

**Application for Funding  
for Phase II of the Education Fund under the  
State Fiscal Stabilization Fund Program**

**CFDA Number: 84.394**



**U.S. Department of Education**

**Washington, D.C. 20202**

**OMB Number: 1810-0695  
Expiration Date: 05/31/2010**

**Paperwork Burden Statement**

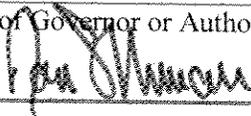
According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0695. The time required to complete this information collection is estimated to average between 4,990 and 5,577 hours per applicant, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: State Fiscal Stabilization Fund Program, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Room 3E108, Washington, D.C. 20202-3118

**NOTE: OMB Control Number forthcoming.**

**STATE FISCAL STABILIZATION FUND PHASE II APPLICATION**

**PART I: APPLICATION COVER SHEET**

(CFDA No. 84.394)

Legal Name of Applicant (Office of the Governor): Office of Governor Bill Ritter, Jr.	Applicant's Mailing Address: 200 East Colfax Denver, CO 80203
State Contact for the Education Stabilization Fund Name: Don Elliman Position and Office: Chief Operating Officer, Office of the Governor Contact's Mailing Address: 200 East Colfax, Denver, CO 80203 Telephone: 303-866-2471 Fax: 303-866-2003 E-mail address: don.elliman@state.co.us	
To the best of my knowledge and belief, all of the information and data in this application are true and correct.	
Governor or Authorized Representative of the Governor (Printed Name): Don Elliman	Telephone: 303-866-2471
Signature of Governor or Authorized Representative of the Governor: X 	Date: 4/19/2010
Recommended Statement of Support from the Chief State School Officer (Optional): The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.	
Chief State School Officer (Printed Name): _____	Telephone:
Signature of the Chief State School Officer: X _____	Date:

Form Approved OMB Number: 1810-0695; Expiration Date: 05/31/2010

Chief State School Officer (Printed Name): <u>Dwight D. Jones</u>	Telephone:  303-866-6646
Signature of the Chief State School Officer:   X	Date:  January 8, 2010

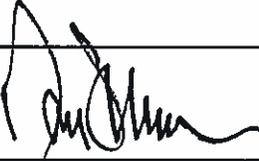
Form Approved OMB Number: 1810-0695; Expiration Date: 05/31/2010

**PART 2B: ATTESTATION OF MAINTENANCE-OF-EFFORT COMPLIANCE**

**The Governor or his/her authorized representative attests to the following:**

To the best of his/her knowledge and based on the best available data, the State has met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 (check all that apply):

- for elementary and secondary education.
- for public Institutions of Higher Education (IHEs).

Governor or Authorized Representative of the Governor (Printed Name): Don Elliman	
Signature: 	Date: 4/13/10

If a State has not met or cannot meet MOE for either elementary and secondary education or public IHEs, or both, it must complete the following:

The State has not met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 and

(check one):

- has already submitted a MOE Waiver Request to the US Department of Education.
- is submitting a MOE Waiver Request with this application package.

**PART 4, SECTION C: MAINTENANCE-OF-EFFORT BASELINE DATA**

**SPECIAL NOTES:**

- A State has some flexibility in determining the “levels of State support” for MOE purposes. For example, for the purpose of the elementary and secondary education MOE requirements, a State may use the level of support that the State provides through its primary elementary and secondary funding formulae, or it may use other relevant data. See Appendix C – Instructions for Part 4: Maintenance of Effort.

**1. Levels of State support for elementary and secondary education** *(the amounts may reflect the levels of State support on either an aggregate basis or a per-student basis):*

<b>FY 2006</b>	<u>\$2,870,089,261</u>	
<b>FY 2009*</b>	<u>\$3,392,945,206</u>	
<b>FY 2010*</b>	<u>\$3,544,227,330</u>	<u>\$3,518,955,917 (revised)</u>
<b>FY 2011*</b>	<u>\$3,787,975,972</u>	<u>\$3,401,176,482 (revised)</u>

(\* Provide data to the extent that data are currently available.)

**2. Levels of State support for public institutions of higher education** *(enter amounts for each year):*

<b>FY 2006</b>	<u>\$555,289,004</u>	
<b>FY 2009*</b>	<u>\$555,289,004</u>	
<b>FY 2010*</b>	<u>\$555,289,004</u>	<u>\$323,956,816 (revised)</u>
<b>FY 2011*</b>	<u>\$555,289,004</u>	

(\* Provide data to the extent that data are currently available.)

**3. Additional Submission Requirements:** In an attachment to the application –

- (a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -
- (b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

 3/16/10



## I. Assurance (a): Achieving Equity in Teacher Distribution

A State must collect and publicly report data and other information on: (1) the extent that students in high- and low-poverty schools in the State have access to highly qualified teachers; (2) the extent that current strategies and efforts to address inequities in the distribution of inexperienced, unqualified, or out-of-field teachers; (3) how teacher and principal performance is evaluated and how performance ratings are used; and (4) the distribution of performance evaluation ratings or levels among teachers and principals.

<b>Indicator (a)(1)</b>	<b>Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).</b>	
<p><b>Please respond (Yes or No):</b> Are the data related to this indicator at <a href="http://www.ed.gov/programs/statestabilization/indicator-a1.xls">http://www.ed.gov/programs/statestabilization/indicator-a1.xls</a> correct?</p> <p><sup>1</sup> <input checked="" type="checkbox"/> Yes, the data are correct.</p> <p><sup>2</sup> <input type="checkbox"/> No, the data are not correct.</p> <p>If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:<sup>3</sup> <a href="#">Click here to enter text.</a></p> <p><b>Please respond (check only one):</b></p> <p><sup>4</sup> <input checked="" type="checkbox"/> The State makes the data <i>publicly available</i> and updates the data <i>annually</i> on a website.</p> <p>    ➔ Provide the State website where the data are provided by the State to the public:<sup>5</sup> <a href="http://www.cde.state.co.us/FedPrograms/Reports/index.asp">http://www.cde.state.co.us/FedPrograms/Reports/index.asp</a></p> <p><sup>6</sup> <input type="checkbox"/> The State makes the data <i>publicly available</i> on a website but updates it <i>less than annually</i>.</p> <p>    ➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>    Provide the State website where the most recently updated data are provided by the State to the public: <sup>7</sup> <a href="#">Click here to enter text.</a></p>		

<sup>8</sup>  The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

<b>Indicator (a)(2)</b>	<b>Confirm whether the State’s Teacher Equity Plan (as part of the State’s Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA).</b>	
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**Please respond (Yes or No):** Is the State’s Teacher Equity Plan located at <http://www.ed.gov/programs/teacherqual/hqtplans/index.html> correct?

Yes, the information is correct.

No, the information is not correct.

→ If checked, provide below or in an attachment the State’s most updated Teacher Equity Plan. A URL linking to the correct data on the State’s website is also sufficient:<sup>3</sup> [Click here to enter text.](#)

**Please respond (check only one):**

The State makes the information *publicly available* and updates the information *annually* on a website.

→ Provide the State website where the information is provided by the State to the public:<sup>5</sup> <http://www.cde.state.co.us/FedPrograms/NCLB/tjia.asp>

The State makes the information *publicly available* on a website but updates it *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 2B. Cite “Indicator (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:<sup>7</sup> [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating the information annually on a website in Part 3B. Cite “Indicator (a)(2)” in the Plan Element Verification chart in Part 4B, Section I and mark both the Collection and Public Reporting columns.

<b>Descriptor (a)(1)</b>	<b>Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.</b>
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**Please respond (check Yes or No):** Does the State collect a description of the system each LEA uses to evaluate the performance of teachers?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Please respond (check Yes or No):** Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal?

<sup>8</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>9</sup>  The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>10</sup> [Click here to enter text.](#)

<sup>11</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:  
<sup>12</sup> [Click here to enter text.](#)

<sup>13</sup>  The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>14</sup>  No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

<b>Indicator (a)(3)</b>	<b>Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.</b>
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**Please respond (check Yes or No):** Does the State request information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

<b>Indicator (a)(4)</b>	<b>Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.</b>
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**Please respond (check Yes or No):** Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level?

<sup>1</sup>  Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

<b>Indicator (a)(5)</b>	<b>Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.</b>
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**Please respond (check Yes or No):** Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level?

<sup>1</sup>  Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. Provide the State website where the most recently updated data are provided by the State to the public:<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect these data.

➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

<b>Descriptor (a)(2)</b>	<b>Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.</b>
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**Please respond (check Yes or No):** Does the State collect a description of the system each LEA uses to evaluate the performance of principals?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates it *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Please respond (check Yes or No):** Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of principals in decisions regarding principal development, compensation, promotion, retention, and removal?

<sup>8</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>9</sup>  The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>10</sup> [Click here to enter text.](#)

<sup>11</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:  
<sup>12</sup> [Click here to enter text.](#)

<sup>13</sup>  The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>14</sup>  No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(6)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.
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**Please respond (check one):** Does the State collect information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates it *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the information *publicly available* on a website and updates it *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

<b>Indicator (a)(7)</b>	<b>Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.</b>
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**Please respond (check one):** Does the State collect and publicly report, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level?

<sup>1</sup>  Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

## II. Assurance (b): Improving Collection and Use of Data

A State must collect and publicly report information on the elements of its statewide longitudinal data system, on whether teachers receive data on student growth in a manner that is timely and informs instructional programs, and on whether the State provides teachers with reports of individual teacher impact on student achievement.

Indicator (b)(1)	Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.	
<p><b>Instructions:</b> Please indicate which of the 12 elements of the America COMPETES Act are included in the State's statewide longitudinal data system.</p> <p><b>Please respond (check Yes or No):</b> For pre-K through postsecondary education, does the State's statewide longitudinal data system include the following elements:</p> <p>(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system?</p> <p><input checked="" type="checkbox"/> Yes. <input type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #1 in the Plan Element Verification Chart in Part 3B, Section II.</p> <p>(2) Student-level enrollment, demographic, and program participation information?</p> <p><input checked="" type="checkbox"/> Yes. <input type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #2 in the Plan Element Verification Chart in Part 3B, Section II.</p> <p>(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs?</p> <p><input checked="" type="checkbox"/> Yes. <input type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #3 in the Plan Element</p>		

Verification Chart in Part 3B, Section II.

4) The capacity to communicate with higher education data systems?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #4 in the Plan Element Verification Chart in Part 3B, Section II.

(5) An audit system assessing data quality, validity, and reliability?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #5 in the Plan Element Verification Chart in Part 3B, Section II.

**Please respond (check Yes or No):** For pre-K through grade 12 education, does the State's statewide longitudinal data system include the following elements:

(6) Yearly State assessment records of individual students?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #6 in the Plan Element Verification Chart in Part 3B, Section II.

(7) Information on students not tested, by grade and subject?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #7 in the Plan Element Verification Chart in Part 3B, Section II.

(8) A teacher identifier system with the ability to match teachers to students?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #8 in the Plan Element

Verification Chart in Part 3B, Section II.

(9) Student-level transcript information, including on courses completed and grades earned?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #9 in the Plan Element Verification Chart in Part 3B, Section II.

(10) Student-level college readiness test scores?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #10 in the Plan Element Verification Chart in Part 3B, Section II.

**Please respond (check Yes or No):** For postsecondary education, does the State's statewide longitudinal data system include the following elements:

(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #11 in the Plan Element Verification Chart in Part 3B, Section II.

(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?

- Yes.  
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #12 in the Plan Element Verification Chart in Part 3B, Section II.

<b>Indicator (b)(2)</b>	<b>Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.</b>
<p><b>Please respond (check Yes or No):</b> Does the State provide student growth data on their current students and the students they taught the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs?</p> <p><input checked="" type="checkbox"/> Yes. You are not required to provide further information. In Part 3B, Section III, check “Not Applicable.”</p> <p><input type="checkbox"/> No. Provide a plan for providing this information to teachers in Part 3B, Section III.</p>	

<b>Indicator (b)(3)</b>	<b>Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.</b>
<p><b>Please respond (check Yes or No):</b> Does the State provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments?</p> <p><input type="checkbox"/> Yes. You are not required to provide further information. In Part 3B, Section IV, check “Not Applicable.”</p> <p><input checked="" type="checkbox"/> No. Provide a plan for providing this information to teachers in Part 3B, Section IV.</p>	

### III. Assurance (c): Standards and Assessments

A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.

Indicator (c)(1)	Confirm the approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments.	
<p><b>Please respond (check one):</b> Is the status of the Department's approval, available at <a href="http://www.ed.gov/programs/statestabilization/indicator-c1.xls">http://www.ed.gov/programs/statestabilization/indicator-c1.xls</a> correct?</p> <p><sup>1</sup> <input checked="" type="checkbox"/> Yes, the status is correct.</p> <p>→ <sup>2</sup> <input type="checkbox"/> No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: <sup>3</sup> <a href="#">Click here to enter text.</a></p> <p><b>Please respond (check one):</b></p> <p><sup>4</sup> <input type="checkbox"/> The State makes the status information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p>→ Provide the State website where the status is provided by the State to the public: <sup>5</sup> <a href="#">Click here to enter text.</a></p> <p><sup>6</sup> <input checked="" type="checkbox"/> The State makes the status information <i>publicly available</i> on a website but <i>does not keep it up-to-date</i>.</p> <p>→ If checked, provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>→ Provide the State website where the most recently updated information is provided by the State to the public: <sup>7</sup></p>		

<http://www.schoolview.org/statefiscalstabilizationfund.asp>.

<sup>8</sup>  The State does not make the status information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator (c)(2)**      **Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.**



**Please respond (Yes or No):** Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-c1.xls>, correct?

<sup>1</sup>  Yes, the status is correct.

→ <sup>2</sup>  No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State’s website is also sufficient: <sup>3</sup> [Click here to enter text.](#)

**Please respond (check one):**

<sup>4</sup>  The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the status is provided by the State to the public: <sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State makes the status information *publicly available* on a website and *does not keep it up-to-date*.

→ Provide the State’s plan for making the status publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available: <sup>7</sup> <http://www.schoolview.org/statefiscalstabilizationfund.asp>.

<sup>8</sup>  The State does not make the status information publicly available on a website.

→ Provide the State’s plan for making the status publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(3)	Confirm whether the State's alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards.	
<p><b>Please respond (check one):</b> Is the information related to this indicator, available at <a href="http://www.ed.gov/programs/statestabilization/indicator-c1.xls">http://www.ed.gov/programs/statestabilization/indicator-c1.xls</a>, correct?</p> <p><sup>1</sup> <input checked="" type="checkbox"/> Yes, the information is correct.</p> <p><sup>2</sup> <input type="checkbox"/> No, the information is not correct.</p> <p>    ➔ If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: <sup>3</sup> <a href="#">Click here to enter text.</a></p> <p><b>Please respond (check one):</b></p> <p><sup>4</sup> <input type="checkbox"/> The State makes the information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p>    ➔ Provide the State website where the information is collected and publicly available: <sup>5</sup> <a href="#">Click here to enter text.</a></p> <p><sup>6</sup> <input checked="" type="checkbox"/> The State makes the information <i>publicly available</i> on a website but <i>does not keep it up-to-date</i>.</p> <p>    ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p>		

- Provide the State website where the information is collected and publicly available:  
<http://www.schoolview.org/statefiscalstabilizationfund.asp>.

<sup>8</sup>  The State does not make the information publicly available on a website.

- Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<b>Indicator (c)(4)</b>	<b>Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.</b>
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**Please respond (check one):** Has the State, within the last two years, completed an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments?

- <sup>1</sup> Yes, this has been completed within the last two years.
- <sup>2</sup> No, this has been completed, but it occurred more than two years ago.
- <sup>3</sup> No, this has never been completed.

**Please respond (check one):**

- <sup>4</sup> The State makes the information *publicly available* and keeps it *up-to-date* on a website.
  - Provide the State website where the information is collected and publicly available:<sup>5</sup>  
[http://www.cde.state.co.us/cdeassess/documents/csap/Catalyst/Catalyst\\_Series\\_Accommodations\\_Oct\\_08.pdf](http://www.cde.state.co.us/cdeassess/documents/csap/Catalyst/Catalyst_Series_Accommodations_Oct_08.pdf)
- <sup>6</sup> The State makes the information *publicly available* on a website but *does not keep it up-to-date*.
  - Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
  - Provide the State website where the information is collected and publicly available:<sup>7</sup> [Click here to enter text.](#)
- <sup>8</sup> The State does not make the information publicly available on a website.
  - Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator (c)(5) Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments.**



**Please respond (check one):** Can the State confirm that the number and percentage of students with disabilities who are included in State *reading/language arts* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5r.xls>, are correct?

<sup>1</sup>  Yes, the data are correct.

<sup>2</sup>  No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

<sup>3</sup> [Click here to enter text.](#)

**Please respond (check one):**

<sup>4</sup>  The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>5</sup>

<http://www.cde.state.co.us/FedPrograms/Reports/index.asp>

<sup>6</sup>  The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:<sup>7</sup> [Click here to enter text.](#)

<sup>8</sup>  The State does not make the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Please respond (check one):** Can the State confirm that the number and percentage of students with disabilities who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5m.xls>, are correct?

<sup>9</sup>  Yes, the data are correct.

<sup>10</sup>  No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

<sup>11</sup> <http://www.cde.state.co.us/FedPrograms/Reports/index.asp>

**Please respond (check one):**

<sup>12</sup>  The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>13</sup>

<http://www.cde.state.co.us/FedPrograms/Reports/index.asp>

<sup>14</sup>  The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:<sup>15</sup> [Click here to enter text.](#)

<sup>16</sup>  The State does not make the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<b>Indicator (c)(6)</b>	<b>Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.</b>
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**Please respond (check one):** Has the State completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments?

- Yes, this was completed within the last two years.
- No, this was completed more than two years ago.
- No, this has never been completed.

**Please respond (check one):**

- The State makes the information *publicly available* and keeps it *up-to-date* on a website.
  - ➔ Provide the State website where the information is collected and publicly available:<sup>5</sup>  
[http://www.cde.state.co.us/cdeassess/documents/csap/Catalyst/Catalyst\\_Series\\_Accommodations\\_Oct\\_08.pdf](http://www.cde.state.co.us/cdeassess/documents/csap/Catalyst/Catalyst_Series_Accommodations_Oct_08.pdf)
- The State makes the information *publicly available* on a website but *does not keep it up-to-date*.
  - ➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
  - ➔ Provide the State website where the information is collected and publicly available:<sup>7</sup> [Click here to enter text.](#)
- The State does not make the information publicly available on a website.
  - ➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<b>Indicator (c)(7)</b>	<b>Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.</b>	
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**Please respond (check one):** Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-c1.xls>, correct?

<sup>1</sup>  Yes, the information is correct.

<sup>2</sup>  No, the information is not correct.

→ If checked, provide below or in an attachment the correct information and any supporting information. A URL linking to the correct data on the State’s website is also sufficient:

<sup>3</sup> [Click here to enter text.](#)

**Please respond (check one):** Is the State’s current status available on the State’s website?

<sup>4</sup>  The State makes the information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>5</sup>  
[http://www.cde.state.co.us/cdeassess/documents/csap/2007/CO\\_assessment\\_approval\\_letter\\_12\\_18\\_2006.pdf](http://www.cde.state.co.us/cdeassess/documents/csap/2007/CO_assessment_approval_letter_12_18_2006.pdf)

<sup>6</sup>  The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available:<sup>7</sup> [Click here to enter text.](#)

<sup>8</sup>  The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<b>Indicator (c)(8)</b>	<b>Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments.</b>	
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**Please respond (check one):** Can the State confirm that the number and percentage of limited English proficient students who are included in State *reading/language arts* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c8r.xls>, are correct?

<sup>1</sup>  Yes, the data are correct.

<sup>2</sup>  No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State’s website is also sufficient:

<sup>3</sup> [Click here to enter text.](#)

**Please respond (check one):**

<sup>4</sup>  The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>5</sup>  
<http://www.cde.state.co.us/FedPrograms/Reports/index.asp>

<sup>6</sup>  The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(8)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.  
 → Provide the State website where the data are collected and publicly available:<sup>7</sup> [Click here to enter text.](#)

<sup>8</sup>  The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* on a website.

→ Provide the State’s plan for making the data publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(8)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Please respond (check one):** Can the State confirm that the number and percentage of limited English proficient students who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c8m.xls>, are correct?

<sup>9</sup>  Yes, the data are correct.

<sup>10</sup>  No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

<sup>11</sup> [Click here to enter text.](#)

**Please respond (check one):**

<sup>12</sup>  The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics* publicly available and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>13</sup>  
<http://www.cde.state.co.us/FedPrograms/Reports/index.asp>

<sup>14</sup>  The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics* publicly available on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:<sup>15</sup> [Click here to enter text.](#)

<sup>16</sup>  The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *mathematics* publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<b>Indicator (c)(9)</b>	<b>Confirm that the State’s annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).</b>	
<p><b>Please respond (check one):</b> Does the State Report Card include the most recent available State reading and math National Assessment of Educational Progress (NAEP) results?</p> <p><input checked="" type="checkbox"/> Yes, the State Report Card includes this information.</p> <p><input type="checkbox"/> No, the State Report Card does not include this information.</p> <p>    ➔ If checked, please provide a plan for including this information on the State Report Card in Part 3B. Cite “Indicator (c)(9)” in the Plan Element Verification Chart in Part 3B, Section I, and mark the Public Reporting column.</p> <p><b>Please supply the following information:</b></p> <p>Please attach the State Report Card or provide the URL where the State Report Card is provided to the public: <a href="http://www.cde.state.co.us/FedPrograms/Reports/index.asp">http://www.cde.state.co.us/FedPrograms/Reports/index.asp</a></p>		

<b>Indicator (c)(10)</b>	<b>Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).</b>
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**Please respond (check one):** Does the State collect these data (as defined in Indicator (c)(10))?

<sup>1</sup>  Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the data are collected and publicly available:<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect these data.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Collection and Public Reporting column.

<b>Indicator (c)(11)</b>	<b>Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.</b>
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**Please respond (check one):** Does the State collect these data (as defined in Indicator (c)(11))?

<sup>1</sup>  Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to “Indicator (c)(11)” in the Plan Element Verification Chart in Part 3B, Section I.

→ Provide the State website where the data are collected and publicly available:<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to “Indicator (c)(11)” in the Plan Element Verification Chart in Part 3B, Section I.

No, the State does not collect these data.

**If No, please respond (check one):**

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

<b>Indicator (c)(12)</b>	<b>Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year’s worth of college credit (applicable to a degree) within two years of enrollment in the IHE.</b>
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**Please respond (check one):** Does the State collect these data (as defined in Indicator (c)(12))?

<sup>1</sup>  Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to “Indicator (c)(12)” in the Plan Element Verification Chart in Part 3B, Section I.

➔ Provide the State website where the data are collected and publicly available:<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to “Indicator (c)(12)” in the Plan Element Verification Chart in Part 3B, Section I.

<sup>7</sup>  No, the State does not collect these data.

**If No, please respond (check one):**

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

#### IV. Assurance (d): Supporting Struggling Schools

A State must collect and publicly report data and other information on the progress of certain groups of schools in the State on State assessments in reading/language arts and mathematics; on the extent to which reforms to improve student academic achievement are implemented in the persistently lowest-achieving schools in the State; and on the extent to which charter schools are operating in the State.

<b>Indicator (d)(1)</b>	<b>Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.</b>
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**Please respond (check one):** Does the State collect these data?

<sup>1</sup>  Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

<b>Indicator (d)(2)</b>	<b>Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.</b>
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**Please respond (check one):** Does the State collect these data?

<sup>1</sup>  Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Descriptor (d)(1)** Provide the definition of “persistently lowest-achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.



**Please respond (check Yes or No):** Does the State have a definition of “persistently lowest achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) for the purposes of this indicator?

<sup>1</sup>  Yes, the State has a definition of “persistently lowest achieving schools” for the purposes of this indicator.

→ Provide the definition here:<sup>2</sup>

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

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

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

combined under the heading of secondary schools in the current analysis.

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

### **Preliminary School Eligibility Criteria**

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

### **School Criteria**

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

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

old.

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

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

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

Of the 56 schools designated as AECs for 2009–2010, 1 is an exclusive dropout re-engagement program, 10 are temporary/transitional programs and 12 do not grant diplomas. These schools are not eligible for Tier I and II, but have been flagged as Tier III if they meet the additional tier criteria. The remaining 39 schools do not qualify for exemption and have been included in all analyses (unless removed for small n count). The list of AECs, with the relevant school and student information will be available on the CDE website.

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

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

In order to aggregate student data by grade within a school, the percent of students demonstrating grade-appropriate proficiency is

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

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

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

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

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

### **Standardized Performance Index**

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

In addition to ease of interpretation, another advantage to using z-scores is that multiple metrics, initially calculated on different scales, can

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

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

### **Low-Graduation Rate Eligibility**

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

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

#### **Tier I Schools**

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

Making the number of eligible schools proportional to the total number of schools within a given grade span ensures adequate coverage of schools serving students of all ages. Without this precaution, middle schools tend to be under-represented. Elementary schools receive

Title I funds twice as often middle schools and more than three times as often as high schools, which results in a disproportionate number of elementary schools eligible for Tier I funding. Although Tier II is intended to address this imbalance, the majority of eligible recipients in Colorado are high schools. The lowest performing schools in Tier II tend to be AECs (primarily serving grades 9–12) and high schools with low graduation rates, rather than middle schools. As a result, middle schools are less likely to be represented among the persistently lowest-performing schools eligible for SIG funding. For these reasons, Colorado feels that stratifying by EMH level will ensure a more equitable distribution of funds across grades and schools.

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

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

### **Tier II Schools**

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

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

Utilizing the increased state flexibility detailed in the January 20<sup>th</sup>, 2010 federal guidance, middle and high schools eligible for Title I funding, whether receiving funding in 2009–2010 or not, who have not made AYP for the two most recent years and who have a performance index score lower than the highest performing school identified in the above 5%, are also flagged for Tier II. The final list of

Tier II schools includes all schools flagged under the low performance, low graduation rate, or expanded low performance criteria.

### **Tier III Schools**

In addition to school schools excluded due to n count or AEC exemption, all schools on Title I school improvement, corrective action, or restructuring in 2009–2010 that are not identified for Tier I or Tier II are identified as Tier III.

#### **If Yes, please respond (check one):**

<sup>3</sup>  The State has made the definition *publicly available* on a website.

→ Provide the State website where the definition is publicly available:<sup>4</sup>  
<http://www.schoolview.org/statefiscalstabilizationfund.asp>.

<sup>5</sup>  The State does not make the definition publicly available on a website.

→ Provide the State’s plan for making the definition publicly available in Part 3B. Cite “Descriptor (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>6</sup>  No, the State does not have a definition of “persistently lowest achieving schools” for the purposes of this indicator.

→ Provide the State’s plan for developing a definition and making it publicly available on a website in Part 3B. Cite “Descriptor (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator  
(d)(3)**

**Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.**



**Please respond (check one):** Does the State collect this information?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:<sup>3</sup>

<http://www.schoolview.org/statefiscalstabilizationfund.asp>.

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>6</sup>  The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (d)(4)** Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.



**Please respond (check one):** Does the State collect this information?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (d)(5)** Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.



**Please respond (check one):** Does the State collect this information?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup>

<http://www.schoolview.org/statefiscalstabilizationfund.asp>.

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>6</sup>  The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.



**Indicator (d)(6)** Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.



**Please respond (check one):** Does the State collect this information?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (d)(7)** Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law.



**Please respond (check one):** Does the State collect this information?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the data *at least annually* on a website.

Provide the State website where the information is collected and publicly available:<sup>3</sup>

<http://www.schoolview.org/statefiscalstabilizationfund.asp>.

<sup>4</sup>  The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (d)(8) Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating.**



**Please respond (check one):** Is the number of charter schools publicly reported as currently operating for the State and for each LEA at <http://www.ed.gov/programs/statestabilization/indicator-d8.xls> correct?

<sup>1</sup>  Yes, the data are correct.

<sup>2</sup>  No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

<sup>3</sup> [Click here to enter text.](#)

**Please respond (check one):**

<sup>4</sup>  The State makes the data *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>5</sup>

<http://www.cde.state.co.us/cdechart/download/2008Enrollment.pdf>

<sup>6</sup>  The State makes the data *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>7</sup> [Click here to enter text.](#)

<sup>8</sup>  The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<b>Indicator (d)(9)</b>	<b>Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.</b>
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**Please respond (check one):** Does the State collect this information?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

<b>Indicator (d)(10)</b>	<b>Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.</b>
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**Please respond (check one):** Does the State collect this information?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

<b>Indicator (d)(11)</b>	<b>Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.</b>
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**Please respond (check one):** Does the State collect this information?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(11)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(11)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(11)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

<b>Indicator (d)(12)</b>	<b>Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.</b>
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**Please respond (check one):** Does the State collect this information?

<sup>1</sup>  Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup>  The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup>  The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(12)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:  
<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup>  The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(12)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup>  No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(12)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

## PART 3B: DATA COLLECTION & PUBLIC REPORTING PLAN

**Requirement:** The State must collect and publicly report the data or other information required by an assurance indicator or descriptor. If the State is not able to fully collect or publicly report, at least annually through September 30, 2011, the State plan must describe the State's process and timeline for developing and implementing, as soon as possible but no later than September 30, 2011, the means to fully collect and publicly report the data or information, including the milestones that the State establishes toward developing and implementing those means, the date by which the State expects to reach each milestone, and any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy. The plan must also include the nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II), the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

### I. ASSURANCES (a), (c), AND (d)

*Important note regarding indicators (c)(11) and (c)(12):*

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the plan requirements of this section apply to the indicator(s) for which this is the case.

If the State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011, for either of these indicators the requirements for this section do not apply to the indicator for which this is the case. Proceed to Section V.

**State Plan Instructions:** For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

The process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, the means to fully collect and/or publicly report (as required) the data or information, including:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;

- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A)** Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B)** Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C)** Provide the overall budget for the development, execution, and oversight of the plan.
- (D)** Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

**Plan Element Verification:** Please fill out the following chart to indicate which elements, per the instructions in Part 1, must be addressed in the State plan, and whether they must address collection, public reporting, or both. Do not list elements that do not need to be addressed in the State plan. Only list those for which the State has been directed to do so in completing Part 3A.

<u>Element</u>	<u>Collection</u> (check if applies)	<u>Public Reporting</u> (check if applies)
Descriptor (a)(1)	X	X
Indicator (a)(3)	X	X
Indicator (a)(4)	X	X
Indicator (a)(5)	X	X
Descriptor (a)(2)	X	X
Indicator (a)(6)	X	X
Indicator (a)(7)	X	X
Indicator (c)(1)		X
Indicator (c)(2)		X
Indicator (c)(3)		X
Indicator (c)(10)	X	X
Indicator (c)(11)		X
Indicator (c)(12)		X
Indicator (d)(1)		X
Indicator (d)(2)		X
Indicator (d)(3)		
Indicator (d)(4)		X
Indicator (d)(5)		
Indicator (d)(6)	X	X
Indicator (d)(7)		
Indicator (d)(9)		X
Indicator (d)(10)		X
Indicator (d)(11)		X
Indicator (d)(12)		X

## II. INDICATOR (b)(1)

### Plan Instructions

If (as indicated in Part 3A) the State does not have a statewide longitudinal data system that fully includes all 12 elements of the America COMPETES Act, as addressed in indicator **(b)(1)**, please attach a plan that provides the process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, a statewide longitudinal data system that includes all 12 elements of the America COMPETES Act, including the following information:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

**Plan Element Verification:** Please mark which elements, per the instructions in Part 1, must be addressed in your state plan:

<u>COMPETES</u> <u>Element</u>	<u>Must be</u> <u>addressed in</u> <u>plan</u>	<u>Does not</u> <u>need to be</u> <u>addressed in</u> <u>plan</u>
1		X
2		X
3		X
4		X
5		X
6		X
7		X
8	X	
9		X
10		X
11		X
12		X

### III. INDICATOR (b)(2)

**Instructions:** If (as indicated in **Part 3A, Indicator (b)(2)**) the State does not provide student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data by September 30, 2011, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011 (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

#### **IV. INDICATOR (b)(3)**

**Instructions:** If (as indicated in **Part 3A, Indicator (b)(3)**) the State does not provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A)** Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B)** Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C)** Provide the overall budget for the development, execution, and oversight of the plan; and
- (D)** Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

## V. INDICATORS (c)(11) AND (c)(12)

*Important note regarding this section:*

In the case of new Indicators (c)(11) and (c)(12), regarding the data States will collect from IHEs, the State is required to, at a minimum, possess the ability to collect and report the data. In such circumstances, a State plan need only address the development of capacity, and not implementation and reporting for the relevant indicators.

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the full plan requirements for this section **do** apply. If that is the case, please report all elements of that plan in Part 3B, Section I above.

**State Plan Instructions:** For each of *Indicators (c)(11) and (c)(12)* for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

- (1) The process and timeline for achieving the ability to implement the means to fully collect and/or publicly report (as required) the data or information by September 30, 2011, including:
  - The milestones established toward developing those means;
  - The date by which the State expects to reach each such milestone; and any obstacles that may prevent the State from developing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
  - The nature and frequency of reports that the State will provide to the public regarding its progress in developing those means; and
  - The amount of funds the State is using or will use to develop those means, and whether the funds are or will be Federal, State, or local funds.
- (2) A description of the evidence that the State will provide to the Department of Education to demonstrate that it has developed the means to collect and publicly report the data for each indicator for which the State is not able to fully collect or publicly report annually the required data, by September 30, 2011.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State’s progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

**Plan Element Verification:** Please check only the boxes that apply in the following chart to indicate which elements must be addressed in this section of your state plan:

<u>Element</u>	<u>Not Applicable: The State will develop and implement the means to collect and publicly report the data (Complete Plan in Section I).</u>	<u>Applicable: The State will develop but not implement the means to collect and publicly report the data (Complete Plan in this section).</u>
Indicator (c)(11)	X	
Indicator (c)(12)	X	

## **PART 3C-- GENERAL REQUIREMENTS**

Please attach the following information—

- (1) Describe the processes the State employs to review and verify the required data and other information on the indicators and descriptors.**

As districts submit information to CDE, superintendents and/or local school board secretaries are required to sign affidavits indicating that, to their knowledge, the data is valid. The information is collected through an online system, our automated data exchange (ADE), which includes automatic editing programs to ensure it is consistent with the other data already in the data base. Additionally, collections related to qualifications of core content teachers are audited by CDE staff.

- (2) Describe the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.**

The Colorado Department of Education (CDE) formalized a Family Educational Rights and Privacy Act (FERPA) Compliance Policy on August 15, 2009.

The Colorado Department of Education takes very seriously its obligations to protect the privacy of student education records that are received from local educational agencies (LEAs) and schools, consistent with the requirements in FERPA.

FERPA includes a number of authorized disclosures that permit education records to be used for a range of legitimate educational needs. In effect, in authorizing these disclosures, FERPA permits CDE to harmonize the privacy of these records with the need to use them to measure school performance and growth and to conduct evaluation of the programs and support needed to improve education in Colorado.

Typically, the information received from education records maintained by LEAs and schools is provided for the purpose of evaluating and auditing federal and state-supported education programs and ensuring compliance of those programs with federal requirements. The evaluation function in particular is very broad and includes research designed to measure and improve public education programs in Colorado. These functions may be carried out by CDE employees and contractors. In addition, under amendments to FERPA regulations issued by the U.S. Department of Education (USED) on December 9, 2008, CDE may redisclose personally identifiable information that it receives to third parties, for the purposes addressed in FERPA-authorized disclosures and consistent with safeguards in FERPA.

Personally identifiable information from students' education records which CDE receives from LEAs and schools for audit, evaluation, or compliance purposes is not available to all CDE employees. Access to this information is provided only to employees who have a legitimate need for access to the information in order to maintain the records or to assist in conducting CDE evaluation, audit, or compliance functions. The information is protected to avoid personal identification of students and their parents by anyone other than these employees, CDE contractors that perform these functions, or recipients of authorized redisclosures consistent with FERPA.

CDE's complete policy is available at:

<http://www.cde.state.co.us/cdereval/download/PDF/FERPA/CDEFERPAPolicy.pdf>

A flowchart detailing CDE's approval process for disclosure of education data is available at:  
<http://www.cde.state.co.us/cdereval/download/PDF/FERPA/CDEApprovalProcessforDisclosureofEducationData.pdf>

CDE's FERPA website is located at: <http://www.cde.state.co.us/cdereval/Ferpa.htm>

**REVISED – March 16, 2010**  
**Attachments to Application for Initial Funding under the State  
Fiscal Stabilization Fund Program - COLORADO**

**PART 4, SECTION C: MAINTENANCE-OF-EFFORT BASELINE DATA -**

**3. Additional Submission Requirements: In an attachment to the application –**

(a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education;

**FY 2005-06**

Senate Bill 05-209:	\$2,820,869,410
Senate Bill 05-200:	\$16,419,753
Senate Bill 07-239*:	\$0
House Bill 06-1215:	\$32,800,098
<u>House Bill 06-1385*:</u>	<u>\$0</u>

Total FY 2005-06 Appropriation: \$2,870,089,261

*\*Bills had a net zero state share impact as both refinanced state funding sources only.*

**FY 2007-08**

Senate Bill 07-239:	\$3,302,698,838
Senate Bill 07-199:	(\$36,382,063)
House Bill 07-1024:	\$12,000
House Bill 08-1375:	(\$113,617,998)
<u>Senate Bill 09-259*:</u>	<u>\$0</u>

Total FY 2007-08 Appropriation: \$3,152,710,777

*\*Bill had a net zero state share impact as it refinanced state funding sources only.*

**FY 2008-09**

House Bill 08-1375:	\$3,344,126,475
House Bill 08-1388:	\$48,565,932
Senate Bill 08-218*:	\$0
Senate Bill 08-1335*:	\$0
House Bill 08-1021:	\$252,799
Senate Bill 09-185*:	\$0
Senate Bill 09-260*:	\$0
<u>Senate Bill 09-259*:</u>	<u>\$0</u>

Total FY 2008-09 Appropriation: \$3,392,945,206

*\*Bills had a net zero state share impact as all refinanced state funding sources only.*

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 Fiscal Stabilization Fund Program - COLORADO**

(a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; (cont.)

FY 2009-10

Senate Bill 09-259:	\$3,696,288,785
Senate Bill 09-260*:	\$0
Current FY 2009-10 Appropriation:	\$3,696,288,785
<del>Less ARRA Federal Funds:</del>	<del>(\$152,061,455)</del>
<del>Current FY 2009-10 Appropriation without ARRA Federal Funds:</del>	<del>\$3,544,227,330</del>

*\*Bill has a net zero state share impact as it refinanced state funding sources only.*

FY 2009-10 - REVISED

Senate Bill 09-259:	\$3,696,288,785
Senate Bill 09-260*:	\$0
Senate Bill 10-065:	(\$177,332,868)
<u>Less ARRA Federal Funds:</u>	<u>\$0</u>

Current FY 2009-10 Appropriation without ARRA Federal Funds: \$3,518,955,917  
*\*Bill has a net zero state share impact as it refinanced state funding sources only.*

FY 2010-11

FY 2010-11 Budget Requests:

<sup>1</sup> November 6, 2009 – Priority #BRI-01 <i>“Total Program Annual Funding Adjustments and      Hold-harmless Full-day Kindergarten Funding”</i>	\$3,399,091,957
<sup>2</sup> March 5, 2010 – Priority #BA-01 <i>“Transfer into the State Education Fund in FY 2010-11”</i>	<u>\$2,084,525</u>
Current FY 2010-11 Request without ARRA Federal Funds:	\$3,401,176,482

<sup>1</sup> Based on the Department of Education’s November 6, 2009 Budget Request – Priority #BRI-01 request for FY 2010-11. Link to this document:

[http://www.colorado.gov/cs/Satellite?c=Document\\_C&childpagename=OSPB%2FDocument\\_C%2FGOVRAddLink&cid=1251568462450&pagename=GOVRWrapper](http://www.colorado.gov/cs/Satellite?c=Document_C&childpagename=OSPB%2FDocument_C%2FGOVRAddLink&cid=1251568462450&pagename=GOVRWrapper)

<sup>2</sup> Based on the Department of Education’s March 5, 2010 Fact Sheet – Priority #BA-01 – request for FY 2010-11. Link to this document (see page 32 to 37 of 39):

<http://www.colorado.gov/cs/Satellite?blobcol=urldata&blobheader=application%2Fpdf&blobkey=id&blobtable=MungoBlobs&blobwhere=1251613882134&ssbinary=true>

***REVISED – March 16, 2010***

**Attachments to Application for Initial Funding under the State  
Fiscal Stabilization Fund Program - COLORADO**

(b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

Please see response to “Part 5, Section A, 3 *Data on State Support for Postsecondary Education*”. This response identifies the data utilized in determining the levels of State support for public IHEs.

**REVISED – March 16, 2010**  
**Attachments to Application for Initial Funding under the State  
Fiscal Stabilization Fund Program - COLORADO**

**PART 5, SECTION A: STATE USE OF THE EDUCATION STABILIZATION FUND -**

**2. State's Primary Education Funding Formulae**

Colorado has a funding formulae that was enacted prior to July 1, 2008. Colorado defines the funding formulae in terms of the total funding requirements as well as the basis for the per pupil funding which makes up part of the total funding level.

Section 17 of Article IX of the Colorado Constitution requires annual inflationary increases in the base per pupil funding. For FY 2008-09, FY 2009-10, and FY 2010-11 this provision requires that the K-12 school finance base per pupil funding (and the K-12 categorical programs <1>) increase by *at least the rate of inflation plus one percent.* <2>

In addition to the required annual inflationary increases noted above, the Colorado Constitution also requires a state General Fund annual of *no less than 5.0 percent* on K-12 school finance unless personal income is less than a specified amount. <3>

Colorado's K-12 school finance laws also address school district variation through "adjustment factors" which are applied to the base per pupil funding rate described above. These adjustment factors were enacted prior to July 1, 2008. These adjustment factors include the following: (1) a cost-of-living factor which recognizes differences in the cost-of-living among districts and provides greater per pupil funding for higher cost districts; (2) a size factor which recognizes economies of scale experienced by larger school districts and provides greater per pupil funding for districts with low enrollment; and (3) an at-risk factor which provides additional funding for districts serving students who may be at risk of failing or dropping out of school.

Additional information on Colorado's primary and secondary funding formulae is available to the Federal Department of Education upon request.

***The revised application which is based on Higher Education obtaining an MOE waiver in FY 2009-10 includes revised formulaic increases for Colorado's primary and secondary funding. These adjustments have been specifically identified in the previous pages sections for FY 2009-10 and for FY 2010-11.***

**NOTES:**

<1> Categorical programs are designed to serve particular groups of students or student needs (e.g., transportation).

<2> For FY 2008-09, Colorado is required to increase base per pupil funding by at least \$162 or 3.2 percent (uses the actual inflation rate of 2.2 percent in calendar year 2007 and adds the 1.0 percent factor to get to the 3.2 percent).

<3> This 5.0 percent MOE does not apply in any state fiscal year in which personal income growth less than 4.5 percent between the two previous calendar years.

**REVISED – March 16, 2010**  
**Attachments to Application for Initial Funding under the State  
Fiscal Stabilization Fund Program - COLORADO**

**PART 5, SECTION A: STATE USE OF THE EDUCATION STABILIZATION FUND -**

**3. Data on State Support for Postsecondary Education**

The data sources utilized in determining calculations provided for the levels of State support for public IHEs were bills that had appropriations to the individual postsecondary education institutions in the relevant fiscal years. Total State support for public IHEs was determined by summarizing the funding levels described in these bills by fiscal year<sup>3</sup>. A table describing these funding levels by IHE can be found at the end of the attachments for Part 5.

FY 2005-06

Senate Bill 05-209

Senate Bill 05-158

House Bill 06-1370

House Bill 06-1385

FY 2007-08

Senate Bill 07-239

House Bill 08-1256

House Bill 08-1286

House Bill 08-1375

FY 2008-09

House Bill 08-1375<sup>4</sup>

Senate Bill 08-079

Senate Bill 08-166

Senate Bill 09-259

FY 2009-10

Senate Bill 09-259

Fact Sheet 1-27-10<sup>5</sup>

FY 2010-11

Fact Sheet 1-27-10<sup>5</sup>

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<sup>3</sup> This information is available online at <http://www.leg.state.co.us/>

<sup>4</sup> Original FY 2008-09 State funding for public IHEs.

<sup>5</sup> Based on the Department of Higher Education January 27, 2010 Fact Sheet on budget reductions in FY 2009-10 titled "FY 2009-10 Higher Education Budget Balancing Reduction - Part 3". Link to this document:

<http://www.colorado.gov/cs/Satellite?blobcol=urldata&blobheader=application%2Fpdf&blobkey=id&blobtable=MungoBlobs&blobwhere=1251606709341&ssbinary=true>

***REVISED – March 16, 2010***  
**Attachments to Application for Initial Funding under the State  
Fiscal Stabilization Fund Program - COLORADO**

**PART 5, SECTION A: STATE USE OF THE EDUCATION STABILIZATION FUND -**

**5. Process for Awarding Funds to Public IHEs**

The Institutions of Higher Education (IHEs) in Colorado experienced funding cuts from their original FY 2008-09 state funding levels to their final FY 2005-06 state funding levels in FY 2008-09.

~~In all three of the fiscal years (FY 2008-09, FY 2009-10, & FY 2010-11), the state will maintain state support at FY 2005-06 levels and backfill funding levels to the original FY 2008-09 level with the Education Stabilization Funds. In other words, the state will backfill state funding cuts to the IHEs original FY 2008-09 state funding level.~~

The state will maintain state support at FY 2005-06 levels in FY 2008-09 and FY 2010-11 but in FY 2009-10 Colorado's Revised application is based on obtaining a MOE waiver. In FY 2008-09 and FY 2009-10 the state continues to backfill the state funding cuts with Federal ARRA funds to the IHEs original FY 2008-09 state funding levels. However, in FY 2010-11 there are not enough remaining federal funds to backfill the IHEs shortfall to their original FY 2008-09 state funding levels.

A table illustrating the both the original calculation and the revised calculation can be found on the following pages.

**REVISED – March 16, 2010**  
**Attachments to Application for Initial Funding under the State Fiscal Stabilization Fund**  
**Program - COLORADO**

ORIGINAL Table illustrating State data sources that were used in determining the calculations provided for the level of State support for public IHEs.

Funding for Colorado Public Institutions of Higher Education by Fiscal Year and by Institution						
	FY 2005-06 <1>	FY 2006-07 <2>	FY 2007-08 <3>	Original State Funding FY 2008-09 <4>	FY 2008-09 <5>	FY 2009-10 <6>
	General Fund from the College Opportunity Fund					
			State Fiscal Stabilization Funds			State Fiscal Stabilization Funds
Institutions of Higher Education						
Adams State College	\$ 12,149,322	\$ 12,562,412	\$ 13,624,080	\$ 14,608,449	\$ 12,149,322	\$ 2,459,127
Mesa State College	\$ 19,888,392	\$ 20,632,636	\$ 22,376,340	\$ 24,005,607	\$ 19,888,392	\$ 4,117,215
Metropolitan State College of Denver	\$ 39,778,568	\$ 41,165,915	\$ 44,644,910	\$ 49,713,412	\$ 39,778,568	\$ 9,934,844
Western State College	\$ 9,892,147	\$ 10,470,780	\$ 11,355,691	\$ 12,173,017	\$ 9,892,147	\$ 2,280,870
Colorado State University System	\$ 113,620,028	\$ 123,364,193	\$ 133,789,929	\$ 146,891,512	\$ 113,620,028	\$ 33,271,484
Fort Lewis College	\$ 8,757,822	\$ 10,745,793	\$ 11,653,935	\$ 12,736,330	\$ 8,757,822	\$ 3,978,508
University of Colorado System	\$ 159,103,982	\$ 179,791,878	\$ 194,986,340	\$ 209,099,449	\$ 159,103,982	\$ 49,995,467
Colorado School of Mines	\$ 18,793,625	\$ 20,043,357	\$ 21,737,271	\$ 23,237,386	\$ 18,793,625	\$ 4,443,761
University of Northern Colorado	\$ 35,176,878	\$ 37,949,011	\$ 41,156,170	\$ 44,086,311	\$ 35,176,878	\$ 8,909,433
Community College System	\$ 117,020,778	\$ 121,998,555	\$ 132,329,692	\$ 142,320,783	\$ 117,020,778	\$ 25,300,005
Local District Junior Colleges	\$ 12,601,934	\$ 13,668,051	\$ 14,823,001	\$ 15,890,257	\$ 12,601,934	\$ 3,288,323
Arca Vocational Schools	\$ 8,505,528	\$ 9,635,602	\$ 10,450,136	\$ 11,202,546	\$ 8,505,528	\$ 2,697,018
Sub-totals by General Fund and State Fiscal Stabilization Funds	\$ 555,289,004	\$ 602,028,183	\$ 652,927,495	\$ 705,965,059	\$ 555,289,004	\$ 150,676,055
<b>TOTAL by Fiscal Year</b>	<b>\$555,289,004</b>	<b>\$602,028,183</b>	<b>\$652,927,495</b>	<b>\$705,965,059</b>	<b>\$705,965,059</b>	<b>\$150,676,055</b>
<1> FY 2005-06 Source: S.B. 05-209 (p. 78-82), S.B. 05-158 (p. 2-3), H.B. 06-1370 (p. 2-5), & H.B. 06-1385 (p. 313-316)						
<2> FY 2006-07 Source: H.B. 06-1385 (p. 75-79) & S.B. 07-164 (p. 5-10)						
<3> FY 2007-08 Source: S.B. 07-239 (p. 72-75), H.B. 07-1256 (p. 3), H.B. 08-1286 (p. 5-9), & H.B. 08-1375 (p. 290-293)						
<4> FY 2008-09 Source: Original State Funding Level - H.B. 08-1375 (p. 63-67)						
<5> FY 2008-09 Source: H.B. 08-1375 (p. 63-67), S.B. 08-279 (p. 4), S.D. 08-166 (p. 2), & S.B. 09-259 (p. 283-287)						
<6> FY 2009-10 Source: S.B. 09-259 (p. 67-72) & S.B. 09-043 (p. 3-4)						



## Appendix to Part 3B: Data Collection and Public Reporting Plan

### Assurance (a): Achieving Equity in Teacher Distribution

#### *Reporting on Progress in Collecting and Reporting Data*

This planning document, including the project schedule above, will be continuously available on CDE's Web site at: <http://www.schoolview.org/statefiscalstabilizationfund.asp>. In the event that any obstacles arise or that staff are unable to meet the milestone deadlines indicated in the project schedule, staff responsible for carrying out said milestones will update the document.

The Department's Policy Analyst also will update the public on a quarterly basis, by providing a synopsis of progress-to-date on the Website listed above, and by submitting an announcement directing the public to this synopsis in the Department's electronic-newsletter ("The Scoop").

#### *Agency Responsible*

The Colorado Department of Education (CDE) will be responsible for the development, execution and oversight of the plan below. The tasks required will be integrated into the work already conducted by CDE in collecting and reporting data from school districts and schools. In addition to CDE's already heavy workload, the collection and reporting burden will be significant, but CDE does have the capacity to carry out the responsibilities outlined. It will be necessary for local school districts to assist CDE by complying with the reporting requests.

### Descriptors (a)(1) and (a)(2) and Indicators (a)(3), (a)(5), and (a)(6): Information about Teacher and Principal Evaluation Systems

Information about the evaluations systems used by LEAs to evaluate the performance of teachers and principals will be collected through the Colorado Department of Education's (CDE) existing "Report Card March" collection.

In early March, changes to the Report Card March collection will be presented to Colorado's Education Data Advisory Committee (EDAC), which is responsible for, among other things, reviewing all new statutory and regulatory data reporting requirements, determining whether the benefits derived from the reports are outweighed by the increased administrative costs incurred by the school districts and public schools in preparing and submitting the reports, and notifying school districts and public schools as to whether compliance with the requirement is mandatory or voluntary.

After EDAC's review, the Data Analyst for this collection will meet with various CDE staff (and possibly with staff from local school districts as well) to gather the requirements for the data collection and to generate file layouts for changes within the existing collection (which will include establishing system and maintenance requirements). The department's Programmer Analyst will then update the data collection system and open the collection system in March of 2011.

After the data is collected from the data collection, CDE's Data Warehouse Team will import the data into the Department's warehouse and develop a custom report to be published on CDE's Web site. CDE anticipates having this information publicly available by April 2011. All data required to be publicly reported under the State Fiscal Stabilization Fund will be available at: <http://www.schoolview.org/statefiscalstabilizationfund.asp>.

*Project Schedule*

<b>Milestones</b>	<b>Duration</b>	<b>Start Date</b>	<b>End Date</b>	<b>Source of Funding</b>	<b>Budget</b>	<b>Individuals Responsible</b>
EDAC approval for changes to the Report Card March Collection	1 day	3/12/10	3/12/10	state	\$216	CDE Data Analyst
Gather requirements for collecting the data in Report Card March Collection	30 days	5/4/10	6/14/10	state	\$6,480	CDE Data Analyst
Modify the Report Card March data collections	30 days	10/5/10	11/15/10	state	\$9,600	CDE Programmer Analyst
Collect data from districts	98 days	11/16/10	3/31/11	state, local	\$21,168	local school district staff/CDE Data Analyst
Gather report specs for the report to be posted	15 days	11/16/10	12/6/10	state	\$4,200	CDE Data Warehouse Manager
Develop the indicator report(s)	15 days	12/7/10	12/27/10	state	\$4,200	CDE Web Developer
Post report(s) to Web site	.5 days	4/3/11	4/4/11	state	\$96	CDE Web Developer
<b>Total</b>	<b>189.5 days</b>				<b>\$45,960</b>	

*Possible Obstacles*

There are no known statutory or regulatory requirements that would impede the collection of the data. Pursuant to Colorado's Licensed Personnel Evaluations Act (article 9 of title 22), Colorado's State Board of Education is authorized to collect information or data concerning each school district's licensed personnel performance evaluation system and its processes and procedures.

**Indicators (a)(4) and (a)(7): Information about Teacher and Principal Performance Ratings**

Information about the number and percentage of teachers and principals rated at each performance rating and level by LEAs will be collected through CDE's Human Resources Automated Data Exchange (ADE) collection. This collection is currently used to collect data for non-Special Education staff employed by each district in a budgeted position as of December 1 of each year. This collection typically opens November 1 of each year and remains open through March of the following year. (Ex.: the 2010-11 collection will open 11/1/10 – 3/1/11).

To begin collecting the information required, changes to the ADE collection will be presented to EDAC at the end of March. After EDAC's review, the Data Analyst for this collection will meet with various CDE staff (and possibly with staff from local school districts as well) to gather the requirements for the data collection and to generate file layouts for changes within the existing collection (which will include establishing system and maintenance requirements). The department's Programmer Analyst will then update the data collection system and open the collection system in the fall of 2010.

After the data is collected from the data collection, CDE's Data Warehouse Team will import the data into the department's warehouse and develop a custom report to be published on CDE's Web site. CDE anticipates having this information publicly available by April 2011. All data required to be publicly reported under the State Fiscal Stabilization Fund will be available at: <http://www.schoolview.org/statefiscalstabilizationfund.asp>.

*Project Schedule*

<b>Milestones</b>	<b>Duration</b>	<b>Start Date</b>	<b>End Date</b>	<b>Source of Funding</b>	<b>Budget</b>	<b>Individuals Responsible</b>
EDAC approval for changes to the ADE Collection	1 day	3/26/10	3/26/10	state	\$216	CDE Data Analyst
Gather requirements for collecting the data in ADE Collection	30 days	5/4/10	6/14/10	state	\$6,480	CDE Data Analyst
Modify the ADE Collection	30 days	10/5/10	11/15/10	state	\$9,600	CDE Programmer Analyst
Collect data from districts	98 days	11/16/10	3/31/11	state, local	\$21,168	local school district staff/CDE Data Analyst
Gather report specs for the report to be posted	15 days	11/16/10	12/6/10	state	\$4,200	CDE Data Warehouse Manager
Develop the indicator report(s)	15 days	12/7/10	12/27/10	state	\$4,200	CDE Web Developer
Post report(s) to Web site	.5 days	4/3/11	4/4/11	state	\$96	CDE Web Developer
<b>Total</b>	<b>189.5 days</b>				<b>\$45,960</b>	

*Possible Obstacles*

There are no known statutory or regulatory requirements that would impede the collection of the data. Pursuant to Colorado's Licensed Personnel Evaluations Act (article 9 of title 22), Colorado's State Board of Education is authorized to collect information or data concerning each school district's licensed personnel performance evaluation system and its processes and procedures.

**Assurance (b): Improving Collection and Use of Data**

*Reporting on Progress in Collecting and Reporting Data*

This planning document, including the project schedule above, will be continuously available on CDE's Web site at: <http://www.schoolview.org/statefiscalstabilizationfund.asp>. In the event that any obstacles arise or that staff are unable to meet the milestone deadlines indicated in the project schedule, staff responsible for carrying out said milestones will update the document.

The Department's Policy Analyst also will update the public on a quarterly basis, by providing a synopsis of progress-to-date on the Website listed above, and by submitting an announcement directing the public to this synopsis in the Department's electronic-newsletter ("The Scoop").

### *Agency Responsible*

CDE will be responsible for the development, execution and oversight of the plans below for Indicator (b)(1) and (b)(3). Without funding to hire the contract staff required for the tasks outlined, the department does not have the capacity to complete these initiatives.

### **Indicator (b) (1): Including the 12 Elements of the America COMPETES Act in the State's Longitudinal Data System**

#### **Element #8: A teacher identifier system with the ability to match teachers to students**

With the use of funding from local foundations and anticipated funding from a State Longitudinal Data Systems (SLDS) grant and Race to the Top (RttT) grant, CDE will implement an educator identification system that will link student data to teachers. The educator identifier project will contain three phases. At the beginning of each phase there will be an analysis and requirements gathering process to ensure the scope and requirements are defined and accurately being captured.

During Phase I, the team will identify all educator types and define where and how the identifier will be obtained. If it is determined that the State's existing RITS system may be used as a mechanism for generating the identifiers, CDE will evaluate how to enhance that system to automatically download identifiers into districts' systems. Phase II will involve integrating the educator identifiers into current CDE systems, including the CDE licensure system, ADE collections and the department's data warehouse. Integration into relevant district systems will be considered in this phase as well. Phase III, linking student identifiers with educator identifiers, will require heavy analysis given a student might be linked to multiple educators.

### *Project Schedule*

<b>Milestones</b>	<b>Duration</b>	<b>Start Date</b>	<b>End Date</b>	<b>Source of Funding</b>	<b>Budget</b>	<b>Individuals Responsible</b>
Develop business and software requirements to build the system	50 days	1/5/10	3/15/10	federal, local	\$742,920	Contracted business analyst and CDE Chief Information Officer
Develop design specifications	90 days	3/16/10	7/19/10	federal, local	\$96,000	Contracted business analyst and CDE Chief Information Officer
Build identifier system	120 days	7/20/10	1/3/11	federal, local	\$86,400	Contracted software architect and CDE Chief Information Officer
System testing	30 days	1/4/11	2/14/11	federal, local	\$128,800	Contracted software architect and CDE Chief Information Officer

<b>Milestones</b>	<b>Duration</b>	<b>Start Date</b>	<b>End Date</b>	<b>Source of Funding</b>	<b>Budget</b>	<b>Individuals Responsible</b>
Implementation	12 days	2/15/11	3/2/11	federal, local	\$16,520	Contracted software architect and CDE Chief Information Officer
<b>Total</b>	<b>302 days</b>				<b>\$1,070,640</b>	

*Possible Obstacles*

There are no known statutory or regulatory requirements that would impede the collection of the data related to assurance area (a). Colorado passed HB 09-1065 last legislative session, authorizing CDE to create an educator identifier system to assign unique identifiers to educators employed in school districts and local education agencies. One of the permissible purposes of said system is to have the ability to match educators to students.

Although CDE has already secured over \$100,000 in funding from local foundations and from the discretionary portion of Colorado's State Fiscal Stabilization Fund grant, additional funding from the SLDS grant and RttT grant will be critical to CDE's ability to meet the deadlines outlined above. In the event that funding is not received from either of these sources, additional funding will be sought.

**Indicator (b)(3): Teacher Impact Reports**

With the use of funding from local foundations and anticipated funding from the State Longitudinal Data Systems (SLDS) Grant and Race to the Top (RttT) Grant, CDE will build on the work completed for the educator identifier project (described for Indicator (b)(2) above) to provide teachers of reading/language arts and mathematics in grades in which the State administers statewide assessments in those subjects, with reports of individual teacher impact on student achievement on those assessments. Continuing its contract with Universal Mind, CDE will contract for the design set of personas of various user groups, testing of prototypes and the artistic rendering of the display for teacher impact reports. Finally, files will be validated and loaded into the warehouse.

*Project Schedule*

<b>Milestones</b>	<b>Duration</b>	<b>Start Date</b>	<b>End Date</b>	<b>Source of Funding</b>	<b>Budget</b>	<b>Individuals Responsible</b>
Develop personas/storyboarding and context scenarios	316 hours	3/2/11	3/31/11	federal, local	\$55,300	CDE Chief Information Officer
Visual interaction design and vision prototype; usability testing	980 hours	4/1/11	6/9/11	federal, local	\$171,500	CDE Chief Information Officer
Files validated and loaded into warehouse	160 hours	6/10/11	7/5/11	federal, local	\$28,800	CDE Chief Information Officer
<b>Total</b>	<b>1,456 hours</b>				<b>\$255,600</b>	

### *Possible Obstacles*

Although CDE has already secured over \$100,000 in funding from local foundations and from the discretionary portion of Colorado's State Fiscal Stabilization Fund grant, additional funding from the SLDS grant and RttT grant will be critical to CDE's ability to meet the deadlines outlined above. In the event that funding is not received from either of these sources, additional funding will be sought.

### **Assurance (c): Standards and Assessments**

#### *Reporting on Progress in Collecting and Reporting Data*

This planning document, including the project schedule above, will be continuously available on CDE's Web site at: <http://www.schoolview.org/statefiscalstabilizationfund.asp>. In the event that any obstacles arise or that staff are unable to meet the milestone deadlines indicated in the project schedule, staff responsible for carrying out said milestones will update the document.

The Department's Policy Analyst also will update the public on a quarterly basis, by providing a synopsis of progress-to-date on the Website listed above, and by submitting an announcement directing the public to this synopsis in the Department's electronic-newsletter ("The Scoop").

#### *Agency Responsible*

CDE will be responsible for the development, execution and oversight of the plans below. Upon receipt of the funding that has been budgeted, CDE will have the capacity to complete these initiatives.

### **Indicator (c)(10)**

Information about the number and percentage of students who graduate from high school using a four-year adjusted cohort graduation rate will be collected through CDE's End-of-Year ADE Collection. This collection is currently used to collect various end-of-year data statistics for all school districts in Colorado.

In March of 2010, changes to the ADE collection will be presented to Colorado's Education Data Advisory Committee (EDAC), which is responsible for, among other things, reviewing all new statutory and regulatory data reporting requirements, determining whether the benefits derived from the reports are outweighed by the increased administrative costs incurred by the school districts and public schools in preparing and submitting the reports, and notifying school districts and public schools as to whether compliance with the require is mandatory or voluntary.

After EDAC's review, the Data Analyst for this collection will meet with various CDE staff (and possibly with staff from local school districts as well) to gather the requirements for the data collection and to generate file layouts for changes within the existing collection (which will include establishing system and maintenance requirements). The department's Programmer Analyst will then update the data collection system and open the collection system in the fall of 2010.

After the data is collected from school districts, CDE's Data Warehouse Team will import the data into the warehouse and develop a custom report to be published on CDE's Web site. All data required to be publicly reported under the State Fiscal Stabilization Fund will be available at: <http://www.schoolview.org/statefiscalstabilizationfund.asp>.

*Project Schedule*

<b>Milestones</b>	<b>Duration</b>	<b>Start Date</b>	<b>End Date</b>	<b>Source of Funding</b>	<b>Budget</b>	<b>Individuals Responsible</b>
Gather requirements for data element	30 days	2/1/10	3/12/10	state	\$4,800	CDE Statistical Data Analyst
EDAC approval	1 day	3/15/10	3/15/10	state	\$160	CDE Statistical Data Analyst
Modify data collection system	35 days	3/16/10	5/3/10	state	\$11,480	CDE IT Programmer
Collect the data from districts	105 days	5/4/10	9/27/10	state	\$16,800	Staff from local school districts and CDE Statistical Data Analyst
Gather report specs	15 days	9/28/10	10/18/10	state	\$4,200	CDE Data Warehouse Manager
Develop report	15 days	10/19/10	11/8/10	state	\$4,200	CDE Web Developer
Post to Web site	.5 days	11/9/10	11/15/10	state	\$96	CDE Web Developer
<b>Total</b>	<b>201.5 days</b>				<b>\$41,736</b>	

*Possible Obstacles*

In June of 2009, Colorado's State Board of Education passed rules 1 CCR 301-67 to authorize CDE to calculate four-year graduation rates that will comply with federal guidance on Title I reporting, provided in the Federal Register on October 29, 2008 (Volume 73, Number 210). There are no known obstacles to collecting end reporting this data by September of 2011.

**Indicators (c)(11) and (c)(12): Number and Percentage of Students Who Graduate from High School Who Enroll in an Institution of Higher Education and Complete at Least One Year's Worth of College Credit**

The Colorado Department of Higher Education (CDHE) currently collects information about the extent to which students are successful in postsecondary institutions in Colorado, including information about the number of students who enroll in remedial coursework, first and second year retention rates and graduation rates. CDE also has a system for assigning unique identifiers to all students enrolled in secondary schools in the state and the two departments have taken steps to begin sharing this identifier for purposes of linkage. In Colorado's application for the federal State Longitudinal Data Systems grant, the state submitted a plan to further develop the state's use of a unique student identifier to cross reference data provided by various state agencies and to develop linkages between CDE, CDHE, and the departments of Human Services, Labor and Employment, Public Safety, and Corrections that collect data relevant to P-20 student performance.

In order to collect information about students that enroll in postsecondary institutions outside of Colorado and private in-state postsecondary institutions and to collect the information required for Indicator (c)(11), CDE intends to use funding received from the State Longitudinal Data Systems grant to enter a contract with the National Student Clearinghouse. The Department's Information Management Services unit will then develop the Extract Transform Load (ETL) tool that will allow CDE to collect the data from the National Student

Clearinghouse to be loaded into CDE's Data Warehouse. Once in the warehouse, CDE will develop the report that will meet the SFSF reporting requirements and post to the website.

*Project Schedule*

<b>Milestones</b>	<b>Duration</b>	<b>Start Date</b>	<b>End Date</b>	<b>Source of Funding</b>	<b>Budget</b>	<b>Individuals Responsible</b>
Secure contract with the NTC to collect data on students that enrol in postsecondary institutions outside of Colorado and private in-state postsecondary institutions	60 days	9/1/10	10/30/10	Federal	\$125,000	CDE-IMS Unit
Develop ETL Software to load data into warehouse	60 days	12/1/10	1/30/11	State	\$2,520	CDE-IMS Unit
Procure tracking data	30 days	6/1/11	6/30/11	State	\$2,520	CDE-IMS Unit
Develop SFSF report	30 days	7/1/11	7/30/11		\$2,520	CDE-IMS Unit
Post to website	.5 days	8/5/11	8/5/11	State	\$168	
<b>Total</b>	<b>180.5 days</b>				\$132,728	

*Possible Obstacles*

There are no known statutory or regulatory requirements that would impede the collection of the data. However, additional funding from the federal SLDS grant will be critical to CDE's ability to meet the deadlines outlined above. In the event that funding is not received from either of these sources, other funding will be sought.

**Assurance Indicators (d): Supporting Struggling Schools**

*Reporting on Progress in Collecting and Reporting Data*

This planning document, including the project schedule above, will be continuously available on CDE's Web site at: <http://www.schoolview.org/statefiscalstabilizationfund.asp>. In the event that any obstacles arise or that staff are unable to meet the milestone deadlines indicated in the project schedule, staff responsible for carrying out said milestones will update the document.

The Department's Policy Analyst also will update the public on a quarterly basis, by providing a synopsis of progress-to-date on the Website listed above, and by submitting an announcement directing the public to this synopsis in the Department's electronic-newsletter ("The Scoop").

*Agency Responsible*

CDE will be responsible for the development, execution and oversight of the plans below and has the capacity to carry out these responsibilities.

**Indicator (d)(1): Average Gains and School Making Progress on Reading/L.A. State Assessments**  
**Indicator (d)(2): Average Gains and School Making Progress on Math State Assessments**

In order to report the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup on State assessments, CDE’s NCLB Data and Accountability Analyst will need to calculate the average statewide school gains after AYP school results have been finalized (approximately, September 20, 2010). The results will be communicated to CDE’s Web Content Specialist, who will post them at the following Web site: <http://www.schoolview.org/statefiscalstabilizationfund.asp>.

In order to report on the schools that have made progress on State assessments, CDE’s Federal Program Administrator responsible for Title I, Part A and School and District Improvement Grants Administration and Monitoring will compile a list of Title I schools in improvement, corrective action, or restructuring and then cross-reference with scores on State assessments. The results will be communicated to CDE’s Web Content Specialist, who will post them at the following Web site: <http://www.schoolview.org/statefiscalstabilizationfund.asp>.

*Project Schedule*

<b>Milestones</b>	<b>Duration</b>	<b>Start Date</b>	<b>End Date</b>	<b>Source of Funding</b>	<b>Budget</b>	<b>Individuals Responsible</b>
Calculate the “average statewide school gain” in “all students” category	1 day	9/20/10	9/21/10	federal	\$480	NCLB Data and Accountability Staff
Calculate the “average statewide school gain” for disaggregated groups	1 day	9/22/10	9/23/10	federal	\$480	NCLB Data and Accountability Staff
Post average gain results on Web site	.25 day	9/23/10	9/24/10	state	\$48	CDE Web Developer
Generate list of schools on improvement, corrective action or restructuring	10 days	9/20/10	10/4/10	federal	\$4,800	NCLB Data and Accountability Staff
Compile number and percent of schools that have made progress	5 days	10/5/10	10/10/10	federal	\$2,400	NCLB Data and Accountability Staff
Post list of schools on Web site for 2010	.25 day	10/11/10	10/12/10	state	\$48	CDE Web Developer
<b>Total</b>	<b>17.5 days</b>				<b>\$8,256</b>	

*Possible Obstacles*

There are no known obstacles at this time.

**Indicator (d)(4): Persistently Lowest Performing Schools in Improvement, Corrective Action or Restructuring Turned Around, Restarted, Closed or Transformed**

In order to report the number and identity of schools that are Title I schools on improvement, corrective action or restructuring that are identified as persistently lowest-achieving schools and that have been turned around, restarted, closed or transformed in the last year, CDE’s NCLB Data and Accountability Analyst will analyze the

data reported in School Improvement plans submitted to CDE to assess which of those have been turned around, restarted, closed or transformed. He will then generate a list of the number and identity of the appropriate schools and communicate the results to CDE's Web Content Specialist, who will post them at the following Web site: <http://www.schoolview.org/statefiscalstabilizationfund.asp>.

*Project Schedule*

<b>Milestones</b>	<b>Duration</b>	<b>Start Date</b>	<b>End Date</b>	<b>Source of Funding</b>	<b>Budget</b>	<b>Individuals Responsible</b>
Using list generated for Indicator (d)(3), analyze data in SI plan to assess which have been turned around, restarted, closed or transformed	10 days	9/27/10	10/11/10	federal	\$4,800	NCLB Data and Accountability Staff
Generate list of schools	.5 days	10/12/10	10/13/10	federal	\$240	NCLB Data and Accountability Staff
Post list of schools on Web site for 2010	.25 day	10/14/10	10/15/10	state	\$120	CDE Web Developer
Using list generated for Indicator (d)(3), analyze data in SI plan to assess which have been turned around, restarted, closed or transformed	10 days	9/27/11	10/11/11	federal	\$4,800	NCLB Data and Accountability Staff
Generate list of schools	.5 days	10/12/11	10/13/11	federal	\$240	NCLB Data and Accountability Staff
Post list of schools on Web site for 2011	.25 day	10/14/11	10/15/11	state	\$48	CDE Web Developer
<b>Total</b>	<b>10.75 days</b>				\$10,248	

*Possible Obstacles*

There are no known obstacles at this time.

**Indicator (d)(6): Persistently Lowest-Performing Secondary Schools Eligible for But Not Receiving Title I Funds that Have Been Turned Around, Restarted, Closed, or Transformed**

In order to report the number and identity of persistently lowest-performing schools that are eligible for but do not receive Title I funds and that have been turned around, restarted, closed or transformed in the last year, CDE will need to individually contact all secondary schools eligible for but not receiving Title I funds and to request information about the specific intervention efforts that the schools have undergone. The results will be communicated to CDE's Web Content Specialist, who will post them at the following Web site: <http://www.schoolview.org/statefiscalstabilizationfund.asp>.

*Project Schedule*

<b>Milestones</b>	<b>Duration</b>	<b>Start Date</b>	<b>End Date</b>	<b>Source of Funding</b>	<b>Budget</b>	<b>Individuals Responsible</b>
Using list of secondary schools generated for Indicator (d)(5), contact all schools and request information about whether they have undergone specified intervention efforts	80 hours	10/7/11	10/21/11	NA	\$0	Summer Intern
Generate list of schools	.5 days	10/22/11	10/23/11	NA	\$0	Summer Intern
Post list of schools on Web site	.25 day	10/24/11	10/25/11	state	\$48	CDE Web Developer
<b>Total</b>	<b>2.75 days</b>				<b>\$48</b>	

*Possible Obstacles*

Schools have no incentive for providing this information, as they are not required to report this specific information by law and receive no funding in exchange for this information. CDE will contact schools and request the information, but may not receive all of the information it requests.

- Indicator (d)(9): Charter Schools that Made Progress on Reading/L.A. State Assessments**
- Indicator (d)(10): Charter Schools that Made Progress on Reading/Math State Assessments**
- Indicator (d)(11): Charter Schools that Have Closed Within Each of Last 5 Years**
- Indicator (d)(12): Reasons for Closure of Charter Schools**

The data is currently collected by CDE's Research and Evaluation Unit. CDE's Web Content Specialist will develop reports for the information requested and the results will be posted at the following Web site: <http://www.schoolview.org/statefiscalstabilizationfund.asp>.

*Project Schedule*

<b>Milestones</b>	<b>Duration</b>	<b>Start Date</b>	<b>End Date</b>	<b>Source of Funding</b>	<b>Budget</b>	<b>Individuals Responsible</b>
Report development	30 days	8/16/10	9/24/10	state	\$8,400	CDE Web Developer
Post reports on Web site for 2011	.5 days	9/25/10	9/26/10	state	\$140	CDE Web Developer
<b>Total</b>	<b>30.5 days</b>				<b>\$8,540</b>	

*Possible Obstacles*

There are no known obstacles at this time.