School Improvement Grants Application

Section 1003(g) of the Elementary and Secondary Education Act

Fiscal Year 2010

CFDA Number: 84.377A

State Name: Colorado

U.S. Department of Education
Washington, D.C. 20202

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Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

SCHOOL IMPROVEMENT GRANTS

Purpose of the Program

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving 5 percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). (See Appendix B for a chart summarizing the schools included in each tier.) In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Availability of Funds

The Department of Education Appropriations Act, 2010, provided $546 million for School Improvement Grants in fiscal year (FY) 2010. In addition, the U.S. Department of Education (Department) estimates that, collectively, States have carried over approximately $825 million in FY 2009 SIG funds that will be combined with FY 2010 SIG funds, for a total of nearly $1.4 billion that will be awarded by States as part of their FY 2010 SIG competitions.

FY 2010 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2012.

State and LEA Allocations

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2010 school improvement funds in proportion to the funds received in FY 2010 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements (http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Appendix A provides guidance on how SEAs can maximize the number of Tier I and Tier II schools its LEAs can serve with FY 2009 carryover and FY 2010 SIG funds when making their LEA allocations for the FY 2010 competition. See Appendix A for a more detailed explanation.

Consultation with the Committee of Practitioners

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

FY 2010 Submission Information

Electronic Submission:

The Department strongly prefers to receive an SEA's FY 2010 School Improvement Grant (SIG) application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The SEA should submit its FY 2010 application to the following address: school.improvement.grants@ed.gov

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below under "Paper Submission."

Paper Submission:

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Education Program Specialist
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

Application Deadline

Applications are due on or before December 3, 2010.

For Further Information

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at carlas.mccauley@ed.gov.

FY 2010 Application Instructions

Most of the FY 2010 SIG application is identical to the FY 2009 application. A new section for additional evaluation criteria (Section B-1) has been added and Section H on Waivers has been expanded. Section D on Descriptive Information (Section D – Part 1, Section D – Parts 2-8) has also been reformatted into two separate sections for the FY 2010 application, but all other parts of the application remain the same.

Consequently, except as provided below, an SEA must update only those sections that include changes from the FY 2009 application. In particular, the Department expects that most SEAs will be able to retain Section B on Evaluation Criteria, Section C on Capacity, and Section D (parts 2-8) on Descriptive Information, sections that make up the bulk of the SIG application. An SEA has the option to update any of the material in these sections if it so desires.

We are requiring SEAs to update some sections of the SIG application to ensure that each SEA focuses its FY 2010 SIG funds, including any funds carried over from FY 2009, on serving its persistently lowest-achieving schools in LEAs with the capacity and commitment to fully and effectively implement one of the four required school intervention models beginning in the 2011-2012 school year.

Note that while an SEA may be able to submit significant portions of its FY 2010 SIG application unchanged from FY 2009, we recommend that it review all sections of the FY 2010 application to ensure alignment with any required changes or revisions.

SEAs should also note that they will only be able to insert information in designated spaces (form fields) in the application because of formatting restrictions. Clicking on a section of the application that is restricted will automatically jump the cursor to the next form field which may cause users to skip over information in the application. Users may avoid this issue by using the scroll bar to review the application. However, due to these restrictions, the Department recommends that SEAs print a copy of the application and review it in its entirety before filling out the form.

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant:	Applicant's Mailing Address:
Colorado Department of Education	Colorado Department of Education 201 E. Colfax Denver, CO 80203

State Contact for the School Improvement Grant

Name: Patrick Chapman

Position and Office: Executive Director, Office of Federal Program Administration

Contact's Mailing Address:

1560 Broadway
Denver, CO 80202

Telephone: 303-866-6780

Fax: 303-866-6637

Email address: chapman_c@cde.state.co.us

Chief State School Officer (Printed Name):	Telephone:
Robert Hammond	303-866-6646
Signature of the Chief State School Officer:	Date Revised:
X	February 7, 2011

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.

FY 2010 Application Checklist

Please use this checklist to serve as a roadmap for the SEA's FY 2010 application.

Please note that an SEA's submission for FY 2010 must include the following attachments, as indicated on the application form:

- Lists, by LEA, of the State's Tier I, Tier II, and Tier III schools.
- A copy of the SEA's FY 2010 LEA application form that LEAs will use to apply to the SEA for a School Improvement Grant.
- If the SEA seeks any waivers through its application, a copy of the notice it provided to LEAs and a copy of any comments it received from LEAs as well as a copy of, or link to, the notice the SEA provided to the public.

Please check the relevant boxes below to verify that all required sections of the SEA application are included and to indicate which sections of the FY 2010 application the SEA has revised from its FY 2009 application.

SECTION A: ELIGIBLE SCHOOLS	☒ Definition of "persistently lowest-achieving schools" (PLA schools) is same as FY 2009	☐ Definition of "persistently lowest-achieving schools" (PLA schools) is revised for FY 2010
	For an SEA keeping the same definition of PLA schools, please select one of the following options: ☐ SEA will not generate new lists of Tier I, Tier II, and Tier III schools because it has five or more unserved Tier I schools from FY 2009 (SEA is requesting waiver) ☒ SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has less than five unserved Tier I schools from FY 2009 ☐ SEA elects to generate new lists	***For an SEA revising its definition of PLA schools, please select the following option:*** ☐ SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition
	☒ Lists, by LEA, of State's Tier I, Tier II, and Tier III schools provided	
SECTION B: EVALUATION CRITERIA	☐ Same as FY 2009	☒ Revised for FY 2010
SECTION B-1: ADDITIONAL EVALUATION CRITERIA	☒ Section B-1: Additional evaluation criteria provided	
SECTION C: CAPACITY	☒ Same as FY 2009	☐ Revised for FY 2010
SECTION D (PART 1): TIMELINE	☒ Updated Section D (Part 1): Timeline provided	
SECTION D (PARTS 2-8): DESCRIPTIVE INFORMATION	☐ Same as FY 2009	☒ Revised for FY 2010
SECTION E: ASSURANCES	☒ Updated Section E: Assurances provided	
SECTION F: SEA RESERVATION	☒ Updated Section F: SEA reservations provided	
SECTION G: CONSULTATION WITH STAKEHOLDERS	☒ Updated Section G: Consultation with stakeholders provided	
SECTION H: WAIVERS	☒ Updated Section H: Waivers provided	

PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

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.

Each SEA must generate new lists of Tier I, Tier II, and Tier III schools based on the State's most recent achievement and graduation rate data to ensure that LEAs continue to give priority to using SIG funds to implement one of the four school intervention models in each of their persistently lowest-achieving schools, rather than using SIG funds to support less rigorous improvement measures in less needy schools. However, any SEA that has five or more Tier I schools that were identified for purposes of the State's FY 2009 SIG competition but are not being served with SIG funds in the 2010-2011 school year may apply for a waiver of the requirement to generate new lists.

An SEA also has the option of making changes to its FY 2009 definition of "persistently lowest-achieving schools". An SEA that exercises this option must generate new lists of Tier I, Tier II, and Tier III schools.

Regardless of whether it modifies its definition of "persistently lowest-achieving schools" or generates new lists, along with its lists of Tier I, Tier II, and Tier III schools, an SEA must provide the definition that it used to develop these lists. The SEA may provide a link to the page on its Web site where its definition is posted, or it may attach the complete definition to its application.

☒ **Definition of "persistently lowest-achieving schools" (PLA schools) is same as FY 2009**	☐ **Definition of "persistently lowest-achieving schools" (PLA schools) is revised for FY 2010**
For an SEA keeping the same definition of PLA schools, please select one of the following options: ☐ 1. SEA will not generate new lists of Tier I, Tier II, and Tier III schools. SEA has five or more unserved Tier I schools from FY 2009 and is therefore eligible to request a waiver of the requirement to generate new lists of schools. Lists and waiver request submitted below. ☐ *SEA is electing not to include newly eligible schools for the FY 2010 competition. (Only applicable if the SEA elected to add newly eligible schools in FY 2009.)* ☒ 2. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has fewer than five unserved Tier I schools from FY 2009. Lists submitted below. ☐ 3. SEA elects to generate new lists. Lists submitted below.	***For an SEA revising its definition of PLA schools, please select the following option:*** ☐ 1. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition of "persistently lowest-achieving schools." Lists submitted below.

Insert definition of "persistently lowest-achieving schools" or link to definition of "persistently lowest-achieving schools" here:

Colorado Department of Education Identification of Persistently Lowest-Achieving Schools

Data Sources

The Colorado State Assessment Program (CSAP) assesses students every year from grade 3 through grade 10 in the content areas of Reading, Mathematics, Writing and Science (just grades 5, 8 and 10). A Spanish language version of the CSAP Reading assessment, called Lectura, and the CSAP Writing assessment, called Escritura, are 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, Math, Writing and Science (grades 5, 8 and 10) to students with qualifying cognitive disabilities. The Colorado ACT is given to all students in eleventh grade. Student-level data for each of these assessments were collected for the years 2008, 2009 and 2010. Data screening included removing student records with test invalidation codes (actual test scores deemed invalid) or blank scale scores (no test score record).

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: 2008, 2009 and/or 2010. 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 2009–2010 school year is associated with the 2010 CSAP data, the 2008–2009 school year with 2009 CSAP, etc.

School Criteria

After determining the number of active schools, 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 2008 and 2010 in each content area. This minimum n requirement is fundamental to ensuring data stability. Median Growth Percentiles (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, if they would have been identified as Tier I or II, otherwise. A federal waiver was approved 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 framework 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 20th, 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 serves over-age and under-credited students, if the schools 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 or credit recovery
- School is temporary and designed to transition students back to their home school
- School is not a diploma-granting institution

Of the 62 schools designated as AECs for 2010–2011, 26 are dropout re-engagement or credit recovery programs, 10 are temporary/transitional programs and 14 do not grant diplomas. These schools are not eligible for Tier I and II, but may be flagged as Tier III. The remaining 21 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 2008, 2009 and 2010 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 2008, 2009 and 2010, for each content area. For example, all the grade four SGPs for 2008, 2009 and 2010 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.

Low-Graduation Rate Eligibility

An additional indicator of poor performance is created for high schools with low graduation rates. A flag is applied to schools with graduation rates less than 60% for three consecutive years (2009, 2008 and 2007).

Identifying Tier I, Tier II, and Tier III Schools

Tier I Schools

To be included in the eligibility for Tier I, a school must receive Title I funds and be on School Improvement, Corrective Action, or Restructuring status for the 2010–2011 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 rounded up to the nearest whole number. In 2010 this results in 10 Tier I schools.

The Tier I eligible schools are then ranked by their Standardized Performance Index. Following this ranking procedure, the schools not meeting the minimum n count requirement and the exempt AECs are skipped (and added to Tier III). Then, the lowest ranked 5% of Tier I eligible schools by percent of SPF points earned 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 eligible schools for Tier II, a middle or high school must be eligible for but not receiving Title I funds for 2010–2011. 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 secondary schools to be identified as persistently lowest-performing.

Once again, schools are ranked by the Performance Index and flagged for low graduation rates. The lowest performing 5% are identified by their Performance Index score, however when schools do not meet the minimum n or are exempt AECs, they are skipped from Tier II consideration and moved to Tier III. 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.

Tier III Schools

In addition to school schools excluded from Tier I or II due to n count or AEC exemption, all schools on Title I School Improvement, Corrective Action, or Restructuring in 2010–2011 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.cde.state.co.us/FedPrograms/ti/sitig.asp pending approval by the US Department of Education.

An SEA must attach two tables to its SIG application. The first table must include its lists of all Tier I, Tier II, and Tier III schools that are eligible for FY 2010 SIG funds. The second table must include its lists of all Tier I, Tier II, and Tier III schools that were served with FY 2009 SIG funds.

Please create these two tables in Excel and use the formats shown below. Examples of the tables have been provided for guidance.

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE†

SCHOOLS SERVED WITH FY 2009 SIG FUNDS							
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE

EXAMPLE:

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
LEA 1	##	HARRISON ES	##	X				
LEA 1	##	MADISON ES	##	X				
LEA 1	##	TAYLOR MS	##			X		X
LEA 2	##	WASHINGTON ES	##	X				
LEA 2	##	FILLMORE HS	##			X		
LEA 3	##	TYLER HS	##		X		X	
LEA 4	##	VAN BUREN MS	##	X				
LEA 4	##	POLK ES	##			X		

† "Newly Eligible" refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State's lowest quintile of performance based on proficiency rates on State's assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a "persistently lowest-achieving school" or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about "newly eligible schools," please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

EXAMPLE:

SCHOOLS SERVED WITH FY 2009 SIG FUNDS							
LEA NAME	**LEA NCES ID #**	**SCHOOL NAME**	**SCHOOL NCES ID#**	**TIER I**	**TIER II**	**TIER III**	**GRAD RATE**
LEA 1	##	MONROE ES	##	X			
LEA 1	##	JEFFERSON HS	##		X		X
LEA 2	##	ADAMS ES	##	X			
LEA 3	##	JACKSON ES	##	X			

Please attach the two tables in a separate file and submit it with the application.

☒ **SEA has attached the two tables in a separate file and submitted it with its application.**

B. EVALUATION CRITERIA:

Part 1: The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA's application with respect to each of the following actions:

(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.

(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.

(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).

Part 2: The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA's commitment to do the following:

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

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

(3) Align other resources with the interventions.

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

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

☐ **SEA is using the same evaluation criteria as FY 2009.**	☒ **SEA has revised its evaluation criteria for FY 2010.**

Insert response to Section B Evaluation Criteria here:

1.1 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 a School Support Team Review (SST) for each Tier I and Tier II school prior to submitting the application. Colorado School Support Team standards, indicators and protocols will be used to review schools with the primary goal of identifying root causes of a school's poor

academic performance and the best turnaround strategy for the school. Districts that plan to close a school, may apply for a waiver of the SST requirement on a case-by-case basis. After the SST, the school will select an intervention model based on the findings of the School Support Team Review and write a Unified School Improvement plan for each site. This plan includes a data analysis worksheet (see Part II, Attachment D of the RFP) 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 Part II, 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, Section II)

1.2 LEAs will demonstrate their capacity to support sites in Section II of the RFP (rubric on 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 20 of RFP).

In addition, in awarding 1003(g) School Improvement funds, CDE will evaluate each district's 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 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 curricula.

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.

1.3 Each LEA will submit to the CDE an electronic budget with detailed expenditures for each of the schools it will serve. The range of awards for served schools will be $50,000 to $2 million per year, per school. Each budget will be scored against a rubric (page 20, LEA RFP). Proposed expenditures must be necessary and reasonable and likely to result in increased academic achievement among the school's student population. An LEA must provide additional detailed written justification for proposals to spend less than $50,000 or more than $2 million per year on a served school. 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 $50,000 or more than $2 million on a Tier I or Tier II school, the LEA will be required to revise and resubmit the budget to reflect the feedback provided.

2.1 LEAs will develop an individual action plan for each site through a Unified Improvement Planning process. Plans will be reviewed to ensure proposed interventions are consistent with the 1003(g) final regulations. Plans will be reviewed using a rubric (see page 24 of LEA RFP).

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

1. The School Support Team Review process that includes an orientation and ongoing support.
2. Webinars to be held for all eligible applicants.
3. Ongoing technical assistance to eligible applicants.
4. 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 a School Support Team Review.
4. Each LEA will address the issue of commitment in its narrative. Responses will be scored against a rubric in the application (see page 16 of LEA RFP)

2.3 Each LEA will address this issue in its narrative. Responses will be scored against a rubric in the application (see page 16 of LEA RFP)

2.4 Each LEA will address this issue in its narrative. Responses will be scored against a rubric in the application (see page 16 of LEA RFP)

2.5 LEAs are expected to provide an action plan that provides detail for 4 years of program activities, including a step-down model (3 years Tiered Intervention Grant funds and an additional year of sustainability). This will be scored against the rubric beginning on page 16 of the RFP.

B-1. ADDITIONAL EVALUATION CRITERIA: In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA's budget and application:

Please note that Section B-1 is a new section added for the FY 2010 application.

(1) How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period[2] to help an LEA prepare for full implementation in the following school year?

(2) How will the SEA evaluate the LEA's proposed activities to be carried out during the pre-implementation period to determine whether they are allowable? *(For a description of allowable activities during the pre-implementation period, please refer to section J of the FY 2010 SIG Guidance.)*

[2] "Pre-implementation" enables an LEA to prepare for full implementation of a school intervention model at the start of the 2011–2012 school year. To help in its preparation, an LEA may use FY 2010 and/or FY 2009 carryover SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application, consistent with the SIG final requirements. As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG-related activities in schools that will be served with FY 2010 and/or FY 2009 carryover SIG funds. For a full description of pre-implementation, please refer to section J of the FY 2010 SIG Guidance.

Insert response to Section B-1 Additional Evaluation Criteria here:

School sites that require a School Support Team review will be required to complete a grant proposal for Section 1003(a) funds to cover the cost of the review and other pre-implementation costs.

Budgets will include a drop-down for LEAs to indicate if expenditures are part of the pre-implementation period. For any expenditures noted as pre-implementation, grant reviewers will review proposed budgets for to ensure costs are reasonable, necessary, and aligned to planning and preparation necessary prior to full implementation. All costs must still meet allowable use of funds under federal guidance. Additionally, CDE's Grants Fiscal office will review each proposed budget.

CDE will refer to the SIG 1003(g) Non-Regulatory Guidance and other resources concerning allowable use of funds to ensure costs are reasonable and necessary during pre-implementation. Examples of potential costs include, but are not limited to: meetings with community, staff, parents, etc.; costs associated with additional time for planning with staff; recruitment and retention strategies; district level policy changes.

Guidance pertaining to allowable costs is provided in Attachment C of the LEA 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 any of the school intervention models in its Tier I school(s). The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

☐ **SEA is using the same evaluation criteria for capacity as FY 2009.**	☒ **SEA has revised its evaluation criteria for capacity for FY 2010.**

Insert response to Section C Capacity here:

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 School Support Team review (SST).
3. The capacity of the BOCES serving the district to address the root causes of low performance identified in the SST review.
4. The capacity of the CDE to provide direct support to address the root causes identified in the SST review.

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 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 and ensure sustainability.

D (PART 1). TIMELINE: An SEA must describe its process and timeline for approving LEA applications.

Please note that Section D has been reformatted to separate the timeline into a different section for the FY 2010 application.

Insert response to Section D (Part 1) Timeline here:

Pending approval by the USDE of the State's School Improvement Grant application, CDE will release the local SIG application and will disseminate information and provide support to all eligible applicants. Dates will be amended as necessary depending on the date of USDE approval of Colorado's application. 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:

Tiered Intervention Grant Timeline

January 5, 2011	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 (Dependent upon approval of plan by USDOE – the RFP will not be released until approval is final)
Jan. 5 – 28, 2011	Conduct School Support Team visits, provide support for local stakeholder meetings and planning and implementation.
March 22, 2011	Applications due to CDE on or before 4:00 p.m.
April 5, 2011	Review of proposals by CDE Teams of CDE staff and experts with background in School Improvement and federal grants administration will review and score proposals against the attached rubric. CDE's Grants Fiscal Management staff will review proposed budget expenditures. (See scoring rubrics on pages 16 – 20 of the Tiered Intervention Grant RFP). Reviewer comments will be shared with applicants. In some cases, reviewer comments may necessitate proposed plan or budget revisions in order for an LEA to receive approval.

The review of the Tiered Intervention Grants will be a standards based process. LEAs will not be funded unless they meet each of

D (PARTS 2-8). DESCRIPTIVE INFORMATION:

(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.

(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.

(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.

(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.

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

(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.

(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.[3]

[3] If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

☐ **SEA is using the same descriptive information as FY 2009.**	☒ **SEA has revised its descriptive information for FY 2010.**

Insert response to Section D (Parts 2-8) Descriptive Information here:

D2

In the overarching strategy for supporting dramatic improvement in the state's lowest-achieving schools, the Colorado Department of Education will work with local education agencies to 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
    - an 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 expecting all schools will follow a simple improvement trajectory 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 at the time it began its turnaround effort. In addition, some schools identified for turnaround are further behind than others, and so may require more time 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 will continue to refine a set of research-based indicators to measure success or failure in turnaround schools. The CDE has started with three initial sets of indicators (see below), which were developed in mid 2010 and will 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 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 an 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.

D3

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

D4

CDE's Office of School and District Improvement 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 will conduct monthly achievement calls for the purpose of reviewing current benchmark and formative assessment data, address current issues and identify next steps. CDE's Office of Federal Program Administration will monitor funded sites for compliance with Title I, Part A and 1003(g) requirements as part of its Colorado Federal Integrated Review System (C-FIRS).

D5

In the event that the CDE lacks sufficient funds to serve all eligible schools for which each LEA apply, priority will be given in the following order, (1) Tier I schools that LEAs commit to serve, (2) Tier I and II schools in LEAs that commit to serve both, (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 schools that are eligible and therefore does not expect to fund any Tier II or III schools. In Winter 2011, LEAs may apply for funds to serve Tier I, Tier II, and Tier III schools from the 2010 eligibility list. Indicators of demonstrated commitment and readiness include an agreement to participate in a 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.

D6
CDE 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.

D7
The State will not take over any Tier I or Tier II schools in the 2011-2012 school year.

D8
The SEA does not intend to provide intervention services directly to Tier I and Tier II schools.

E. ASSURANCES

By submitting this application, the SEA assures that it will do the following (check each box):

☒ 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 that the SEA approves the LEA to serve.

☒ 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 "rigorous review process" of recruiting, screening, and selecting external providers as well as 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; total amount of the three year grant listed by each year of implementation; 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 requirements.

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

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant allocation.

Insert response to Section F SEA Reservation here:

CDE will reserve 5% of the State's FY 2010 1003(g) 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 School Support Team 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.
- Monitor subgrantees for compliance with 1003(g) and Title I requirements.
- Process and approve waivers. Maintain records of waivers and meet waiver reporting requirements.
- 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. Submission of Quarterly and end of Year reports.

G. CONSULTATION WITH STAKEHOLDERS: The 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, the SEA must consult 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 may also consult with other stakeholders that have an interest in its application.

☒ The SEA has consulted with other relevant stakeholders, including Colorado education professional organizations and school district representatives.

H. WAIVERS: SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.

WAIVERS OF SEA REQUIREMENTS

Colorado requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools.

Waiver 1: Tier II waiver

☐ In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive paragraph (a)(2) of the definition of "persistently lowest-achieving schools" in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State 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 ESEA 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.

Assurance

☐ The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not 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, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching 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. The State 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.

Note: An SEA that requested and received the Tier II waiver for its FY 2009 definition of "persistently lowest achieving schools" should request the waiver again only if it is generating new lists of Tier I,

Tier II, and Tier III schools.

Waiver 2: n-size waiver

☒In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive the definition of "persistently lowest-achieving schools" in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State 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 students in the "all students" group in the grades assessed is less than **20.**

Assurance

☒The State 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." The State is attaching, 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. The State will include its "minimum n" in its definition of "persistently lowest-achieving schools." In addition, the State 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 in accordance with this waiver.

Note: An SEA that requested and received the n-size waiver for its FY 2009 definition of "persistently lowest-achieving schools" should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.

Waiver 3: New list waiver

☐Because the State neither must nor elects to generate new lists of Tier I, Tier II, and Tier III schools, waive Sections I.A.1 and II.B.10 of the SIG final requirements to permit the State to use the same Tier I, Tier II, and Tier III lists it used for its FY 2009 competition.

Assurance

☐The State assures that it has five or more unserved Tier I schools on its FY 2009 list.

WAIVERS OF LEA REQUIREMENTS

Colorado requests a waiver of the requirements it has indicated 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, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I, Tier II, and Tier III schools.

Waiver 4: School improvement timeline waiver

☒Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011–2012 school year to "start over" in the school improvement timeline.

Assurances

☒The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in 2011–2012 in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

☒The State assures that, if it is granted this waiver, 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.

Note: An SEA that requested and received the school improvement timeline waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the

waiver again in this application.

Schools that started implementation of a turnaround or restart model in the 2010-2011 school year cannot request this waiver to "start over" their school improvement timeline again.

Waiver 5: Schoolwide program waiver

☒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, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Assurances

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

☒The State assures that, if it is granted this waiver, 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.

Note: An SEA that requested and received the schoolwide program waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

PERIOD OF AVAILABILITY WAIVER

Enter State Name Here Colorado requests a waiver of the requirement indicated below. The State believes that the requested waiver will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and improve the academic achievement of students in Tier I, Tier II, and Tier III schools.

Waiver 6: Period of availability of FY 2009 carryover funds waiver

☒Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014.

Note: This waiver only applies to FY 2009 carryover funds. An SEA that requested and received this waiver for the FY 2009 competition and wishes to also receive the waiver to apply to FY 2009 carryover funds in order to make them available for three full years for schools awarded SIG funds through the FY 2010 competition must request the waiver again in this application.

ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS (Must check if requesting one or more waivers)

☒The State assures that, prior to submitting 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 its waiver request(s) 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 the above waiver request(s) 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.

COLORADO DEPARTMENT OF EDUCATION

1560 Broadway, Suite 1450 • Denver, Colorado 80202-5149
303.866.6600 • www.cde.state.co.us

Dwight D. Jones
Commissioner of Education

Robert K. Hammond
Deputy Commissioner

Diana Sirko, Ph.D.
Deputy Commissioner

To: Carlas McCauley, USDE, Student Achievement and School Accountability

From: Patrick Chapman, CDE, Office of Federal Program Administration

Date: December, 2, 2010

Re: Public comments regarding waiver requests

On November 17, 2010, the Colorado Department of Education communicated to stakeholders its intent to apply for waivers related to its implementation of the Title I, 1003(g) School Improvement grant program. Notice was sent to school districts and posted on the CDE website. The window for public comment closed on December 1, 2010. CDE received no comments regarding any of the waiver requests.

The Colorado Department of Education Offices | Staff Contacts | Colorado.gov

CDE Invites Public Comment on State Waiver for Title I School Improvement Grants

Attn: Superintendents, Federal Program Contacts, Title I Directors

CDE is asking for public comment regarding four waiver requests it plans to submit to the U.S. Department of Education as part of the application for Title I School Improvement Grant funds (1003(g)).

CDE intends to request waivers of the requirements listed below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use the funds in accordance with the final requirements for School Improvement Grants and the LEA's approved grant application. The State believes that the waivers will increase the quality of instruction for students and improve the academic achievement of students in Colorado's lowest performing schools by enabling an LEA to use school improvement funds to implement one of the four school intervention models. The four school intervention models are specifically designed to substantially raise the achievement of students in the State's Tier I and Tier II schools.

1. 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, 2014. *This waiver will enable LEAs and schools to expend School Improvement grant funds through September 30, 2014, extending the period of availability by one year.*
2. Waive section 1116(b)(12) of the Elementary and Secondary Education Act (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 restart in the school improvement timeline. *This waiver will enable schools that implement a turnaround or restart model to exit School Improvement, Corrective Action, or Restructuring and start over in the school improvement timeline.*
3. Waive section 1114(a)(1) of ESEA to permit LEAs to implement a Title I Schoolwide program in a Tier I or Tier II Title I participating school if that school does not meet the requisite 40% poverty threshold. *This waiver will enable Tier I and Tier II schools to implement a Title I schoolwide program if it has a free and reduced lunch rate of less than 40%. Without a waiver, only schools with a free or reduced lunch count of 40% or higher may implement a Title I Schoolwide program.*
4. Waive section I.A.3. and section I.A.1(b) of the final School Improvement Grant requirements that defines the lowest performing schools, to allow the State to utilize a Minimum N of twenty or fewer students in the identification of schools. *This waiver will enable the State to increase the validity and reliability of the list of lowest performing schools by excluding those schools with very small student populations. Schools that have been waived from Tier I or II identification as a result of N size will be included in the Tier III list.*

CDE values your input as we move ahead with the implementation of the State's school improvement efforts.

Please submit any comments or concerns by close of business Wednesday, December 1, 2010 to Patrick Chapman at chapman_p@cde.state.co.us.

For Additional Information Contact:

Patrick Chapman
303-866-6780
send an e-mail

Title IA Waiver - Request for Comments - Windows Internet Explorer

http://www.cde.state.co.us/FedPrograms/tia_waiver.asp

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- Program and School Improvement
- Parent Involvement
- Supplemental Educational Services (SES)

High Quality Teachers and Principals (Title II-A)
Education Technology (Title II-D)
English Language Learners (Title III)
Competitive Grants and Awards
Consolidated Application
Data and Accountability
Monitoring
Calendar and Announcements
Contacts

Location

1560 Broadway,
Suite 1450
Denver, CO 80202
Phone: 303-866-6600
Fax: 303-866-6637

Hours: Mon - Fri 8a.m. to 5p.m.

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CDE Invites Public Comment on State Waiver for Title I School Improvement Grants

Attn: Superintendents, Federal Program Contacts, Title I Directors

CDE is asking for public comment regarding four waiver requests it plans to submit to the U.S. Department of Education as part of the application for Title I School Improvement Grant funds (1003(g)).

CDE intends to request waivers of the requirements listed below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use the funds in accordance with the final requirements for School Improvement Grants and the LEA's approved grant application. The State believes that the waivers will increase the quality of instruction for students and improve the academic achievement of students in Colorado's lowest performing schools by enabling an LEA to use school improvement funds to implement one of the four school intervention models. The four school intervention models are specifically designed to substantially raise the achievement of students in the State's Tier I and Tier II schools.

1. 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, 2014. *This waiver will enable LEAs and schools to expend School Improvement grant funds through September 30, 2014, extending the period of availability by one year.*
2. Waive section 1116(b)(12) of the Elementary and Secondary Education Act (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 restart in the school improvement timeline. *This waiver will enable schools that implement a turnaround or restart model to exit School Improvement, Corrective Action, or Restructuring and start over in the school improvement timeline.*
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4. Waive section I.A.3. and section I.A.1(b) of the final School Improvement Grant requirements that defines the lowest performing schools, to allow the State to utilize a Minimum N of twenty or fewer students in the identification of schools. *This waiver will enable the State to increase the validity and reliability of the list of lowest performing schools by excluding those schools with very small student populations. Schools that have been waived from Tier I or II identification as a result of N size will be included in the Tier III list.*

CDE values your input as we move ahead with the implementation of the State's school improvement efforts.

Please submit any comments or concerns by close of business Wednesday, December 1, 2010 to Patrick Chapman at chapman_p@cde.state.co.us.

For Additional Information Contact:

Internet

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REQUEST FOR PROPOSAL

Proposals due: *Tuesday, March 29, 2011 by 4 p.m.*

Grant Training Webinar: *Wednesday, March 2, 2011 from 1:30 – 3:30 p.m.*

Tiered Intervention Grant

2011

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

For program questions contact:
Wendy Dunaway (dunaway_w@cde.state.co.us or 303-866-6995)

For fiscal/budget questions contact:
Elizabeth Conway (conway_e@cde.state.co.us or 303-866-6886)

For RFP specific questions contact:
Lynn Bamberry (bamberry_l@cde.state.co.us or 303-866-6813)

Issued by:

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

2011 Tiered Intervention Grant – Overview Request For Proposal *Proposals Due: Wednesday, March 1, 2011*	
Introduction	The intent of this grant is to provide funding for districts to: • 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); • Increase the academic achievement of all students attending chronically low performing schools as measured by the state's assessment system; and • Utilize the support and services of an external turnaround provider in their efforts to accomplish the above.
Purpose	The Office of School and District Improvement 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.
Available Funds	Approximately $7.5 million is available for distribution to LEAs. An LEA may request up to $2 million per year over the three year grant period for each participating school. Second and third year funding is contingent upon CDE approval. Actual allocations will be based on the intervention model chosen and SEA guidelines. The Colorado Department of Education anticipates funding grants at approximately $1.2 million per site. **Please note:** Any applicants receiving a School Improvement Grant from 1003(a) funds must align the School Improvement budget and the Tiered Intervention Grant budget and submit both with this application.
Eligible Applicants	Any Title I school in improvement, corrective action, or restructuring that: • Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, which ever number of schools is greater; or • 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 Any secondary school that is eligible for, but does not receive, Title I funds that: • 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 • 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). ***Please note:*** Priority will be given in the following order to: 1. Tier I sites; 2. Tier II sites within a district that has both Tier I and Tier II sites; 3. Tier II sites that are equally low performing; and

	4. Tier III sites.
	Note: The SEA does not expect to have sufficient funding to fund all Tier I schools that are eligible and therefore does not expect to fund any Tier II or III schools. CDE anticipates awarding funds to no more 3-6 individual school sites.

Evaluation	LEAs that are awarded funding will be required to fulfill the following evaluation requirements for subsequent years funding:
	• Fully participate in on-site reviews conducted by CDE;
	• Participate in monthly achievement calls;
	• Update unified improvement plan at least annually; and
	• Submit a revised budget and annual financial report (AFR).
	
	In the overarching strategy for supporting dramatic improvement in the state's lowest-achieving schools, the Colorado Department of Education's Office of School and District Improvement 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 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 expecting all schools to have a consistent improvement trajectory 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 Office of School and District Improvement Office will invest in the creation and refinement of a research-based set of leading indicators to measure success or failure in turnaround schools. The CDE has started with three initial sets of indicators (see below), which were developed in mid 2010 and will 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 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. 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.
Allowable Use of Funds	Awarded funds may be used for the following purposes: • Pre-Implementation costs including: ▪ Family and community engagement; ▪ Rigorous review of external providers; ▪ Staffing; ▪ Instructional programs; ▪ Professional development and support; and ▪ Preparation for accountability measures (see attachment C for additional guidance on pre-implementation funds). • Implementation of any of the four intervention models provided in the USDE guidance for the use of Federal Title I 1003(g) funds (see Attachment D for additional detail).
Commitments	For information regarding both commitments required by LEAs and CDE, please see the Certification and Assurance form (pages 11 – 13).
Duration of Grant	Funds must be expended by September 30, 2014. There will be no carryover of funds.
Technical Assistance	For technical assistance while developing Unified School Plans, please contact the Office of School and District Improvement at (303) 866-6995. An LEA application training webinar will be held on **Wednesday, March 2, 2011 from 1:30 – 2:30 p.m.** 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 Nicole Dake at CompetitiveGrants@cde.state.co.us.

Review	Applications will be reviewed 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 manner that creates a comprehensive plan. LEAs may be asked to submit revisions in any deficient sections to bring them up to standard. Applicants will be notified of awards by May 18, 2011.

Submission Process

The **original plus 5 copies** of the application must be received by **Wednesday, March 1, 2011** at 4:00 p.m. In addition to the 6 hard copies**, both an electronic copy of the proposal narrative and a copy of the electronic budget workbook must be submitted to: CompetetiveGrants@cde.state.co.us.** Please e-mail all required pieces of the narrative as one document with the Excel budget workbook. 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/ti/a.asp.

Submit Proposals to:

Nicole Dake

Colorado Department of Education

1560 Broadway, Suite 1450

Denver, CO 80202

Required Elements

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

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

Application Format:

- Applications should only include the required elements.
- The total narrative (Parts II – V) of the application cannot exceed 15 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.

2011 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.)*

Name of Lead Local Education Agency (LEA)/Organization:	
Mailing Address:	
District Turnaround Project Manager:	
Mailing Address:	
Telephone:	E-mail:
Signature:	
Program Contact Person (if different):	
Mailing Address:	
Telephone:	E-mail:
Signature:	
Fiscal Manager:	
Telephone:	E-mail:
Signature:	

Region: *Indicate the region(s) this proposal will directly impact*

☐ **Metro** ☐ **Pikes Peak** ☐ **North Central** ☐ **Northwest** ☐ **West Central**
☐ **Southwest** ☐ **Southeast** ☐ **Northeast**

Total LEA Request: *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.*

Year 1	Year 2	Year 3	Total
$	$	$	$

Please note: If the grant is approved, funding will not awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

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.

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

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:

Is currently receiving a School Improvement Grant funded through 1003(a) funds ☐ Yes ☐ No

Principal Signature:

School #2 Name:

Principal Name:

Telephone:	E-mail:

Is currently receiving a School Improvement Grant funded through 1003(a) funds ☐ Yes ☐ No

Principal Signature:

School #3 Name:

Principal Name:

Telephone:	E-mail:

Is currently receiving a School Improvement Grant funded through 1003(a) funds ☐ Yes ☐ No

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)_ , 2011 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 addition, school districts that accept 1003(g) School Improvement funding for the **Tiered Intervention Grant** agree to the following assurances:

Federal 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, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive 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; and
- To report to the Colorado Department of Education (CDE) the school-level data required under section III of the final requirements.

State Assurances:

- 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, school level non-performance data). The district will report to CDE, at least quarterly, the school level formative and summative assessment 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 and share that plan with CDE;
- To agree to an external review by a School Support Team and address the findings outlined in the School Support Team's report to collaboratively, with CDE, select the appropriate reform model based on the needs outlined in the report;
- 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 networking time 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 a Unified Improvement Plan for each identified school updated at least annually as a requirement for securing continued funding from year to year during the three-year term of this grant;
- To develop a detailed budget for each school and submit a revised budget at least 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 work collaboratively with CDE, as appropriate, in the selection of a strong school leader or partner, such as a Charter Management Organization (CMO), Education Management Organization (EMO) or other provider;
- Agree to work cooperatively with the CDE and provider(s), if applicable, in waiving district policies, procedures or practices that are deemed to be impediments to improvement, such as scheduling of the school day and year; staffing decisions; budgeting; and/or to obtain innovation school status for identified schools;
- Agree not to enter into a contract with external providers or other organizations pertaining to the turnaround of the eligible schools without approval of the CDE;
- Commit to engaging in significant mid-course corrections in the school if the data do not indicate attainment of or significant progress toward achievement benchmarks within the first year of implementation, such as by replacing key staff, leadership or external providers;
- 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 that any waiver request will be made available for public review prior to 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 CD 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 with 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.

Name of Board President	Signature of Board President
Name of District Superintendent	Signature of District Superintendent
Name of Program Contact	Signature of Program Contact

State Education Agency assurances – As a partner in the Tiered Intervention Grant the CDE agrees to provide the LEA with support and tools to foster successful implementation of the School Improvement Grant program:

- Provide the LEA with guidance about the specific types of changes and interventions each of the reform models will require;
- Conduct School Support Team reviews in identified schools and/or provide the LEA with approved criteria for diagnostic reviews to be conducted by another entity;
- Provide the LEA with descriptions and examples of special district governance structures that will ensure necessary freedom and support for interventions in identified schools;
- Provide the LEA with a description of the changes in policy or practice that may be required to ensure necessary flexibility for dramatic improvement in identified schools;
- Provide the LEA with a model budget and/or set of principles to guide allocation of 1003(g) and other funds in support of dramatic improvement of achievement in the school(s); and
- Define a set of leading indicators and overall performance targets that the identified school(s) and external providers, if applicable, will be required to demonstrate during the course of the reform effort; and suggest interim performance targets that the LEA may use to hold school(s) and provider(s) accountable.

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 participating school, then it must indicate for which schools it will implement the waiver.

- ❑ "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. 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 who 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 other purchased services (500).

(300) Purchased Professional and Technical Services – Services which by their nature can be performed only by persons or firms with specialized skills or 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 goods 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 costs - necessary in the provision of a service - that cannot be readily or accurately attributed to a specific grant program.

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 2011
Grant Review Rubric

Part I:	Proposal Introduction	No Points
Part II:	LEA Commitment and Capacity	/52
Part III:	Needs Assessment and Program Plan	/63
Part IV:	Budget Narrative	/28
	Electronic Budget	No Points
	Total	**/143**

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: **Fund _____** **Fund w/ Changes _____** **Do Not Fund _____**

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: Narrative — 143 Points

The following criteria will be used by reviewers to evaluate the application as a whole. In order for the application to be recommended for funding, it must receive at least 95 of the total possible 143 points and all required parts must be addressed. An application that receives a score of 0 on any required parts within the narrative will not be funded.

Part II: LEA Commitment and Capacity	**Inadequate** (information not provided)	**Minimal** (requires additional clarification)	**Good** (clear and complete)	**Excellent** (concise and thoroughly developed)
a) 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)?	0	1	3	5
b) 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).	0	1	2	3
c) 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., TIG Diagnostic Review, school board commitment, previous staffing changes)?	0	1	3	5
d) What specific actions has the district taken or will the district take to design and implement interventions consistent with the final requirements?	0	1	3	5

e) Describe the specific actions the district has taken or will take to recruit, screen, and select external providers, if applicable, to ensure their quality (e.g., interviews, screening tools created)?	0	1	3	5
f) 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)?	0	1	2	3
g) 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)?	0	1	3	5
h) 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).	0	1	3	5
i) In the schools that are selected, 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)?	0	1	3	5
j) 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)?	0	1	2	3
k) 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).	0	1	3	5

l) Who will monitor and evaluate the progress of the program? Who will be responsible for sharing those results (leading indicators, quantitative indicators, student performance data) with CDE on a monthly basis (e.g., name of specific company or person with expertise noted)?	0	1	2	3
Reviewer Comments:				
			TOTAL POINTS	**__/52**

Part III: Needs Assessment and Program Plan	**Inadequate** (information not provided)	**Minimal** (requires additional clarification)	**Good** (clear and complete)	**Excellent** (concise and thoroughly developed)
a) Submit a Unified School Plan for each proposed site (see Attachment E). Action plans (Attachment E, 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 addresses findings of the diagnostic 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.	0	3	5	7
b) Analyze the current 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.	0	3	5	7
c) Analyze the current conditions in the school(s) that would be the recipient of the grant by: 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?	0	3	5	7
d) Analyze the current conditions in the school(s) that would be the recipient of the grant by: 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: diagnostic review, school support team report, or external evaluation, relevant student achievement, school performance and relevant school culture data as an appendix.)	0	3	5	7

e) Provide evidence to demonstrate that overall goals and interim targets are included by year. 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.	0	3	5	7
f) Provide evidence to demonstrate interventions are consistent with the final requirements.	0	3	5	7
g) Provide evidence to demonstrate proposed plan is aligned with the district strategic plan.	0	3	5	7
h) Provide evidence to demonstrate sustainability after the implementation of the changes.	0	3	5	7
i) Provide a 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: professional development to leadership and staff and activities to close out the 2010-2011 school year.	0	3	5	7
Reviewer Comments:				
			TOTAL POINTS	**__/63**

Part IV: Budget Narrative	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
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:				
a) 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.	0	3	5	7
b) Amount of school improvement funds to be used for both pre-implementation and implementation of the selected model and activities in each school the LEA commits to serve is clearly delineated.	0	1	3	5
c) Amount of school improvement dollars used to *support* implementation of the selected school intervention model and activities are clearly detailed.	0	1	3	5
d) Demonstrates 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).	0	1	2	3
e) Details school improvement activities for each Tier III school (if applicable) identified in this application.	0	1	3	5
f) Details any portion of the plan that will be paid for by grant funds.	0	1	2	3

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. 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.*

Reviewer Comments:

TOTAL POINTS	**__/28**

GUIDANCE
ON
FISCAL YEAR 2010 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

November 1, 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/legislation.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, implement a high-quality preschool program that is designed to improve the health, social-emotional outcomes, and school readiness for high-need young children or 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. (Modified for FY 2010 Guidance)

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). (See G-1c for additional information on how an LEA should determine the number of staff members that must be replaced when taking advantage of the flexibility to continue or complete interventions that have been implemented within the last two years.) (Modified for FY 2010 Guidance)

B-3a. The response to B-3 states that "staff" includes "all instructional staff." Does "all instructional staff" mean only teachers of core academic subjects or does it also include physical education teachers and teachers of other non-core academic subjects?

"All instructional staff" includes teachers of core academic subjects as well as teachers of non-core academic subjects. Section I.A.2(a)(1)(ii) of the final requirements requires an LEA to measure the effectiveness of "staff" who work within the turnaround environment. As is stated in B-3, an LEA has discretion to determine whether or not to include non-instructional staff, in addition to instructional staff, in meeting this requirement. An LEA may decide 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.

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 it 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 (see B-1(3)) 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 implementing a turnaround model?

Social-emotional and community-oriented services that may be offered to students in a school implementing a turnaround model may include, but are not limited to: (a) safety programs; (b) community stability programs that reduce the mobility rate of students in the school; or (c) family and community engagement programs that support a range of activities designed to build the capacity of parents and school staff to work together to improve student academic achievement, such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning.

If funds are not reasonably available from other public or private sources to support the planning and implementation of the services and the LEA has engaged in a comprehensive needs assessment, SIG funds might be used to hire a coordinator or to contract with an organization to facilitate the delivery of health, nutrition, and social services to the school's students in partnership with local service providers. SIG funds also might be used for (1) professional development necessary to assist teachers, pupil services personnel, other staff, and parents in identifying and meeting the comprehensive needs of students, and (2) as a last resort when funds are not reasonably available from other public or private sources, the provision of basic medical equipment, such as eyeglasses and hearing aids.

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. Further, like all other activities supported with SIG funds, any services provided must address the needs identified by the needs assessment the LEA conducted prior to selecting the turnaround model for the school and must be reasonable and necessary. (See I-30.) (Modified for FY 2010 Guidance)

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-6a. May an EMO or CMO with which an LEA contracts to implement a restart model require students or parents to agree to certain conditions in order to attend the school?

Yes, under the restart model, a provider may require all former students who wish to attend the restart school to sign student or parent/student agreements covering student behavior, attendance, or other commitments related to academic performance. In other words, a decision by a student or parent not to sign such an agreement amounts to an indication that the student does not wish to attend the school implementing the restart model. A provider may not, however, require students to meet, for example, certain academic standards prior to enrolling in the school.

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.

C-10. May an LEA use SIG funds to pay a fee to a CMO or EMO to operate a restart model?

Yes, but only to the extent the fee is reasonable and necessary to implement the restart model. An LEA, thus, has the responsibility, in entering into a contract with a CMO or EMO, to ensure that any fee that is part of the contract is reasonable and necessary. *See* Office of Management and Budget Circular A-87, Attachment A, C.1.a (to be allowable under a Federal grant, costs must be "necessary and reasonable for proper and efficient performance and administration of [the Federal grant]"). In making this determination, the LEA must ensure that there is a direct relationship between the fee and the services that the CMO or EMO will provide using SIG funds and that those services are necessary to implement the SIG model in the school being restarted. It may not be reasonable, for example, for a CMO or EMO to charge a flat percentage of the SIG funds available, irrespective of the services to be provided, particularly in light of the significant amount of SIG funds that would be available to a school for three years. For example, if a CMO or EMO normally charges a fee of five percent of gross receipts to operate a school, it may not be reasonable to calculate that percentage on the additional $6 million in SIG funds that could be available, absent a very strong demonstration that its costs for providing services increase commensurately with the large amount of SIG funds available. Moreover, the LEA must be able to demonstrate, as part of its commitment to obtain SIG funds, that it can sustain the services of the CMO or EMO and any attendant fee after the SIG funds are no longer available (Sections I.A.4(a)(vi) and II.A.2(a)(iv)) and include a budget for each school it intends to serve that identifies any fee (Section II.A.2(a)(vi)).

In addition, an SEA has the responsibility, in reviewing and approving an LEA's application to implement the restart model in one or more of its Tier I or Tier II schools, to consider the LEA's capacity to implement the model, including the reasonableness of its SIG budget and its ability to sustain the model after SIG funds are no longer available, and may approve the LEA's application only if the SEA determines that the LEA can implement fully and effectively the model. See Sections I.A.4(b) and II.B.2(b)(ii) and (iv). (New for FY 2010 Guidance)

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-1a. How important is it for an LEA to engage families and the community in the LEA's decision to close a persistently lowest-achieving school?

It is extremely important to engage families and the school community early in the process of selecting the appropriate school improvement model to implement in a school (see H-4a), but doing so is particularly important when considering school closure.

It is critical that LEA officials engage in an open dialogue with families and the school community early in the closure process to ensure that they understand the data and reasons supporting the decision to close, have a voice in exploring quality options, and help plan a smooth transition for students and their families at the receiving schools. (New for FY 2010 Guidance)

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, reengagement 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-10a. How should an LEA design mechanisms to support family and community engagement?

To develop mechanisms to support family and community engagement, an LEA may conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges. An LEA should try to ensure that it aligns the family and community engagement programs it implements in the elementary and secondary schools in which it is implementing the transformation model to support common goals for students over time and for the community as a whole. (New for FY 2010 Guidance)

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-11a. What are examples of services an LEA might provide to create safe school environments that meet students' social, emotional, and health needs?

Services that help provide a safe school environment that meets students' social, emotional, and health needs may include, but are not limited to: (a) safety programs; (b) community stability programs that reduce the mobility rate of students in the school; or (c) family and community engagement programs that support a range of activities designed to build the capacity of parents and school staff to work together to improve student academic achievement, such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning. (New for FY 2010 Guidance)

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.

E-16. In implementing the transformation model in an eligible school, may an LEA gather data during the first year of SIG funding on student growth, multiple observation-based assessments of performance, and ongoing collections of professional practice reflective of student achievement, and then remove staff members who have not improved their professional practice at the end of that first year?

Yes. Although we expect an LEA that receives FY 2010 SIG funds and/or FY 2009 carryover SIG funds and decides to implement the transformation model in a Tier I or Tier II school to implement that model fully at the start of the 2011–2012 school year, we recognize that certain components of the model may need to be implemented later in that process. For example, because an LEA must design and develop a rigorous, transparent, and equitable staff evaluation system with the involvement of teachers and principals, implement that system, and then provide staff with ample opportunities to improve their practices, the LEA may not be able to remove staff members who have not improved their professional practices until later in the implementation process. (See E-3, E-4, and F-2.) (Modified for FY 2010 Guidance)

E-17. May an LEA implement the transformation model in a high school that has grades 9-12 by assigning the current principal to grades 10-12 and hiring a new principal to lead a 9th-grade academy?

No. The final requirements for the SIG program are intended to support interventions designed to turn around an entire school (or, in the case of the school closure model, provide better educational options to all students in a Tier I or Tier II school). Removing a single grade from a Tier II high FY 2010 school to create a new school for that grade as part of a strategy to improve the performance of feeder schools would not meet this requirement for whole-school intervention. Similarly, to meet the requirement that a principal be replaced, the new principal must serve all grades in a school, not just one particular grade.

2011 Tiered Intervention Grant
Eligible Schools

LEA Name	LEA NCES ID#	School Name	School NCES ID#	School Level (E, M, H)	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
ADAMS 12 FIVE STAR SCHOOLS	0806900	WESTGATE CHARTER	080690006417	M			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	VANTAGE POINT	080690001172	H			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	ROCKY MOUNTAIN ELEMENTARY SCHOOL	080690001460	E			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	THORNTON ELEMENTARY SCHOOL	080690001191	E			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	CORONADO HILLS ELEMENTARY SCHOOL	080690001174	E			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	MC ELWAIN ELEMENTARY SCHOOL	080690001182	E			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	THORNTON MIDDLE SCHOOL	080690001183	M			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	NORTH STAR ELEMENTARY SCHOOL	080690001185	E			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	NIVER CREEK MIDDLE SCHOOL	080690001189	M			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	FEDERAL HEIGHTS ELEMENTARY SCHOOL	080690001176	E			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	MALLEY DRIVE ELEMENTARY SCHOOL	080690001181	E			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	NORTH MOR ELEMENTARY SCHOOL	080690001184	E			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	COLORADO VIRTUAL ACADEMY (COVA)	080690001944	H		X		X	
ADAMS COUNTY 14	0801950	DUPONT ELEMENTARY SCHOOL	080195000013	E			X		
ADAMS COUNTY 14	0801950	ADAMS CITY MIDDLE SCHOOL	080195000009	M			X		
ADAMS COUNTY 14	0801950	CENTRAL ELEMENTARY SCHOOL	080195000012	E			X		
ADAMS COUNTY 14	0801950	HANSON PREK-8 SCHOOL	080195000018	M			X		
ADAMS COUNTY 14	0801950	LESTER R ARNOLD HIGH SCHOOL	080195001307	H		X		X	
ADAMS-ARAPAHOE 28J	0802340	NEW AMERICA SCHOOL	080234001882	H			X		
ADAMS-ARAPAHOE 28J	0802340	PARK LANE ELEMENTARY SCHOOL	080234000076	E			X		

LEA Name	LEA NCES ID#	School Name	School NCES ID#	School Level (E, M, H)	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
ADAMS-ARAPAHOE 28J	0802340	SIXTH AVENUE ELEMENTARY SCHOOL	080234000078	E			X		
ADAMS-ARAPAHOE 28J	0802340	LAREDO ELEMENTARY SCHOOL	080234000069	E			X		
ADAMS-ARAPAHOE 28J	0802340	PEORIA ELEMENTARY SCHOOL	080234001927	E			X		
ADAMS-ARAPAHOE 28J	0802340	ELKHART ELEMENTARY SCHOOL	080234000061	E			X		
ADAMS-ARAPAHOE 28J	0802340	WHEELING ELEMENTARY SCHOOL	080234000083	E			X		
ADAMS-ARAPAHOE 28J	0802340	PARIS ELEMENTARY SCHOOL	080234000075	E			X		
ADAMS-ARAPAHOE 28J	0802340	ALTURA ELEMENTARY SCHOOL	080234000052	E			X		
ADAMS-ARAPAHOE 28J	0802340	VAUGHN ELEMENTARY SCHOOL	080234000080	E			X		
ADAMS-ARAPAHOE 28J	0802340	LYN KNOLL ELEMENTARY SCHOOL	080234000070	E			X		
ADAMS-ARAPAHOE 28J	0802340	SABLE ELEMENTARY SCHOOL	080234000077	E			X		
ADAMS-ARAPAHOE 28J	0802340	KENTON ELEMENTARY SCHOOL	080234000067	E			X		
ADAMS-ARAPAHOE 28J	0802340	LANSING ELEMENTARY SCHOOL	080234000068	E			X		
ADAMS-ARAPAHOE 28J	0802340	NORTH MIDDLE SCHOOL HEALTH SCIENCES AND TECHNOLOGY CAMPUS	080234000074	M			X		
ADAMS-ARAPAHOE 28J	0802340	AURORA WEST COLLEGE PREPARATORY ACADEMY	080234000082	M			X		
ADAMS-ARAPAHOE 28J	0802340	AURORA CENTRAL HIGH SCHOOL	080234000056	H		X		X	
ADAMS-ARAPAHOE 28J	0802340	WILLIAM SMITH HIGH SCHOOL	080234000084	H		X		X	
ADAMS-ARAPAHOE 28J	0802340	FULTON ELEMENTARY SCHOOL	080234000062	E	X				
ALAMOSA RE-11J	0802070	EVANS ELEMENTARY SCHOOL	080207000031	E			X		
ARCHULETA COUNTY 50 JT	0802190	ARCHULETA COUNTY HIGH SCHOOL	080219001828	H			X		
AULT-HIGHLAND RE-9	0802310	HIGHLAND ELEMENTARY SCHOOL	080231000049	E			X		
BOULDER VALLEY RE 2	0802490	BOULDER PREP CHARTER HIGH SCHOOL	080249001631	H			X		

LEA Name	LEA NCES ID#	School Name	School NCES ID#	School Level (E, M, H)	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
BOULDER VALLEY RE 2	0802490	JUSTICE HIGH CHARTER SCHOOL	080249002013	M			X		
BOULDER VALLEY RE 2	0802490	HALCYON SCHOOL (SPECIAL EDUCATION)	080249001467	H			X		
BOULDER VALLEY RE 2	0802490	JUSTICE HIGH CHARTER SCHOOL	080249002013	H			X		
BOULDER VALLEY RE 2	0802490	COLUMBINE ELEMENTARY SCHOOL	080249000109	E			X		
BOULDER VALLEY RE 2	0802490	SANCHEZ ELEMENTARY SCHOOL	080249001403	E			X		
BOULDER VALLEY RE 2	0802490	UNIVERSITY HILL ELEMENTARY SCHOOL	080249000135	E			X		
BOULDER VALLEY RE 2	0802490	EMERALD ELEMENTARY SCHOOL	080249000113	E			X		
BOULDER VALLEY RE 2	0802490	PIONEER BILINGUAL ELEMENTARY SCHOOL	080249006200	E			X		
BOULDER VALLEY RE 2	0802490	ARAPAHOE RIDGE HIGH SCHOOL	080249001219	H		X		X	
BRIGHTON 27J	0802580	BRIGHTON HERITAGE ACADEMY	080258000729	H		X		X	
CANON CITY RE-1	0802790	SKYLINE ELEMENTARY SCHOOL	080279001433	E			X		
CHERRY CREEK 5	0802910	MEADOW POINT ELEMENTARY SCHOOL	080291001329	E			X		
CHERRY CREEK 5	0802910	HOLLY HILLS ELEMENTARY SCHOOL	080291000194	E			X		
CHERRY CREEK 5	0802910	VILLAGE EAST COMMUNITY ELEMENTARY SCHOOL	080291000204	E			X		
CHERRY CREEK 5	0802910	INDEPENDENCE ELEMENTARY SCHOOL	080291000196	E			X		
CHERRY CREEK 5	0802910	CIMARRON ELEMENTARY SCHOOL	080291001297	E			X		
CHERRY CREEK 5	0802910	PONDEROSA ELEMENTARY SCHOOL	080291000200	E			X		
COLORADO SCHOOL FOR DEAF BLIND	0800023	COLORADO SCHOOL FOR THE DEAF AND BLIND	080002306410	E			X		
COLORADO SCHOOL FOR DEAF BLIND	0800023	COLORADO SCHOOL FOR THE DEAF AND BLIND	080002306410	M			X		
COLORADO SPRINGS 11	0803060	MONROE ELEMENTARY SCHOOL	080306000255	E			X		

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COLORADO SPRINGS 11	0803060	ROGERS ELEMENTARY SCHOOL	080306000274	E			X		
COLORADO SPRINGS 11	0803060	COMMUNITY PREP CHARTER SCHOOL	080306001299	H		X		X	
COLORADO SPRINGS 11	0803060	ACHIEVEK12	080306006428	M		X			
DEL NORTE C-7	0803300	UNDERWOOD ELEMENTARY SCHOOL	080330000292	E			X		
DELTA COUNTY 50(J)	0803330	DELTA COUNTY OPPORTUNITY SCHOOL	080333001953	M			X		
DELTA COUNTY 50(J)	0803330	DELTA COUNTY OPPORTUNITY SCHOOL	080333001953	H			X		
DELTA COUNTY 50(J)	0803330	LINCOLN ELEMENTARY SCHOOL	080333000301	E			X		
DENVER COUNTY 1	0803360	COLORADO HIGH SCHOOL	080336001862	H			X		
DENVER COUNTY 1	0803360	P.R.E.P. (POSITIVE REFOCUS EDUCATION PROGRAM)	080336001795	M			X		
DENVER COUNTY 1	0803360	ACE COMMUNITY CHALLENGE CHARTER SCHOOL	080336001764	M			X		
DENVER COUNTY 1	0803360	ACE COMMUNITY CHALLENGE CHARTER SCHOOL	080336001764	H			X		
DENVER COUNTY 1	0803360	FLORENCE CRITTENTON HIGH SCHOOL	080336001575	H			X		
DENVER COUNTY 1	0803360	RIDGE VIEW ACADEMY CHARTER SCHOOL	080336001724	H			X		
DENVER COUNTY 1	0803360	CHARLES M. SCHENCK (CMS) COMMUNITY SCHOOL	080336000400	E			X		
DENVER COUNTY 1	0803360	OAKLAND ELEMENTARY SCHOOL	080336000383	E			X		
DENVER COUNTY 1	0803360	VALDEZ ELEMENTARY SCHOOL	080336000420	E			X		
DENVER COUNTY 1	0803360	MUNROE ELEMENTARY SCHOOL	080336000387	E			X		
DENVER COUNTY 1	0803360	FAIRMONT K-8 SCHOOL	080336000346	E			X		
DENVER COUNTY 1	0803360	COLE ARTS AND SCIENCE ACADEMY	080336006364	E			X		

LEA Name	LEA NCES ID#	School Name	School NCES ID#	School Level (E, M, H)	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
DENVER COUNTY 1	0803360	CHELTENHAM ELEMENTARY SCHOOL	080336000325	E			X		
DENVER COUNTY 1	0803360	CENTENNIAL K-8 SCHOOL	080336000324	E			X		
DENVER COUNTY 1	0803360	FORD ELEMENTARY SCHOOL	080336000350	E			X		
DENVER COUNTY 1	0803360	GREENWOOD ELEMENTARY SCHOOL	080336001739	E			X		
DENVER COUNTY 1	0803360	HOWELL K-8 SCHOOL	080336001928	E			X		
DENVER COUNTY 1	0803360	EAGLETON ELEMENTARY SCHOOL	080336000337	E			X		
DENVER COUNTY 1	0803360	GODSMAN ELEMENTARY SCHOOL	080336000354	E			X		
DENVER COUNTY 1	0803360	BRUCE RANDOLPH SCHOOL	080336001869	M			X		
DENVER COUNTY 1	0803360	WHITTIER K-8 SCHOOL	080336000426	E			X		
DENVER COUNTY 1	0803360	MARTIN LUTHER KING MIDDLE COLLEGE	080336001406	M			X		
DENVER COUNTY 1	0803360	COLUMBIAN ELEMENTARY SCHOOL	080336000329	E			X		
DENVER COUNTY 1	0803360	TREVISTA ECE-8 AT HORACE MANN	080336006389	M			X		
DENVER COUNTY 1	0803360	GREEN VALLEY ELEMENTARY SCHOOL	080336001776	E			X		
DENVER COUNTY 1	0803360	SMITH ELEMENTARY SCHOOL	080336000407	E			X		
DENVER COUNTY 1	0803360	KAISER ELEMENTARY SCHOOL	080336000369	E			X		
DENVER COUNTY 1	0803360	MC GLONE ELEMENTARY SCHOOL	080336001276	E			X		
DENVER COUNTY 1	0803360	HARRINGTON ELEMENTARY SCHOOL	080336000362	E			X		
DENVER COUNTY 1	0803360	GILPIN ELEMENTARY SCHOOL	080336000353	M			X		
DENVER COUNTY 1	0803360	PLACE BRIDGE ACADEMY	080336006398	E			X		
DENVER COUNTY 1	0803360	FAIRMONT K-8 SCHOOL	080336000346	M			X		
DENVER COUNTY 1	0803360	COLFAX ELEMENTARY SCHOOL	080336000327	E			X		
DENVER COUNTY 1	0803360	KNAPP ELEMENTARY SCHOOL	080336000371	E			X		
DENVER COUNTY 1	0803360	SWANSEA ELEMENTARY SCHOOL	080336000414	E			X		

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DENVER COUNTY 1	0803360	WEST HIGH SCHOOL	080336000423	H			X		
DENVER COUNTY 1	0803360	BARNUM ELEMENTARY SCHOOL	080336000311	E			X		
DENVER COUNTY 1	0803360	SMILEY MIDDLE SCHOOL	080336000406	M			X		
DENVER COUNTY 1	0803360	AMESSE ELEMENTARY SCHOOL	080336000306	E			X		
DENVER COUNTY 1	0803360	KEPNER MIDDLE SCHOOL	080336000370	M			X		
DENVER COUNTY 1	0803360	SCHMITT ELEMENTARY SCHOOL	080336000401	E			X		
DENVER COUNTY 1	0803360	MAXWELL ELEMENTARY SCHOOL	080336001635	E			X		
DENVER COUNTY 1	0803360	CASTRO ELEMENTARY SCHOOL	080336000424	E			X		
DENVER COUNTY 1	0803360	GARDEN PLACE ELEMENTARY SCHOOL	080336000351	E			X		
DENVER COUNTY 1	0803360	NORTHEAST ACADEMY CHARTER SCHOOL	080336001837	M			X		
DENVER COUNTY 1	0803360	SKINNER MIDDLE SCHOOL	080336000403	M			X		
DENVER COUNTY 1	0803360	GRANT MIDDLE SCHOOL	080336000357	M			X		
DENVER COUNTY 1	0803360	FAIRVIEW ELEMENTARY SCHOOL	080336000347	E			X		
DENVER COUNTY 1	0803360	DOULL ELEMENTARY SCHOOL	080336000336	E			X		
DENVER COUNTY 1	0803360	JOHNSON ELEMENTARY SCHOOL	080336000368	E			X		
DENVER COUNTY 1	0803360	VALVERDE ELEMENTARY SCHOOL	080336000421	E			X		
DENVER COUNTY 1	0803360	KIPP SUNSHINE PEAK ACADEMY	080336001865	E			X		
DENVER COUNTY 1	0803360	ABRAHAM LINCOLN HIGH SCHOOL	080336000305	H			X		
DENVER COUNTY 1	0803360	ESCUELA TLATELOLCO SCHOOL	080336001834	H			X		
DENVER COUNTY 1	0803360	MARRAMA ELEMENTARY SCHOOL	080336001380	E			X		
DENVER COUNTY 1	0803360	ELLIS ELEMENTARY SCHOOL	080336000341	E			X		
DENVER COUNTY 1	0803360	GUST ELEMENTARY SCHOOL	080336000359	E			X		

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DENVER COUNTY 1	0803360	COLUMBINE ELEMENTARY SCHOOL	080336000330	E			X		
DENVER COUNTY 1	0803360	PLACE BRIDGE ACADEMY	080336006398	M			X		
DENVER COUNTY 1	0803360	MERRILL MIDDLE SCHOOL	080336000379	M			X		
DENVER COUNTY 1	0803360	PIONEER CHARTER SCHOOL	080336001576	E			X		
DENVER COUNTY 1	0803360	MANUAL HIGH SCHOOL	080336006328	H			X		
DENVER COUNTY 1	0803360	STEDMAN ELEMENTARY SCHOOL	080336000411	E			X		
DENVER COUNTY 1	0803360	MONTCLAIR ELEMENTARY SCHOOL	080336000384	E			X		
DENVER COUNTY 1	0803360	GOLDRICK ELEMENTARY SCHOOL	080336000355	E			X		
DENVER COUNTY 1	0803360	COWELL ELEMENTARY SCHOOL	080336000332	E			X		
DENVER COUNTY 1	0803360	COLE ARTS AND SCIENCE ACADEMY	080336006364	M			X		
DENVER COUNTY 1	0803360	ARCHULETA ELEMENTARY SCHOOL	080336001864	E			X		
DENVER COUNTY 1	0803360	MOORE K-8 SCHOOL	080336000385	E			X		
DENVER COUNTY 1	0803360	MC MEEN ELEMENTARY SCHOOL	080336000378	E			X		
DENVER COUNTY 1	0803360	TREVISTA ECE-8 AT HORACE MANN	080336006389	E	X				
DOUGLAS COUNTY RE 1	0803450	HOPE ON-LINE	080345006391	M		X			
DOUGLAS COUNTY RE 1	0803450	EDCSD: COLORADO CYBER SCHOOL	080345006372	H		X			
EAGLE COUNTY RE 50	0803540	AVON ELEMENTARY SCHOOL	080354001530	E			X		
ELIZABETH C-1	0803720	FRONTIER HIGH SCHOOL	080372001775	H		X			
ENGLEWOOD 1	0803780	CHERRELYN ELEMENTARY SCHOOL	080378000488	E			X		
ENGLEWOOD 1	0803780	COLORADO'S FINEST ALTERNATIVE HIGH SCHOOL	080378001310	H		X		X	
FALCON 49	0803870	HORIZON MIDDLE SCHOOL	080387001393	M			X		
FALCON 49	0803870	PATRIOT LEARNING CENTER	080387006403	H		X			

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FORT MORGAN RE-3	0804050	COLUMBINE ELEMENTARY SCHOOL	080405000556	E			X		
FORT MORGAN RE-3	0804050	LINCOLN HIGH SCHOOL	080405001611	H		X		X	
FOUNTAIN 8	0804080	LORRAINE SECONDARY SCHOOL	080408000096	H		X		X	
FOUNTAIN 8	0804080	LORRAINE SECONDARY SCHOOL	080408000096	M		X			
FREMONT RE-2	0803960	FREMONT MIDDLE SCHOOL	080396001595	M			X		
FREMONT RE-2	0803960	FLORENCE HIGH SCHOOL	080396000514	H			X		
GARFIELD 16	0804380	BEA UNDERWOOD ELEMENTARY SCHOOL	080438000630	E			X		
GARFIELD RE-2	0806240	WAMSLEY ELEMENTARY SCHOOL	080624001358	E			X		
GREELEY 6	0804410	JACKSON ELEMENTARY SCHOOL	080441001291	E			X		
GREELEY 6	0804410	MADISON ELEMENTARY SCHOOL	080441000646	E			X		
GREELEY 6	0804410	CENTENNIAL ELEMENTARY SCHOOL	080441000636	E			X		
GREELEY 6	0804410	ROMERO ELEMENTARY SCHOOL	080441001990	E			X		
GUNNISON WATERSHED RE1J	0804470	GUNNISON ELEMENTARY SCHOOL	080447001968	E			X		
HARRISON 2	0804530	STRATTON MEADOWS ELEMENTARY SCHOOL	080453000672	E			X		
HARRISON 2	0804530	MONTEREY ELEMENTARY SCHOOL	080453000668	E			X		
HUERFANO RE-1	0807080	HUERFANO COUNTY OPPORTUNITY AND ENRICHMENT SCHOOL	080708001847	M			X		
IGNACIO 11 JT	0804770	IGNACIO INTERMEDIATE SCHOOL	080477001444	E			X		
JEFFERSON COUNTY R-1	0804800	SOBESKY ACADEMY	080480006307	M			X		
JEFFERSON COUNTY R-1	0804800	SOBESKY ACADEMY	080480006307	H			X		
JEFFERSON COUNTY R-1	0804800	PLEASANT VIEW ELEMENTARY SCHOOL	080480000774	E			X		
JEFFERSON COUNTY R-1	0804800	EIBER ELEMENTARY SCHOOL	080480000717	E			X		

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JEFFERSON COUNTY R-1	0804800	WHEAT RIDGE MIDDLE SCHOOL	080480000802	M			X		
JEFFERSON COUNTY R-1	0804800	MOLHOLM ELEMENTARY SCHOOL	080480000758	E			X		
JEFFERSON COUNTY R-1	0804800	FOSTER ELEMENTARY SCHOOL	080480000725	E			X		
JEFFERSON COUNTY R-1	0804800	O'CONNELL MIDDLE SCHOOL	080480000762	M			X		
JEFFERSON COUNTY R-1	0804800	LUMBERG ELEMENTARY SCHOOL	080480000752	E			X		
JEFFERSON COUNTY R-1	0804800	EDGEWATER ELEMENTARY SCHOOL	080480000716	E			X		
JEFFERSON COUNTY R-1	0804800	SLATER ELEMENTARY SCHOOL	080480000782	E			X		
JEFFERSON COUNTY R-1	0804800	SWANSON ELEMENTARY SCHOOL	080480000790	E			X		
JEFFERSON COUNTY R-1	0804800	BRADY EXPLORATION SCHOOL	080480001907	H		X		X	
JEFFERSON COUNTY R-1	0804800	CONNECTIONS LEARNING CENTER ON THE EARLE JOHNSON CAMPUS	080480006306	H		X			
JEFFERSON COUNTY R-1	0804800	CONNECTIONS LEARNING CENTER ON THE EARLE JOHNSON CAMPUS	080480006306	M		X			
JEFFERSON COUNTY R-1	0804800	JEFFERSON COUNTY OPEN SECONDARY	080480000765	M		X			
JEFFERSON COUNTY R-1	0804800	ROCKY MOUNTAIN DEAF SCHOOL	080480001606	M		X			
KEENESBURG RE-3(J)	0804920	HUDSON ELEMENTARY SCHOOL	080492000816	E			X		
LA VETA RE-2	0805160	LA VETA JUNIOR-SENIOR HIGH SCHOOL	080516000854	M		X			
LAS ANIMAS RE-1	0805250	LAS ANIMAS HIGH SCHOOL	080525000868	H			X		
MAPLETON 1	0805550	GLOBAL LEADERSHIP ACADEMY	080555001860	E			X		
MAPLETON 1	0805550	MONTEREY COMMUNITY SCHOOL	080555002021	E			X		
MAPLETON 1	0805550	MEADOW COMMUNITY SCHOOL	080555002031	M		X			
MAPLETON 1	0805550	CLAYTON PARTNERSHIP SCHOOL	080555002016	M		X			
MAPLETON 1	0805550	MEADOW COMMUNITY SCHOOL	080555002031	E	X				

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MC CLAVE RE-2	0805580	MC CLAVE UNDIVIDED HIGH SCHOOL	080558000963	M		X			
MESA COUNTY VALLEY 51	0804350	CHATFIELD ELEMENTARY SCHOOL	080435000601	E			X		
MESA COUNTY VALLEY 51	0804350	DUAL IMMERSION ACADEMY SCHOOL	080435001850	E			X		
MESA COUNTY VALLEY 51	0804350	ROCKY MOUNTAIN ELEMENTARY SCHOOL	080435001657	E			X		
MESA COUNTY VALLEY 51	0804350	DOS RIOS ELEMENTARY SCHOOL	080435001691	E			X		
MESA COUNTY VALLEY 51	0804350	R-5 HIGH SCHOOL	080435000623	H		X		X	
MONTEZUMA-CORTEZ RE-1	0803090	SOUTHWEST OPEN CHARTER SCHOOL	080309001692	H			X		
MONTEZUMA-CORTEZ RE-1	0803090	KEMPER ELEMENTARY SCHOOL	080309000835	E			X		
MONTEZUMA-CORTEZ RE-1	0803090	MANAUGH ELEMENTARY SCHOOL	080309000838	E			X		
MONTEZUMA-CORTEZ RE-1	0803090	MESA ELEMENTARY SCHOOL	080309000839	E			X		
MONTROSE COUNTY RE-1J	0805790	VISTA CHARTER SCHOOL	080579001852	H			X		
MONTROSE COUNTY RE-1J	0805790	JOHNSON ELEMENTARY SCHOOL	080579000990	E			X		
MONTROSE COUNTY RE-1J	0805790	OLATHE ELEMENTARY SCHOOL	080579000996	E			X		
MOUNTAIN BOCES	0899160	YAMPAH TEEN PARENT PROGRAM	089916006314	H			X		
MOUNTAIN BOCES	0899160	MOUNTAIN BOCES DAY TREATMENT CENTER	089916001504	M			X		
MOUNTAIN BOCES	0899160	MOUNTAIN BOCES DAY TREATMENT CENTER	089916001504	H			X		
NORTH CONEJOS RE-1J	0805100	LA JARA SECOND CHANCE SCHOOL	080510001452	M			X		
PLATTE VALLEY RE-7	0804950	PLATTE VALLEY MIDDLE SCHOOL	080495001697	M			X		
POUDRE R-1	0803990	PSD ONLINE ACADEMY	080399006431	M			X		
POUDRE R-1	0803990	CENTENNIAL HIGH SCHOOL	080399000517	H			X		
POUDRE R-1	0803990	POUDRE COMMUNITY ACADEMY	080399001938	H			X		

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POUDRE R-1	0803990	TAVELLI ELEMENTARY SCHOOL	080399000547	E			X		
POUDRE R-1	0803990	HARRIS BILINGUAL ELEMENTARY SCHOOL	080399000573	E			X		
POUDRE R-1	0803990	POLARIS EXPEDITIONARY LEARNING SCHOOL	080399006334	M		X			
PUEBLO CITY 60	0806120	SPANN ELEMENTARY SCHOOL	080612001995	E	X				
PUEBLO COUNTY 70	0806150	FUTURES ACADEMY	080615001663	M			X		
ROARING FORK RE-1	0804260	CRYSTAL RIVER ELEMENTARY SCHOOL	080426001540	E			X		
ROARING FORK RE-1	0804260	GLENWOOD SPRINGS ELEMENTARY SCHOOL	080426000589	E			X		
ROARING FORK RE-1	0804260	SOPRIS ELEMENTARY SCHOOL	080426001597	E			X		
SHERIDAN 2	0806540	SHERIDAN MIDDLE SCHOOL	080654001135	M			X		
SOUTH CONEJOS RE-10	0802130	ANTONITO HIGH SCHOOL	080213000035	H			X		
SOUTH ROUTT RE 3	0805910	SOUTH ROUTT ELEMENTARY SCHOOL	080591001015	E			X		
ST VRAIN VALLEY RE 1J	0805370	OLDE COLUMBINE HIGH SCHOOL	080537001374	H			X		
ST VRAIN VALLEY RE 1J	0805370	COLUMBINE ELEMENTARY SCHOOL	080537001373	E			X		
ST VRAIN VALLEY RE 1J	0805370	NORTHRIDGE ELEMENTARY SCHOOL	080537000920	E			X		
ST VRAIN VALLEY RE 1J	0805370	LOMA LINDA ELEMENTARY SCHOOL	080537000906	E			X		
ST VRAIN VALLEY RE 1J	0805370	ROCKY MOUNTAIN ELEMENTARY SCHOOL	080537000921	E			X		
ST VRAIN VALLEY RE 1J	0805370	INDIAN PEAKS ELEMENTARY SCHOOL	080537000904	E			X		
ST VRAIN VALLEY RE 1J	0805370	SPANGLER ELEMENTARY SCHOOL	080537000922	E	X				
SUMMIT RE-1	0806810	DILLON VALLEY ELEMENTARY SCHOOL	080681001303	E			X		
SUMMIT RE-1	0806810	SILVERTHORNE ELEMENTARY SCHOOL	080681001167	E			X		

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THOMPSON R-2J	0805400	MONROE ELEMENTARY SCHOOL	080540000936	E			X		
THOMPSON R-2J	0805400	WINONA ELEMENTARY SCHOOL	080540000942	E			X		
TRINIDAD 1	0806960	FISHER'S PEAK ELEMENTARY SCHOOL	080696001946	E			X		
VALLEY RE-1	0806690	CAMPBELL ELEMENTARY SCHOOL	080669006323	E			X		
VALLEY RE-1	0806690	SMITH HIGH SCHOOL	080669001386	H		X		X	
WELD COUNTY S/D RE-8	0804020	TWOMBLY ELEMENTARY SCHOOL	080402001366	E			X		
WELD COUNTY S/D RE-8	0804020	LEO WILLIAM BUTLER ELEMENTARY SCHOOL	080402000554	E			X		
WESTMINSTER 50	0807230	TENNYSON KNOLLS ELEMENTARY SCHOOL	080723001249	E			X		
WESTMINSTER 50	0807230	HARRIS PARK ELEMENTARY SCHOOL	080723001238	E			X		
WESTMINSTER 50	0807230	SKYLINE VISTA ELEMENTARY SCHOOL	080723001247	E			X		
WESTMINSTER 50	0807230	CLARA E. METZ ELEMENTARY SCHOOL	080723001232	E			X		
WESTMINSTER 50	0807230	HIDDEN LAKE HIGH SCHOOL	080723001877	H		X		X	
WESTMINSTER 50	0807230	MESA ELEMENTARY SCHOOL	080723001242	E	X				
WESTMINSTER 50	0807230	FRANCIS M. DAY ELEMENTARY SCHOOL	080723001236	E	X				
WESTMINSTER 50	0807230	WESTMINSTER ELEMENTARY SCHOOL	080723001252	E	X				
WESTMINSTER 50	0807230	FAIRVIEW ELEMENTARY SCHOOL	080723001235	E	X				
WESTMINSTER 50	0807230	SHERRELWOOD ELEMENTARY SCHOOL	080723001246	E	X				
WIDEFIELD 3	0806480	DISCOVERY HIGH SCHOOL	080648000051	H		X		X	
WINDSOR RE-4	0807350	MOUNTAIN VIEW ELEMENTARY SCHOOL	080735001262	E			X		

Allowable Use of Funds – Pre-Implementation

Section J from the FY 2009 Guidance, "SIG, Race to the Top, and the State Fiscal Stabilization Fund," has been removed and replaced with this new Section J for FY 2010.

J. PRE-IMPLEMENTATION

J-1. May an LEA use FY 2010 and/or FY 2009 carryover SIG funds for "pre-implementation"?

Yes. Carrying out SIG-related activities during a "pre-implementation" period enables an LEA to prepare for full implementation of a school intervention model at the start of the 2011–2012 school year. To help in its preparation, an LEA may use FY 2010 and/or FY 2009 carryover SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application, consistent with the SIG final requirements. As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG-related activities in schools that will be served with FY 2010 and/or FY 2009 carryover SIG funds. (New for FY 2010 Guidance)

J-2. What are examples of SIG-related activities that may be carried out in the 2010–2011 school year in preparation for full implementation in the 2011–2012 school year?

This section of the guidance identifies possible activities that an LEA may carry out using SIG funds in the spring or summer prior to full implementation. The activities noted should not be seen as exhaustive or as required. Rather, they illustrate possible activities, depending on the needs of particular SIG schools:

- **Family and Community Engagement:** Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.

- **Rigorous Review of External Providers:** Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model (see H-19a).

- **Staffing:** Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.

- **Instructional Programs:** Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2011-2012 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.

- **Professional Development and Support:** Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.

- **Preparation for Accountability Measures:** Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

As discussed in F-4, in general, SIG funds may not be used to supplant non-Federal funds, but only to supplement non-Federal funding provided to SIG schools. In particular, an LEA must continue to provide all non-Federal funds that would have been provided to the school in the absence of SIG funds. This requirement applies to all funding related to full implementation, including pre-implementation activities. (New for FY 2010 Guidance)

J-3. When may an LEA begin using FY 2010 and/or FY 2009 carryover SIG funds to prepare for full implementation of an intervention model in the 2011–2012 school year?

An LEA may begin using FY 2010 and/or FY 2009 carryover SIG funds after the SEA has awarded the LEA a SIG grant based on the LEA's having met all requirements for having a fully approvable SIG application, including conducting a needs assessment and identifying the model that will be implemented in each school the LEA will serve with SIG funds. (New for FY 2010 Guidance)

J-4. Is there a limit on the amount of SIG funds that an LEA may spend during the pre-implementation period that begins when it receives FY 2010 and/or FY 2009 carryover SIG funds?

There is no specific limit on the amount of SIG funds that an LEA may spend during pre-implementation. However, funds for activities that are designed to prepare for full implementation in the 2011–2012 school year come from the LEA's first-year SIG grant, which may be no more than $2 million per school being served with SIG funds. Therefore, the LEA needs to be thoughtful and deliberate when developing its budget and should consider, at a minimum, the following:

- SIG funds awarded for the first year must cover full and effective implementation through the duration of the 2011–2012 school year, in addition to preparatory activities carried out during the pre-implementation period.

- All activities funded with SIG funds must be reasonable and necessary, directly related to the full and effective implementation of the model selected by the LEA, address the needs identified by the LEA, and advance the overall goal of the SIG program of improving student academic achievement in persistently lowest-achieving schools (see also I-30).

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 November 1, 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 principal 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 for 2010-11

Organization Code: [xxxx] District Name: [Name] School Code: [xxxx] School Name: [Name]

Section I: Summary Information about the School

Directions: CDE has pre-populated the school's 2009-10 data in **blue** text which was used to determine whether or not the school met the 2010-11 accountability expectations. The school's report (pp.1-2 of this template) is available through CEDAR. More detailed reports on the school's results are available on SchoolView (www.schoolview.org). The tables below reference data from the School Performance Framework and AYP (available through CDE reports shared with the districts).The state and federal expectations are provided as a reference and are the minimum requirements a school must meet for accountability purposes.

Student Performance Measures for State and ESEA Accountability

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations			'09-10 School Results		Meets Expectations?	
			1-year	3-years	1-year	3-years		
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data	Reading	[%]	[%]	[%]	[%]	[Reading SPF Rating]	
		Math	[%]	[%]	[%]	[%]	[Math SPF Rating]	
		Writing	[%]	[%]	[%]	[%]	[Writing SPF Rating]	
		Science	[%]	[%]	[%]	[%]	[Science SPF Rating]	
	Adequate Yearly Progress (AYP) Description: % PP+P+A on CSAP, CSAPA and Lectura in Reading and Math for each group Expectation: Targets set by state*	Overall number of targets for School: Available in final report in November			% of targets met by School: Available in Nov**		Reading	Not ava
							Math	Not ava
Academic Growth	Median Student Growth Percentile Description: Growth in CSAP for reading, writing and math Expectation: If school met adequate growth, then median SGP is at or above 45 If school did not meet adequate growth, then median SGP is at or above 55		Median Adequate SGP	Median SGP				
		Reading	[#]	45/55	Median SGP: [#]		[Reading SPF Rating]	
		Math	[#]	45/55	Median SGP: [#]		[Math SPF Rating]	
		Writing	[#]	45/55	Median SGP: [#]		[Writing SPF Rating]	

* To see annual AYP targets, go to: www.cde.state.co.us/FedPrograms/danda/aypprof.asp

** To see your school's detailed AYP report (includes school results by content area, disaggregated group and school level), access the report in the Automated Data Exchange AYP System.

Student Performance Measures for State and ESEA Accountability (cont.)

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations		'09-10 School Results		Meets Expectations?
Academic Growth Gaps	Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.	See your school's performance frameworks for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.		See your school's performance frameworks for listing of median growth by each disaggregated group.		Overall Rating for Growth Gaps: [Rating]
Post Secondary Readiness	Graduation Rate Expectation: 80% or above	80% or above		[%]		[Rating]
	Dropout Rate Expectation: At or below State average	1-year	3-years	1-year	3-years	[Rating]
		5.09%	5.74%	[%]	[%]	
	Mean ACT Composite Score Expectation: At or above State average	1-year	3-years	1-year	3-years	[Rating]
		19	20	[#]	[#]	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for completing improvement plan
State Accountability			
Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Not available until Nov 2010	Once the plan type for the school has been finalized, this report will be re-populated in November 2010. Specific directions will be included at that time. For required elements in the improvement plans, go to: www.schoolview.org/UnifiedImprovementPlanning.asp
ESEA Accountability			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years**	Not available until Nov 2010	Once the improvement status for the school has been finalized, this report will be re-populated in November. Specific directions will be included then. For required elements in the improvement plans, go to: www.schoolview.org/UnifiedImprovementPlanning.asp

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Did the school receive a Tiered Intervention grant? Indicate the intervention approach.	☐ Turnaround ☐ Restart ☐ Transformation ☐ Closure
	Has the school received a School Improvement grant? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

Improvement Plan Information

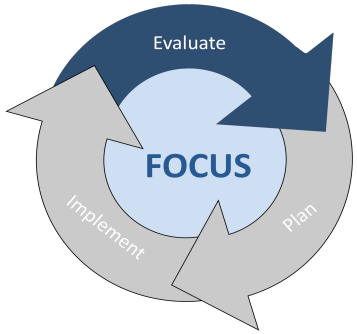
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

☐ State Accountability ☐ 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 III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "evaluate" portion of the continuous improvement cycle. Provide a narrative that examines the data for your school – especially in any areas where the school was identified for accountability purposes. To help you construct this narrative, this section has been broken down into four steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, (3) Determine the root causes of those identified needs, and (4) Create the narrative.



Step One: Gather and Organize Relevant Data

The planning team must gather data from a variety of sources to inform the planning process. For this process, schools are required to pull specific performance reports and are expected to supplement their analysis with local data to help explain the performance data. The team will need to include three years of data to conduct a trend analysis in step two.

- *Required reports.* At a minimum, the school is expected to reference key data sources including: (1) School Performance Framework Report, (2) Growth Summary Report, (3) AYP Summaries (including detailed reports in reading and math for each subpopulation of students), (4) Post Secondary Readiness, and (5) CELApro data. This information is available either on SchoolView (www.schoolview.org/SchoolPerformance/ index.asp) or through CDE reports shared with the district.
- *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	School Processes Data	Perception Data
• Local outcome and interim assessments • Student work samples • Classroom assessments (type and frequency)	• School locale and size of student population • Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity • Student mobility rates • Staff characteristics (e.g., experience, attendance, turnover) • List of schools and feeder patterns • Student attendance • Discipline referrals and suspension rates	• Comprehensive evaluations of the school (e.g., SST) • Curriculum and instructional materials • Instruction (time and consistency among grade levels) • Academic interventions available to students • Schedules and class sizes • Family/community involvement policies/practices • Professional development structure • Services and/or programs (Title I, special ed, ESL) • Extended day or summer programs	• Teaching and learning conditions surveys (e.g., TELL Colorado) • Any perception survey data (e.g., parents, students, teachers, community, school leaders) • Self-assessment tools (district and/or school level)

Step Two: Analyze Trends in the Data and Identify Priority Needs

Using at least three years of data, the team should begin by identifying positive and negative trends in each of the key performance indicators (i.e., academic achievement, academic growth, academic growth gaps, post secondary readiness). The summary provided in Part I of this template (pp. 1-2) will provide some clues on content areas, grade levels and disaggregated groups where the school needs to focus its attention. Local data (suggestions provided above) should also be included – especially in grade levels and subject areas not included in state testing. Next, the team should share observations of its strengths on which it can build, and identify

areas of need. Finally, those needs should be prioritized. At least one priority need must be identified for every performance indicator for which school performance did not at least meet state and/or federal expectations. These efforts should be documented in the Data Analysis Worksheet below.

Step Three: Root Cause Analysis

This step is focused on examining the underlying cause of the priority needs identified in step two. A cause is a "root cause" if: (1) the problem would not have occurred if the cause had not been present, (2) the problem will not reoccur if the cause is dissolved and (3) correction of the cause will not lead to the same or similar problems (Preuss, 2003). Finally, the school should have control over the proposed solution – or the means to implement the solution. Remember to verify the root cause with multiple data sources. These efforts should be documented in the Data Analysis Worksheet below.

Data Analysis Worksheet

Directions: This chart will help you record and organize your observations about your school level data for the required data analysis narrative. You are encouraged to conduct a more comprehensive analysis by examining all of the performance indicators. – at a minimum, you must address the performance indicators for the targets that were not met for accountability purposes. Ultimately, your analysis will guide the major improvement strategies you choose in section IV. You may add rows, as necessary.

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
Academic Achievement (Status)			
Academic Growth			
Academic Growth Gaps			
Post Secondary Readiness			

Preuss, P. G. (2003). *School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems.* Larchmont, NY: Eye on Education

Step 4: Create the Data Narrative

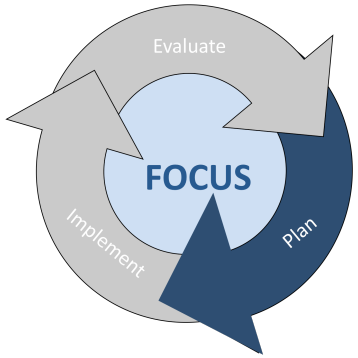
Directions: Blend the work that you have done in the previous three steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, and (3) Determine the root causes of those identified needs. The narrative should not take more than five pages. Consider the questions below as you write your narrative.

Data Narrative for School

Trend Analysis and Priority Needs: On which performance indicators is our school trending positively? On which performance indicators is our school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender? What performance challenges are the highest priorities for our school?	**Root Cause Analysis:** Why do we think our school's performance is what it is?	**Verification of Root Cause:** What evidence do you have for your conclusions?
Narrative:		

Section IV: Action Plan(s)

This section focuses on the "plan" portion of the continuous improvement cycle. First you will identify your annual targets and the interim measures. This will be documented in the School Goals Worksheet. Then you will move into the action plans, where you will use the action planning worksheet.



School Goals Worksheet

Directions: Complete the worksheet for the priority needs identified in section III; although, all schools are encouraged to set targets for all performance indicators. Annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: www.cde.state.co.us/FedPrograms/danda/aypprof.asp. Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and post secondary readiness. Once annual targets are established, then the school must identify interim measures that will be used to monitor progress toward the annual targets at least twice during the school year. Make sure to include interim targets for disaggregated groups that were identified as needing additional attention in section III (data analysis and root cause analysis). Finally, list the major strategies that will enable the school to meet those targets. The major improvement strategies will be detailed in the action planning worksheet below.

Example of an Annual Target for a Title I Elementary School

Measures/ Metrics		2010-11 Target	2011-12 Target
AYP	R	94.23% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.23% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.

School Goals Worksheet (cont.)

Performance Indicators	Measures/ Metrics		Annual Targets 2010-11	Annual Targets 2011-12	Interim Measures for 2010-11	Major Improvement Strategies
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R				
		M				
		W				
		S				
	AYP (Overall and for each disaggregated groups)	R				
		M				
Academic Growth	Median Student Growth Percentile	R				
		M				
		W				
Academic Growth Gaps	Median Student Growth Percentile	R				
		M				
		W				
Post Secondary & Workforce Readiness	Graduation Rate					
	Dropout Rate					
	Mean ACT					

Action Planning Worksheet

Directions: Based on your data analysis in section III, prioritize the root causes that you will address through your action plans and then identify a major improvement strategy(s). For each major improvement strategy (e.g., differentiate reading instruction in grades 3-5) identify the root cause(s) that the action steps will help to dissolve. Then indicate which accountability provision or grant opportunity it will address. In the chart, provide details on key action steps (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching 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 the school is identified for improvement/corrective action/restructuring under Title I (see pre-populated report on p. 2), action steps should include family/community engagement strategies and professional development (including mentoring) as they are specifically required by ESEA. 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: _____ **Root Cause(s) Addressed:** _____

_____

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☐ School Plan under State Accountability ☐ Title IA School Improvement/Corrective Action Plan ☐ Application for a Tiered Intervention Grant

☐ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

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

* Not required for state or federal requirements. Completion of the "Key Personnel" column is optional for schools.

Major Improvement Strategy #2: _____ **Root Cause(s) Addressed:** _____

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☐ School Plan under State Accountability ☐ Title IA School Improvement/Corrective Action Plan ☐ Application for a Tiered Intervention Grant

☐ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

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

Major Improvement Strategy #3: _____ **Root Cause(s) Addressed:** _____

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☐ School Plan under State Accountability ☐ Title IA School Improvement/Corrective Action Plan ☐ Application for a Tiered Intervention Grant

☐ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

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

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REQUEST FOR PROPOSAL

Proposals due: *Tuesday, March 29, 2011 by 4 p.m.*

Grant Training Webinar: *Wednesday, March 2, 2011 from 1:30 – 3:30 p.m.*

Tiered Intervention Grant 2011

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

For program questions contact:
Wendy Dunaway (dunaway_w@cde.state.co.us or 303-866-6995)

For fiscal/budget questions contact:
Elizabeth Conway (conway_e@cde.state.co.us or 303-866-6886)

For RFP specific questions contact:
Lynn Bamberry (bamberry_l@cde.state.co.us or 303-866-6813)

Issued by:
cde
Colorado Department of Education
Office of School Improvement and Turnaround
201 E. Colfax Ave., Room 400
Denver, CO 80203

2011 Tiered Intervention Grant – Overview Request For Proposal *Proposals Due: Wednesday, March 1, 2011*	
Introduction	The intent of this grant is to provide funding for districts to: • 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); • Increase the academic achievement of all students attending chronically low performing schools as measured by the state's assessment system; and • Utilize the support and services of an external turnaround provider in their efforts to accomplish the above.
Purpose	The Office of School and District Improvement 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.
Available Funds	Approximately $7.5 million is available for distribution to LEAs. An LEA may request up to $2 million per year over the three year grant period for each participating school. Second and third year funding is contingent upon CDE approval. Actual allocations will be based on the intervention model chosen and SEA guidelines. **Please note:** Any applicants receiving a School Improvement Grant from 1003(a) funds must align the School Improvement budget and the Tiered Intervention Grant budget and submit both with this application.
Eligible Applicants	Any Title I school in improvement, corrective action, or restructuring that: • Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, which ever number of schools is greater; or • 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 Any secondary school that is eligible for, but does not receive, Title I funds that: • 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 • 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). ***Please note:*** Priority will be given in the following order to: 1. Tier I sites; 2. Tier II sites within a district that has both Tier I and Tier II sites; 3. Tier II sites that are equally low performing; and 4. Tier III sites.

	Note: The SEA does not expect to have sufficient funding to fund all Tier I schools that are eligible and therefore does not expect to fund any Tier II or III schools. CDE anticipates awarding funds to no more 3-6 individual school sites.

Evaluation	LEAs that are awarded funding will be required to fulfill the following evaluation requirements for subsequent years funding:
	• Fully participate in on-site reviews conducted by CDE;
	• Participate in monthly achievement calls;
	• Update unified improvement plan at least annually; and
	• Submit a revised budget and annual financial report (AFR).
	
	In the overarching strategy for supporting dramatic improvement in the state's lowest-achieving schools, the Colorado Department of Education will work collaboratively with local education agencies to develop detailed performance goals and specific timelines for improvement to which 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 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 expecting all schools to have a consistent improvement trajectory from their current achievement to the goals outlined above, in its MOUs with participating districts, timelines and benchmarks will be established collaboratively that are individualized and 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 continues to refine a set of research-based indicators to measure success or failure in turnaround schools. The CDE has started with three initial sets of indicators (see below), which were developed in mid 2010 and will 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 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. 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.
Allowable Use of Funds	Awarded funds may be used for the following purposes: • Pre-Implementation costs (identified costs that are absolutely necessary to implement the model fully and effectively) including: ▪ Family and community engagement; ▪ Rigorous review of external providers; ▪ Staffing; ▪ Instructional programs; ▪ Professional development and support; and ▪ Preparation for accountability measures (see attachment C for additional guidance on pre-implementation funds). • Implementation of any of the four intervention models provided in the USDE guidance for the use of Federal Title I 1003(g) funds (see Attachment D for additional detail).
Commitments	For information regarding both commitments required by LEAs and CDE, please see the Certification and Assurance form (pages 11 – 13).
Duration of Grant	Funds must be expended by September 30, 2014. There will be no carryover of funds.
Technical Assistance	For technical assistance while developing Unified School Plans, please contact the Office of School and District Improvement at (303) 866-6995. An LEA application training webinar will be held on **Wednesday, March 2, 2011 from 1:30 – 2:30 p.m.** 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 Nicole Dake at CompetitiveGrants@cde.state.co.us.
Review	Applications will be reviewed 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 manner that creates a comprehensive plan. LEAs may be asked to submit revisions in any deficient sections to bring them up to standard. Applicants will be notified of awards by May 18, 2011.

Submission Process

The **original plus 5 copies** of the application must be received by **Wednesday, March 1, 2011** at 4:00 p.m. In addition to the 6 hard copies**, both an electronic copy of the proposal narrative and a copy of the electronic budget workbook must be submitted to: CompetetiveGrants@cde.state.co.us.** Please e-mail all required pieces of the narrative as one document with the Excel budget workbook. 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/ti/a.asp.

Submit Proposals to:

Nicole Dake
Colorado Department of Education
1560 Broadway, Suite 1450
Denver, CO 80202

&

Submit electronic copies of the proposal narrative and electronic budget to:
CompetitiveGrants@cde.state.co.us

Required Elements

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

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

Application Format:

- Applications should only include the required elements.
- The total narrative (Parts II – V) of the application cannot exceed 15 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.

2011 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.)*

Name of Lead Local Education Agency (LEA)/Organization:	
Mailing Address:	
District Turnaround Project Manager:	
Mailing Address:	
Telephone:	E-mail:
Signature:	
Program Contact Person (if different):	
Mailing Address:	
Telephone:	E-mail:
Signature:	
Fiscal Manager:	
Telephone:	E-mail:
Signature:	

Region: *Indicate the region(s) this proposal will directly impact*

☐ **Metro** ☐ **Pikes Peak** ☐ **North Central** ☐ **Northwest** ☐ **West Central**
☐ **Southwest** ☐ **Southeast** ☐ **Northeast**

Total LEA Request: *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.*

Year 1	Year 2	Year 3	Total
$	$	$	$

Please note: If the grant is approved, funding will not awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

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.

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

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:

Is currently receiving a School Improvement Grant funded through 1003(a) funds	☐ Yes ☐ No

Principal Signature:

School #2 Name:

Principal Name:

Telephone:	E-mail:

Is currently receiving a School Improvement Grant funded through 1003(a) funds	☐ Yes ☐ No

Principal Signature:

School #3 Name:

Principal Name:

Telephone:	E-mail:

Is currently receiving a School Improvement Grant funded through 1003(a) funds	☐ Yes ☐ No

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)_ , 2011 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 addition, school districts that accept 1003(g) School Improvement funding for the **Tiered Intervention Grant** agree to the following assurances:

Federal 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, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive 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; and
- To report to the Colorado Department of Education (CDE) the school-level data required under section III of the final requirements.

State Assurances:

- 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, school level non-performance data). The district will report to CDE, at least quarterly, the school level formative and summative assessment 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 and share that plan with CDE;
- To agree to an external review by a School Support Team and address the findings outlined in the School Support Team's report to collaboratively, with CDE, select the appropriate reform model based on the needs outlined in the report;

- 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 networking time 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 a Unified Improvement Plan for each identified school updated at least annually as a requirement for securing continued funding from year to year during the three-year term of this grant;
- To develop a detailed budget for each school and submit a revised budget at least 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 work collaboratively with CDE, as appropriate, in the selection of a strong school leader or partner, such as a Charter Management Organization (CMO), Education Management Organization (EMO) or other provider;
- Agree to work cooperatively with the CDE and provider(s), if applicable, in waiving district policies, procedures or practices that are deemed to be impediments to improvement, such as scheduling of the school day and year; staffing decisions; budgeting; and/or to obtain innovation school status for identified schools;
- Agree not to enter into a contract with external providers or other organizations pertaining to the turnaround of the eligible schools without approval of the CDE;
- Commit to engaging in significant mid-course corrections in the school if the data do not indicate attainment of or significant progress toward achievement benchmarks within the first year of implementation, such as by replacing key staff, leadership or external providers;
- 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 that any waiver request will be made available for public review prior to 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 CD 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 with 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.

Name of Board President	Signature of Board President
Name of District Superintendent	Signature of District Superintendent
Name of Program Contact	Signature of Program Contact

State Education Agency assurances – As a partner in the Tiered Intervention Grant the CDE agrees to provide the LEA with support and tools to foster successful implementation of the School Improvement Grant program:

- Provide the LEA with guidance about the specific types of changes and interventions each of the reform models will require;
- Conduct School Support Team reviews in identified schools and/or provide the LEA with approved criteria for diagnostic reviews to be conducted by another entity;
- Provide the LEA with descriptions and examples of special district governance structures that will ensure necessary freedom and support for interventions in identified schools;
- Provide the LEA with a description of the changes in policy or practice that may be required to ensure necessary flexibility for dramatic improvement in identified schools;
- Provide the LEA with a model budget and/or set of principles to guide allocation of 1003(g) and other funds in support of dramatic improvement of achievement in the school(s); and
- Define a set of leading indicators and overall performance targets that the identified school(s) and external providers, if applicable, will be required to demonstrate during the course of the reform effort; and suggest interim performance targets that the LEA may use to hold school(s) and provider(s) accountable.

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 participating school, then it must indicate for which schools it will implement the waiver.

- ❑ "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. 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 who 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 other purchased services (500).

(300) Purchased Professional and Technical Services – Services which by their nature can be performed only by persons or firms with specialized skills or 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 goods 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 costs - necessary in the provision of a service - that cannot be readily or accurately attributed to a specific grant program.

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 2011
Grant Review Rubric

Part I:	Proposal Introduction	No Points
Part II:	LEA Commitment and Capacity	/52
Part III:	Needs Assessment and Program Plan	/63
Part IV:	Budget Narrative	/28
	Electronic Budget	No Points
	Total	**/143**

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: **Fund _____** **Fund w/ Changes _____** **Do Not Fund _____**

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: Narrative — 143 Points

The following criteria will be used by reviewers to evaluate the application as a whole. In order for the application to be recommended for funding, it must receive at least 95 of the total possible 143 points and all required parts must be addressed. An application that receives a score of 0 on any required parts within the narrative will not be funded.

Part II: LEA Commitment and Capacity	**Inadequate** (information not provided)	**Minimal** (requires additional clarification)	**Good** (clear and complete)	**Excellent** (concise and thoroughly developed)
a) 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)?	0	1	3	5
b) 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).	0	1	2	3
c) 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., TIG Diagnostic Review, school board commitment, previous staffing changes)?	0	1	3	5
d) What specific actions has the district taken or will the district take to design and implement interventions consistent with the final requirements?	0	1	3	5
e) Describe the specific actions the district has taken or will take to recruit, screen, and select external providers, if applicable, to ensure their quality (e.g., interviews, screening tools created)?	0	1	3	5

f) 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)?	0	1	2	3
g) 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)?	0	1	3	5
h) 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).	0	1	3	5
i) In the schools that are selected, 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)?	0	1	3	5
j) 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)?	0	1	2	3
k) 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).	0	1	3	5
l) Who will monitor and evaluate the progress of the program? Who will be responsible for sharing those results (leading indicators, quantitative indicators, student performance data) with CDE on a monthly basis (e.g., name of specific company or person with expertise noted)?	0	1	2	3
Reviewer Comments:				
			TOTAL POINTS	**__/52**

Part III: Needs Assessment and Program Plan	**Inadequate** (information not provided)	**Minimal** (requires additional clarification)	**Good** (clear and complete)	**Excellent** (concise and thoroughly developed)
a) Submit a Unified School Plan for each proposed site (see Attachment E). Action plans (Attachment E, 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 addresses findings of the diagnostic 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.	0	3	5	7
b) Analyze the current 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.	0	3	5	7
c) Analyze the current conditions in the school(s) that would be the recipient of the grant by: 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?	0	3	5	7
d) Analyze the current conditions in the school(s) that would be the recipient of the grant by: 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: diagnostic review, school support team report, or external evaluation, relevant student achievement, school performance and relevant school culture data as an appendix.)	0	3	5	7

e) Provide evidence to demonstrate that overall goals and interim targets are included by year. 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.	0	3	5	7
f) Provide evidence to demonstrate interventions are consistent with the final requirements.	0	3	5	7
g) Provide evidence to demonstrate proposed plan is aligned with the district strategic plan.	0	3	5	7
h) Provide evidence to demonstrate sustainability after the implementation of the changes.	0	3	5	7
i) Provide a 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: professional development to leadership and staff and activities to close out the 2010-2011 school year.	0	3	5	7
Reviewer Comments:				
			TOTAL POINTS	**___/63**

Part IV: Budget Narrative	**Inadequate** (information not provided)	**Minimal** (requires additional clarification)	**Good** (clear and complete)	**Excellent** (concise and thoroughly developed)
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:				
a) 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.	0	3	5	7
b) Amount of school improvement funds to be used for both pre-implementation (those clearly identified activities which are absolutely necessary to implement the model fully and effectively) and implementation of the selected model and activities in each school the LEA commits to serve is clearly delineated.	0	1	3	5
c) Amount of school improvement dollars used to *support* implementation of the selected school intervention model and activities are clearly detailed.	0	1	3	5
d) Demonstrates 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).	0	1	2	3
e) Details school improvement activities for each Tier III school (if applicable) identified in this application.	0	1	3	5
f) Details any portion of the plan that will be paid for by grant funds.	0	1	2	3

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. 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.*

Reviewer Comments:

TOTAL POINTS	**__/28**

GUIDANCE
ON
FISCAL YEAR 2010 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

November 1, 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/legislation.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, implement a high-quality preschool program that is designed to improve the health, social-emotional outcomes, and school readiness for high-need young children or 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. (Modified for FY 2010 Guidance)

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). (See G-1c for additional information on how an LEA should determine the number of staff members that must be replaced when taking advantage of the flexibility to continue or complete interventions that have been implemented within the last two years.) (Modified for FY 2010 Guidance)

B-3a. The response to B-3 states that "staff" includes "all instructional staff." Does "all instructional staff" mean only teachers of core academic subjects or does it also include physical education teachers and teachers of other non-core academic subjects?

"All instructional staff" includes teachers of core academic subjects as well as teachers of non-core academic subjects. Section I.A.2(a)(1)(ii) of the final requirements requires an LEA to measure the effectiveness of "staff" who work within the turnaround environment. As is stated in B-3, an LEA has discretion to determine whether or not to include non-instructional staff, in addition to instructional staff, in meeting this requirement. An LEA may decide 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.

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 it 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 (see B-1(3)) 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 implementing a turnaround model?

Social-emotional and community-oriented services that may be offered to students in a school implementing a turnaround model may include, but are not limited to: (a) safety programs; (b) community stability programs that reduce the mobility rate of students in the school; or (c) family and community engagement programs that support a range of activities designed to build the capacity of parents and school staff to work together to improve student academic achievement, such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning.

If funds are not reasonably available from other public or private sources to support the planning and implementation of the services and the LEA has engaged in a comprehensive needs assessment,

SIG funds might be used to hire a coordinator or to contract with an organization to facilitate the delivery of health, nutrition, and social services to the school's students in partnership with local service providers. SIG funds also might be used for (1) professional development necessary to assist teachers, pupil services personnel, other staff, and parents in identifying and meeting the comprehensive needs of students, and (2) as a last resort when funds are not reasonably available from other public or private sources, the provision of basic medical equipment, such as eyeglasses and hearing aids.

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. Further, like all other activities supported with SIG funds, any services provided must address the needs identified by the needs assessment the LEA conducted prior to selecting the turnaround model for the school and must be reasonable and necessary. (See I-30.) (Modified for FY 2010 Guidance)

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-6a. May an EMO or CMO with which an LEA contracts to implement a restart model require students or parents to agree to certain conditions in order to attend the school?

Yes, under the restart model, a provider may require all former students who wish to attend the restart school to sign student or parent/student agreements covering student behavior, attendance, or other commitments related to academic performance. In other words, a decision by a student or parent not to sign such an agreement amounts to an indication that the student does not wish to attend the school implementing the restart model. A provider may not, however, require students to meet, for example, certain academic standards prior to enrolling in the school.

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.

C-10. May an LEA use SIG funds to pay a fee to a CMO or EMO to operate a restart model?

Yes, but only to the extent the fee is reasonable and necessary to implement the restart model. An LEA, thus, has the responsibility, in entering into a contract with a CMO or EMO, to ensure that any fee that is part of the contract is reasonable and necessary. *See* Office of Management and Budget Circular A-87, Attachment A, C.1.a (to be allowable under a Federal grant, costs must be "necessary and reasonable for proper and efficient performance and administration of [the Federal grant]"). In making this determination, the LEA must ensure that there is a direct relationship between the fee and the services that the CMO or EMO will provide using SIG funds and that those services are necessary to implement the SIG model in the school being restarted. It may not be reasonable, for example, for a CMO or EMO to charge a flat percentage of the SIG funds available, irrespective of the services to be provided, particularly in light of the significant amount of SIG funds that would be available to a school for three years. For example, if a CMO or EMO normally charges a fee of five percent of gross receipts to operate a school, it may not be reasonable to calculate that percentage on the additional $6 million in SIG funds that could be available, absent a very strong demonstration that its costs for providing services increase commensurately with the large amount of SIG funds available. Moreover, the LEA must be able to demonstrate, as part of its commitment to obtain SIG funds, that it can sustain the services of the CMO or EMO and any attendant fee after the SIG funds are no longer available (Sections I.A.4(a)(vi)

and II.A.2(a)(iv)) and include a budget for each school it intends to serve that identifies any fee (Section II.A.2(a)(vi)).

In addition, an SEA has the responsibility, in reviewing and approving an LEA's application to implement the restart model in one or more of its Tier I or Tier II schools, to consider the LEA's capacity to implement the model, including the reasonableness of its SIG budget and its ability to sustain the model after SIG funds are no longer available, and may approve the LEA's application only if the SEA determines that the LEA can implement fully and effectively the model. See Sections I.A.4(b) and II.B.2(b)(ii) and (iv). (New for FY 2010 Guidance)

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-1a. How important is it for an LEA to engage families and the community in the LEA's decision to close a persistently lowest-achieving school?

It is extremely important to engage families and the school community early in the process of selecting the appropriate school improvement model to implement in a school (see H-4a), but doing so is particularly important when considering school closure.

It is critical that LEA officials engage in an open dialogue with families and the school community early in the closure process to ensure that they understand the data and reasons supporting the decision to close, have a voice in exploring quality options, and help plan a smooth transition for students and their families at the receiving schools. (New for FY 2010 Guidance)

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, reengagement 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-10a. How should an LEA design mechanisms to support family and community engagement?

To develop mechanisms to support family and community engagement, an LEA may conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges. An LEA should try to ensure that it aligns the family and community engagement programs it implements in the elementary and secondary schools in which it is implementing the transformation model to support common goals for students over time and for the community as a whole. (New for FY 2010 Guidance)

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-11a. What are examples of services an LEA might provide to create safe school environments that meet students' social, emotional, and health needs?

Services that help provide a safe school environment that meets students' social, emotional, and health needs may include, but are not limited to: (a) safety programs; (b) community stability programs that reduce the mobility rate of students in the school; or (c) family and community engagement programs that support a range of activities designed to build the capacity of parents and school staff to work together to improve student academic achievement, such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning. (New for FY 2010 Guidance)

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.

E-16. In implementing the transformation model in an eligible school, may an LEA gather data during the first year of SIG funding on student growth, multiple observation-based assessments of performance, and ongoing collections of professional practice reflective of student achievement, and then remove staff members who have not improved their professional practice at the end of that first year?

Yes. Although we expect an LEA that receives FY 2010 SIG funds and/or FY 2009 carryover SIG funds and decides to implement the transformation model in a Tier I or Tier II school to implement that model fully at the start of the 2011–2012 school year, we recognize that certain components of the model may need to be implemented later in that process. For example, because an LEA must design and develop a rigorous, transparent, and equitable staff evaluation system with the involvement of teachers and principals, implement that system, and then provide staff with ample opportunities to improve their practices, the LEA may not be able to remove staff members who have not improved their professional practices until later in the implementation process. (See E-3, E-4, and F-2.) (Modified for FY 2010 Guidance)

E-17. May an LEA implement the transformation model in a high school that has grades 9-12 by assigning the current principal to grades 10-12 and hiring a new principal to lead a 9th-grade academy?

No. The final requirements for the SIG program are intended to support interventions designed to turn around an entire school (or, in the case of the school closure model, provide better educational options to all students in a Tier I or Tier II school). Removing a single grade from a Tier II high FY 2010 school to create a new school for that grade as part of a strategy to improve the performance of feeder schools would not meet this requirement for whole-school intervention. Similarly, to meet the requirement that a principal be replaced, the new principal must serve all grades in a school, not just one particular grade.

2011 Tiered Intervention Grant
Eligible Schools

LEA Name	LEA NCES ID#	School Name	School NCES ID#	School Level (E, M, H)	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
ADAMS 12 FIVE STAR SCHOOLS	0806900	WESTGATE CHARTER	080690006417	M			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	VANTAGE POINT	080690001172	H			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	ROCKY MOUNTAIN ELEMENTARY SCHOOL	080690001460	E			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	THORNTON ELEMENTARY SCHOOL	080690001191	E			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	CORONADO HILLS ELEMENTARY SCHOOL	080690001174	E			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	MC ELWAIN ELEMENTARY SCHOOL	080690001182	E			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	THORNTON MIDDLE SCHOOL	080690001183	M			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	NORTH STAR ELEMENTARY SCHOOL	080690001185	E			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	NIVER CREEK MIDDLE SCHOOL	080690001189	M			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	FEDERAL HEIGHTS ELEMENTARY SCHOOL	080690001176	E			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	MALLEY DRIVE ELEMENTARY SCHOOL	080690001181	E			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	NORTH MOR ELEMENTARY SCHOOL	080690001184	E			X		
ADAMS 12 FIVE STAR SCHOOLS	0806900	COLORADO VIRTUAL ACADEMY (COVA)	080690001944	H		X		X	
ADAMS COUNTY 14	0801950	DUPONT ELEMENTARY SCHOOL	080195000013	E			X		
ADAMS COUNTY 14	0801950	ADAMS CITY MIDDLE SCHOOL	080195000009	M			X		
ADAMS COUNTY 14	0801950	CENTRAL ELEMENTARY SCHOOL	080195000012	E			X		
ADAMS COUNTY 14	0801950	HANSON PREK-8 SCHOOL	080195000018	M			X		
ADAMS COUNTY 14	0801950	LESTER R ARNOLD HIGH SCHOOL	080195001307	H		X		X	
ADAMS-ARAPAHOE 28J	0802340	NEW AMERICA SCHOOL	080234001882	H			X		
ADAMS-ARAPAHOE 28J	0802340	PARK LANE ELEMENTARY SCHOOL	080234000076	E			X		
ADAMS-ARAPAHOE 28J	0802340	SIXTH AVENUE ELEMENTARY SCHOOL	080234000078	E			X		
ADAMS-ARAPAHOE 28J	0802340	LAREDO ELEMENTARY SCHOOL	080234000069	E			X		

LEA Name	LEA NCES ID#	School Name	School NCES ID#	School Level (E, M, H)	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
ADAMS-ARAPAHOE 28J	0802340	PEORIA ELEMENTARY SCHOOL	080234001927	E			X		
ADAMS-ARAPAHOE 28J	0802340	ELKHART ELEMENTARY SCHOOL	080234000061	E			X		
ADAMS-ARAPAHOE 28J	0802340	WHEELING ELEMENTARY SCHOOL	080234000083	E			X		
ADAMS-ARAPAHOE 28J	0802340	PARIS ELEMENTARY SCHOOL	080234000075	E			X		
ADAMS-ARAPAHOE 28J	0802340	ALTURA ELEMENTARY SCHOOL	080234000052	E			X		
ADAMS-ARAPAHOE 28J	0802340	VAUGHN ELEMENTARY SCHOOL	080234000080	E			X		
ADAMS-ARAPAHOE 28J	0802340	LYN KNOLL ELEMENTARY SCHOOL	080234000070	E			X		
ADAMS-ARAPAHOE 28J	0802340	SABLE ELEMENTARY SCHOOL	080234000077	E			X		
ADAMS-ARAPAHOE 28J	0802340	KENTON ELEMENTARY SCHOOL	080234000067	E			X		
ADAMS-ARAPAHOE 28J	0802340	LANSING ELEMENTARY SCHOOL	080234000068	E			X		
ADAMS-ARAPAHOE 28J	0802340	NORTH MIDDLE SCHOOL HEALTH SCIENCES AND TECHNOLOGY CAMPUS	080234000074	M			X		
ADAMS-ARAPAHOE 28J	0802340	AURORA WEST COLLEGE PREPARATORY ACADEMY	080234000082	M			X		
ADAMS-ARAPAHOE 28J	0802340	AURORA CENTRAL HIGH SCHOOL	080234000056	H		X		X	
ADAMS-ARAPAHOE 28J	0802340	WILLIAM SMITH HIGH SCHOOL	080234000084	H		X		X	
ADAMS-ARAPAHOE 28J	0802340	FULTON ELEMENTARY SCHOOL	080234000062	E	X				
ALAMOSA RE-11J	0802070	EVANS ELEMENTARY SCHOOL	080207000031	E			X		
ARCHULETA COUNTY 50 JT	0802190	ARCHULETA COUNTY HIGH SCHOOL	080219001828	H			X		
AULT-HIGHLAND RE-9	0802310	HIGHLAND ELEMENTARY SCHOOL	080231000049	E			X		
BOULDER VALLEY RE 2	0802490	BOULDER PREP CHARTER HIGH SCHOOL	080249001631	H			X		
BOULDER VALLEY RE 2	0802490	JUSTICE HIGH CHARTER SCHOOL	080249002013	M			X		
BOULDER VALLEY RE 2	0802490	HALCYON SCHOOL (SPECIAL EDUCATION)	080249001467	H			X		
BOULDER VALLEY RE 2	0802490	JUSTICE HIGH CHARTER SCHOOL	080249002013	H			X		
BOULDER VALLEY RE 2	0802490	COLUMBINE ELEMENTARY SCHOOL	080249000109	E			X		
BOULDER VALLEY RE 2	0802490	SANCHEZ ELEMENTARY SCHOOL	080249001403	E			X		
BOULDER VALLEY RE 2	0802490	UNIVERSITY HILL ELEMENTARY SCHOOL	080249000135	E			X		

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BOULDER VALLEY RE 2	0802490	EMERALD ELEMENTARY SCHOOL	080249000113	E			X		
BOULDER VALLEY RE 2	0802490	PIONEER BILINGUAL ELEMENTARY SCHOOL	080249006200	E			X		
BOULDER VALLEY RE 2	0802490	ARAPAHOE RIDGE HIGH SCHOOL	080249001219	H		X		X	
BRIGHTON 27J	0802580	BRIGHTON HERITAGE ACADEMY	080258000729	H		X		X	
CANON CITY RE-1	0802790	SKYLINE ELEMENTARY SCHOOL	080279001433	E			X		
CHERRY CREEK 5	0802910	MEADOW POINT ELEMENTARY SCHOOL	080291001329	E			X		
CHERRY CREEK 5	0802910	HOLLY HILLS ELEMENTARY SCHOOL	080291000194	E			X		
CHERRY CREEK 5	0802910	VILLAGE EAST COMMUNITY ELEMENTARY SCHOOL	080291000204	E			X		
CHERRY CREEK 5	0802910	INDEPENDENCE ELEMENTARY SCHOOL	080291000196	E			X		
CHERRY CREEK 5	0802910	CIMARRON ELEMENTARY SCHOOL	080291001297	E			X		
CHERRY CREEK 5	0802910	PONDEROSA ELEMENTARY SCHOOL	080291000200	E			X		
COLORADO SCHOOL FOR DEAF BLIND	0800023	COLORADO SCHOOL FOR THE DEAF AND BLIND	080002306410	E			X		
COLORADO SCHOOL FOR DEAF BLIND	0800023	COLORADO SCHOOL FOR THE DEAF AND BLIND	080002306410	M			X		
COLORADO SPRINGS 11	0803060	MONROE ELEMENTARY SCHOOL	080306000255	E			X		
COLORADO SPRINGS 11	0803060	ROGERS ELEMENTARY SCHOOL	080306000274	E			X		
COLORADO SPRINGS 11	0803060	COMMUNITY PREP CHARTER SCHOOL	080306001299	H		X		X	
COLORADO SPRINGS 11	0803060	ACHIEVEK12	080306006428	M		X			
DEL NORTE C-7	0803300	UNDERWOOD ELEMENTARY SCHOOL	080330000292	E			X		
DELTA COUNTY 50(J)	0803330	DELTA COUNTY OPPORTUNITY SCHOOL	080333001953	M			X		
DELTA COUNTY 50(J)	0803330	DELTA COUNTY OPPORTUNITY SCHOOL	080333001953	H			X		
DELTA COUNTY 50(J)	0803330	LINCOLN ELEMENTARY SCHOOL	080333000301	E			X		
DENVER COUNTY 1	0803360	COLORADO HIGH SCHOOL	080336001862	H			X		

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DENVER COUNTY 1	0803360	P.R.E.P. (POSITIVE REFOCUS EDUCATION PROGRAM)	080336001795	M			X		
DENVER COUNTY 1	0803360	ACE COMMUNITY CHALLENGE CHARTER SCHOOL	080336001764	M			X		
DENVER COUNTY 1	0803360	ACE COMMUNITY CHALLENGE CHARTER SCHOOL	080336001764	H			X		
DENVER COUNTY 1	0803360	FLORENCE CRITTENTON HIGH SCHOOL	080336001575	H			X		
DENVER COUNTY 1	0803360	RIDGE VIEW ACADEMY CHARTER SCHOOL	080336001724	H			X		
DENVER COUNTY 1	0803360	CHARLES M. SCHENCK (CMS) COMMUNITY SCHOOL	080336000400	E			X		
DENVER COUNTY 1	0803360	OAKLAND ELEMENTARY SCHOOL	080336000383	E			X		
DENVER COUNTY 1	0803360	VALDEZ ELEMENTARY SCHOOL	080336000420	E			X		
DENVER COUNTY 1	0803360	MUNROE ELEMENTARY SCHOOL	080336000387	E			X		
DENVER COUNTY 1	0803360	FAIRMONT K-8 SCHOOL	080336000346	E			X		
DENVER COUNTY 1	0803360	COLE ARTS AND SCIENCE ACADEMY	080336006364	E			X		
DENVER COUNTY 1	0803360	CHELTENHAM ELEMENTARY SCHOOL	080336000325	E			X		
DENVER COUNTY 1	0803360	CENTENNIAL K-8 SCHOOL	080336000324	E			X		
DENVER COUNTY 1	0803360	FORD ELEMENTARY SCHOOL	080336000350	E			X		
DENVER COUNTY 1	0803360	GREENWOOD ELEMENTARY SCHOOL	080336001739	E			X		
DENVER COUNTY 1	0803360	HOWELL K-8 SCHOOL	080336001928	E			X		
DENVER COUNTY 1	0803360	EAGLETON ELEMENTARY SCHOOL	080336000337	E			X		
DENVER COUNTY 1	0803360	GODSMAN ELEMENTARY SCHOOL	080336000354	E			X		
DENVER COUNTY 1	0803360	BRUCE RANDOLPH SCHOOL	080336001869	M			X		
DENVER COUNTY 1	0803360	WHITTIER K-8 SCHOOL	080336000426	E			X		
DENVER COUNTY 1	0803360	MARTIN LUTHER KING MIDDLE COLLEGE	080336001406	M			X		
DENVER COUNTY 1	0803360	COLUMBIAN ELEMENTARY SCHOOL	080336000329	E			X		

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DENVER COUNTY 1	0803360	TREVISTA ECE-8 AT HORACE MANN	080336006389	M			X		
DENVER COUNTY 1	0803360	GREEN VALLEY ELEMENTARY SCHOOL	080336001776	E			X		
DENVER COUNTY 1	0803360	SMITH ELEMENTARY SCHOOL	080336000407	E			X		
DENVER COUNTY 1	0803360	KAISER ELEMENTARY SCHOOL	080336000369	E			X		
DENVER COUNTY 1	0803360	MC GLONE ELEMENTARY SCHOOL	080336001276	E			X		
DENVER COUNTY 1	0803360	HARRINGTON ELEMENTARY SCHOOL	080336000362	E			X		
DENVER COUNTY 1	0803360	GILPIN ELEMENTARY SCHOOL	080336000353	M			X		
DENVER COUNTY 1	0803360	PLACE BRIDGE ACADEMY	080336006398	E			X		
DENVER COUNTY 1	0803360	FAIRMONT K-8 SCHOOL	080336000346	M			X		
DENVER COUNTY 1	0803360	COLFAX ELEMENTARY SCHOOL	080336000327	E			X		
DENVER COUNTY 1	0803360	KNAPP ELEMENTARY SCHOOL	080336000371	E			X		
DENVER COUNTY 1	0803360	SWANSEA ELEMENTARY SCHOOL	080336000414	E			X		
DENVER COUNTY 1	0803360	WEST HIGH SCHOOL	080336000423	H			X		
DENVER COUNTY 1	0803360	BARNUM ELEMENTARY SCHOOL	080336000311	E			X		
DENVER COUNTY 1	0803360	SMILEY MIDDLE SCHOOL	080336000406	M			X		
DENVER COUNTY 1	0803360	AMESSE ELEMENTARY SCHOOL	080336000306	E			X		
DENVER COUNTY 1	0803360	KEPNER MIDDLE SCHOOL	080336000370	M			X		
DENVER COUNTY 1	0803360	SCHMITT ELEMENTARY SCHOOL	080336000401	E			X		
DENVER COUNTY 1	0803360	MAXWELL ELEMENTARY SCHOOL	080336001635	E			X		
DENVER COUNTY 1	0803360	CASTRO ELEMENTARY SCHOOL	080336000424	E			X		
DENVER COUNTY 1	0803360	GARDEN PLACE ELEMENTARY SCHOOL	080336000351	E			X		
DENVER COUNTY 1	0803360	NORTHEAST ACADEMY CHARTER SCHOOL	080336001837	M			X		
DENVER COUNTY 1	0803360	SKINNER MIDDLE SCHOOL	080336000403	M			X		
DENVER COUNTY 1	0803360	GRANT MIDDLE SCHOOL	080336000357	M			X		
DENVER COUNTY 1	0803360	FAIRVIEW ELEMENTARY SCHOOL	080336000347	E			X		
DENVER COUNTY 1	0803360	DOULL ELEMENTARY SCHOOL	080336000336	E			X		

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DENVER COUNTY 1	0803360	JOHNSON ELEMENTARY SCHOOL	080336000368	E			X		
DENVER COUNTY 1	0803360	VALVERDE ELEMENTARY SCHOOL	080336000421	E			X		
DENVER COUNTY 1	0803360	KIPP SUNSHINE PEAK ACADEMY	080336001865	E			X		
DENVER COUNTY 1	0803360	ABRAHAM LINCOLN HIGH SCHOOL	080336000305	H			X		
DENVER COUNTY 1	0803360	ESCUELA TLATELOLCO SCHOOL	080336001834	H			X		
DENVER COUNTY 1	0803360	MARRAMA ELEMENTARY SCHOOL	080336001380	E			X		
DENVER COUNTY 1	0803360	ELLIS ELEMENTARY SCHOOL	080336000341	E			X		
DENVER COUNTY 1	0803360	GUST ELEMENTARY SCHOOL	080336000359	E			X		
DENVER COUNTY 1	0803360	COLUMBINE ELEMENTARY SCHOOL	080336000330	E			X		
DENVER COUNTY 1	0803360	PLACE BRIDGE ACADEMY	080336006398	M			X		
DENVER COUNTY 1	0803360	MERRILL MIDDLE SCHOOL	080336000379	M			X		
DENVER COUNTY 1	0803360	PIONEER CHARTER SCHOOL	080336001576	E			X		
DENVER COUNTY 1	0803360	MANUAL HIGH SCHOOL	080336006328	H			X		
DENVER COUNTY 1	0803360	STEDMAN ELEMENTARY SCHOOL	080336000411	E			X		
DENVER COUNTY 1	0803360	MONTCLAIR ELEMENTARY SCHOOL	080336000384	E			X		
DENVER COUNTY 1	0803360	GOLDRICK ELEMENTARY SCHOOL	080336000355	E			X		
DENVER COUNTY 1	0803360	COWELL ELEMENTARY SCHOOL	080336000332	E			X		
DENVER COUNTY 1	0803360	COLE ARTS AND SCIENCE ACADEMY	080336006364	M			X		
DENVER COUNTY 1	0803360	ARCHULETA ELEMENTARY SCHOOL	080336001864	E			X		
DENVER COUNTY 1	0803360	MOORE K-8 SCHOOL	080336000385	E			X		
DENVER COUNTY 1	0803360	MC MEEN ELEMENTARY SCHOOL	080336000378	E			X		
DENVER COUNTY 1	0803360	TREVISTA ECE-8 AT HORACE MANN	080336006389	E	X				
DOUGLAS COUNTY RE 1	0803450	HOPE ON-LINE	080345006391	M		X			
DOUGLAS COUNTY RE 1	0803450	EDCSD: COLORADO CYBER SCHOOL	080345006372	H		X			
EAGLE COUNTY RE 50	0803540	AVON ELEMENTARY SCHOOL	080354001530	E			X		
ELIZABETH C-1	0803720	FRONTIER HIGH SCHOOL	080372001775	H		X			
ENGLEWOOD 1	0803780	CHERRELYN ELEMENTARY SCHOOL	080378000488	E			X		

LEA Name	LEA NCES ID#	School Name	School NCES ID#	School Level (E, M, H)	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
ENGLEWOOD 1	0803780	COLORADO'S FINEST ALTERNATIVE HIGH SCHOOL	080378001310	H		X		X	
FALCON 49	0803870	HORIZON MIDDLE SCHOOL	080387001393	M			X		
FALCON 49	0803870	PATRIOT LEARNING CENTER	080387006403	H		X			
FORT MORGAN RE-3	0804050	COLUMBINE ELEMENTARY SCHOOL	080405000556	E			X		
FORT MORGAN RE-3	0804050	LINCOLN HIGH SCHOOL	080405001611	H		X		X	
FOUNTAIN 8	0804080	LORRAINE SECONDARY SCHOOL	080408000096	H		X		X	
FOUNTAIN 8	0804080	LORRAINE SECONDARY SCHOOL	080408000096	M		X			
FREMONT RE-2	0803960	FREMONT MIDDLE SCHOOL	080396001595	M			X		
FREMONT RE-2	0803960	FLORENCE HIGH SCHOOL	080396000514	H			X		
GARFIELD 16	0804380	BEA UNDERWOOD ELEMENTARY SCHOOL	080438000630	E			X		
GARFIELD RE-2	0806240	WAMSLEY ELEMENTARY SCHOOL	080624001358	E			X		
GREELEY 6	0804410	JACKSON ELEMENTARY SCHOOL	080441001291	E			X		
GREELEY 6	0804410	MADISON ELEMENTARY SCHOOL	080441000646	E			X		
GREELEY 6	0804410	CENTENNIAL ELEMENTARY SCHOOL	080441000636	E			X		
GREELEY 6	0804410	ROMERO ELEMENTARY SCHOOL	080441001990	E			X		
GUNNISON WATERSHED RE1J	0804470	GUNNISON ELEMENTARY SCHOOL	080447001968	E			X		
HARRISON 2	0804530	STRATTON MEADOWS ELEMENTARY SCHOOL	080453000672	E			X		
HARRISON 2	0804530	MONTEREY ELEMENTARY SCHOOL	080453000668	E			X		
HUERFANO RE-1	0807080	HUERFANO COUNTY OPPORTUNITY AND ENRICHMENT SCHOOL	080708001847	M			X		
IGNACIO 11 JT	0804770	IGNACIO INTERMEDIATE SCHOOL	080477001444	E			X		
JEFFERSON COUNTY R-1	0804800	SOBESKY ACADEMY	080480006307	M			X		
JEFFERSON COUNTY R-1	0804800	SOBESKY ACADEMY	080480006307	H			X		
JEFFERSON COUNTY R-1	0804800	PLEASANT VIEW ELEMENTARY SCHOOL	080480000774	E			X		
JEFFERSON COUNTY R-1	0804800	EIBER ELEMENTARY SCHOOL	080480000717	E			X		

LEA Name	LEA NCES ID#	School Name	School NCES ID#	School Level (E, M, H)	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
JEFFERSON COUNTY R-1	0804800	WHEAT RIDGE MIDDLE SCHOOL	080480000802	M			X		
JEFFERSON COUNTY R-1	0804800	MOLHOLM ELEMENTARY SCHOOL	080480000758	E			X		
JEFFERSON COUNTY R-1	0804800	FOSTER ELEMENTARY SCHOOL	080480000725	E			X		
JEFFERSON COUNTY R-1	0804800	O'CONNELL MIDDLE SCHOOL	080480000762	M			X		
JEFFERSON COUNTY R-1	0804800	LUMBERG ELEMENTARY SCHOOL	080480000752	E			X		
JEFFERSON COUNTY R-1	0804800	EDGEWATER ELEMENTARY SCHOOL	080480000716	E			X		
JEFFERSON COUNTY R-1	0804800	SLATER ELEMENTARY SCHOOL	080480000782	E			X		
JEFFERSON COUNTY R-1	0804800	SWANSON ELEMENTARY SCHOOL	080480000790	E			X		
JEFFERSON COUNTY R-1	0804800	BRADY EXPLORATION SCHOOL	080480001907	H		X		X	
JEFFERSON COUNTY R-1	0804800	CONNECTIONS LEARNING CENTER ON THE EARLE JOHNSON CAMPUS	080480006306	H		X			
JEFFERSON COUNTY R-1	0804800	CONNECTIONS LEARNING CENTER ON THE EARLE JOHNSON CAMPUS	080480006306	M		X			
JEFFERSON COUNTY R-1	0804800	JEFFERSON COUNTY OPEN SECONDARY	080480000765	M		X			
JEFFERSON COUNTY R-1	0804800	ROCKY MOUNTAIN DEAF SCHOOL	080480001606	M		X			
KEENESBURG RE-3(J)	0804920	HUDSON ELEMENTARY SCHOOL	080492000816	E			X		
LA VETA RE-2	0805160	LA VETA JUNIOR-SENIOR HIGH SCHOOL	080516000854	M		X			
LAS ANIMAS RE-1	0805250	LAS ANIMAS HIGH SCHOOL	080525000868	H			X		
MAPLETON 1	0805550	GLOBAL LEADERSHIP ACADEMY	080555001860	E			X		
MAPLETON 1	0805550	MONTEREY COMMUNITY SCHOOL	080555002021	E			X		
MAPLETON 1	0805550	MEADOW COMMUNITY SCHOOL	080555002031	M		X			
MAPLETON 1	0805550	CLAYTON PARTNERSHIP SCHOOL	080555002016	M		X			
MAPLETON 1	0805550	MEADOW COMMUNITY SCHOOL	080555002031	E	X				
MC CLAVE RE-2	0805580	MC CLAVE UNDIVIDED HIGH SCHOOL	080558000963	M		X			
MESA COUNTY VALLEY 51	0804350	CHATFIELD ELEMENTARY SCHOOL	080435000601	E			X		
MESA COUNTY VALLEY 51	0804350	DUAL IMMERSION ACADEMY SCHOOL	080435001850	E			X		
MESA COUNTY VALLEY 51	0804350	ROCKY MOUNTAIN ELEMENTARY	080435001657	E			X		

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		SCHOOL							
MESA COUNTY VALLEY 51	0804350	DOS RIOS ELEMENTARY SCHOOL	080435001691	E			X		
MESA COUNTY VALLEY 51	0804350	R-5 HIGH SCHOOL	080435000623	H		X		X	
MONTEZUMA-CORTEZ RE-1	0803090	SOUTHWEST OPEN CHARTER SCHOOL	080309001692	H			X		
MONTEZUMA-CORTEZ RE-1	0803090	KEMPER ELEMENTARY SCHOOL	080309000835	E			X		
MONTEZUMA-CORTEZ RE-1	0803090	MANAUGH ELEMENTARY SCHOOL	080309000838	E			X		
MONTEZUMA-CORTEZ RE-1	0803090	MESA ELEMENTARY SCHOOL	080309000839	E			X		
MONTROSE COUNTY RE-1J	0805790	VISTA CHARTER SCHOOL	080579001852	H			X		
MONTROSE COUNTY RE-1J	0805790	JOHNSON ELEMENTARY SCHOOL	080579000990	E			X		
MONTROSE COUNTY RE-1J	0805790	OLATHE ELEMENTARY SCHOOL	080579000996	E			X		
MOUNTAIN BOCES	0899160	YAMPAH TEEN PARENT PROGRAM	089916006314	H			X		
MOUNTAIN BOCES	0899160	MOUNTAIN BOCES DAY TREATMENT CENTER	089916001504	M			X		
MOUNTAIN BOCES	0899160	MOUNTAIN BOCES DAY TREATMENT CENTER	089916001504	H			X		
NORTH CONEJOS RE-1J	0805100	LA JARA SECOND CHANCE SCHOOL	080510001452	M			X		
PLATTE VALLEY RE-7	0804950	PLATTE VALLEY MIDDLE SCHOOL	080495001697	M			X		
POUDRE R-1	0803990	PSD ONLINE ACADEMY	080399006431	M			X		
POUDRE R-1	0803990	CENTENNIAL HIGH SCHOOL	080399000517	H			X		
POUDRE R-1	0803990	POUDRE COMMUNITY ACADEMY	080399001938	H			X		
POUDRE R-1	0803990	TAVELLI ELEMENTARY SCHOOL	080399000547	E			X		
POUDRE R-1	0803990	HARRIS BILINGUAL ELEMENTARY SCHOOL	080399000573	E			X		
POUDRE R-1	0803990	POLARIS EXPEDITIONARY LEARNING SCHOOL	080399006334	M		X			
PUEBLO CITY 60	0806120	SPANN ELEMENTARY SCHOOL	080612001995	E	X				
PUEBLO COUNTY 70	0806150	FUTURES ACADEMY	080615001663	M			X		
ROARING FORK RE-1	0804260	CRYSTAL RIVER ELEMENTARY SCHOOL	080426001540	E			X		

LEA Name	LEA NCES ID#	School Name	School NCES ID#	School Level (E, M, H)	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
ROARING FORK RE-1	0804260	GLENWOOD SPRINGS ELEMENTARY SCHOOL	080426000589	E			X		
ROARING FORK RE-1	0804260	SOPRIS ELEMENTARY SCHOOL	080426001597	E			X		
SHERIDAN 2	0806540	SHERIDAN MIDDLE SCHOOL	080654001135	M			X		
SOUTH CONEJOS RE-10	0802130	ANTONITO HIGH SCHOOL	080213000035	H			X		
SOUTH ROUTT RE 3	0805910	SOUTH ROUTT ELEMENTARY SCHOOL	080591001015	E			X		
ST VRAIN VALLEY RE 1J	0805370	OLDE COLUMBINE HIGH SCHOOL	080537001374	H			X		
ST VRAIN VALLEY RE 1J	0805370	COLUMBINE ELEMENTARY SCHOOL	080537001373	E			X		
ST VRAIN VALLEY RE 1J	0805370	NORTHRIDGE ELEMENTARY SCHOOL	080537000920	E			X		
ST VRAIN VALLEY RE 1J	0805370	LOMA LINDA ELEMENTARY SCHOOL	080537000906	E			X		
ST VRAIN VALLEY RE 1J	0805370	ROCKY MOUNTAIN ELEMENTARY SCHOOL	080537000921	E			X		
ST VRAIN VALLEY RE 1J	0805370	INDIAN PEAKS ELEMENTARY SCHOOL	080537000904	E			X		
ST VRAIN VALLEY RE 1J	0805370	SPANGLER ELEMENTARY SCHOOL	080537000922	E	X				
SUMMIT RE-1	0806810	DILLON VALLEY ELEMENTARY SCHOOL	080681001303	E			X		
SUMMIT RE-1	0806810	SILVERTHORNE ELEMENTARY SCHOOL	080681001167	E			X		
THOMPSON R-2J	0805400	MONROE ELEMENTARY SCHOOL	080540000936	E			X		
THOMPSON R-2J	0805400	WINONA ELEMENTARY SCHOOL	080540000942	E			X		
TRINIDAD 1	0806960	FISHER'S PEAK ELEMENTARY SCHOOL	080696001946	E			X		
VALLEY RE-1	0806690	CAMPBELL ELEMENTARY SCHOOL	080669006323	E			X		
VALLEY RE-1	0806690	SMITH HIGH SCHOOL	080669001386	H		X		X	
WELD COUNTY S/D RE-8	0804020	TWOMBLY ELEMENTARY SCHOOL	080402001366	E			X		
WELD COUNTY S/D RE-8	0804020	LEO WILLIAM BUTLER ELEMENTARY SCHOOL	080402000554	E			X		
WESTMINSTER 50	0807230	TENNYSON KNOLLS ELEMENTARY SCHOOL	080723001249	E			X		
WESTMINSTER 50	0807230	HARRIS PARK ELEMENTARY SCHOOL	080723001238	E			X		
WESTMINSTER 50	0807230	SKYLINE VISTA ELEMENTARY SCHOOL	080723001247	E			X		

LEA Name	LEA NCES ID#	School Name	School NCES ID#	School Level (E, M, H)	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
WESTMINSTER 50	0807230	CLARA E. METZ ELEMENTARY SCHOOL	080723001232	E			X		
WESTMINSTER 50	0807230	HIDDEN LAKE HIGH SCHOOL	080723001877	H		X		X	
WESTMINSTER 50	0807230	MESA ELEMENTARY SCHOOL	080723001242	E	X				
WESTMINSTER 50	0807230	FRANCIS M. DAY ELEMENTARY SCHOOL	080723001236	E	X				
WESTMINSTER 50	0807230	WESTMINSTER ELEMENTARY SCHOOL	080723001252	E	X				
WESTMINSTER 50	0807230	FAIRVIEW ELEMENTARY SCHOOL	080723001235	E	X				
WESTMINSTER 50	0807230	SHERRELWOOD ELEMENTARY SCHOOL	080723001246	E	X				
WIDEFIELD 3	0806480	DISCOVERY HIGH SCHOOL	080648000051	H		X		X	
WINDSOR RE-4	0807350	MOUNTAIN VIEW ELEMENTARY SCHOOL	080735001262	E			X		

Allowable Use of Funds – Pre-Implementation

Section J from the FY 2009 Guidance, "SIG, Race to the Top, and the State Fiscal Stabilization Fund," has been removed and replaced with this new Section J for FY 2010.

J. PRE-IMPLEMENTATION

J-1. May an LEA use FY 2010 and/or FY 2009 carryover SIG funds for "pre-implementation"?

Yes. Carrying out SIG-related activities during a "pre-implementation" period enables an LEA to prepare for full implementation of a school intervention model at the start of the 2011–2012 school year. To help in its preparation, an LEA may use FY 2010 and/or FY 2009 carryover SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application, consistent with the SIG final requirements. As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG-related activities in schools that will be served with FY 2010 and/or FY 2009 carryover SIG funds. (New for FY 2010 Guidance)

J-2. What are examples of SIG-related activities that may be carried out in the 2010–2011 school year in preparation for full implementation in the 2011–2012 school year?

This section of the guidance identifies possible activities that an LEA may carry out using SIG funds in the spring or summer prior to full implementation. The activities noted should not be seen as exhaustive or as required. Rather, they illustrate possible activities, depending on the needs of particular SIG schools:

- **Family and Community Engagement:** Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.

- **Rigorous Review of External Providers:** Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model (see H-19a).

- **Staffing:** Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.

- **Instructional Programs:** Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2011-2012 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of

raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.

- **Professional Development and Support:** Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.

- **Preparation for Accountability Measures:** Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

As discussed in F-4, in general, SIG funds may not be used to supplant non-Federal funds, but only to supplement non-Federal funding provided to SIG schools. In particular, an LEA must continue to provide all non-Federal funds that would have been provided to the school in the absence of SIG funds. This requirement applies to all funding related to full implementation, including pre-implementation activities. (New for FY 2010 Guidance)

J-3. When may an LEA begin using FY 2010 and/or FY 2009 carryover SIG funds to prepare for full implementation of an intervention model in the 2011–2012 school year?

An LEA may begin using FY 2010 and/or FY 2009 carryover SIG funds after the SEA has awarded the LEA a SIG grant based on the LEA's having met all requirements for having a fully approvable SIG application, including conducting a needs assessment and identifying the model that will be implemented in each school the LEA will serve with SIG funds. (New for FY 2010 Guidance)

J-4. Is there a limit on the amount of SIG funds that an LEA may spend during the pre-implementation period that begins when it receives FY 2010 and/or FY 2009 carryover SIG funds?

There is no specific limit on the amount of SIG funds that an LEA may spend during pre-implementation. However, funds for activities that are designed to prepare for full implementation in the 2011–2012 school year come from the LEA's first-year SIG grant, which may be no more than $2 million per school being served with SIG funds. Therefore, the LEA needs to be thoughtful and deliberate when developing its budget and should consider, at a minimum, the following:

- SIG funds awarded for the first year must cover full and effective implementation through the duration of the 2011–2012 school year, in addition to preparatory activities carried out during the pre-implementation period.

- All activities funded with SIG funds must be reasonable and necessary, directly related to the full and effective implementation of the model selected by the LEA, address the needs identified by the LEA, and advance the overall goal of the SIG program of improving student academic achievement in persistently lowest-achieving schools (see also I-30).

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 November 1, 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 principal 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 for 2010-11

Organization Code: [xxxx] District Name: [Name] School Code: [xxxx] School Name: [Name]

Section I: Summary Information about the School

Directions: CDE has pre-populated the school's 2009-10 data in **blue** text which was used to determine whether or not the school met the 2010-11 accountability expectations. The school's report (pp.1-2 of this template) is available through CEDAR. More detailed reports on the school's results are available on SchoolView (www.schoolview.org). The tables below reference data from the School Performance Framework and AYP (available through CDE reports shared with the districts).The state and federal expectations are provided as a reference and are the minimum requirements a school must meet for accountability purposes.

Student Performance Measures for State and ESEA Accountability

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations			'09-10 School Results		Meets Expectations?	
			1-year	3-years	1-year	3-years		
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data	Reading	[%]	[%]	[%]	[%]	[Reading SPF Rating]	
		Math	[%]	[%]	[%]	[%]	[Math SPF Rating]	
		Writing	[%]	[%]	[%]	[%]	[Writing SPF Rating]	
		Science	[%]	[%]	[%]	[%]	[Science SPF Rating]	
	Adequate Yearly Progress (AYP) Description: % PP+P+A on CSAP, CSAPA and Lectura in Reading and Math for each group Expectation: Targets set by state*	Overall number of targets for School: Available in final report in November			% of targets met by School: Available in Nov**		Reading	Not ava
							Math	Not ava
Academic Growth	Median Student Growth Percentile Description: Growth in CSAP for reading, writing and math Expectation: If school met adequate growth, then median SGP is at or above 45 If school did not meet adequate growth, then median SGP is at or above 55		Median Adequate SGP	Median SGP				
		Reading	[#]	45/55	Median SGP: [#]		[Reading SPF Rating]	
		Math	[#]	45/55	Median SGP: [#]		[Math SPF Rating]	
		Writing	[#]	45/55	Median SGP: [#]		[Writing SPF Rating]	

* To see annual AYP targets, go to: www.cde.state.co.us/FedPrograms/danda/aypprof.asp

** To see your school's detailed AYP report (includes school results by content area, disaggregated group and school level), access the report in the Automated Data Exchange AYP System.

Student Performance Measures for State and ESEA Accountability (cont.)

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations		'09-10 School Results		Meets Expectations?
Academic Growth Gaps	Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.	See your school's performance frameworks for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.		See your school's performance frameworks for listing of median growth by each disaggregated group.		Overall Rating for Growth Gaps: [Rating]
Post Secondary Readiness	Graduation Rate Expectation: 80% or above	80% or above		[%]		[Rating]
	Dropout Rate Expectation: At or below State average	1-year	3-years	1-year	3-years	[Rating]
		5.09%	5.74%	[%]	[%]	
	Mean ACT Composite Score Expectation: At or above State average	1-year	3-years	1-year	3-years	[Rating]
		19	20	[#]	[#]	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for completing improvement plan
State Accountability			
Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Not available until Nov 2010	Once the plan type for the school has been finalized, this report will be re-populated in November 2010. Specific directions will be included at that time. For required elements in the improvement plans, go to: www.schoolview.org/UnifiedImprovementPlanning.asp
ESEA Accountability			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years**	Not available until Nov 2010	Once the improvement status for the school has been finalized, this report will be re-populated in November. Specific directions will be included then. For required elements in the improvement plans, go to: www.schoolview.org/UnifiedImprovementPlanning.asp

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Did the school receive a Tiered Intervention grant? Indicate the intervention approach.	☐ Turnaround ☐ Restart ☐ Transformation ☐ Closure
	Has the school received a School Improvement grant? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

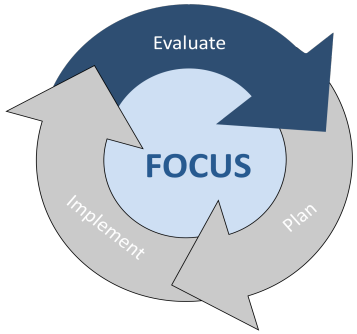
Improvement Plan Information

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

☐ State Accountability ☐ 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 III: Narrative on Data Analysis and Root Cause Identification



This section corresponds with the "evaluate" portion of the continuous improvement cycle. Provide a narrative that examines the data for your school – especially in any areas where the school was identified for accountability purposes. To help you construct this narrative, this section has been broken down into four steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, (3) Determine the root causes of those identified needs, and (4) Create the narrative.

Step One: Gather and Organize Relevant Data

The planning team must gather data from a variety of sources to inform the planning process. For this process, schools are required to pull specific performance reports and are expected to supplement their analysis with local data to help explain the performance data. The team will need to include three years of data to conduct a trend analysis in step two.

- *Required reports.* At a minimum, the school is expected to reference key data sources including: (1) School Performance Framework Report, (2) Growth Summary Report, (3) AYP Summaries (including detailed reports in reading and math for each subpopulation of students), (4) Post Secondary Readiness, and (5) CELApro data. This information is available either on SchoolView (www.schoolview.org/SchoolPerformance/ index.asp) or through CDE reports shared with the district.
- *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	School Processes Data	Perception Data
• Local outcome and interim assessments • Student work samples • Classroom assessments (type and frequency)	• School locale and size of student population • Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity • Student mobility rates • Staff characteristics (e.g., experience, attendance, turnover) • List of schools and feeder patterns • Student attendance • Discipline referrals and suspension rates	• Comprehensive evaluations of the school (e.g., SST) • Curriculum and instructional materials • Instruction (time and consistency among grade levels) • Academic interventions available to students • Schedules and class sizes • Family/community involvement policies/practices • Professional development structure • Services and/or programs (Title I, special ed, ESL) • Extended day or summer programs	• Teaching and learning conditions surveys (e.g., TELL Colorado) • Any perception survey data (e.g., parents, students, teachers, community, school leaders) • Self-assessment tools (district and/or school level)

Step Two: Analyze Trends in the Data and Identify Priority Needs

Using at least three years of data, the team should begin by identifying positive and negative trends in each of the key performance indicators (i.e., academic achievement, academic growth, academic growth gaps, post secondary readiness). The summary provided in Part I of this template (pp. 1-2) will provide some clues on content areas, grade levels and disaggregated groups where the school needs to focus its attention. Local data (suggestions provided above) should also

be included – especially in grade levels and subject areas not included in state testing. Next, the team should share observations of its strengths on which it can build, and identify areas of need. Finally, those needs should be prioritized. At least one priority need must be identified for every performance indicator for which school performance did not at least meet state and/or federal expectations. These efforts should be documented in the Data Analysis Worksheet below.

Step Three: Root Cause Analysis

This step is focused on examining the underlying cause of the priority needs identified in step two. A cause is a "root cause" if: (1) the problem would not have occurred if the cause had not been present, (2) the problem will not reoccur if the cause is dissolved and (3) correction of the cause will not lead to the same or similar problems (Preuss, 2003). Finally, the school should have control over the proposed solution – or the means to implement the solution. Remember to verify the root cause with multiple data sources. These efforts should be documented in the Data Analysis Worksheet below.

Data Analysis Worksheet

Directions: This chart will help you record and organize your observations about your school level data for the required data analysis narrative. You are encouraged to conduct a more comprehensive analysis by examining all of the performance indicators. – at a minimum, you must address the performance indicators for the targets that were not met for accountability purposes. Ultimately, your analysis will guide the major improvement strategies you choose in section IV. You may add rows, as necessary.

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
Academic Achievement (Status)			
Academic Growth			
Academic Growth Gaps			
Post Secondary Readiness			

Preuss, P. G. (2003). *School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems.* Larchmont, NY: Eye on Education

Step 4: Create the Data Narrative

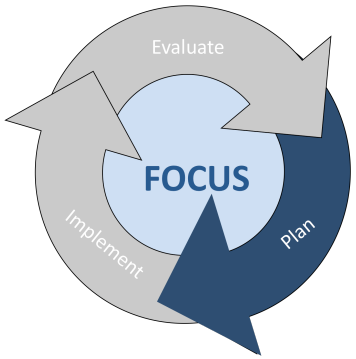
Directions: Blend the work that you have done in the previous three steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, and (3) Determine the root causes of those identified needs. The narrative should not take more than five pages. Consider the questions below as you write your narrative.

Data Narrative for School

Trend Analysis and Priority Needs: On which performance indicators is our school trending positively? On which performance indicators is our school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender? What performance challenges are the highest priorities for our school?	**Root Cause Analysis:** Why do we think our school's performance is what it is?	**Verification of Root Cause:** What evidence do you have for your conclusions?
Narrative:		

Section IV: Action Plan(s)

This section focuses on the "plan" portion of the continuous improvement cycle. First you will identify your annual targets and the interim measures. This will be documented in the School Goals Worksheet. Then you will move into the action plans, where you will use the action planning worksheet.



School Goals Worksheet

Directions: Complete the worksheet for the priority needs identified in section III; although, all schools are encouraged to set targets for all performance indicators. Annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: www.cde.state.co.us/FedPrograms/danda/aypprof.asp. Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and post secondary readiness. Once annual targets are established, then the school must identify interim measures that will be used to monitor progress toward the annual targets at least twice during the school year. Make sure to include interim targets for disaggregated groups that were identified as needing additional attention in section III (data analysis and root cause analysis). Finally, list the major strategies that will enable the school to meet those targets. The major improvement strategies will be detailed in the action planning worksheet below.

Example of an Annual Target for a Title I Elementary School

Measures/ Metrics		2010-11 Target	2011-12 Target
AYP	R	94.23% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.23% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.

School Goals Worksheet (cont.)

Performance Indicators	Measures/ Metrics		Annual Targets 2010-11	Annual Targets 2011-12	Interim Measures for 2010-11	Major Improvement Strategies
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R				
		M				
		W				
		S				
	AYP (Overall and for each disaggregated groups)	R				
		M				
Academic Growth	Median Student Growth Percentile	R				
		M				
		W				
Academic Growth Gaps	Median Student Growth Percentile	R				
		M				
		W				
Post Secondary & Workforce Readiness	Graduation Rate					
	Dropout Rate					
	Mean ACT					

Action Planning Worksheet

Directions: Based on your data analysis in section III, prioritize the root causes that you will address through your action plans and then identify a major improvement strategy(s). For each major improvement strategy (e.g., differentiate reading instruction in grades 3-5) identify the root cause(s) that the action steps will help to dissolve. Then indicate which accountability provision or grant opportunity it will address. In the chart, provide details on key action steps (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching 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 the school is identified for improvement/corrective action/restructuring under Title I (see pre-populated report on p. 2), action steps should include family/community engagement strategies and professional development (including mentoring) as they are specifically required by ESEA. 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: _____ **Root Cause(s) Addressed:** _____

_____

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☐ School Plan under State Accountability ☐ Title IA School Improvement/Corrective Action Plan ☐ Application for a Tiered Intervention Grant

☐ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

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

* Not required for state or federal requirements. Completion of the "Key Personnel" column is optional for schools.

Major Improvement Strategy #2: _____ **Root Cause(s) Addressed:** _____

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☐ School Plan under State Accountability ☐ Title IA School Improvement/Corrective Action Plan ☐ Application for a Tiered Intervention Grant

☐ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

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

Major Improvement Strategy #3: _____ **Root Cause(s) Addressed:** _____

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☐ School Plan under State Accountability ☐ Title IA School Improvement/Corrective Action Plan ☐ Application for a Tiered Intervention Grant

☐ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

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

Schools Eligible for FY 2010 SIG Funds- Using Approved Definition												
LEA Name	LEA NCES ID#	School Name	School NCES ID#	School Level (Elementary, Middle or High)	Tier I	Tier II	Tier III	Grad Rate	N size waiver	Number of FAY students in tested grades	Alternative Education Campus	Newly Eligible
ADAMS 12 FIVE STAR SCHOOLS	0806900	COLORADO VIRTUAL ACADEMY (COVA)	080690001944	H		X		X				
ADAMS 12 FIVE STAR SCHOOLS	0806900	CORONADO HILLS ELEMENTARY SCHOOL	080690001174	E			X					
ADAMS 12 FIVE STAR SCHOOLS	0806900	FEDERAL HEIGHTS ELEMENTARY SCHOOL	080690001176	E			X					
ADAMS 12 FIVE STAR SCHOOLS	0806900	MALLEY DRIVE ELEMENTARY SCHOOL	080690001181	E			X					
ADAMS 12 FIVE STAR SCHOOLS	0806900	MC ELWAIN ELEMENTARY SCHOOL	080690001182	E			X					
ADAMS 12 FIVE STAR SCHOOLS	0806900	NIVER CREEK MIDDLE SCHOOL	080690001189	M			X					
ADAMS 12 FIVE STAR SCHOOLS	0806900	NORTH MOR ELEMENTARY SCHOOL	080690001184	E			X					
ADAMS 12 FIVE STAR SCHOOLS	0806900	NORTH STAR ELEMENTARY SCHOOL	080690001185	E			X					
ADAMS 12 FIVE STAR SCHOOLS	0806900	ROCKY MOUNTAIN ELEMENTARY SCHOOL	080690001460	E			X					
ADAMS 12 FIVE STAR SCHOOLS	0806900	THORNTON ELEMENTARY SCHOOL	080690001191	E			X					
ADAMS 12 FIVE STAR SCHOOLS	0806900	THORNTON MIDDLE SCHOOL	080690001183	M			X					
ADAMS 12 FIVE STAR SCHOOLS	0806900	VANTAGE POINT	080690001172	H			X				exempt	
ADAMS 12 FIVE STAR SCHOOLS	0806900	WESTGATE CHARTER	080690006417	M			X		X	10		
ADAMS COUNTY 14	0801950	ADAMS CITY MIDDLE SCHOOL	080195000009	M			X					
ADAMS COUNTY 14	0801950	CENTRAL ELEMENTARY SCHOOL	080195000012	E			X					
ADAMS COUNTY 14	0801950	DUPONT ELEMENTARY SCHOOL	080195000013	E			X					
ADAMS COUNTY 14	0801950	HANSON PREK-8 SCHOOL	080195000018	M			X					
ADAMS COUNTY 14	0801950	LESTER R ARNOLD HIGH SCHOOL	080195001307	H		X						
ADAMS-ARAPAHOE 28J	0802340	ALTURA ELEMENTARY SCHOOL	080234000052	E			X					
ADAMS-ARAPAHOE 28J	0802340	AURORA CENTRAL HIGH SCHOOL	080234000056	H		X		X				
ADAMS-ARAPAHOE 28J	0802340	AURORA WEST COLLEGE PREPARATORY ACADEMY	080234000082	M			X					
ADAMS-ARAPAHOE 28J	0802340	ELKHART ELEMENTARY SCHOOL	080234000061	E			X					
ADAMS-ARAPAHOE 28J	0802340	FULTON ELEMENTARY SCHOOL	080234000062	E	X							
ADAMS-ARAPAHOE 28J	0802340	KENTON ELEMENTARY SCHOOL	080234000067	E			X					
ADAMS-ARAPAHOE 28J	0802340	LANSING ELEMENTARY SCHOOL	080234000068	E			X					
ADAMS-ARAPAHOE 28J	0802340	LAREDO ELEMENTARY SCHOOL	080234000069	E			X					
ADAMS-ARAPAHOE 28J	0802340	LYN KNOLL ELEMENTARY SCHOOL	080234000070	E			X					
ADAMS-ARAPAHOE 28J	0802340	NEW AMERICA SCHOOL	080234001882	H			X				exempt	
ADAMS-ARAPAHOE 28J	0802340	NORTH MIDDLE SCHOOL HEALTH SCIENCES AND TECHNOLOGY CAMPUS	080234000074	M			X					
ADAMS-ARAPAHOE 28J	0802340	PARIS ELEMENTARY SCHOOL	080234000075	E			X					
ADAMS-ARAPAHOE 28J	0802340	PARK LANE ELEMENTARY SCHOOL	080234000076	E			X					
ADAMS-ARAPAHOE 28J	0802340	PEORIA ELEMENTARY SCHOOL	080234001927	E			X					
ADAMS-ARAPAHOE 28J	0802340	SABLE ELEMENTARY SCHOOL	080234000077	E			X					
ADAMS-ARAPAHOE 28J	0802340	SIXTH AVENUE ELEMENTARY SCHOOL	080234000078	E			X					
ADAMS-ARAPAHOE 28J	0802340	VAUGHN ELEMENTARY SCHOOL	080234000080	E			X					
ADAMS-ARAPAHOE 28J	0802340	WHEELING ELEMENTARY SCHOOL	080234000083	E			X					
ADAMS-ARAPAHOE 28J	0802340	WILLIAM SMITH HIGH SCHOOL	080234000084	H		X		X				
ALAMOSA RE-11J	0802070	EVANS ELEMENTARY SCHOOL	080207000031	E			X					
ARCHULETA COUNTY 50 JT	0802190	ARCHULETA COUNTY HIGH SCHOOL	080219001828	H			X					
AULT-HIGHLAND RE-9	0802310	HIGHLAND ELEMENTARY SCHOOL	080231000049	E			X					
BOULDER VALLEY RE 2	0802490	ARAPAHOE RIDGE HIGH SCHOOL	080249001219	H		X						
BOULDER VALLEY RE 2	0802490	BOULDER PREP CHARTER HIGH SCHOOL	080249001631	H			X		X	17		
BOULDER VALLEY RE 2	0802490	COLUMBINE ELEMENTARY SCHOOL	080249000109	E			X					
BOULDER VALLEY RE 2	0802490	EMERALD ELEMENTARY SCHOOL	080249000113	E			X					
BOULDER VALLEY RE 2	0802490	HALCYON SCHOOL (SPECIAL EDUCATION)	080249001467	H			X		X	9		
BOULDER VALLEY RE 2	0802490	JUSTICE HIGH CHARTER SCHOOL	080249002013	M			X		X	13		
BOULDER VALLEY RE 2	0802490	JUSTICE HIGH CHARTER SCHOOL	080249002013	H			X				exempt	
BOULDER VALLEY RE 2	0802490	PIONEER BILINGUAL ELEMENTARY SCHOOL	080249006200	E			X					
BOULDER VALLEY RE 2	0802490	SANCHEZ ELEMENTARY SCHOOL	080249001403	E			X					
BOULDER VALLEY RE 2	0802490	UNIVERSITY HILL ELEMENTARY SCHOOL	080249000135	E			X					
BRIGHTON 27J	0802580	BRIGHTON HERITAGE ACADEMY	080258000729	H		X					non-exempt	
CANON CITY RE-1	0802790	SKYLINE ELEMENTARY SCHOOL	080279001433	E			X					

CHERRY CREEK 5	0802910	CIMARRON ELEMENTARY SCHOOL	080291001297	E			X					
CHERRY CREEK 5	0802910	HOLLY HILLS ELEMENTARY SCHOOL	080291000194	E			X					
CHERRY CREEK 5	0802910	INDEPENDENCE ELEMENTARY SCHOOL	080291000196	E			X					
CHERRY CREEK 5	0802910	MEADOW POINT ELEMENTARY SCHOOL	080291001329	E			X					
CHERRY CREEK 5	0802910	PONDEROSA ELEMENTARY SCHOOL	080291000200	E			X					
CHERRY CREEK 5	0802910	VILLAGE EAST COMMUNITY ELEMENTARY SCHOOL	080291000204	E			X					
COLORADO SCHOOL FOR DEAF BLIND	0800023	COLORADO SCHOOL FOR THE DEAF AND BLIND	080002306410	E			X		X	14		
COLORADO SCHOOL FOR DEAF BLIND	0800023	COLORADO SCHOOL FOR THE DEAF AND BLIND	080002306410	M			X					
COLORADO SPRINGS 11	0803060	ACHIEVEK12	080306006428	M		X						
COLORADO SPRINGS 11	0803060	COMMUNITY PREP CHARTER SCHOOL	080306001299	H		X		X			non-exempt	
COLORADO SPRINGS 11	0803060	MONROE ELEMENTARY SCHOOL	080306000255	E			X					
COLORADO SPRINGS 11	0803060	ROGERS ELEMENTARY SCHOOL	080306000274	E			X					
DEL NORTE C-7	0803300	UNDERWOOD ELEMENTARY SCHOOL	080330000292	E			X					
DELTA COUNTY 50(J)	0803330	DELTA COUNTY OPPORTUNITY SCHOOL	080333001953	M			X		X	7		
DELTA COUNTY 50(J)	0803330	DELTA COUNTY OPPORTUNITY SCHOOL	080333001953	H			X				exempt	
DELTA COUNTY 50(J)	0803330	LINCOLN ELEMENTARY SCHOOL	080333000301	E			X					
DENVER COUNTY 1	0803360	ABRAHAM LINCOLN HIGH SCHOOL	080336000305	H			X					
DENVER COUNTY 1	0803360	ACE COMMUNITY CHALLENGE CHARTER SCHOOL	080336001764	M			X				exempt	
DENVER COUNTY 1	0803360	ACE COMMUNITY CHALLENGE CHARTER SCHOOL	080336001764	H			X				exempt	
DENVER COUNTY 1	0803360	AMESSE ELEMENTARY SCHOOL	080336000306	E			X					
DENVER COUNTY 1	0803360	ARCHULETA ELEMENTARY SCHOOL	080336001864	E			X					
DENVER COUNTY 1	0803360	BARNUM ELEMENTARY SCHOOL	080336000311	E			X					
DENVER COUNTY 1	0803360	BRUCE RANDOLPH SCHOOL	080336001869	M			X					
DENVER COUNTY 1	0803360	CASTRO ELEMENTARY SCHOOL	080336000424	E			X					
DENVER COUNTY 1	0803360	CENTENNIAL K-8 SCHOOL	080336000324	E			X					
DENVER COUNTY 1	0803360	CHARLES M. SCHENCK (CMS) COMMUNITY SCHOOL	080336000400	E			X					
DENVER COUNTY 1	0803360	CHELTENHAM ELEMENTARY SCHOOL	080336000325	E			X					
DENVER COUNTY 1	0803360	COLE ARTS AND SCIENCE ACADEMY	080336006364	E			X					
DENVER COUNTY 1	0803360	COLE ARTS AND SCIENCE ACADEMY	080336006364	M			X					
DENVER COUNTY 1	0803360	COLFAX ELEMENTARY SCHOOL	080336000327	E			X					
DENVER COUNTY 1	0803360	COLORADO HIGH SCHOOL	080336001862	H			X		X	12		
DENVER COUNTY 1	0803360	COLUMBIAN ELEMENTARY SCHOOL	080336000329	E			X					
DENVER COUNTY 1	0803360	COLUMBINE ELEMENTARY SCHOOL	080336000330	E			X					
DENVER COUNTY 1	0803360	COWELL ELEMENTARY SCHOOL	080336000332	E			X					
DENVER COUNTY 1	0803360	DOULL ELEMENTARY SCHOOL	080336000336	E			X					
DENVER COUNTY 1	0803360	EAGLETON ELEMENTARY SCHOOL	080336000337	E			X					
DENVER COUNTY 1	0803360	ELLIS ELEMENTARY SCHOOL	080336000341	E			X					
DENVER COUNTY 1	0803360	ESCUELA TLATELOLCO SCHOOL	080336001834	H			X					
DENVER COUNTY 1	0803360	FAIRMONT K-8 SCHOOL	080336000346	E			X					
DENVER COUNTY 1	0803360	FAIRMONT K-8 SCHOOL	080336000346	M			X					
DENVER COUNTY 1	0803360	FAIRVIEW ELEMENTARY SCHOOL	080336000347	E			X					
DENVER COUNTY 1	0803360	FLORENCE CRITTENTON HIGH SCHOOL	080336001575	H			X				exempt	
DENVER COUNTY 1	0803360	FORD ELEMENTARY SCHOOL	080336000350	E			X					
DENVER COUNTY 1	0803360	GARDEN PLACE ELEMENTARY SCHOOL	080336000351	E			X					
DENVER COUNTY 1	0803360	GILPIN ELEMENTARY SCHOOL	080336000353	M			X					
DENVER COUNTY 1	0803360	GODSMAN ELEMENTARY SCHOOL	080336000354	E			X					
DENVER COUNTY 1	0803360	GOLDRICK ELEMENTARY SCHOOL	080336000355	E			X					
DENVER COUNTY 1	0803360	GRANT MIDDLE SCHOOL	080336000357	M			X					
DENVER COUNTY 1	0803360	GREEN VALLEY ELEMENTARY SCHOOL	080336001776	E			X					
DENVER COUNTY 1	0803360	GREENWOOD ELEMENTARY SCHOOL	080336001739	E			X					
DENVER COUNTY 1	0803360	GUST ELEMENTARY SCHOOL	080336000359	E			X					
DENVER COUNTY 1	0803360	HARRINGTON ELEMENTARY SCHOOL	080336000362	E			X					
DENVER COUNTY 1	0803360	HOWELL K-8 SCHOOL	080336001928	E			X					
DENVER COUNTY 1	0803360	JOHNSON ELEMENTARY SCHOOL	080336000368	E			X					
DENVER COUNTY 1	0803360	KAISER ELEMENTARY SCHOOL	080336000369	E			X					
DENVER COUNTY 1	0803360	KEPNER MIDDLE SCHOOL	080336000370	M			X					
DENVER COUNTY 1	0803360	KIPP SUNSHINE PEAK ACADEMY	080336001865	E			X					
DENVER COUNTY 1	0803360	KNAPP ELEMENTARY SCHOOL	080336000371	E			X					
DENVER COUNTY 1	0803360	MANUAL HIGH SCHOOL	080336006328	H			X					

DENVER COUNTY 1	0803360	MARRAMA ELEMENTARY SCHOOL	080336001380	E			X					
DENVER COUNTY 1	0803360	MARTIN LUTHER KING MIDDLE COLLEGE	080336001406	M			X					
DENVER COUNTY 1	0803360	MAXWELL ELEMENTARY SCHOOL	080336001635	E			X					
DENVER COUNTY 1	0803360	MC GLONE ELEMENTARY SCHOOL	080336001276	E			X					
DENVER COUNTY 1	0803360	MC MEEN ELEMENTARY SCHOOL	080336000378	E			X					
DENVER COUNTY 1	0803360	MERRILL MIDDLE SCHOOL	080336000379	M			X					
DENVER COUNTY 1	0803360	MONTCLAIR ELEMENTARY SCHOOL	080336000384	E			X					
DENVER COUNTY 1	0803360	MOORE K-8 SCHOOL	080336000385	E			X					
DENVER COUNTY 1	0803360	MUNROE ELEMENTARY SCHOOL	080336000387	E			X					
DENVER COUNTY 1	0803360	NORTHEAST ACADEMY CHARTER SCHOOL	080336001837	M			X					
DENVER COUNTY 1	0803360	OAKLAND ELEMENTARY SCHOOL	080336000383	E			X					
DENVER COUNTY 1	0803360	P.R.E.P. (POSITIVE REFOCUS EDUCATION PROGRAM)	080336001795	M			X				exempt	
DENVER COUNTY 1	0803360	PIONEER CHARTER SCHOOL	080336001576	E			X					
DENVER COUNTY 1	0803360	PLACE BRIDGE ACADEMY	080336006398	E			X					
DENVER COUNTY 1	0803360	PLACE BRIDGE ACADEMY	080336006398	M			X					
DENVER COUNTY 1	0803360	RIDGE VIEW ACADEMY CHARTER SCHOOL	080336001724	H			X				exempt	
DENVER COUNTY 1	0803360	SCHMITT ELEMENTARY SCHOOL	080336000401	E			X					
DENVER COUNTY 1	0803360	SKINNER MIDDLE SCHOOL	080336000403	M			X					
DENVER COUNTY 1	0803360	SMILEY MIDDLE SCHOOL	080336000406	M			X					
DENVER COUNTY 1	0803360	SMITH ELEMENTARY SCHOOL	080336000407	E			X					
DENVER COUNTY 1	0803360	STEDMAN ELEMENTARY SCHOOL	080336000411	E			X					
DENVER COUNTY 1	0803360	SWANSEA ELEMENTARY SCHOOL	080336000414	E			X					
DENVER COUNTY 1	0803360	TREVISTA ECE-8 AT HORACE MANN	080336006389	E	X							
DENVER COUNTY 1	0803360	TREVISTA ECE-8 AT HORACE MANN	080336006389	M			X					
DENVER COUNTY 1	0803360	VALDEZ ELEMENTARY SCHOOL	080336000420	E			X					
DENVER COUNTY 1	0803360	VALVERDE ELEMENTARY SCHOOL	080336000421	E			X					
DENVER COUNTY 1	0803360	WEST HIGH SCHOOL	080336000423	H			X					
DENVER COUNTY 1	0803360	WHITTIER K-8 SCHOOL	080336000426	E			X					
DOUGLAS COUNTY RE 1	0803450	EDCSD: COLORADO CYBER SCHOOL	080345006372	H		X						
DOUGLAS COUNTY RE 1	0803450	HOPE ON-LINE	080345006391	M		X						
EAGLE COUNTY RE 50	0803540	AVON ELEMENTARY SCHOOL	080354001530	E			X					
ELIZABETH C-1	0803720	FRONTIER HIGH SCHOOL	080372001775	H		X						
ENGLEWOOD 1	0803780	CHERRELYN ELEMENTARY SCHOOL	080378000488	E			X					
ENGLEWOOD 1	0803780	COLORADO'S FINEST ALTERNATIVE HIGH SCHOOL	080378001310	H		X		X			non-exempt	
FALCON 49	0803870	HORIZON MIDDLE SCHOOL	080387001393	M			X					
FALCON 49	0803870	PATRIOT LEARNING CENTER	080387006403	H		X						
FORT MORGAN RE-3	0804050	COLUMBINE ELEMENTARY SCHOOL	080405000556	E			X					
FORT MORGAN RE-3	0804050	LINCOLN HIGH SCHOOL	080405001611	H		X		X			non-exempt	
FOUNTAIN 8	0804080	LORRAINE SECONDARY SCHOOL	080408000096	H		X						
FOUNTAIN 8	0804080	LORRAINE SECONDARY SCHOOL	080408000096	M		X						
FREMONT RE-2	0803960	FLORENCE HIGH SCHOOL	080396000514	H			X					
FREMONT RE-2	0803960	FREMONT MIDDLE SCHOOL	080396001595	M			X					
GARFIELD 16	0804380	BEA UNDERWOOD ELEMENTARY SCHOOL	080438000630	E			X					
GARFIELD RE-2	0806240	WAMSLEY ELEMENTARY SCHOOL	080624001358	E			X					
GREELEY 6	0804410	CENTENNIAL ELEMENTARY SCHOOL	080441000636	E			X					
GREELEY 6	0804410	JACKSON ELEMENTARY SCHOOL	080441001291	E			X					
GREELEY 6	0804410	MADISON ELEMENTARY SCHOOL	080441000646	E			X					
GREELEY 6	0804410	ROMERO ELEMENTARY SCHOOL	080441001990	E			X					
GUNNISON WATERSHED RE1J	0804470	GUNNISON ELEMENTARY SCHOOL	080447001968	E			X					
HARRISON 2	0804530	MONTEREY ELEMENTARY SCHOOL	080453000668	E			X					
HARRISON 2	0804530	STRATTON MEADOWS ELEMENTARY SCHOOL	080453000672	E			X					
HUERFANO RE-1	0807080	HUERFANO COUNTY OPPORTUNITY AND ENRICHMENT SCHOOL	080708001847	M			X		X	7		
IGNACIO 11 JT	0804770	IGNACIO INTERMEDIATE SCHOOL	080477001444	E			X					
JEFFERSON COUNTY R-1	0804800	BRADY EXPLORATION SCHOOL	080480001907	H		X					non-exempt	
JEFFERSON COUNTY R-1	0804800	CONNECTIONS LEARNING CENTER ON THE EARLE JOHNSON CAMPUS	080480006306	H		X					non-exempt	
JEFFERSON COUNTY R-1	0804800	CONNECTIONS LEARNING CENTER ON THE EARLE JOHNSON CAMPUS	080480006306	M		X					non-exempt	

JEFFERSON COUNTY R-1	0804800	EDGEWATER ELEMENTARY SCHOOL	080480000716	E			X					
JEFFERSON COUNTY R-1	0804800	EIBER ELEMENTARY SCHOOL	080480000717	E			X					
JEFFERSON COUNTY R-1	0804800	FOSTER ELEMENTARY SCHOOL	080480000725	E			X					
JEFFERSON COUNTY R-1	0804800	JEFFERSON COUNTY OPEN SECONDARY	080480000765	M		X						
JEFFERSON COUNTY R-1	0804800	LUMBERG ELEMENTARY SCHOOL	080480000752	E			X					
JEFFERSON COUNTY R-1	0804800	MOLHOLM ELEMENTARY SCHOOL	080480000758	E			X					
JEFFERSON COUNTY R-1	0804800	O'CONNELL MIDDLE SCHOOL	080480000762	M			X					
JEFFERSON COUNTY R-1	0804800	PLEASANT VIEW ELEMENTARY SCHOOL	080480000774	E			X					
JEFFERSON COUNTY R-1	0804800	ROCKY MOUNTAIN DEAF SCHOOL	080480001606	M		X					non-exempt	
JEFFERSON COUNTY R-1	0804800	SLATER ELEMENTARY SCHOOL	080480000782	E			X					
JEFFERSON COUNTY R-1	0804800	SOBESKY ACADEMY	080480006307	M			X				exempt	
JEFFERSON COUNTY R-1	0804800	SOBESKY ACADEMY	080480006307	H			X				exempt	
JEFFERSON COUNTY R-1	0804800	SWANSON ELEMENTARY SCHOOL	080480000790	E			X					
JEFFERSON COUNTY R-1	0804800	WHEAT RIDGE MIDDLE SCHOOL	080480000802	M			X					
KEENESBURG RE-3(J)	0804920	HUDSON ELEMENTARY SCHOOL	080492000816	E			X					
LA VETA RE-2	0805160	LA VETA JUNIOR-SENIOR HIGH SCHOOL	080516000854	M		X						
LAS ANIMAS RE-1	0805250	LAS ANIMAS HIGH SCHOOL	080525000868	H			X					
MAPLETON 1	0805550	CLAYTON PARTNERSHIP SCHOOL	080555002016	M		X						
MAPLETON 1	0805550	GLOBAL LEADERSHIP ACADEMY	080555001860	E			X					
MAPLETON 1	0805550	MEADOW COMMUNITY SCHOOL	080555002031	E	X							
MAPLETON 1	0805550	MEADOW COMMUNITY SCHOOL	080555002031	M		X						
MAPLETON 1	0805550	MONTEREY COMMUNITY SCHOOL	080555002021	E			X					
MC CLAVE RE-2	0805580	MC CLAVE UNDIVIDED HIGH SCHOOL	080558000963	M		X						
MESA COUNTY VALLEY 51	0804350	CHATFIELD ELEMENTARY SCHOOL	080435000601	E			X					
MESA COUNTY VALLEY 51	0804350	DOS RIOS ELEMENTARY SCHOOL	080435001691	E			X					
MESA COUNTY VALLEY 51	0804350	DUAL IMMERSION ACADEMY SCHOOL	080435001850	E			X					
MESA COUNTY VALLEY 51	0804350	R-5 HIGH SCHOOL	080435000623	H		X		X				
MESA COUNTY VALLEY 51	0804350	ROCKY MOUNTAIN ELEMENTARY SCHOOL	080435001657	E			X					
MONTEZUMA-CORTEZ RE-1	0803090	KEMPER ELEMENTARY SCHOOL	080309000835	E			X					
MONTEZUMA-CORTEZ RE-1	0803090	MANAUGH ELEMENTARY SCHOOL	080309000838	E			X					
MONTEZUMA-CORTEZ RE-1	0803090	MESA ELEMENTARY SCHOOL	080309000839	E			X					
MONTEZUMA-CORTEZ RE-1	0803090	SOUTHWEST OPEN CHARTER SCHOOL	080309001692	H			X				exempt	
MONTROSE COUNTY RE-1J	0805790	JOHNSON ELEMENTARY SCHOOL	080579000990	E			X					
MONTROSE COUNTY RE-1J	0805790	OLATHE ELEMENTARY SCHOOL	080579000996	E			X					
MONTROSE COUNTY RE-1J	0805790	VISTA CHARTER SCHOOL	080579001852	H			X				exempt	
MOUNTAIN BOCES	0899160	MOUNTAIN BOCES DAY TREATMENT CENTER	089916001504	M			X		X	15		
MOUNTAIN BOCES	0899160	MOUNTAIN BOCES DAY TREATMENT CENTER	089916001504	H			X		X	15		
MOUNTAIN BOCES	0899160	YAMPAH TEEN PARENT PROGRAM	089916006314	H			X		X	8		
NORTH CONEJOS RE-1J	0805100	LA JARA SECOND CHANCE SCHOOL	080510001452	M			X		X	6		
PLATTE VALLEY RE-7	0804950	PLATTE VALLEY MIDDLE SCHOOL	080495001697	M			X					
POUDRE R-1	0803990	CENTENNIAL HIGH SCHOOL	080399000517	H			X				exempt	
POUDRE R-1	0803990	HARRIS BILINGUAL ELEMENTARY SCHOOL	080399000573	E			X					
POUDRE R-1	0803990	POLARIS EXPEDITIONARY LEARNING SCHOOL	080399006334	M		X						
POUDRE R-1	0803990	POUDRE COMMUNITY ACADEMY	080399001938	H			X				exempt	
POUDRE R-1	0803990	PSD ONLINE ACADEMY	080399006431	M			X		X	3		
POUDRE R-1	0803990	TAVELLI ELEMENTARY SCHOOL	080399000547	E			X					
PUEBLO CITY 60	0806120	SPANN ELEMENTARY SCHOOL	080612001995	E	X							
PUEBLO COUNTY 70	0806150	FUTURES ACADEMY	080615001663	M			X				exempt	
ROARING FORK RE-1	0804260	CRYSTAL RIVER ELEMENTARY SCHOOL	080426001540	E			X					
ROARING FORK RE-1	0804260	GLENWOOD SPRINGS ELEMENTARY SCHOOL	080426000589	E			X					
ROARING FORK RE-1	0804260	SOPRIS ELEMENTARY SCHOOL	080426001597	E			X					
SHERIDAN 2	0806540	SHERIDAN MIDDLE SCHOOL	080654001135	M			X					
SOUTH CONEJOS RE-10	0802130	ANTONITO HIGH SCHOOL	080213000035	H			X					
SOUTH ROUTT RE 3	0805910	SOUTH ROUTT ELEMENTARY SCHOOL	080591001015	E			X					
ST VRAIN VALLEY RE 1J	0805370	COLUMBINE ELEMENTARY SCHOOL	080537001373	E			X					
ST VRAIN VALLEY RE 1J	0805370	INDIAN PEAKS ELEMENTARY SCHOOL	080537000904	E			X					
ST VRAIN VALLEY RE 1J	0805370	LOMA LINDA ELEMENTARY SCHOOL	080537000906	E			X					
ST VRAIN VALLEY RE 1J	0805370	NORTHRIDGE ELEMENTARY SCHOOL	080537000920	E			X					
ST VRAIN VALLEY RE 1J	0805370	OLDE COLUMBINE HIGH SCHOOL	080537001374	H			X				exempt	

ST VRAIN VALLEY RE 1J	0805370	ROCKY MOUNTAIN ELEMENTARY SCHOOL	080537000921	E			X					
ST VRAIN VALLEY RE 1J	0805370	SPANGLER ELEMENTARY SCHOOL	080537000922	E	X							
SUMMIT RE-1	0806810	DILLON VALLEY ELEMENTARY SCHOOL	080681001303	E			X					
SUMMIT RE-1	0806810	SILVERTHORNE ELEMENTARY SCHOOL	080681001167	E			X					
THOMPSON R-2J	0805400	MONROE ELEMENTARY SCHOOL	080540000936	E			X					
THOMPSON R-2J	0805400	WINONA ELEMENTARY SCHOOL	080540000942	E			X					
TRINIDAD 1	0806960	FISHER'S PEAK ELEMENTARY SCHOOL	080696001946	E			X					
VALLEY RE-1	0806690	CAMPBELL ELEMENTARY SCHOOL	080669006323	E			X					
VALLEY RE-1	0806690	SMITH HIGH SCHOOL	080669001386	H		X		X				
WELD COUNTY S/D RE-8	0804020	LEO WILLIAM BUTLER ELEMENTARY SCHOOL	080402000554	E			X					
WELD COUNTY S/D RE-8	0804020	TWOMBLY ELEMENTARY SCHOOL	080402001366	E			X					
WESTMINSTER 50	0807230	CLARA E. METZ ELEMENTARY SCHOOL	080723001232	E			X					
WESTMINSTER 50	0807230	FAIRVIEW ELEMENTARY SCHOOL	080723001235	E	X							
WESTMINSTER 50	0807230	FRANCIS M. DAY ELEMENTARY SCHOOL	080723001236	E	X							
WESTMINSTER 50	0807230	HARRIS PARK ELEMENTARY SCHOOL	080723001238	E			X					
WESTMINSTER 50	0807230	HIDDEN LAKE HIGH SCHOOL	080723001877	H		X					non-exempt	
WESTMINSTER 50	0807230	MESA ELEMENTARY SCHOOL	080723001242	E	X							
WESTMINSTER 50	0807230	SHERRELWOOD ELEMENTARY SCHOOL	080723001246	E	X							
WESTMINSTER 50	0807230	SKYLINE VISTA ELEMENTARY SCHOOL	080723001247	E			X					
WESTMINSTER 50	0807230	TENNYSON KNOLLS ELEMENTARY SCHOOL	080723001249	E			X					
WESTMINSTER 50	0807230	WESTMINSTER ELEMENTARY SCHOOL	080723001252	E	X							
WIDEFIELD 3	0806480	DISCOVERY HIGH SCHOOL	080648000051	H		X						
WINDSOR RE-4	0807350	MOUNTAIN VIEW ELEMENTARY SCHOOL	080735001262	E			X					

Schools Served With FY 2009 SIG Funds									
LEA Name	**LEA NCES ID#**	**School Name**	**School NCES ID#**	**School Level (Elementary, Middle or High)**	**Tier I**	**Tier II**	**Tier III**	**Grad Rate**	**Newly Eligible**
ADAMS COUNTY 14	0801950	HANSON PREK-8 SCHOOL	080195000018	E	X				
CENTER 26 JT	0802850	HASKIN ELEMENTARY SCHOOL	080285000177	E	X				
DENVER COUNTY 1	0803360	PHILIPS ELEMENTARY SCHOOL	080336000392	E	X				
DENVER COUNTY 1	0803360	GREENLEE K-8 SCHOOL	080336000358	E	X				
DENVER COUNTY 1	0803360	SKYLAND COMMUNITY HIGH SCHOOL	080336001956	H		X		X	
DENVER COUNTY 1	0803360	GILPIN ELEMENTARY SCHOOL	080336000353	E	X				
DENVER COUNTY 1	0803360	LAKE MIDDLE SCHOOL	080336000374	M		X			X
DENVER COUNTY 1	0803360	RISHEL MIDDLE SCHOOL	080336000396	M		X			X
DENVER COUNTY 1	0803360	NORTH HIGH SCHOOL	080336000389	H		X			X
DENVER COUNTY 1	0803360	NOEL MIDDLE SCHOOL	080336001870	M		X			X
DENVER COUNTY 1	0803360	MONTBELLO HIGH SCHOOL	080336001338	H	X			X	
MESA COUNTY VALLEY 51	0804350	CLIFTON ELEMENTARY SCHOOL	080435000602	E	X				
PUEBLO CITY 60	0806120	FREED MIDDLE SCHOOL	080612001043	M	X				
PUEBLO CITY 60	0806120	LEMUEL PITTS MIDDLE SCHOOL	080612001055	M		X			X
PUEBLO CITY 60	0806120	JAMES H RISLEY MIDDLE SCHOOL	080612001051	M		X			X
PUEBLO CITY 60	0806120	CENTRAL HIGH SCHOOL	080612001037	H		X			X
PUEBLO CITY 60	0806120	RONCALLI MIDDLE SCHOOL	080612001061	M		X			
PUEBLO CITY 60	0806120	YOUTH & FAMILY ACADEMY CHARTER	080612001612	H	X			X	
SHERIDAN 2	0806540	FORT LOGAN ELEMENTARY SCHOOL	080654001132	E	X				