time; and
- (2) Provide ongoing mechanisms for family and community engagement.

***E-10. What is meant by the phrase “family and community engagement” and what are some examples of ongoing mechanisms for family and community engagement?***

In general, family and community engagement means strategies to increase the involvement and contributions, in both school-based and home-based settings, of parents and community partners that are designed to support classroom instruction and increase student achievement. Examples of mechanisms that can encourage family and community engagement include the establishment of organized parent groups, holding public meetings involving parents and community members to review school performance and help develop school improvement plans, using surveys to gauge parent and community satisfaction and support for local public schools, implementing complaint procedures for families, coordinating with local social and health service providers to help meet family needs, and parent education classes (including GED, adult literacy, and ESL programs).

***E-11. In addition to the required activities, what other activities related to increasing learning time and creating community-oriented schools may an LEA undertake as part of its implementation of a transformation model?***

In addition to the required activities for a transformation model, an LEA may also implement other strategies to extend learning time and create community-oriented schools, such as:

- (1) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students’ social, emotional, and health needs;
- (2) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
- (3) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
- (4) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

***E-12. How does the optional activity of extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff differ from the requirement to provide increased learning time?***

Extra time or opportunities for teachers and other school staff to create and build relationships with students can provide the encouragement and incentive that many students need to work hard and stay in school. Such opportunities may be created through a wide variety of extra-curricular activities as well as structural changes, such as dividing large incoming classes into smaller theme-based teams with individual advisers. However, such activities do not directly lead to increased learning time, which is more closely focused on increasing the number of instructional minutes in the school day or days in the school year.

***E-13. What activities related to providing operational flexibility and sustained support are required for implementation of a transformation model?***

An LEA implementing a transformation model must:

- (1) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
- (2) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

***E-14. Must an LEA implementing the transformation model in a school give the school operational flexibility in the specific areas of staffing, calendars/time, and budgeting?***

No. The areas of operational flexibility mentioned in this requirement are merely examples of the types of operational flexibility an LEA might give to a school implementing the transformation model. An LEA is not obligated to give a school implementing the transformation model operational flexibility in these particular areas, so long as it provides the school sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

***E-15. In addition to the required activities, what other activities related to providing operational flexibility and sustained support may an LEA undertake as part of its implementation of a transformation model?***

In addition to the required activities for a transformation model, an LEA may also implement other strategies to provide operational flexibility and sustained support, such as:

- (1) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
- (2) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

## 2010 Tiered Intervention Grant Eligible Schools

### Colorado Tier I, Tier II, and Tier III Schools by District

NCES District ID	District Name	NCES School ID	School Name	EMH level	Tier 1	Tier 2	Tier 3	Small N	Exempt AEC	Low Grad Rate	Reading	Math	Performance Score
											07-09 %PrA	07-09 %PrA	
806900	ADAMS 12 FIVE STAR SCHOOLS	80690001944	COLORADO VIRTUAL ACADEMY (COVA)	H		X				X	71.76	22.06	-0.09
806900	ADAMS 12 FIVE STAR SCHOOLS	80690001621	CROSSROAD ALTERNATIVE SCHOOL	M		X					14.81	5.42	-2.21
806900	ADAMS 12 FIVE STAR SCHOOLS	80690001181	MALLEY DRIVE ELEMENTARY SCHOOL	E			X				51.63	59.74	-0.12
806900	ADAMS 12 FIVE STAR SCHOOLS	80690001182	MC ELWAIN ELEMENTARY SCHOOL	E			X				31.82	34.72	-0.98
806900	ADAMS 12 FIVE STAR SCHOOLS	80690001189	NIVER CREEK MIDDLE SCHOOL	M			X				36.73	26.19	-0.55
806900	ADAMS 12 FIVE STAR SCHOOLS	80690001185	NORTH STAR ELEMENTARY SCHOOL	E			X				32.25	41.09	-0.5
806900	ADAMS 12 FIVE STAR SCHOOLS	80690001460	ROCKY MOUNTAIN ELEMENTARY SCHOOL	E			X				51.46	56.31	-0.61
806900	ADAMS 12 FIVE STAR SCHOOLS	80690001191	THORNTON ELEMENTARY SCHOOL	E			X				33.55	43.74	-0.87
806900	ADAMS 12 FIVE STAR SCHOOLS	80690001183	THORNTON MIDDLE SCHOOL	M			X				34.15	26.36	-0.67
806900	ADAMS 12 FIVE STAR SCHOOLS	80690001172	VANTAGE POINT	H		X				X	37.64	2.99	-0.9
801950	ADAMS COUNTY 14	80195000009	ADAMS CITY MIDDLE SCHOOL	M			X				42.51	25.39	-0.69
801950	ADAMS COUNTY 14	80195000012	CENTRAL ELEMENTARY SCHOOL	E			X				44.65	41.13	-0.09

NCES District ID	NCES District Name	NCES School ID	School Name	EMH level	Tier 1	Tier 2	Tier 3	Small N	Exempt AEC	Low Grad Rate	Reading 07-09 %PrA	Math 07-09 %PrA	Performance Score
801950	ADAMS COUNTY 14	80195000018	HANSON ELEMENTARY SCHOOL	E	X						29.33	35.79	-1.45
801950	ADAMS COUNTY 14	80195000015	KEARNEY MIDDLE SCHOOL	M			X				47.54	37.04	0.35
801950	ADAMS COUNTY 14	80195001307	LESTER R ARNOLD HIGH SCHOOL	H		X				X	40.46	3.47	-0.86
801950	ADAMS COUNTY 14	80195000019	ROSE HILL ELEMENTARY SCHOOL	E			X				46.21	49.35	-0.79
802340	ADAMS-ARAPAHOE 28J	80234000052	ALTURA ELEMENTARY SCHOOL	E			X				32.16	36.23	-0.9
802340	ADAMS-ARAPAHOE 28J	80234000056	AURORA CENTRAL HIGH SCHOOL	H		X				X	37.87	9.86	-0.1
802340	ADAMS-ARAPAHOE 28J	80234000082	AURORA WEST COLLEGE PREPARATORY ACADEMY	M			X				36.46	28.46	0.13
802340	ADAMS-ARAPAHOE 28J	80234000061	ELKHART ELEMENTARY SCHOOL	E			X				32.15	34.47	-0.77
802340	ADAMS-ARAPAHOE 28J	80234000062	FULTON ELEMENTARY SCHOOL	E			X				38.24	43.54	-1.01
802340	ADAMS-ARAPAHOE 28J	80234000067	KENTON ELEMENTARY SCHOOL	E			X				40.17	48.07	0.13
802340	ADAMS-ARAPAHOE 28J	80234000068	LANSING ELEMENTARY SCHOOL	E			X				39.36	38.69	-0.44
802340	ADAMS-ARAPAHOE 28J	80234000069	LAREDO ELEMENTARY SCHOOL	E			X				44	44.32	-0.63
802340	ADAMS-ARAPAHOE 28J	80234000070	LYN KNOLL ELEMENTARY SCHOOL	E			X				28.49	30.19	-0.39
802340	ADAMS-ARAPAHOE 28J	80690006321	NEW AMERICA SCHOOL	H		X				X	10.45	0.69	-1.09
802340	ADAMS-ARAPAHOE 28J	80234000074	NORTH MIDDLE SCHOOL	M			X				36.44	30.54	-0.08
802340	ADAMS-ARAPAHOE 28J	80234000075	PARIS ELEMENTARY SCHOOL	E			X				25.19	30.16	-0.94

NCES District ID	District Name	NCES School ID	School Name	EMH level	Tier 1	Tier 2	Tier 3	Small N	Exempt AEC	Low Grad Rate	Reading 07-09 %PrA	Math 07-09 %PrA	Performance Score
802340	ADAMS-ARAPAHOE 28J	80234001927	PEORIA ELEMENTARY SCHOOL	E			X				34.16	37.08	-0.75
802340	ADAMS-ARAPAHOE 28J	80234000077	SABLE ELEMENTARY SCHOOL	E			X				37.73	42.56	-0.45
802340	ADAMS-ARAPAHOE 28J	80234000078	SIXTH AVENUE ELEMENTARY SCHOOL	E			X				33.38	30.71	-0.94
802340	ADAMS-ARAPAHOE 28J	80234006322	VANGUARD CLASSICAL SCHOOL	M		X					48.89	28.68	-1.1
802340	ADAMS-ARAPAHOE 28J	80234000080	VAUGHN ELEMENTARY SCHOOL	E			X				36.38	42.88	-0.64
802340	ADAMS-ARAPAHOE 28J	80234000083	WHEELING ELEMENTARY SCHOOL	E			X				36.87	36.29	-0.58
802340	ADAMS-ARAPAHOE 28J	80234000084	WILLIAM SMITH HIGH SCHOOL	H		X				X	52.69	19	0.35
802010	AGUILAR REORGANIZED 6	80201000023	AGUILAR JUNIOR-SENIOR HIGH SCHOOL	M			X				27.85	12.5	-0.89
802070	ALAMOSA RE-11J	80207000031	EVANS ELEMENTARY SCHOOL	E			X				56.44	54.43	-0.84
802190	ARCHULETA COUNTY 50 JT	80219001828	ARCHULETA COUNTY HIGH SCHOOL	H		X				X	30.77	0	-1.14
802310	AULT-HIGHLAND RE-9	80231000049	HIGHLAND ELEMENTARY SCHOOL	E			X				61.14	64.48	0.04
802490	BOULDER VALLEY RE 2	80249001219	ARAPAHOE RIDGE HIGH SCHOOL	H		X				X	23.15	4.05	-0.91
802490	BOULDER VALLEY RE 2	80249001631	BOULDER PREP CHARTER HIGH SCHOOL	H		X				X	24.44	4.17	-2.03
802490	BOULDER VALLEY RE 2	80249000109	COLUMBINE ELEMENTARY SCHOOL	E			X				43.49	37.45	-0.77
802490	BOULDER VALLEY RE 2	80249001467	HALCYON SCHOOL (SPECIAL EDUCATION)	H			X	X	X		28.57	0	-1.28

NCES District ID	District Name	NCES School ID	School Name	EMH level	Tier 1	Tier 2	Tier 3	Small N	Exempt AEC	Low Grad Rate	Reading 07-09 %PrA	Math 07-09 %PrA	Performance Score
802490	BOULDER VALLEY RE 2	80249001467	HALCYON SCHOOL (SPECIAL EDUCATION)	M			X	X	X		30	4.55	-1.96
802490	BOULDER VALLEY RE 2	80249002013	JUSTICE HIGH CHARTER SCHOOL	H		X					12.05	1.19	-2.03
802490	BOULDER VALLEY RE 2	80249002013	JUSTICE HIGH CHARTER SCHOOL	M			X	X			7.14	7.14	-2.09
802490	BOULDER VALLEY RE 2	80249006200	PIONEER BILINGUAL ELEMENTARY SCHOOL	E			X				66.92	61.35	0.46
802490	BOULDER VALLEY RE 2	80249000135	UNIVERSITY HILL ELEMENTARY SCHOOL	E			X				58.48	64.39	-0.33
802580	BRIGHTON 27J	80258000729	BRIGHTON HERITAGE ACADEMY	H		X				X	26.76	3.63	-1.01
802580	BRIGHTON 27J	80258000729	BRIGHTON HERITAGE ACADEMY	M		X					12.8	5.56	-2.01
802580	BRIGHTON 27J	80258000148	NORTH ELEMENTARY SCHOOL	E			X				41.92	36.32	-0.84
802790	CANON CITY RE-1	80279001433	SKYLINE ELEMENTARY SCHOOL	E			X				59.12	56.37	-0.42
806360	CENTENNIAL R-1	80636001416	CENTENNIAL HIGH SCHOOL	H			X				49.53	7.62	0.04
802850	CENTER 26 JT	80285000177	HASKIN ELEMENTARY SCHOOL	E	X						37.74	32.88	-1.29
802520	CHARTER SCHOOL INSTITUTE	80252002023	COLORADO DISTANCE & ELECTRONIC LEARNING ACADEMY	M		X					57.69	26.92	-1.55
802910	CHERRY CREEK 5	80291000194	HOLLY HILLS ELEMENTARY SCHOOL	E			X				56.69	54.69	-0.46
802910	CHERRY CREEK 5	80291001329	MEADOW POINT ELEMENTARY SCHOOL	E			X				64.19	61.72	-0.3
802910	CHERRY CREEK 5	80291000200	PONDEROSA ELEMENTARY SCHOOL	E			X				54.95	56.06	-0.18
802910	CHERRY CREEK 5	80291000204	VILLAGE EAST COMMUNITY ELEMENTARY SCHOOL	E			X				54.53	57.51	-0.13

NCES District ID	District Name	NCES School ID	School Name	EMH level	Tier 1	Tier 2	Tier 3	Small N	Exempt AEC	Low Grad Rate	Reading 07-09 %PrA	Math 07-09 %PrA	Performance Score
800280	Colorado School for the Deaf and Blind	80028001991	COLORADO SCHOOL FOR THE DEAF AND BLIND	M	X						11.58	15.79	-1.6
803060	11 COLORADO SPRINGS	80306001888	BIJOU ALTERNATIVE PROGRAM	H		X				X	53.66	7.41	-0.03
803060	11 COLORADO SPRINGS	80306001299	COMMUNITY PREP CHARTER SCHOOL	H		X				X	40.48	2.41	-0.38
803060	11 COLORADO SPRINGS	80306000255	MONROE ELEMENTARY SCHOOL	E			X				45.63	44.22	-0.94
803330	DELTA COUNTY 50(J)	80333001953	DELTA COUNTY OPPORTUNITY SCHOOL	H		X				X	27.45	1.89	-1.87
803330	DELTA COUNTY 50(J)	80333001953	DELTA COUNTY OPPORTUNITY SCHOOL	M			X	X			42.86	0	-1.65
803330	DELTA COUNTY 50(J)	80333000301	LINCOLN ELEMENTARY SCHOOL	E			X				65.57	70.83	0.36
803360	DENVER COUNTY 1	80336000305	ABRAHAM LINCOLN HIGH SCHOOL	H			X				28.63	6.02	-0.32
803360	DENVER COUNTY 1	80336001894	ACADEMY OF URBAN LEARNING	H		X				X	24.39	0	-1.19
803360	DENVER COUNTY 1	80336001764	ACE COMMUNITY CHALLENGE CHARTER SCHOOL	H			X		X	X	12.82	1.55	-0.8
803360	DENVER COUNTY 1	80336001764	ACE COMMUNITY CHALLENGE CHARTER SCHOOL	M			X		X		8.58	0	-2.19
803360	DENVER COUNTY 1	80336000306	AMESSE ELEMENTARY SCHOOL	E			X				30.76	35.96	-0.24
803360	DENVER COUNTY 1	80336001864	ARCHULETA ELEMENTARY SCHOOL	E			X				46.36	50.32	0.16
803360	DENVER COUNTY 1	80336000311	BARNUM ELEMENTARY SCHOOL	E			X				30.06	33.69	-0.31
803360	DENVER COUNTY 1	80336000319	BROWN ELEMENTARY SCHOOL	E			X				51.72	45.02	-0.23

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803360	DENVER COUNTY 1	80336001869	BRUCE RANDOLPH SCHOOL CASTRO ELEMENTARY	M			X				21.98	19.26	-0.79
803360	DENVER COUNTY 1	80336000424	SCHOOL	E			X				39	42.77	-0.36
803360	DENVER COUNTY 1	80336000324	CENTENNIAL K-8 SCHOOL	E			X				49.07	44.67	-0.73
803360	DENVER COUNTY 1	80336000400	CHARLES M. SCHENCK (CMS) COMMUNITY SCHOOL CHELTENHAM ELEMENTARY	E			X				34.47	31.63	-1.13
803360	DENVER COUNTY 1	80336000325	SCHOOL	E			X				28.2	34.32	-1.06
803360	DENVER COUNTY 1	80336000327	COLFAX ELEMENTARY SCHOOL	E			X				37.89	42.66	-0.84
803360	DENVER COUNTY 1	80336001862	COLORADO HIGH SCHOOL COLUMBIAN ELEMENTARY	H			X	X			24.14	0	-2.41
803360	DENVER COUNTY 1	80336000329	SCHOOL COLUMBINE ELEMENTARY	E			X				37.46	44.48	-0.45
803360	DENVER COUNTY 1	80336000330	SCHOOL	E			X				43.27	42.67	-0.09
803360	DENVER COUNTY 1	80336000380	CONTEMPORARY LEARNING ACADEMY HIGH SCHOOL COWELL ELEMENTARY	H			X		X	X	18.1	2.15	-1.01
803360	DENVER COUNTY 1	80336000332	SCHOOL	E			X				32.41	33.23	-0.38
803360	DENVER COUNTY 1	80336000336	DOULL ELEMENTARY SCHOOL EAGLETON ELEMENTARY	E			X				36.39	40.33	-0.24
803360	DENVER COUNTY 1	80336000337	SCHOOL	E			X				30.12	31.47	-0.54
803360	DENVER COUNTY 1	80336000341	ELLIS ELEMENTARY SCHOOL	E			X				40.5	43.32	-0.44
803360	DENVER COUNTY 1	80336001521	EMERSON STREET SCHOOL	H			X		X	X	21.67	1.08	-1.6
803360	DENVER COUNTY 1	80336001521	EMERSON STREET SCHOOL ESCUELA TLATELOLCO	M			X		X		8.93	1.54	-2.31
803360	DENVER COUNTY 1	80336001834	SCHOOL	H			X				33.33	1.85	-0.39
803360	DENVER COUNTY 1	80336000346	FAIRMONT K-8 SCHOOL	E			X				30.63	32.98	-1.25
803360	DENVER COUNTY 1	80336000346	FAIRMONT K-8 SCHOOL	M			X				33.1	21.43	-0.42
803360	DENVER COUNTY 1	80336000347	FAIRVIEW ELEMENTARY	E			X				31.21	30.18	-0.52

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803360	DENVER COUNTY 1	80336001575	FLORENCE CRITTENTON HIGH SCHOOL	H			X		X	X	43.17	1.05	-0.23
803360	DENVER COUNTY 1	80336000350	FORD ELEMENTARY SCHOOL	E			X				26.32	28.36	-0.9
803360	DENVER COUNTY 1	80336000351	GARDEN PLACE ELEMENTARY SCHOOL	E			X				28.05	27.08	-0.82
803360	DENVER COUNTY 1	80336000353	GILPIN K-8 SCHOOL	E	X						25.9	18.48	-1.45
803360	DENVER COUNTY 1	80336000353	GILPIN K-8 SCHOOL	M			X				21.53	13.19	-0.45
803360	DENVER COUNTY 1	80336000354	GODSMAN ELEMENTARY SCHOOL	E			X				28.59	27.12	-1
803360	DENVER COUNTY 1	80336000355	GOLDRICK ELEMENTARY SCHOOL	E			X				39.5	52.63	-0.13
803360	DENVER COUNTY 1	80336000357	GRANT MIDDLE SCHOOL	M			X				41.54	24.9	-0.67
803360	DENVER COUNTY 1	80336001776	GREEN VALLEY ELEMENTARY SCHOOL	E			X				38.48	34.93	-0.71
803360	DENVER COUNTY 1	80336000358	GREENLEE K-8 SCHOOL	E	X						33.68	36.33	-1.45
803360	DENVER COUNTY 1	80336000358	GREENLEE K-8 SCHOOL	M		X					19.41	13.2	-0.84
803360	DENVER COUNTY 1	80336000359	GUST ELEMENTARY SCHOOL	E			X				36.18	45.5	-0.4
803360	DENVER COUNTY 1	80336000362	HARRINGTON ELEMENTARY SCHOOL	E			X				32.26	48.11	-0.2
803360	DENVER COUNTY 1	80336000364	HILL CAMPUS OF ARTS AND SCIENCES	M			X				52.09	44.28	0.17
803360	DENVER COUNTY 1	80336001928	HOWELL K-8 SCHOOL	E			X				25.32	27.74	-1.17
803360	DENVER COUNTY 1	80336000368	JOHNSON ELEMENTARY SCHOOL	E			X				29.28	33.87	-0.35
803360	DENVER COUNTY 1	80336000369	KAISER ELEMENTARY SCHOOL	E			X				53.97	54.04	-0.54
803360	DENVER COUNTY 1	80336000370	KEPNER MIDDLE SCHOOL	M			X				25.86	24.55	-0.43
803360	DENVER COUNTY 1	80336001865	KIPP SUNSHINE PEAK ACADEMY	E			X				43.71	43.8	-0.13
803360	DENVER COUNTY 1	80336000371	KNAPP ELEMENTARY SCHOOL	E			X				34.36	33.72	-0.82
803360	DENVER COUNTY 1	80336000374	LAKE MIDDLE SCHOOL	M		X					24.27	16.24	-1.03

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803360	DENVER COUNTY 1	80336001954	LIFE SKILLS CENTER OF DENVER	H			X		X	X	29.44	1.88	-0.82
803360	DENVER COUNTY 1	80336001380	MARRAMA ELEMENTARY SCHOOL	E			X				42.65	41.47	-0.31
803360	DENVER COUNTY 1	80336001406	MARTIN LUTHER KING MIDDLE COLLEGE	M			X				30.36	24.23	-0.73
803360	DENVER COUNTY 1	80336001635	MAXWELL ELEMENTARY SCHOOL	E			X				47.18	45.88	-0.36
803360	DENVER COUNTY 1	80336001276	MC GLONE ELEMENTARY SCHOOL	E			X				29.17	27.49	-0.9
803360	DENVER COUNTY 1	80336000378	MC MEEN ELEMENTARY SCHOOL	E			X				49.57	57.37	0.7
803360	DENVER COUNTY 1	80336000379	MERRILL MIDDLE SCHOOL	M			X				35.56	26.99	-0.3
803360	DENVER COUNTY 1	80336001338	MONTBELLO HIGH SCHOOL	H	X					X	32.71	5.8	-0.13
803360	DENVER COUNTY 1	80336000384	MONTCLAIR ELEMENTARY SCHOOL	E			X				42.55	43.94	-0.13
803360	DENVER COUNTY 1	80336000387	MUNROE ELEMENTARY SCHOOL	E			X				40.9	38.31	-0.81
803360	DENVER COUNTY 1	80336001870	NOEL MIDDLE SCHOOL	M		X					28.24	18.67	-0.88
803360	DENVER COUNTY 1	80336000389	NORTH HIGH SCHOOL	H		X					27.53	6.22	-0.91
803360	DENVER COUNTY 1	80336001837	NORTHEAST ACADEMY CHARTER SCHOOL	M			X				38.62	21.38	-0.55
803360	DENVER COUNTY 1	80336000383	OAKLAND ELEMENTARY SCHOOL	E			X				31.99	31.16	-1.04
803360	DENVER COUNTY 1	80336001245	P.S.1 CHARTER SCHOOL	H		X				X	35.86	5.14	-0.55
803360	DENVER COUNTY 1	80336000392	PHILIPS ELEMENTARY SCHOOL	E	X						31.37	32.67	-1.5
803360	DENVER COUNTY 1	80336001576	PIONEER CHARTER SCHOOL	E			X				35.59	43.37	-0.44
803360	DENVER COUNTY 1	80336001724	RIDGE VIEW ACADEMY CHARTER SCHOOL	H			X		X	X	28.82	4.42	-0.45
803360	DENVER COUNTY 1	80336000396	RISHEL MIDDLE SCHOOL	M		X					22.91	15.46	-1.07

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803360	DENVER COUNTY 1	80336000403	SKINNER MIDDLE SCHOOL	M			X				37.24	27.06	-0.31
803360	DENVER COUNTY 1	80336001956	SKYLAND COMMUNITY HIGH SCHOOL	H		X				X	18.79	3.33	-1.01
803360	DENVER COUNTY 1	80336000407	SMITH ELEMENTARY SCHOOL	E			X				33.41	31.17	-0.74
803360	DENVER COUNTY 1	80336000411	STEDMAN ELEMENTARY SCHOOL	E			X				36.62	45.26	0.29
803360	DENVER COUNTY 1	80336000414	SWANSEA ELEMENTARY SCHOOL	E			X				30.91	35.48	-0.46
803360	DENVER COUNTY 1	80336000420	VALDEZ ELEMENTARY SCHOOL	E			X				30.52	31.83	-1.07
803360	DENVER COUNTY 1	80336000421	VALVERDE ELEMENTARY SCHOOL	E			X				31.62	33.94	-0.46
803360	DENVER COUNTY 1	80336000423	WEST HIGH SCHOOL	H			X				28.2	5.73	-0.37
803360	DENVER COUNTY 1	80336001637	WYATT-EDISON CHARTER ELEMENTARY SCHOOL	M			X				49.41	27.22	0.2
803540	EAGLE COUNTY RE 50	80354001530	AVON ELEMENTARY SCHOOL	E			X				41.15	47.78	-0.36
805130	EAST OTERO R-1	80513000849	LA JUNTA MIDDLE SCHOOL	M			X				65.77	46.17	0.11
805130	EAST OTERO R-1	80513001803	TIGER LEARNING CENTER	H		X					19.64	0	-1.36
803780	ENGLEWOOD 1	80378001310	COLORADO'S FINEST ALTERNATIVE HIGH SCHOOL	H		X				X	59.31	10.58	-0.33
803870	FALCON 49	80387001393	HORIZON MIDDLE SCHOOL	M			X				71.75	57.76	0.3
803870	FALCON 49	80387006403	PATRIOT LEARNING CENTER	H			X	X			43.75	0	-1.46
803960	FLORENCE RE-2	80396001595	FREMONT MIDDLE SCHOOL	M			X				57.81	40.74	-0.64
804050	FORT MORGAN RE-3	80405000556	COLUMBINE ELEMENTARY SCHOOL	E			X				59.59	55	-0.52
804050	FORT MORGAN RE-3	80405001611	LINCOLN HIGH SCHOOL	H		X				X	61.54	2.44	-0.21
804080	FOUNTAIN 8	80408000096	LORRAINE SECONDARY SCHOOL	H		X				X	52.69	6.63	-0.52
804080	FOUNTAIN 8	80408000096	LORRAINE SECONDARY SCHOOL	M		X					42.11	18.97	-1.13

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804380	GARFIELD 16	80438000630	BEA UNDERWOOD ELEMENTARY SCHOOL	E			X				54.69	39.54	-0.62
806240	GARFIELD RE-2	80624001967	HIGHLAND ELEMENTARY SCHOOL	E			X				49.83	52.79	-0.29
804410	GREELEY 6	80441001666	COLORADO HIGH SCHOOL OF GREELEY JEFFERSON ELEMENTARY SCHOOL	H		X				X	21.21	0	-1.1
804410	GREELEY 6	80441000644	SCHOOL	E			X				34.83	31.97	-0.38
804410	GREELEY 6	80441000645	JOHN EVANS MIDDLE SCHOOL	M		X					36.15	14.89	-1.15
804410	GREELEY 6	80441000646	MADISON ELEMENTARY SCHOOL	E			X				47.61	47.8	-1.02
804410	GREELEY 6	80441001990	ROMERO ELEMENTARY SCHOOL	E			X				38.11	37.12	-0.46
804470	GUNNISON WATERSHED RE1J	80447001968	GUNNISON ELEMENTARY SCHOOL	E			X				73.13	63.55	-0.28
804530	HARRISON 2	80453000668	MONTEREY ELEMENTARY SCHOOL	E			X				42.61	49.78	-0.66
804530	HARRISON 2	80453001640	NEW HORIZONS DAY SCHOOL	H		X				X	26.26	3.33	-0.66
804530	HARRISON 2	80453001640	NEW HORIZONS DAY SCHOOL	M		X					21.13	5.63	-1.83
804530	HARRISON 2	80453000672	STRATTON MEADOWS ELEMENTARY SCHOOL	E			X				51.75	53.25	-0.56
804380	HUERFANO RE-1 JEFFERSON COUNTY	80708001847	HUERFANO COUNTY OPPORTUNITY AND ENRICHMENT SCHOOL	M			X	X			28.57	0	-2.06
804800	R-1 JEFFERSON COUNTY	80480000693	ARVADA MIDDLE SCHOOL	M			X				49.76	26.06	-0.52
804800	R-1 JEFFERSON COUNTY	80480001907	BRADY EXPLORATION SCHOOL	H		X				X	30.08	3.2	-1.3
804800	R-1 JEFFERSON COUNTY	80480006306	CONNECTIONS LEARNING CENTER ON THE EARLE	H		X					28.7	3.42	-1.81

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			JOHNSON CAMPUS										
804800	JEFFERSON COUNTY R-1	80480006306	CONNECTIONS LEARNING CENTER ON THE EARLE JOHNSON CAMPUS	M		X					15.58	10.23	-2.01
804800	JEFFERSON COUNTY R-1	80480000717	EIBER ELEMENTARY SCHOOL	E			X				48.16	37.42	-0.69
804800	JEFFERSON COUNTY R-1	80480000765	JEFFERSON COUNTY OPEN SECONDARY	M		X					55.79	22.65	-1.37
804800	JEFFERSON COUNTY R-1	80480000752	LUMBERG ELEMENTARY SCHOOL	E			X				47.52	49.16	-0.33
804800	JEFFERSON COUNTY R-1	80480006163	MC LAIN HIGH SCHOOL	H		X				X	47.59	8.22	-0.94
804800	JEFFERSON COUNTY R-1	80480000758	MOLHOLM ELEMENTARY SCHOOL	E			X				46.7	51.04	-0.16
804800	JEFFERSON COUNTY R-1	80480002014	NEW AMERICA SCHOOL	H		X				X	7.3	0	-1.31
804800	JEFFERSON COUNTY R-1	80480000762	O'CONNELL MIDDLE SCHOOL	M			X				44.37	25.8	-0.47
804800	JEFFERSON COUNTY R-1	80480000774	PLEASANT VIEW ELEMENTARY SCHOOL	E			X				51.4	44.79	-0.88
804800	JEFFERSON COUNTY R-1	80480000782	SLATER ELEMENTARY SCHOOL	E			X				64.24	47.78	-0.17
804800	JEFFERSON COUNTY R-1	80480006307	SOBESKY ACADEMY	H			X		X		11.11	0	-1.42
804800	JEFFERSON COUNTY R-1	80480006307	SOBESKY ACADEMY	M			X		X		11.76	5.17	-2.1
804800	JEFFERSON COUNTY R-1	80480000802	WHEAT RIDGE MIDDLE SCHOOL	M			X				35.1	21.4	-0.44
804920	KEENESBURG RE-3(J)	80492000816	HUDSON ELEMENTARY SCHOOL	E			X				64.38	62.11	0.2

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805250	LAS ANIMAS RE-1	80525001829	LAS ANIMAS A+ DISTANCE LEARNING SCHOOL	H			X	X			16.67	0	-1.33
805250	LAS ANIMAS RE-1	80525001829	LAS ANIMAS A+ DISTANCE LEARNING SCHOOL	M			X	X			0	0	-3.12
800019	LIBERTY J-4	80001901744	LIBERTY JUNIOR-SENIOR HIGH SCHOOL	M		X					57.5	39.02	-0.78
805550	MAPLETON 1	80555002004	ACHIEVE ACADEMY	M		X					36.39	13.75	-1.14
805550	MAPLETON 1	80555001932	ADVENTURE ELEMENTARY SCHOOL	E			X				36.81	35.12	-0.29
805550	MAPLETON 1	80555002016	CLAYTON PARTNERSHIP SCHOOL	M		X					42.01	24.26	-0.9
805550	MAPLETON 1	80555001925	ENRICHMENT ACADEMY	E			X				30.68	27.12	-0.92
805550	MAPLETON 1	80555001860	GLOBAL LEADERSHIP ACADEMY	M		X					25.48	17.5	-1.19
805550	MAPLETON 1	80555002031	MEADOW COMMUNITY SCHOOL	M		X					24.08	12.57	-1.64
805550	MAPLETON 1	80555002021	MONTEREY COMMUNITY SCHOOL	E			X				44.06	40.93	-0.47
804350	MESA COUNTY VALLEY 51	80435000601	CHATFIELD ELEMENTARY SCHOOL	E			X				54.04	51.21	-0.58
804350	MESA COUNTY VALLEY 51	80435000602	CLIFTON ELEMENTARY SCHOOL	E	X						45.82	39.63	-1.38
804350	MESA COUNTY VALLEY 51	80435001691	DOS RIOS ELEMENTARY SCHOOL	E			X				49.25	49.16	-0.82
804350	MESA COUNTY VALLEY 51	80435001850	DUAL IMMERSION ACADEMY SCHOOL	E			X				62.85	58.96	-1.19
804350	MESA COUNTY VALLEY 51	80435000623	R-5 HIGH SCHOOL	H		X				X	36.7	3.51	-0.97
804350	MESA COUNTY VALLEY 51	80435001657	ROCKY MOUNTAIN ELEMENTARY SCHOOL	E			X				43.67	41.8	-0.82
805760	MONTE VISTA C-8	80576000984	BYRON SYRING DELTA CENTER	H		X				X	32.81	4.48	-0.71

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803090	MONTEZUMA-CORTEZ RE-1	80309000835	KEMPER ELEMENTARY SCHOOL	E			X				55.57	50.33	-0.76
803090	MONTEZUMA-CORTEZ RE-1	80309000838	MANAUGH ELEMENTARY SCHOOL	E			X				44.67	40.2	-0.38
803090	MONTEZUMA-CORTEZ RE-1	80309000839	MESA ELEMENTARY SCHOOL	E			X				49.84	54.4	0.02
803090	MONTEZUMA-CORTEZ RE-1	80309001692	SOUTHWEST OPEN CHARTER SCHOOL	H		X				X	29.27	3.66	-0.98
805790	MONTROSE COUNTY RE-1J	80579000990	JOHNSON ELEMENTARY SCHOOL	E			X				61.57	53.87	-0.3
805790	MONTROSE COUNTY RE-1J	80579000996	OLATHE ELEMENTARY SCHOOL	E			X				49.65	39.77	0.04
805790	MONTROSE COUNTY RE-1J	80579001852	VISTA CHARTER SCHOOL	H		X				X	21.43	1.43	-1.91
805100	NORTH CONEJOS RE-1J	80510001452	LA JARA SECOND CHANCE SCHOOL	M			X	X			30	20	-2.28
804950	PLATTE VALLEY RE-7	80495001697	PLATTE VALLEY MIDDLE SCHOOL	M			X				63.81	50.78	-0.1
803990	POUDRE R-1	80399000517	CENTENNIAL HIGH SCHOOL	H		X					56.76	5.41	-1.75
803990	POUDRE R-1	80399000573	HARRIS BILINGUAL ELEMENTARY SCHOOL	E			X				69.06	71.74	0.88
803990	POUDRE R-1	80399006334	POLARIS EXPEDITIONARY LEARNING SCHOOL	M		X					69.03	35.96	-1.28
803990	POUDRE R-1	80399001938	POUDRE TRANSITION CENTER	H			X		X	X	42.86	3.36	-1.25
803990	POUDRE R-1	80399000547	TAVELLI ELEMENTARY SCHOOL	E			X				73.63	75.23	0.21
806120	PUEBLO CITY 60	80612001037	CENTRAL HIGH SCHOOL	H		X					52.83	9.24	-0.96
806120	PUEBLO CITY 60	80612001043	FREED MIDDLE SCHOOL	M	X						45.43	24.82	-1.58
806120	PUEBLO CITY 60	80612001051	JAMES H RISLEY MIDDLE SCHOOL	M		X					41.29	21.7	-1.36

NCES District ID	District Name	NCES School ID	School Name	EMH level	Tier 1	Tier 2	Tier 3	Small N	Exempt AEC	Low Grad Rate	Reading 07-09 %PrA	Math 07-09 %PrA	Performance Score
806120	PUEBLO CITY 60	80612001055	LEMUEL PITTS MIDDLE SCHOOL	M		X					53.65	31.09	-1.33
806120	PUEBLO CITY 60	80612001061	RONCALLI MIDDLE SCHOOL YOUTH & FAMILY ACADEMY	M		X					62.68	43.18	-1
806120	PUEBLO CITY 60	80612001612	CHARTER	H	X					X	30	6.44	-1.06
800615	PUEBLO COUNTY 70	80615001663	FUTURES ACADEMY	M			X		X		18.52	7.41	-2.62
804260	ROARING FORK RE-1	80426000589	GLENWOOD SPRINGS ELEMENTARY SCHOOL	E			X				60	58.26	-0.48
804260	ROARING FORK RE-1	80426001597	SOPRIS ELEMENTARY SCHOOL	E			X				68.23	70.98	-0.37
806270	ROCKY FORD R-2	80627001100	JEFFERSON MIDDLE SCHOOL	M		X					42.57	19.48	-1.03
806540	SHERIDAN 2	80654001132	FORT LOGAN ELEMENTARY SCHOOL	E	X						44.77	50.44	-1.35
806540	SHERIDAN 2	80654001135	SHERIDAN MIDDLE SCHOOL	M			X				43.41	25.07	-0.44
806540	SILVERTON 1	80657001137	SILVERTON HIGH SCHOOL	H			X	X			64.71	37.5	1.32
802130	SOUTH CONEJOS RE-10	80213000035	ANTONITO HIGH SCHOOL	H			X				53.8	15.2	0.11
805370	ST VRAIN VALLEY RE 1J	80537001373	COLUMBINE ELEMENTARY SCHOOL	E			X				37.14	36.7	-0.88
805370	ST VRAIN VALLEY RE 1J	80537000906	LOMA LINDA ELEMENTARY SCHOOL	E			X				51.71	61.21	-0.23
805370	ST VRAIN VALLEY RE 1J	80537001374	OLDE COLUMBINE HIGH SCHOOL	H		X				X	52.33	6.9	-0.66
805370	ST VRAIN VALLEY RE 1J	80537000921	ROCKY MOUNTAIN ELEMENTARY SCHOOL	E			X				50.89	61.14	-0.01
805370	ST VRAIN VALLEY RE 1J	80537000922	SPANGLER ELEMENTARY SCHOOL	E			X				40.44	44.24	-1.13
806810	SUMMIT RE-1	80681001303	DILLON VALLEY ELEMENTARY SCHOOL	E			X				51.1	52.16	0.42
806810	SUMMIT RE-1	80681001167	SILVERTHORNE ELEMENTARY SCHOOL	E			X				62.41	59.45	0.04

NCES District ID	District Name	NCES School ID	School Name	EMH level	Tier 1	Tier 2	Tier 3	Small N	Exempt AEC	Low Grad Rate	Reading 07-09 %PrA	Math 07-09 %PrA	Performance Score
805400	THOMPSON R-2J	80540000936	MONROE ELEMENTARY SCHOOL	E			X				62.57	57.22	-0.71
805400	THOMPSON R-2J	80540000942	WINONA ELEMENTARY SCHOOL	E			X				56.73	49.73	-0.86
806690	VALLEY RE-1	80669001386	SMITH HIGH SCHOOL	H		X				X	56.41	5.13	0.37
804020	WELD COUNTY S/D RE-8	80402000554	LEO WILLIAM BUTLER ELEMENTARY SCHOOL	E			X				57.16	60.79	0.76
804020	WELD COUNTY S/D RE-8	80402001366	TWOMBLY ELEMENTARY SCHOOL	E			X				49.07	49.23	-0.22
807230	WESTMINSTER 50	80723001232	CLARA E. METZ ELEMENTARY SCHOOL	E			X				46.7	46.85	-0.3
807230	WESTMINSTER 50	80723001235	FAIRVIEW ELEMENTARY SCHOOL	E			X				39.21	44.65	-1.07
807230	WESTMINSTER 50	80723001236	FRANCIS M. DAY ELEMENTARY SCHOOL	E			X				32.69	32.13	-1.21
807230	WESTMINSTER 50	80723001238	HARRIS PARK ELEMENTARY SCHOOL	E			X				48.32	48.48	-0.47
807230	WESTMINSTER 50	80723001877	HIDDEN LAKE HIGH SCHOOL	H		X				X	34.66	3.36	-0.73
807230	WESTMINSTER 50	80723001242	MESA ELEMENTARY SCHOOL	E			X				45.44	41.76	-1.23
807230	WESTMINSTER 50	80723001247	SKYLINE VISTA ELEMENTARY SCHOOL	E			X				42.05	48.36	0.12
807230	WESTMINSTER 50	80723001252	WESTMINSTER ELEMENTARY SCHOOL	E			X				36.69	38.1	-1.06
806480	WIDFIELD 3	80648000051	DISCOVERY HIGH SCHOOL	H		X				X	41.43	4.29	-1.18
800016	YUMA 1	80001601819	YUMA MIDDLE SCHOOL	E			X				61.48	53.06	0.07

## Allowable Use of Funds

**Please note:** A comprehensive list of allowable activities can be found in “Guidance on School Improvement Grants” issues by the U.S. Department of Education on January 20, 2010.

### Turnaround Model

- On-going, high quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program;
- Training in data analysis to inform and differentiate instruction;
- Financial incentives to recruit, place and retain staff with skills necessary to meet the needs of students in the turnaround school;
- Appropriate social-emotional and community oriented services and supports for students;
- Stipends that provide additional time for data meetings, Review of curriculum to make sure it is research-based and vertically aligned from one grade to the next as well as aligned with State Academic standards, establishing schedules that will provide increased learning time;
- Costs associated with developing local competencies;
- Costs associated with implementing a new school model;

### Restart Model

**Please Note:** Any of the allowable activities in the turnaround or transformation model are allowable in the restart model.

- Services from an education management organization (EMO) that has been selected through a rigorous review process or a charter school operator (CMO).

### School Closure

**Please Note:** The funds allocated for a school closure are not subject to renewal since it is limited to the time necessary to close the school (usually one year or less)

- Costs that are associated with general responsibilities IF the costs are directly attributable to the school closure and exceed the costs the LEA would have incurred in the absence of the closure.
- Necessary and reasonable costs associated with closing a Tier I or Tier II school , such as costs related to parent and community outreach, including , but not limited to, press releases, newsletters, newspaper announcements, hotlines, direct mail notices, or meeting regarding the school closures; services to help parents and students transition to a new school; or orientation activities, including open houses, that are specifically designed for students attending a new school after their prior school closes.

### **Transformation Model**

- Costs associated with the development of a rigorous, transparent, and equitable evaluation system for teacher and principals that take into account student growth data, and are designed and developed with teacher and principle involvement.
- Rewards for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation.
- Ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
- Financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.
- Additional compensation to attract and retain staff with the skills necessary to meet the needs of students in a transformation school.
- Costs associated with implementing a schoolwide “response-to-intervention” model.
- Additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.
- Technology-based supports and interventions as part of the instructional program.
- Enrollment in advanced coursework, early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers.
- Summer transition programs or freshman academies.
- Costs associated with credit recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills.
- Stipends for additional time to create early-warning systems to identify students who may be at risk of failing to achieve to high standards or to graduate.
- Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.
- Positive behavioral supports or taking steps to eliminate bullying and student harassment.
- Costs associated with full-day kindergarten or pre-kindergarten.
- On-going, intensive support for school site(s) from LEA or external lead partner organization (such as a school turnaround organization or an EMO).

**Cover Sheet for Colorado's Unified Improvement Plan for Schools**

Organization Code:      District Name:      School Code:      School Name:

**Section I: Summary Information about the District/Consortium**

**Directions:** Complete the form with the appropriate data. Most of this data can be found on SchoolView: [www.schoolview.org](http://www.schoolview.org).

**Student Performance Measures for State and NCLB Accountability**

Performance Indicators	Measures/ Metrics	'08-09 Targets	'08-09 School Results	Requirements Met?			
				Elem	Mid	High	
Student Achievement (Status)	CSAP -- Reading (% P+A)	State average or above					
	CSAP -- Writing (% P+A)	State average or above					
	CSAP -- Math (% P+A)	State average or above					
	Adequate Yearly Progress (AYP is the % PP+P+A on CSAP in Reading and Math for each subgroup)	Overall number of targets for School:	Overall % of targets met by School:		Elem	Mid	High
				Reading			
Math							
Student Growth	Median Student Growth Percentile	50 <sup>th</sup> Percentile or above					
	% on Track to Catch-Up	n/a					
	% on Track to Keep-Up	n/a					

**Student Performance Measures for State and NCLB Accountability (cont.)**

Performance Indicators	Measures/ Metrics	'08-09 Targets	'08-09 School Results	Requirements Met?
Achievement Gaps	CSAP	*		
Growth Gaps	CSAP	*		
Post Secondary Readiness	Graduation Rate	*		
	Mean ACT	*		
	Dropout Rate	*		

\* Currently, districts set targets for schools on these indicators. The state will set these targets for schools in the 2010-11 school year.

**Accountability Status and Requirements for Improvement Plan**

Program	Identification Process	Identification for School	Directions for completing improvement plan
<b>State Accountability</b>			
* Not required in SY 2009-10.	Requirements for 2010-11 will be released at a later date. School plan type will be identified based on the state's review of the school's performance.	--	--
<b>NCLB Accountability</b>			
School Improvement or Corrective Action (Title I)	School missed same AYP target for at least two consecutive years**		

\*\* Not sure if the school has been identified under Title I? See <http://www.cde.state.co.us/FedPrograms/AYP/results.asp> to check this year's list of identified schools.

**Additional Information about the District**

Comprehensive Review and Selected Grant History		
Related Grant Awards	Is the school eligible for a Tiered Intervention grant? If so, which intervention approach has been chosen?	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Transformation <input type="checkbox"/> Closure
	Has the school received a School Improvement grant? What was the date of the grant award?	
School Support Team or Expedited Review	Has (or will) the district participated in an SST review or an Expedited Review? If so, when?	
External Evaluator	Has the district partnered with an external evaluator to provide comprehensive evaluation of the school? If so, include the year and the name of the provider/tool used.	

**Improvement Plan Information**

The district/consortium is submitting this improvement plan to satisfy requirements for (check all that apply):

- Accreditation     
  Title IA     
  Tiered Intervention Grant     
  School Improvement Grant     
  Other: \_\_\_\_\_

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	
	Email	
	Phone	
	Mailing Address	
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

**Section II: Narrative on Data Analysis and Root Cause Identification**

Provide a narrative that examines the data for your school – especially in any areas where the school was identified for accountability purposes. This section should not exceed five pages. A data analysis worksheet has been included to help organize your analysis – you may complete the chart and attach it to your narrative. It will not count as one of the five pages.

**Required elements of the data analysis.** The narrative must:

- Acknowledge any missed targets and resulting accountability identifications. Much of this information is provided in section I.
- Discuss trends in the data and prioritize needs. This will entail digging deeper into the data and even looking at past years. Some required reports and suggested data sources are listed below.
- Identify root causes for areas of concern. Include explanations of what prevented the school from meeting its targets. This is a requirement for any missed NCLB targets under the Title I program.
- Examine annual targets and interim targets that will provide the school with evidence that it is making adequate progress to meets it targets – state-set accountability targets and district/school set targets – over the next two years (2009-10 and 2010-11).

**Required reports.** At a minimum, the school is expected to reference the key data sources posted on SchoolView ([www.schoolview.org/SchoolPerformance/index.asp](http://www.schoolview.org/SchoolPerformance/index.asp)), including: (1) Growth Summary Report, (2) AYP Summaries (including detailed reports in reading and math for each subpopulation of students), (3) NCLB Highly Qualified Teacher data, and (4) Post Secondary Readiness data (i.e., graduation, ACT, dropout rates).

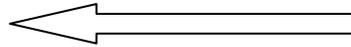
**Suggested data sources.** Furthermore, it is assumed that more detailed data is available at the school/district level to provide additional context and deepen the analysis. Some recommended sources may include:

Student Learning	Local Demographic Data	District Processes Data	Perception Data
<ul style="list-style-type: none"> <li>• Local outcome and benchmark assessments</li> <li>• Student work samples</li> <li>• Classroom assessments (frequency and consistency)</li> </ul>	<ul style="list-style-type: none"> <li>• District locale and size of student population</li> <li>• Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity</li> <li>• Student mobility rates</li> <li>• Staff characteristics (e.g., experience, attendance, turnover)</li> <li>• List of schools and feeder patterns</li> <li>• Student attendance</li> <li>• Discipline referrals and suspension rates</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive evaluations of the school (e.g., SST)</li> <li>• Curriculum and instructional materials</li> <li>• Instruction (time and consistency among grade levels)</li> <li>• Academic interventions available to students</li> <li>• Schedules and class sizes</li> <li>• Family/community involvement policies/practices</li> <li>• Professional development structure</li> <li>• Services and/or programs (Title I, special ed, ESL)</li> <li>• Extended day or summer programs</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and learning conditions surveys (e.g., TELL Colorado)</li> <li>• Any survey data (e.g., parents, students, teachers, community, school leaders)</li> <li>• Self-assessment tools (district and/or school level)</li> </ul>

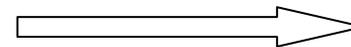
**Data Analysis Worksheet**

**Directions:** This chart will help you organize your data for the analysis and identification of root cause for the data analysis narrative. Ultimately your analysis will then guide the major improvement strategies you choose in section III. You may conduct a more comprehensive analysis by examining all of the performance indicators. At a minimum, you must address the performance indicators for the 2008-09 NCLB targets that were not met.

Identify problems from current/past performance



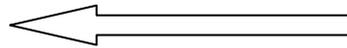
Ensure future activities are headed in proper direction



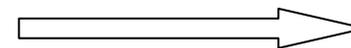
Performance Indicators	Measures/Metrics	Trends	Priority Needs	Root Causes	Annual Targets 2009-10 and 2010-11	Interim Targets and Measures	Major Improvement Strategies	
Student Achievement (Status)	CSAP (% P+A)	R						
		W						
		M						
	Overall AYP (%PP+P+A)	R						
		M						
	AYP for students on IEPs	R						
		M						
	AYP for ELLs	R						
M								
Student Growth	Median Student Growth Percentile							
	% on Track to Catch-Up							
	% on Track to Keep-Up							

**Data Analysis Worksheet (cont.)**

Identify problems from current/past performance



Ensure future activities are headed in proper direction



Performance Indicators	Measures/Metrics	Trends	Priority Needs	Root Causes	Annual Targets 2009-10 and 2010-11	Interim Targets and Measures	Major Improvement Strategies
Achievement Gaps	CSAP						
Growth Gaps	CSAP						
Post Secondary Readiness	Graduation Rate						
	Mean ACT						
	Dropout Rate						
English Language Development & Attainment	CELA						
Highly Qualified Teachers	HQ data						

To get more information on state-set targets over the next two years, go to:

- Accreditation: This will continue to evolve as the state implements SB 09-163. Get updates at [http://www.cde.state.co.us/index\\_accredit.htm](http://www.cde.state.co.us/index_accredit.htm) or <http://www.schoolview.org/>.
- NCLB AYP: <http://www.cde.state.co.us/FedPrograms/ayp/index.asp>
- NCLB Highly Qualified: The target will remain at 100% HQ core content teachers.

**Section III: Action Plan(s)**

Based on your data analysis in section II, prioritize the root causes that you will address through your action plans. Identify a major strategy (e.g., Adjust reading approach). Then indicate which accountability provisions it will address, including how the strategy will help the school to no longer be identified under that accountability provision. In the chart below, provide details on key action steps (e.g., re-evaluating supplemental reading materials, providing new professional development to school staff) necessary to implement the major improvement strategy. Details should include a description of the action steps, a general timeline, resources that will be used to implement the actions and implementation benchmarks. Implementation benchmarks provide the school with checkpoints to ensure that activities are being implemented as expected. If identified under Title I, include family/community engagement strategies and professional development (including mentoring) strategies as they are specifically required by NCLB. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: \_\_\_\_\_

Indicate which accountability provision or grant opportunity is being addressed. For accountability provisions, include how strategy will help the school resolve the identification under that provision:

- School Plan under Accreditation. Describe: \_\_\_\_\_
- Title I School Improvement/Corrective Action. Describe: \_\_\_\_\_
- Application for a Tiered Intervention Grant.
- School Improvement Grant.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks

Major Improvement Strategy #2: \_\_\_\_\_

Indicate which accountability provision or grant opportunity is being addressed. For accountability provisions, include how strategy will help the school resolve the identification under that provision:

- School Plan under Accreditation. Describe: \_\_\_\_\_
- Title I School Improvement/Corrective Action. Describe: \_\_\_\_\_
- Application for a Tiered Intervention Grant.
- School Improvement Grant.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks

Major Improvement Strategy #3: \_\_\_\_\_

Indicate which accountability provision or grant opportunity is being addressed. For accountability provisions, include how strategy will help the school resolve the identification under that provision:

- School Plan under Accreditation. Describe: \_\_\_\_\_
- Title I School Improvement/Corrective Action. Describe: \_\_\_\_\_
- Application for a Tiered Intervention Grant.
- School Improvement Grant.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks