

**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

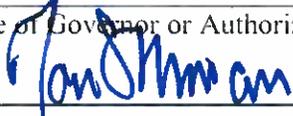
According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0695. The time required to complete this information collection 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 1: 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: 
Recommended Statement of Support from the Chief State School Officer (<i>Optional</i>): 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:  <u>X</u>	Date: January 8, 2010

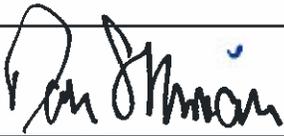
Form Approved OMB Number: 1810-0695; Expiration Date: 05/31/2010

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: 1/11/10 

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.

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.

Indicator (a)(1)	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).	
<p>Please respond (Yes or No): Are the data related to this indicator at http://www.ed.gov/programs/statestabilization/indicator-a1.xls correct?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the data are correct.</p> <p>² <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:³ Click here to enter text.</p> <p>Please respond (check only one):</p> <p>⁴ <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:⁵ http://www.cde.state.co.us/FedPrograms/Reports/index.asp</p> <p>⁶ <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: ⁷ Click here to enter text.</p>		

⁸ 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.

Indicator (a)(2)	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).	
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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:³ [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:⁵ <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:⁷ [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.

Descriptor (a)(1)	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.
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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?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² 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:³ [Click here to enter text.](#)

⁴ 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:

⁵ [Click here to enter text.](#)

⁶ 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.

⁷ 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?

⁸ Yes, the State collects this information.

If Yes, please respond (check one):

⁹ 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:¹⁰ [Click here to enter text.](#)

¹¹ 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:

¹² [Click here to enter text.](#)

¹³ 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.

¹⁴ 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.

Indicator (a)(3)	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.
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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?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² 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:³ [Click here to enter text.](#)

⁴ 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:
⁵ [Click here to enter text.](#)

⁶ 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.

⁷ 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.

Indicator (a)(4)	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.
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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?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² 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:³ [Click here to enter text.](#)

⁴ 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:

⁵ [Click here to enter text.](#)

⁶ 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.

⁷ 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.

Indicator (a)(5)	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.
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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?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² 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:³ [Click here to enter text.](#)

⁴ 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:⁵ [Click here to enter text.](#)

⁶ 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.

⁷ 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.

Descriptor (a)(2)	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.
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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?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² 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:³ [Click here to enter text.](#)

⁴ 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:
⁵ [Click here to enter text.](#)

⁶ 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.

⁷ 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?

⁸ Yes, the State collects this information.

If Yes, please respond (check one):

⁹ 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:¹⁰ [Click here to enter text.](#)

¹¹ 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:
¹² [Click here to enter text.](#)

¹³ 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.

¹⁴ 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?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² 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:³ [Click here to enter text.](#)

⁴ 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:

⁵ [Click here to enter text.](#)

⁶ 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.

⁷ 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.

Indicator (a)(7)	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.
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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?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² 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:³ [Click here to enter text.](#)

⁴ 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:

⁵ [Click here to enter text.](#)

⁶ 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.

⁷ 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>Instructions: Please indicate which of the 12 elements of the America COMPETES Act are included in the State's statewide longitudinal data system.</p> <p>Please respond (check Yes or No): 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.

Indicator (b)(2)	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.
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Please respond (check Yes or No): 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?

Yes. You are not required to provide further information. In Part 3B, Section III, check “Not Applicable.”

No. Provide a plan for providing this information to teachers in Part 3B, Section III.

Indicator (b)(3)	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.
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Please respond (check Yes or No): 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?

Yes. You are not required to provide further information. In Part 3B, Section IV, check “Not Applicable.”

No. Provide a plan for providing this information to teachers in Part 3B, Section IV.

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.	 Confirm 
<p>Please respond (check one): Is the status of the Department's approval, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls correct?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the status is correct.</p> <p> → ² <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: ³ Click here to enter text.</p> <p>Please respond (check one):</p> <p>⁴ <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: ⁵ Click here to enter text.</p> <p>⁶ <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: ⁷</p>		

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

⁸ 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.
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Please respond (Yes or No): Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-c1.xls>, correct?

¹ Yes, the status is correct.

→ ² 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: ³ [Click here to enter text.](#)

Please respond (check one):

⁴ 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: ⁵ [Click here to enter text.](#)

⁶ 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: ⁷ <http://www.schoolview.org/statefiscalstabilizationfund.asp>.

⁸ 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>Please respond (check one): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls, correct?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the information is correct.</p> <p>² <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: ³ Click here to enter text.</p> <p>Please respond (check one):</p> <p>⁴ <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: ⁵ Click here to enter text.</p> <p>⁶ <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>.

⁸ 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.

Indicator (c)(4)	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.
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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?

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

Please respond (check one):

- ⁴ 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:⁵
http://www.cde.state.co.us/cdeassess/documents/csap/Catalyst/Catalyst_Series_Accommodations_Oct_08.pdf
- ⁶ 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:⁷ [Click here to enter text.](#)
- ⁸ 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.	
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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?

¹ Yes, the data are correct.

² 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:

³ [Click here to enter text.](#)

Please respond (check one):

⁴ 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:⁵

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

⁶ 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:⁷ [Click here to enter text.](#)

⁸ 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?

⁹ Yes, the data are correct.

¹⁰ 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:

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

Please respond (check one):

¹² 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:¹³

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

¹⁴ 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:¹⁵ [Click here to enter text.](#)

¹⁶ 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.

Indicator (c)(6)	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.
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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:⁵
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:⁷ [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.

Indicator (c)(7)	Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.	
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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?

¹ Yes, the information is correct.

² 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:

³ [Click here to enter text.](#)

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

⁴ 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:⁵
http://www.cde.state.co.us/cdeassess/documents/csap/2007/CO_assessment_approval_letter_12_18_2006.pdf

⁶ 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:⁷ [Click here to enter text.](#)

⁸ 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.

Indicator (c)(8)	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.	
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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?

¹ Yes, the data are correct.

² 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:

³ [Click here to enter text.](#)

Please respond (check one):

⁴ 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:⁵

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

⁶ 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:⁷ [Click here to enter text.](#)

⁸ 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?

⁹ Yes, the data are correct.

¹⁰ 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:

¹¹ [Click here to enter text.](#)

Please respond (check one):

¹² 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:¹³
<http://www.cde.state.co.us/FedPrograms/Reports/index.asp>

¹⁴ 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:¹⁵ [Click here to enter text.](#)

¹⁶ 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.

Indicator (c)(9)	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).	
<p>Please respond (check one): 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>Please supply the following information:</p> <p>Please attach the State Report Card or provide the URL where the State Report Card is provided to the public: http://www.cde.state.co.us/FedPrograms/Reports/index.asp</p>		

Indicator (c)(10)	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).
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Please respond (check one): Does the State collect these data (as defined in Indicator (c)(10))?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² 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:³ [Click here to enter text.](#)

⁴ 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:⁵ [Click here to enter text.](#)

⁶ 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.

⁷ 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.

Indicator (c)(11)	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.
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Please respond (check one): Does the State collect these data (as defined in Indicator (c)(11))?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² 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:³ [Click here to enter text.](#)

⁴ 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:⁵ [Click here to enter text.](#)

⁶ 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.

Indicator (c)(12)	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.
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Please respond (check one): Does the State collect these data (as defined in Indicator (c)(12))?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² 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:³ [Click here to enter text.](#)

⁴ 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:⁵ [Click here to enter text.](#)

⁶ 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.

⁷ 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.

Indicator (d)(1)	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.
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Please respond (check one): Does the State collect these data?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² 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:³ [Click here to enter text.](#)

⁴ 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:

⁵ [Click here to enter text.](#)

⁶ 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.

⁷ 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.

Indicator (d)(2)	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.
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Please respond (check one): Does the State collect these data?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² 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:³ [Click here to enter text.](#)

⁴ 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:
⁵ [Click here to enter text.](#)

⁶ 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.

⁷ 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?

Yes, the State has a definition of “persistently lowest achieving schools” for the purposes of this indicator.

→ Provide the definition here:²

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 as follows: CSAP Reading, Lectura and CSAPA Reading are combined to give a composite Reading index for each school while CSAP Math and CSAPA Math are combined to give an overall Math index.

In Colorado, primary schools are identified as Elementary, or Elementary/Middle combined schools. Secondary schools include Middle, High, Middle/High, and Elementary/Middle/High combinations. All aggregations and analyses are performed at EMH level (Elementary, Middle or High); meaning a school serving multiple grade spans (i.e., EM) has two separate records, one for its Elementary student data and a second record for its Middle school student data. This method of disaggregating grade spans within a school is particularly important when looking at graduation statistics. This graduation rate data were collected by high school for the years 2007, 2008 and 2009.

Preliminary School Eligibility Criteria

Because Colorado has a large number of schools with extremely small student populations, and the volatility of aggregated scores within these schools tends to be quite large, minimum n-count requirements are used for analysis and reporting. To be considered in the analysis, schools had to be operational in the 2009-2010 school year. Furthermore, they have to satisfy the following conditions:

1. School had 16 or more students receiving valid CSAP/CSAPA scores between 2007 and 2009 administrations in each content area AND school had 20 or more students receiving valid student growth percentiles between 2007 and 2009
- OR
2. Secondary school had valid graduation rates in 2008 and in at least one of the preceding two years, 2006 and/or 2007. (Note that graduation rates have a one-year lag in reporting and require a minimum n of 1.)

Colorado has identified a subset of schools as Alternative Education Campuses, primarily serving High schools students who have dropped out of traditional institutions. Although these schools are not entirely equivalent to mainstream schools, they are included in all analyses, flagged as alternative education campuses wherever necessary for the purpose of clarification.

Calculating School-Level Performance Metrics

The measure of a school's performance is composed of two separate metrics: academic achievement and academic growth. Academic achievement is conceptualized as the percent of students scoring Proficient or Advanced on the CSAP or Lectura, or scoring Emerging, Developing or Novice on the CSAPA, divided by the total number of students taking these tests. In addition to single-year percentages, student records for the years 2007, 2008, and 2009 are aggregated to give a single composite percent Proficient or above value (%PrAd) for a school in each content area. To aggregate %PrAd, the student proficiency scores within a school are similarly combined across years and a single %PrAd value is calculated. As long as a school reached the minimum n-count threshold and was operational in 2008 and 2009, data was not required in 2007. This means that a school opened in 2008 could be eligible. The purpose of aggregating across years is to increase the number of schools meeting the minimum-n eligibility criteria. A large number of schools had fewer than 16 students with valid scale scores in Reading for 2009 and could not have been included in analyses. Increasing the number of student records by combining three years of data means that a much smaller number of schools are excluded. Additionally, increasing the number of records included in a school's calculation yields more stable estimates that are less likely to exhibit cohort-driven volatility.

Colorado has developed its own measure of student progress, the Colorado Growth Model. This growth model assigns each student a student growth percentile (SGP) based upon how his/her performance compares to that of his/her academic peers. To calculate this growth percentile, a student must follow a traditional grade progression pattern and have test data for at least the two most recent years. Additional prior years of

achievement information 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 consequent growth-based analyses.

The SGPs are aggregated to the school-level by taking the median of all SGPs within a school for a given year. In addition to these single-year SGPs, school medians are calculated for 2007-2009 combined. This means that all the SGPs for 2007, 2008 and 2009 were pooled, and a single school median is taken to represent overall school performance for those three years. As discussed above for status, combining across years increases the number of schools meeting the minimum n-count requirement and provides a more stable measure. In order to have this larger pool of eligible schools, it was decided to use only the aggregated 2007-2009 %PrAd (academic achievement) and median SGP (academic growth) values in standardization.

Combining Standardized Scores

Examining the distribution of %PrAd in 2007-2009 across Colorado schools, a shape roughly approximating the normal curve is found (although with a noticeable left skew in Math). A similar normal distribution is found for the median SGPs across schools. Summary statistics (mean and standard deviation) of the school-level growth data are calculated for Reading and Math for the year-grouping 2007-2009.

Given that the school-level distributions of MGPs and %PrAd are approximately normal, the individual school values can be standardized. Transforming the distributions onto the standard normal curve (mean of 0 and a standard deviation of 1) yields z-score values for each school and content area for the year-grouping 2007-2009. A z-score is an indicator of how much a particular case deviates from the norm. Z values 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 EMH level is performed to account for the differences in mean and SD found across grades (with greatest discrepancies for %PrAd between Elementary and High school).

The z-scores for Reading and Math are then averaged together to give one achievement z-score and a second growth z-score (both aggregated across years). To arrive at a single rank for each school, the z-scores for MGP and %PrAd are then averaged together. Consistent with previous analyses and similar to the district performance frameworks, growth is weighted 67% and status 33%. This weighted average z-score becomes the final representation of a school's overall performance for the past three years.

Although the method described above has been used to identify the lowest-performing schools for the 2009-2010 school year, once the state's School Performance Framework has been completed, this new metric will be used to rank school performance.

Low-Graduation Rate Eligibility

An additional indicator of poor performance is calculated for High schools with low graduation rates. This flag is applied to schools with a 2008 graduation rate less than 60% and a graduation rate less than 60% for at least one of the two prior years (2006 and/or 2007). (In the case of some very small schools, one of these prior years could be missing due to no students having been eligible to graduate.)

Identifying the Lowest-Performing Schools for Tier 1 and Tier 2

Having calculated a final performance index for each school meeting the n-count requirements, the overall population is divided according to the Title I 1003G Tier 1 and Tier 2 requirements.

To be included in the all students group for Tier 1, a school had to be receiving Title I funds and on school improvement, corrective action, or restructuring status for the 2009-2010 school year. The all student groups are then ranked by performance index within EMH level. The lowest ranked 5% in each level are then flagged as low-performing Tier 1 eligible schools. 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.

Title I High schools on improvement status could also be eligible for Tier 1 funds if they had a low graduation rate flag. There is no cap on the number of schools eligible under this criterion, but the majority tend to be Alternate Education campuses that were also flagged using the final performance index. Combining these lists of low-performing schools, and making sure no high schools are double-counted, produces the final pool of schools eligible for Tier 1 grants.

Tier 2 eligibility is calculated in a similar way. To be eligible, a high school must be eligible for but not receiving Title I funds for 2009-2010. Title I eligibility requires 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 either a) greater than the district's average% FRL for high schools or b) greater than or equal to 35%. Ranking this sub-population by performance index, the 5% of schools with the lowest scores would be eligible for Tier 2 funds. Additionally, non-Title I high schools with flags for low-graduation rate are also eligible for funds. The final list of Tier 2 eligibility would be all schools flagged under one or both criteria.

If Yes, please respond (check one):

³ The State has made the definition *publicly available* on a website.

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

⁵ 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.

⁶ 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.	
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Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² 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:³

⁴ 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:

⁵ <http://www.schoolview.org/statefiscalstabilizationfund.asp>.

⁶ 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.

⁷ 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?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² 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:³ [Click here to enter text.](#)

⁴ 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:⁵ [Click here to enter text.](#)

⁶ 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.

⁷ 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?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² 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:³

⁴ 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:

⁵ <http://www.schoolview.org/statefiscalstabilizationfund.asp>.

⁶ 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.

⁷ 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?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² 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:³ [Click here to enter text.](#)

⁴ 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:
⁵ [Click here to enter text.](#)

⁶ 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.

⁷ 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?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² 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:³ [Click here to enter text.](#)

⁴ 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:
⁵ [Click here to enter text.](#)

⁶ 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.

⁷ 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?

¹ Yes, the data are correct.

² 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:

³ [Click here to enter text.](#)

Please respond (check one):

⁴ 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:⁵
<http://www.cde.state.co.us/cdechart/download/2008Enrollment.pdf>

⁶ 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:

⁷ [Click here to enter text.](#)

⁸ 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.

Indicator (d)(9)	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.
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Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² 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:³ [Click here to enter text.](#)

⁴ 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:
⁵ [Click here to enter text.](#)

⁶ 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.

⁷ 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.

Indicator (d)(10)	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.
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Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² 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:³ [Click here to enter text.](#)

⁴ 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:

⁵ [Click here to enter text.](#)

⁶ 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.

⁷ 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.

Indicator (d)(11)	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.
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Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² 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:³ [Click here to enter text.](#)

⁴ 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:
⁵ [Click here to enter text.](#)

⁶ 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.

⁷ 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.

Indicator (d)(12)	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.
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Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² 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:³ [Click here to enter text.](#)

⁴ 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:
⁵ [Click here to enter text.](#)

⁶ 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.

⁷ 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> <u>(check if</u> <u>applies)</u>	<u>Public</u> <u>Reporting</u> <u>(check if</u> <u>applies)</u>
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)		X
Indicator (d)(4)		X
Indicator (d)(5)		X
Indicator (d)(6)	X	X
Indicator (d)(7)		X
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>

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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
House Bill 06-1385*:	\$0
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)
Senate Bill 09-259*:	\$0
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
Senate Bill 09-259*:	\$0
Current 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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(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
Less ARRA Federal Funds:	(\$152,061,455)
Current FY 2009-10 Appropriation without ARRA Federal Funds:	\$3,544,227,330

**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
Current FY 2009-10 Appropriation:	\$3,696,288,785
Local District Steamboat Springs adjustment <1>:	<u>\$2,373,515</u>

Current FY 09-10 Appropriation plus Steamboat Springs adjustment:	\$3,698,662,300
<u>Anticipated</u> Rescission in FY 2009-10 <2>:	<u>(\$110,000,000)</u>

REVISED FY 2009-10 amount:	\$3,588,662,300
Less REVISED ARRA Federal Funds <3>:	<u>(\$89,018,044)</u>

REVISED formulaic increase in FY 2009-10 without ARRA Federal Funds:	\$3,499,644,256
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NOTES:

<1>: Local School District Steamboat Springs, erroneously overpaid local property tax towards the cost of Total Program in FY 2009-10. After adjusting for the Steamboat Springs overpayment, State share of cost for Total Program it is anticipated to increase by \$2.4 million. To this point, the Governor's Office will submit a formal supplemental request for FY 2009-10 during the annual budget process in the following months.

<2>: Senate Bill 09-256, included a *Fiscal Emergency Reserve* where School districts in the aggregate were required to set aside \$110 million in FY 2009-10 into an emergency reserve account. Each school district was required to put approximately 1.93 percent of its total program funding into the reserve account, for a statewide total of \$110 million. The General Assembly may take action to rescind this amount by January 29, 2010; otherwise school districts can spend the money. It is anticipated that the General Assembly will rescind this amount in FY 2009-10.

<3>: The revised ARRA Federal Funds are due to more of the Education Stabilization Fund being directed towards the Institutions of Higher Education, pursuant to the requested waiver and direction included in the Federal Department of Education's April 2009 Guidance:

- American Recovery and Reinvestment Act of 2009 – State Fiscal Stabilization Fund – Guidance - III-B-7. How does a State calculate the amounts of Stabilization funds that must be awarded to local education agencies and to public institutions of higher education?
 - *If there are any Education Stabilization funds remaining after a State determines the amounts that LEAs and public IHEs will receive on the basis of the FY 2009 restoration calculations, the State then determines, on the basis of the FY 2010 restoration calculations (taking into account any increases or adjustments referenced in Question III-B-1), the amount of the remaining funds that will be awarded to LEAs and IHEs in order to restore the levels of State support for elementary and secondary education and for public IHEs for FY 2010. Next, it restores the levels of State support for FY 2011.*

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FY 2010-11*

To be determined as no legislation has been passed that appropriates funds in this fiscal year. Current forecasts assume State share will equal \$3,805,764,749 based on: 1) anticipated pupil count increases; 2) formulaic increases for inflation (estimated at 1%) and required 1% statutory increase; and 3) changes in assessed property values, mill levies and specific ownership taxes that all contribute to the local share of total K-12 education financing. ~~Of the estimated State share above, Colorado anticipates utilizing \$17,788,777 of ARRA federal funds to meet this need.~~

*Upon receiving more up-to-date information in the September 21, 2009 forecast, including inflation and revenue numbers in addition to preliminary local assessed valuation projections for K-12 funding, adjustments will likely be necessary.

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- (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.

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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 "Notes" sections for FY 2009-10 and narrative in 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.

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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 year¹. A table describing these funding levels by IHE can be found at the end of the attachments for Part 5.

<u>FY 2005-06</u>	<u>FY 2007-08</u>	<u>FY 2008-09</u>	<u>FY 2009-10</u>
Senate Bill 05-209	House Bill 07-1256	House Bill 08-1375 ²	Senate Bill 09-259
Senate Bill 05-518	House Bill 08-1286	Senate Bill 08-079	Fact Sheet 8-24-09 ³
House Bill 06-1370	House Bill 08-1375	Senate Bill 08-166	
House Bill 06-1385		Senate Bill 09-259	

FY 2010-11

To be determined as no legislation has been passed that appropriates funds in this fiscal year.

¹ This information is available online at <http://www.leg.state.co.us/>

² Original FY 2008-09 State funding for public IHEs.

³ Based on the Department of Higher Education August 24, 2009 Fact Sheet on budget reductions in FY 2009-10. Link to this document:

http://www.colorado.gov/cs/Satellite?c=Document_C&cid=1251122084697&pagename=OSPB%2FDocument_C%2FGOVRAddLink

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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 all of the three fiscal years the state continues to backfill the state funding cuts with Federal ARRA funds to the IHEs 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.

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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>		FY 2008-09 <4>		FY 2009-10 <6>	
	General Fund from the College Opportunity Fund	State Fiscal Stabilization Funds	General Fund from the College Opportunity Fund	State Fiscal Stabilization Funds						
Institutions of Higher Education										
Adams State College	\$ 12,149,322	\$ 12,562,412	\$ 13,624,080	\$ 14,608,449	\$ 14,608,449	\$ 2,459,127	\$ 2,459,127	\$ 19,888,392	\$ 12,149,322	\$ 2,459,127
Mesa State College	\$ 19,888,392	\$ 20,632,636	\$ 22,376,340	\$ 24,005,607	\$ 24,005,607	\$ 4,117,215	\$ 4,117,215	\$ 39,778,568	\$ 19,888,392	\$ 4,117,215
Metropolitan State College of Denver	\$ 39,778,568	\$ 41,165,915	\$ 44,644,910	\$ 49,713,412	\$ 49,713,412	\$ 9,934,844	\$ 9,934,844	\$ 9,892,147	\$ 39,778,568	\$ 9,934,844
Western State College	\$ 9,892,147	\$ 10,470,780	\$ 11,355,691	\$ 12,173,017	\$ 12,173,017	\$ 2,280,870	\$ 2,280,870	\$ 113,620,028	\$ 9,892,147	\$ 2,280,870
Colorado State University System	\$ 113,620,028	\$ 123,364,193	\$ 133,789,929	\$ 146,891,512	\$ 146,891,512	\$ 33,271,484	\$ 33,271,484	\$ 8,757,822	\$ 113,620,028	\$ 33,271,484
Fort Lewis College	\$ 8,757,822	\$ 10,745,793	\$ 11,653,935	\$ 12,736,330	\$ 12,736,330	\$ 3,978,508	\$ 3,978,508	\$ 209,099,449	\$ 8,757,822	\$ 3,978,508
University of Colorado System	\$ 159,103,982	\$ 179,791,878	\$ 194,986,340	\$ 209,099,449	\$ 209,099,449	\$ 49,995,467	\$ 49,995,467	\$ 18,793,625	\$ 159,103,982	\$ 49,995,467
Colorado School of Mines	\$ 18,793,625	\$ 20,043,357	\$ 21,737,271	\$ 23,237,386	\$ 23,237,386	\$ 4,443,761	\$ 4,443,761	\$ 35,176,878	\$ 18,793,625	\$ 4,443,761
University of Northern Colorado	\$ 35,176,878	\$ 37,949,011	\$ 41,156,170	\$ 44,086,311	\$ 44,086,311	\$ 8,909,433	\$ 8,909,433	\$ 117,020,778	\$ 35,176,878	\$ 8,909,433
Community College System	\$ 117,020,778	\$ 121,998,555	\$ 132,329,692	\$ 142,320,783	\$ 142,320,783	\$ 25,300,005	\$ 25,300,005	\$ 15,890,257	\$ 117,020,778	\$ 25,300,005
Local District Junior Colleges	\$ 12,601,934	\$ 13,668,051	\$ 14,823,001	\$ 15,890,257	\$ 15,890,257	\$ 2,697,018	\$ 2,697,018	\$ 8,505,528	\$ 12,601,934	\$ 2,697,018
Area Vocational Schools	\$ 8,505,528	\$ 9,635,602	\$ 10,450,136	\$ 11,202,546	\$ 11,202,546	\$ 555,289,004	\$ 555,289,004	\$ 705,965,059	\$ 8,505,528	\$ 555,289,004
Sub-totals by General Fund and State Fiscal Stabilization Funds	\$ 555,289,004	\$ 602,028,183	\$ 652,927,495	\$ 705,965,059	\$ 705,965,059	\$ 150,676,055	\$ 150,676,055	\$ 705,965,059	\$ 555,289,004	\$ 150,676,055
TOTAL by Fiscal Year	\$555,289,004	\$602,028,183	\$652,927,495	\$705,965,059	\$705,965,059	\$705,965,059	\$705,965,059	\$705,965,059	\$705,965,059	\$705,965,059
<1> FY 2005-06 Source: S.B. 05-209, S.B. 05-518, H.B. 06-1370, & H.B. 06-1385										
<2> FY 2006-07 Source: H.B. 06-1385 & S.B. 07-164										
<3> FY 2007-08 Source: H.B. 07-1256, H.B. 08-1286, & H.B. 08-1375										
<4> FY 2008-09 Source: Original State Funding Level- H.B. 08-1375										
<5> FY 2008-09 Source: H.B. 08-1375, S.B. 08-79, & S.B. 08-166, & S.B. 09-259										
<6> FY 2009-10 Source: S.B. 09-259										

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

Assurance (a): Achieving Equity in Teacher Distribution

The data and information related to assurance area (a) for Indicators (a)(1), (a)(3), (a)(4), (a)(5), (a)(6) and (a)(7) and Descriptor (a)(2) will be collected through the Colorado Department of Education's (CDE) 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.

To begin, 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 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 the fall of 2010.

After the data is collected from school districts, 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. 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

Milestones	Duration	Start Date	End Date	Source of Funding	Budget	Individuals Responsible
EDAC approval	1 day	5/3/10	5/3/10	state	\$216	CDE Data Analyst
Gather requirements for data elements	30 days	5/4/10	6/14/10	state	\$6,480	CDE Data Analyst
Modify data collection system	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	15 days	11/16/10	12/6/10	state	\$4,200	CDE Data Warehouse Manager
Develop report	15 days	12/7/10	12/27/10	state	\$4,200	CDE Web Developer
Post to Web site	.5 days	4/3/11	4/4/11	state	\$96	CDE Web Developer
Total	189.5 days				\$45,960	

Possible Obstacles

There are no known statutory or regulatory requirements that would impede the collection of the data related to assurance area (a). 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.

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.

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.

Assurance (b): Improving Collection and Use of Data

Reporting on Progress in Collecting and Reporting Data

This planning document, including the project schedules below, 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.

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

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

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

Milestones	Duration	Start Date	End Date	Source of Funding	Budget	Individuals Responsible
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
Total	1,456 hours				\$255,600	

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 schedules below, 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.

Agency Responsible

CDE will be responsible for the development, execution and oversight of the plans related to Indicators (c)(1), (c)(2), (c)(3) and (c)(10). CDE and CDHE will be jointly responsible for the development, execution and

oversight of the plans related to Indicators (c)(10) and (c)(11). Both agencies have the capacity to carry out the responsibilities outlined.

Indicator (c)(1): Approval Status of State’s Assessment System

Indicator (c)(2): Development and Implementation of Valid and Reliable Alternate Assessments

Indicator (c)(3): Alternate Assessments Based on Grade-Level, Modified or Alternate Standards

Information required to be updated for Indicators (c)(1), (c)(2) and (c)(3) will be posted by CDE’s Web Content Specialist at the following Web site: <http://www.schoolview.org/statefiscalstabilizationfund.asp>.

Project Schedule

Milestones	Duration	Start Date	End Date	Source of Funding	Budget	Individuals Responsible
Collaborate with Assessment Coordinator to post and update SFSE Web page with required information	.25 days	unknown	unknown	State	\$48	CDE Web Developer
Total	.25 days				\$64	

Possible Obstacles

There are no known obstacles at this time.

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

Milestones	Duration	Start Date	End Date	Source of Funding	Budget	Individuals Responsible
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 for 2010	.5 days	11/9/10	11/15/10	state	\$96	CDE Web Developer
Collect the data from districts	105 days	5/4/11	9/27/11	state	\$16,800	Staff from local school districts and CDE Statistical Data Analyst
Gather report specs	15 days	9/28/11	10/18/11	state	\$4,200	CDE Data Warehouse Manager
Develop report	15 days	10/19/11	11/8/11	state	\$4,200	CDE Web Developer
Post to Web site for 2011	.5 days	11/9/11	11/15/11	state	\$96	CDE Web Developer
Total	337 days				\$67,032	

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. The state also has a system for assigning unique identifiers to all students enrolled in secondary schools in the state.

During the fall of 2009, CDE provided to CDHE the student identifiers for all students that graduated from secondary schools in Colorado. During the summer of 2010, the Director of Institutional Research and Analysis will oversee the annual collection of data from the institutions of higher education in the state regarding student enrollment and the number of students that enrolled in the fall of 2009 and completed at least one year's worth of college credit. The Director will compile that data with the unique identifiers provided by CDE and report this data at: <http://highered.colorado.gov/data.html>.

Project Schedule

Milestones	Duration	Start Date	End Date	Source of Funding	Budget	Individuals Responsible
Oversee collection of data from in-state IHEs	60 days	6/30/10	9/21/10	state	\$1,680	CDHE Director of Institutional Research and Analysis
Compile data from IHEs and student identifiers from CDE	30 days	9/22/10	11/2/10	state	\$1,680	CDHE Director of Institutional Research and Analysis
Post on Web site	.5 days	11/3/10	11/3/10	state	\$168	CDHE Director of Institutional Research and Analysis
Total	180 days				\$3,528	

Possible Obstacles

There are no known obstacles at this time.

Assurance Indicators (d): Supporting Struggling Schools

Reporting on Progress in Collecting and Reporting Data

This planning document, including the project schedules below, 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.

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

Milestones	Duration	Start Date	End Date	Source of Funding	Budget	Individuals Responsible
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
Calculate the “average statewide school gain” in “all students” category	1 day	9/20/11	9/21/11	federal	\$480	NCLB Data and Accountability Staff
Calculate the “average statewide school gain” for disaggregated groups	1 day	9/22/11	9/23/11	federal	\$480	NCLB Data and Accountability Staff
Post average gain results on Web site	.25 day	9/23/11	9/24/11	state	\$48	CDE Web Developer
Generate list of schools on improvement, corrective action or restructuring	10 days	9/20/11	10/4/11	federal	\$4,800	NCLB Data and Accountability Staff

Milestones	Duration	Start Date	End Date	Source of Funding	Budget	Individuals Responsible
Compile number and percent of schools that have made progress	5 days	10/5/11	10/10/11	federal	\$2,400	NCLB Data and Accountability Staff
Post list of schools on Web site for 2011	.25 day	10/11/11	10/12/11	state	\$48	CDE Web Developer
Total	35 days				\$16,512	

Possible Obstacles

There are no known obstacles at this time.

Indicator (d)(3): Persistently Lowest Performing Schools in Improvement, Corrective Action or Restructuring

In order to report the number and identify of schools that are Title I schools on improvement, corrective action or restructuring that are identified as persistently lowest-achieving schools, CDE's Research and Evaluation Analyst will need to cross-reference lists of Title I schools on improvement, corrective action or restructuring and schools identified as persistently lowest-achieving. 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

Milestones	Duration	Start Date	End Date	Source of Funding	Budget	Individuals Responsible
Generate list of schools on improvement, corrective action or restructuring	10 days	9/20/10	10/4/10	federal	NA (already required for Indicators (d)(1) and (d)(2))	NCLB Data and Accountability Staff
Generate list of persistently lowest performing schools	.5 days	9/20/10	9/22/10	state	\$16	CDE Research and Evaluation Analyst
Cross-reference lists	2 days	9/22/10	9/24/10	state	\$512	CDE Research and Evaluation Analyst
Post list of schools on Web site	.25 day	9/25/10	9/26/10	state	\$48	CDE Web Developer
Generate list of schools on improvement, corrective action or restructuring	10 days	9/20/11	10/4/11	federal	NA (already required for Indicators (d)(1) and (d)(2))	NCLB Data and Accountability Staff

Milestones	Duration	Start Date	End Date	Source of Funding	Budget	Individuals Responsible
Generate list of persistently lowest performing schools	.5 days	9/20/11	9/21/11	state	\$16	CDE Research and Evaluation Analyst
Cross-reference lists	2 days	10/4/11	10/6/11	state	\$512	CDE Research and Evaluation Analyst
Post list of schools on Web site	.25 day	10/7/11	10/8/11	state	\$48	CDE Web Developer
Total	25.5 days				\$1,152	

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

Milestones	Duration	Start Date	End Date	Source of Funding	Budget	Individuals Responsible
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

Milestones	Duration	Start Date	End Date	Source of Funding	Budget	Individuals Responsible
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
Total	10.75 days				\$10,248	

Possible Obstacles

There are no known obstacles at this time.

Indicator (d)(5): Persistently Lowest-Performing Secondary Schools Eligible for But Not Receiving Title I Funds

In order to report the number and identify of persistently lowest-performing secondary schools that are eligible for but do not receive Title I funds, CDE's Research and Evaluation Analyst will need to cross-reference lists of the secondary schools eligible for but not receiving Title I funds and schools identified as persistently lowest-achieving. 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

Milestones	Duration	Start Date	End Date	Source of Funding	Budget	Individuals Responsible
Determine Title I eligible secondary schools	2 days	9/15/10	9/17/10	federal	\$960	NCLB Data and Accountability Staff
Cross-reference list of persistently lowest-performing schools generated for Indicator (d)(3) and department's list of secondary schools eligible for but not receiving Title I funds	2 days	9/27/10	9/29/10	state	\$512	CDE Research and Evaluation Analyst
Generate list of schools	.5 days	9/30/10	10/1/10	state	\$128	CDE Research and Evaluation Analyst
Post list of schools on Web site	.25 day	10/4/10	10/5/10	state	\$48	CDE Web Developer
Determine Title I eligible secondary schools	2 days	9/15/11	9/17/11	federal	\$960	NCLB Data and Accountability Staff

Milestones	Duration	Start Date	End Date	Source of Funding	Budget	Individuals Responsible
Cross-reference list of persistently lowest-performing schools generated for Indicator (d)(3) and department's list of secondary schools eligible for but not receiving Title I funds	2 days	9/27/11	9/29/11	state	\$512	CDE Research and Evaluation Analyst
Generate list of schools	.5 days	9/30/11	10/1/11	state	\$128	CDE Research and Evaluation Analyst
Post list of schools on Web site for 2011	.25 day	10/4/11	10/5/11	state	\$48	CDE Web Developer
Total	9.5 days				\$3,296	

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

Milestones	Duration	Start Date	End Date	Source of Funding	Budget	Individuals Responsible
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
Total	2.75 days				\$48	

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)(7): Number of Charter Schools Permitted to Operate under State Law

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 will develop reports for the information requested and reports will be posted on the following Web site:

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

Project Schedule

Milestones	Duration	Start Date	End Date	Source of Funding	Budget	Individuals Responsible
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
Total	30.5 days				\$8,540	

Possible Obstacles

There are no known obstacles at this time.