



COLORADO
Department of Education

2024-25 Innovation Schools Annual Report

Submitted to:

Governor Jared Polis

House of Representatives Education Committee

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Table of Contents

Executive Summary	3
Notable Trends and Highlights	
Part I: Overview of Innovation School Act	5
Legislative Intent	
Organization and Structure	
Innovations Suggested	
Creating an Innovation Plan	
Submission Process for Innovation Plan	
Renewal Process	
Part II: Current Demographics of Innovation Schools	8
Districts of Innovation	
Innovation Schools	
Innovation Changes in 2024	
Innovation School Zones	
Alternative Governance Models in Innovation School Zones	
Part III: Description of the Innovations Implemented	18
Time	
Personnel	
Budget	
Part IV: Summary of Academic Performance of Innovation Schools	20
School Performance Framework	
Academic Achievement and Growth	
CMAS English Language Arts and Math	
Disaggregated Results	
PSAT/SAT EBREW and Math	
Disaggregated Results	
Part V: Recommendations for Legislative Changes	35
Appendices	38
Appendix A: Required Components of an Innovation Plan	
Appendix B: List of Innovation Schools	
Appendix C: School Performance Framework Ratings from 2012 to 2023 for Schools Designated Innovation	



Executive Summary

The Innovation Schools Act of 2008, § 22-32.5-102, et seq. C.R.S., was designed to provide a pathway for schools and districts to develop and implement innovative practices in a wide variety of areas and contexts to improve student outcomes. The Act provides a formal process that allows schools or groups of schools to make requests to their local school boards for waivers from district-level policies and for school boards to make requests to the Colorado State Board of Education for waivers from state-level laws and regulations. The Act enables schools to better provide educational services tailored to meet the needs of their student populations.

Innovation schools are required to articulate a vision around the autonomies they are seeking, as well as to gain support from a variety of stakeholders, including teachers, administrators, and School Accountability Committee members, before receiving the innovation school designation. The innovation application process (see Appendix A) requires schools to think through the common goal and vision that will be made possible by receiving greater autonomy, as well as to identify the policies and documents that will need to change when these innovations are implemented.

In compliance with the requirements of § 22-32.5-111, C.R.S., the Colorado Department of Education (CDE) has prepared this annual report divided into the following parts:

Part I: Overview of the Innovation Schools Act

Part II: Current Demographics of Innovation Schools

Part III: Description of the Innovations Implemented

Part IV: Summary of the Academic Performance of Innovation Schools

Part V: Recommendations for Legislative Changes

Notable Trends and Highlights: Current Demographics

From the information presented within the report, the Colorado Department of Education (CDE) observed several items to highlight, and other notable trends related to current demographics as outlined below:

- In 2024-25, an increase of 3 innovation schools was reported which resulted in 104 total innovation schools.
- Denver Public Schools added four schools to innovation: Columbine Elementary, Lake Middle School, Responsive Arts and STEAM Academy, and Skinner Middle School. In contrast, Roncalli STEM Academy in Pueblo City 60 closed due to facility concerns.
- A total of 50,207 students were enrolled in schools of innovation in 2024-25. That is an increase of 2,151 students from the year prior.
- In 2023-24, 14 out of 18 districts of innovation showed a decrease in enrollment. In 2024-25, nine out of 18 showed a decline in enrollment within innovation schools within the district.
- Innovation schools serve a higher percentage of students in all demographic areas (free or reduced lunch eligible, students of color, multilingual, and students with disabilities) than non-innovation schools.

Notable Trends and Highlights: Academic Performance

From the information presented within the report, the Colorado Department of Education (CDE) observed several items to highlight, and other notable trends related to academic performance as outlined below:

- **School Performance Frameworks:** Innovation schools saw improvements between the 2022-23 and 2023-24 School Performance Frameworks. The percentage of schools at the Performance level increased, although the percent in Turnaround also increased slightly. But the percent of innovation schools with Improvement, Priority Improvement and Insufficient Data ratings decreased.

- **ELA Participation Rates:** Participation rates in grades six through eight were higher in innovation schools; however, the participation rates for grades three through five were lower among innovation schools.
- **ELA Achievement:** The English Language Arts (ELA) Means Scale Scores (MSS) in innovation schools for grades three through six on CMAS assessments are lower than in non-innovation schools but fall within the same performance level band of “Approached Expectations” for the 2023-24 school year. However, innovation schools are showing progress. The average MSS in innovation schools for grades seven and eight was higher than in non-innovation schools for the first time.
- **ELA Growth:** Median Growth Percentiles (MGPs) for innovation schools were higher than non-innovation schools for grades five through eight and students in both innovation and non-innovation schools met the growth expectations of 50 except for grade 4 innovation schools.
- **Math Participation Rates:** Participation rates in grades six through eight were higher in innovation schools than non-innovation schools; however, the participation rates for innovation schools were lower among students in grades three and five.

Grade	Innovation Participation Rate	Non-Innovation Participation Rate
Grade 03	93.30%	94.40%
Grade 04	93.50%	93.50%
Grade 05	92.40%	92.50%
Grade 06	92.70%	89.10%
Grade 07	91.00%	85.50%
Grade 08	86.90%	79.00%

- **Math Achievement:** The average Mean Scale Scores in innovation schools for Math are lower than in non-innovation schools but fall in the same performance level band of “Approached Expectations” for the 2023-24 school year. Innovation schools are showing signs of improvement on math but the results are still inconsistent.
- **Math Growth:** Median Growth Percentiles for innovation schools were mostly higher than for non-innovation schools and students in both innovation and non-innovation schools met the growth expectations of 50 – a promising sign.
- **SAT/PSAT:** The average SAT/PSAT MSS and MGP in innovation schools are notably lower than in non-Innovation schools.

This report includes information and data from multiple sources including, but not limited to, CDE’s Innovation Schools webpage, available at <http://www.cde.state.co.us/choice/innovationschools> and CDE’s Schoolview® webpage, available at <http://www.cde.state.co.us/schoolview/coloradogrowthmodel>.

Part I: Overview of the Innovation Schools Act

Legislative Intent

The General Assembly enacted the Innovation Schools Act to achieve the following purposes:

- To grant Colorado’s school districts and public schools greater ability to meet the educational needs of a diverse and constantly changing student population;
- To encourage intentionally diverse approaches to learning and education within individual school districts;
- To improve educational performance through greater individual autonomy and managerial flexibility;
- To encourage school districts to create and manage a portfolio of schools that meet a variety of educational needs;
- To encourage innovation in education by providing local school communities and principals with greater control over operations with the aim of improving student achievement;
- To encourage school districts and public schools to find new ways to allocate resources for the benefit of the students they serve; and
- To hold public schools that receive greater autonomy under the Innovations Schools Act accountable for student academic achievement.¹

Organization and Structure

The Colorado State Board of Education may designate a school district as a “district of innovation” pursuant to § 22-32.5-107, C.R.S. This designation, which is granted only after a district has approved an innovation plan and submitted the plan to the state board, permits an innovation school or an innovation school zone to operate with waivers from certain state statutes and other regulations. An “innovation school” is a school in which an innovation plan is implemented pursuant to § 22-32.5-104, C.R.S. An “innovation school zone” is a group of schools within a school district that implements an innovation zone plan pursuant to § 22-32.5-104, C.R.S. The schools within an innovation school zone share common interests, such as geographical location, education focus, grade level articulation, or other possible collaborative interests. A school district may also delegate management activities to another organization pursuant to § 22-32.5-104(5), C.R.S. and authorize an innovation school zone with an alternative governance model.

Innovations Suggested

In considering or creating an innovation school or an innovation school zone, the Innovation Schools Act strongly encourages local school boards to consider innovations in the following areas:

- Curriculum and academic standards and assessments²;
- Expanded local and state accountability measures;
- Provision of services, including services targeted to specific student groups;
- Teacher recruitment, training, preparation, and professional development;
- Teacher employment;
- Performance expectations and evaluation procedures for principals and teachers;
- Compensation for principals, teachers, and staff;
- School governance, including operating as a community school and alternative governance models; and
- Postsecondary workforce readiness preparation and counseling.

¹ As stated in § 22-32.5-102(2), C.R.S.

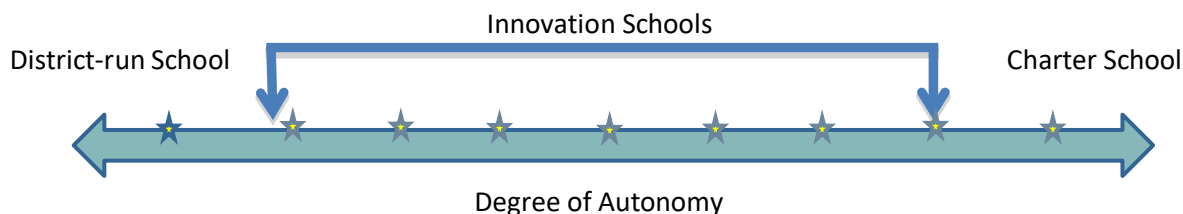
² Note, while innovation schools or zones may not waive state assessments or the requirements to implement academic standards that meet or exceed state standards, they may receive flexibility to vary from local standards or local assessments.

Creating an Innovation Plan

In the Innovation Schools Act, local school boards are encouraged to work collaboratively with the school or schools on the planning and application process for submitting an innovation plan. Developing a plan requires a school or group of schools to identify both the “innovations” or new approaches that are intended to increase the school’s ability to achieve its mission and the specific waivers from district policy, collective bargaining agreement provisions, and/or state laws and regulation that are required to give the school or schools the ability to implement the innovation.

Exhibit A, below, illustrates the varying degree of autonomy that an innovation school or innovation school zone may seek and how, depending on the amount of autonomy sought, an innovation school or an innovation school zone will operate more like either a traditional, district-run school or a charter school. For example, an innovation school may seek to waive out of district-level policies and state laws and regulations regarding only personnel practices. Conversely, another school may seek to operate free from district-level policies and state law and regulations relating to the school calendar, budget management, curriculum, and instructional practices, in addition to personnel practices. The former school would operate more like a traditional, district-run school, whereas the latter school would operate more like a charter school.

Exhibit A: Range of Autonomy for Innovation Schools



A proposed innovation school or innovation school zone must demonstrate that it has received majority support from teachers, administrators, and School Accountability Committee members, and must provide a statement of the level of support from classified school staff, parents, students, and the surrounding community of the school(s). Because stakeholders at all levels can contribute to a plan, design elements often seek to address stakeholders’ ideas and concerns.

Submission Process for Innovation Plan

After a public school or a group of public schools creates a plan, the plan is then submitted to a local school board for approval. Once submitted, the local school board must either approve or deny the plan within 60 days. If the local school board denies the plan, a written explanation with the basis for the decision must be provided to the school or the group of schools that submitted the plan. The school or the group of schools may resubmit an amended plan to the local school board at any time after denial. Unlike charter school applicants, innovation school applicants do not have a right to appeal the denial of a plan to the state board. If the local school board approves the plan, the local board may submit the plan to the state board on behalf of the school(s) for approval. Upon approval by the state board, the school(s) is/are designated as an innovation school or an innovation school zone.

Please see Appendix A for a list of statutory requirements needed for innovation school plans. Appendix A also includes the list of additional statutory requirements for community schools, innovation school zones and innovation school zones with alternative governance. More information, including copies of state board approved innovation school applications, is available on CDE’s Innovation Schools webpage at: <http://www.cde.state.co.us/choice/innovationschools>.



Renewal Process

Three years after a local school board approves an innovation school or zone plan, the local school board is required to review the level of performance of the innovation school and each school included in an innovation zone and determine whether the innovation school or innovation zone is achieving academic performance results as identified in the innovation plan. The local school board, in collaboration with a school or a zone, may revise the innovation plan as necessary to improve or continue to improve academic performance at the school or zone. If the local school board finds that the students within an innovation school are not improving academically, the local school board may revoke the school's innovation status. If the local school board finds that the students enrolled in a school within an innovation zone are not improving academically, the local school board may remove the underperforming school from the innovation zone or revoke the innovation zone's status.

If a local school board seeks to revise an innovation plan, the board may request additional waivers or changes to existing waivers as necessary to accommodate the revisions to the innovation plan. The state board then determines whether to grant any state waiver requests based on whether the new or changed state waivers would enhance educational opportunity, standards, and quality within the innovation schools/zones and if the changes are fiscally feasible. Prior to requesting such changes, the local school board shall demonstrate consent from a majority of the teachers, administrators, and school accountability members of the applicable school or zone.



Part II: Innovation Schools and Zones and their Current Demographics

Innovation Schools

As of January 1, 2025, Colorado has 104 innovation schools within 18 districts of innovation. Of Colorado's 881,065 public school students from PK-12th grade, innovation schools serve 50,207 of those students (roughly 5.7% of the overall PK-12 student population).

Table 1 shows the changes in the number of innovation schools within each district from the 2009-10 school year through the 2024-25 school year.


TABLE 1: Number of Innovation Schools within Districts of Innovation by School Year

District Name	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Denver County 1	3	7	19	25	31	36	40	47	49*	51*	52	53*	52*	50*	45	49
Colorado Springs District 11		1	1	1*	0	0	0	0	0	0	0	0	1	2	2	2
Kit Carson R-1			2	2	2	2	2	2	2	2	2	2	2	2	2	2
District 49				9	10	10	10	11	11	11	11	11	11	11	11	11
Pueblo City 60					3	3	3	6	8	8*	7	7	7	7	7	6*
Westminster Public Schools					1	1	1	1	2	3	4	4	4	4	4	4
Delta County 50J						1	1	1	1	1	1	1	1	1	1	1
Greeley 6							1	1	5	5	5	5	5	5	5	5
Holyoke RE-1J							3	3	3	3	3	3	3	3	3	3
Montrose RE-1J							1	1	1	1	1	1	1	1	1	1
Adams Arapahoe 28J								5	5	5	5	5	5	5*	5	5
Burlington RE-6J								3	3	3	3	3	3	3	3	3
Widefield 3								1	1	1	4	4	4	4	4	4
Adams 12 Five Star Schools									1	1	1	1	1	1	1	1
Mancos RE-6									4	4	4	4	4	4	4	4
Thompson R2-J									2	2	2	2	2	2*	1	1
Jefferson County R-1										1	1	1	1	1	1	1
Adams County 14														1	1	1
TOTAL-*	3	8	22	37	47	53	62	82	98	102	106	107	107	107	101	104

*Indicates that a school either closed or its innovation status was revoked at the end of the school year.

Data Source: 2010-2025 School Directory information, CDE's Data Services Unit

Innovation School Changes in 2024

In 2024, the state board approved the following new innovation school plans for Denver Public Schools:

- Columbine Elementary School’s innovation application was approved by the State Board of Education in March of 2024. Columbine Elementary was previously a traditionally run school.
- Skinner Middle School was approved by the State Board of Education in April of 2024. Skinner Middle School was previously a traditionally run school.
- Lake Middle School was approved by the State Board of Education in December of 2024. Lake Middle School was previously a traditionally run school.
- Responsive Arts and STEAM Academy (RASA) was approved by the State Board of Education in December of 2024. RASA is a newly opened school.

Appendix B contains a list of Colorado’s innovation schools, the date on which they received designation, and the date of removal from innovation status as may be applicable in limited situations. Table 2 shows the innovation schools which either closed or had their innovation designation revoked since 2010.

TABLE 2: List of Schools Closed or with Innovation Status Removed

School Name	District Name	Effective Date	Reason
Wasson High School	Colorado Springs 11	6/30/2013	School Closed – declining enrollment
Place Bridge Academy	Denver County 1	6/30/2018	Revoked – school request
Noel Community Arts School	Denver County 1	6/30/2019	Revoked – school request
Heroes K-8 Academy	Pueblo City 60	6/30/2019	School Closed – facility concern
West Early College	Denver County 1	6/30/2021	Revoked – district reorganization
West Leadership Academy	Denver County 1	6/30/2021	Revoked – district reorganization
Collegiate Prep Academy	Denver County 1	6/30/2022	School Closed – district reorganization
DCIS at Montbello	Denver County 1	6/30/2022	Revoked – district reorganization
Denver Discovery School	Denver County 1	6/30/2023	School Closed
John H. Amesse Elementary	Denver County 1	6/30/2023	Revoked – school request
Legacy Options High School	Denver County 1	6/30/2023	Revoked – school request
Summit Academy	Denver County 1	6/30/2023	Revoked – school request
Vista Academy	Denver County 1	6/30/2023	Revoked – school request
Monroe Elementary	Thompson School District	6/30/2023	School Closed
Paris Elementary School	Adams-Arapahoe 28J	6/30/2023	School Closed
Roncalli STEM Academy	Pueblo City 60	06/30/2024	School Closed- facility concern

Data Source: 2015 Innovation Report, DPS board resolutions, and Pueblo City Schools board minutes, CDE Data Services Unit

Districts of Innovation

A “District of Innovation” is a school district that has sought approval of an innovation plan (or plans) on behalf of a public school or group of public schools and has had those plans approved by the state board. Currently, 18 districts are designated as a district of innovation in Colorado. Denver Public Schools (DPS) was the first district of innovation, designated in 2009; whereas Adams County School District 14 was designated as the most recent district of innovation in 2022. Colorado’s largest district of innovation is DPS, which has 49 innovation schools.



Based on 2024-25 October Count data, DPS currently serves 23,011 students through innovation schools which is 25.4% of the district total. It is worth noting that “District of Innovation” sounds like a macro term that would apply to all operations of a district, but it does not carry such a meaning. Rather, it is a term that simply means that the district has one or more schools that have been approved as innovation schools.

Kit Carson School District is Colorado’s smallest district of innovation and has two innovation schools: an innovation PK-5 school and an innovation 6-12 school. Kit Carson currently serves its entire PK-12 student population of 106 students through innovation schools. Three other districts currently serve their entire student population through innovation schools. Burlington School District RE-6J serves 742 PK-12 students, Holyoke School District serves 514 PK-12 students, and Mancos School District serves 511 PK-12 students. Table 3 shows student enrollment information related to each district of innovation.

TABLE 3: Student Enrollment in Districts of Innovation for the 2024-25 School Year

District Name	Number of Innovation Schools	District Student Count	Innovation Student Count	Percent of Students in Innovation
Adams 12 Five Star Schools	1	34,466	387	1.1%
Adams County 14	1	5,221	421	8.1%
Adams Arapahoe 28J	5	39,802	6,123	15.4%
Burlington RE-6J	3	742	742	100.0%
Colorado Springs District 11	2	22,265	1,401	6.3%
Delta County 50(J)	1	4,524	120	2.7%
Denver County 1	49	90,450	23,011	25.4%
District 49	11	26,649	8,250	31.0%
Greeley 6	5	23,124	1,790	7.7%
Holyoke RE-1J	3	514	514	100.0%
Jefferson County R-1	1	75,495	382	0.5%
Kit Carson R-1	2	109	109	100.0%
Mancos RE-6	4	511	511	100.0%
Montrose County RE-1J	1	5,991	540	9.0%
Pueblo City 60	6	14,089	2,094	14.9%
Thompson R2-J	1	14,751	246	1.7%
Westminster Public Schools	4	7,724	1,329	17.2%
Widefield 3	4	9,292	2,237	24.1%
TOTAL	104	375,719	50,207	13.4%

Data Source: 2024-25 Student October Count, CDE’s Data Services Unit

Table 4 displays the student enrollment in innovation schools from the school year 2009-10 to 2024-25. Initially, innovation schools experienced growth in enrollment up to the 2019-20 school year. However, beginning in the 2020-21 school year, a slight decline in enrollment each subsequent year was recorded. This downward trend persisted until 2023-24, when a slight uptick in enrollment was observed and continued through 2024-25. Statewide enrollment has continued to see a decline in enrollment since the 2019-20 school year except for 2021-



22. Notably, 9 out of the 18 school districts reported a decrease in enrollment for 2024-25, compared to 14 out of the 18 in the prior year.

TABLE 4: Student Enrollment within Innovation Schools in Districts of Innovation by School Year

District Name	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Denver 1	1,395	3,630	7,204	10,702	13,180	17,066	18,438	20,963
Colorado Springs District 11 ³		1,007	996	977	0	0	0	0
Kit Carson R-1			120	110	114	108	128	126
District 49				6,934	7,560	7,991	8,042	9,475
Pueblo City 60					1,260	1,261	1,262	2,691
Westminster Public Schools					184	264	283	396
Delta County 50(J)						149	150	148
Greeley 6							141	208
Holyoke RE-1J							594	581
Montrose County RE-1J							585	554
Adams Arapahoe 28J								4,922
Burlington RE-6J								775
Widefield 3								406
TOTAL	1,395	4,637	8,320	18,723	22,298	26,839	29,623	41,245

District Name	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Denver 1	21,991	22,586	22,919	23,462	22,765	21,359	20,783	23,011
Colorado Springs District 11 ³	0	0	0	0	550	1,476	1,378	1,401
Kit Carson R-1	109	108	109	97	100	101	107	109
District 49	9,445	9,657	9,217	8,723	8,729	8,596	8,424	8,250
Pueblo City 60	3,211	3,154	3,147	2,793	2,680	2,457	2,290	2,094
Westminster Public Schools	653	932	1,340	1,369	1,379	1,360	1,331	1,329
Delta County 50(J)	144	150	145	120	130	128	107	120
Greeley 6	2,190	2,171	2,108	2,089	1,958	1,924	1,882	1,790
Holyoke RE-1J	583	577	587	584	578	558	532	514
Montrose County RE-1J	614	609	643	588	578	582	555	540
Adams Arapahoe 28J	4,567	4,380	4,470	4,100	4,043	4,243	5,780	6,123
Burlington RE-6J	781	788	778	747	749	762	768	742

³ Colorado Springs District 11 was a district of innovation from August 2010 to June 2013. The district once again became a district of innovation in September 2021.



Widefield 3	452	494	2,212	2,133	2,202	2,312	2,236	2,237
Adams 12 Five Star Schools	446	430	413	339	343	391	372	387
Mancos RE-6	500	497	507	465	485	509	521	511
Thompson R2-J	558	565	569	515	549	508	250	246
Jefferson County R-1		443	457	415	440	394	373	382
Adams County 14						380	367	421
TOTAL	46,244	47,541	49,621	48,539	48,258	48,040	48,056	50,207

Table 5 shows student demographic information for four innovation districts that currently serve their entire student population through innovation schools. Student groups that contain fewer than 16 students are not displayed because of data privacy and are reflected as “n<16.”

TABLE 5: 2024-25 Demographic Information for Districts Serving Entire Population through Innovation Schools

District Name	Student Count	FRL Eligible Percent	Students of Color Percent	ML Percent	Students with Disabilities Percent
Burlington RE-6J	742	61.3%	48.9%	17.9%	10.9%
Holyoke RE-1J	514	61.7%	51.9%	21.6%	15.8%
Kit Carson R-1	109	63.9%	25.7%	n<16	n<16
Mancos RE-6	511	38.2%	22.9%	6.8%	11.7%
Statewide	881,065	44.8%	50.8%	14.0%	13.3%

Data Source: 2024-25 Student October Count, CDE’s Data Services Unit 2

Table 6 shows the demographic information for all other districts of innovation and the district average for each student group. The district numbers indicate the percentages for total student population of the district.

TABLE 6: Student Demographic Information for Districts of Innovation

Adams 12 Five Star Schools		District	Innovation	Difference
	Free/Reduced Lunch	49.9%	88.1%	38.2%
	Students of Color	60.8%	88.4%	27.6%
	Multilingual Learners	18.2%	48.3%	30.1%
	Students with Disabilities	13.6%	20.7%	7.1%
Adams County 14		District	Innovation	Difference
	Free/Reduced Lunch	86.7%	90.5%	3.8%
	Students of Color	92.3%	93.7%	1.4%
	Multilingual Learners	41.4%	58.9%	17.5%
	Students with Disabilities	16.2%	16.4%	0.2%
Adams Arapahoe 28J		District	Innovation	Difference
	Free/Reduced Lunch	78.8%	89.4%	10.6%



	Students of Color	86.7%	93.7%	7.0%
	Multilingual Learners	43.9%	53.7%	9.8%
	Students with Disabilities	14.1%	14.2%	0.1%
Colorado Springs District 11		District	Innovation	Difference
	Free/Reduced Lunch	71.4%	85.1%	13.7%
	Students of Color	74.9%	88.1%	13.2%
	Multilingual Learners	31.2%	46.0%	14.8%
	Students with Disabilities	13.1%	14.8%	1.7%
Delta County 50(J)		District	Innovation	Difference
	Free/Reduced Lunch	56.0%	58.3%	2.3%
	Students of Color	30.4%	10.8%	-19.6%
	Multilingual Learners	4.9%	4.2%	-0.7%
	Students with Disabilities	15.6%	21.7%	6.1%
Denver County 1		District	Innovation	Difference
	Free/Reduced Lunch	62.8%	59.2%	-3.6%
	Students of Color	75.2%	72.5%	-2.7%
	Multilingual Learners	31.3%	29.6%	-1.7%
	Students with Disabilities	14.0%	14.4%	0.4%
District 49		District	Innovation	Difference
	Free/Reduced Lunch	40.8%	41.7%	0.9%
	Students of Color	50.0%	50.9%	0.9%
	Multilingual Learners	4.6%	4.2%	-0.4%
	Students with Disabilities	12.9%	13.7%	0.8%
Greeley 6		District	Innovation	Difference
	Free/Reduced Lunch	67.1%	74.4%	7.3%
	Students of Color	73.4%	82.1%	8.7%
	Multilingual Learners	22.6%	33.6%	11.0%
	Students with Disabilities	13.8%	13.9%	0.1%
Jefferson County R-1		District	Innovation	Difference
	Free/Reduced Lunch	30.4%	24.1%	-6.3%
	Students of Color	35.9%	25.4%	-10.5%
	Multilingual Learners	6.6%	3.7%	-2.9%
	Students with Disabilities	13.3%	13.1%	-0.2%
Montrose County RE-1J		District	Innovation	Difference



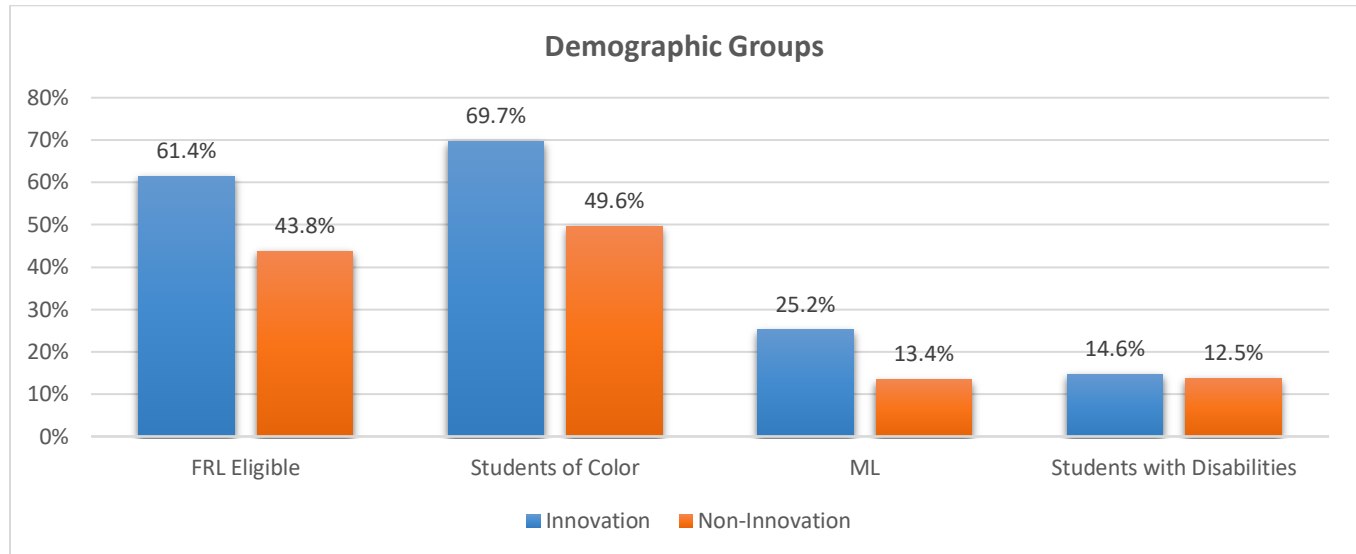
	Free/Reduced Lunch	55.6%	53.1%	-2.5%
	Students of Color	45.5%	47.8%	2.3%
	Multilingual Learners	12.6%	15.2%	2.6%
	Students with Disabilities	16.9%	18.7%	1.8%
Pueblo City 60		District	Innovation	Difference
	Free/Reduced Lunch	78.1%	86.3%	8.2%
	Students of Color	77.5%	78.2%	0.7%
	Multilingual Learners	77.1%	77.6%	0.5%
	Students with Disabilities	15.3%	19.8%	4.5%
Thompson R2-J		District	Innovation	Difference
	Free/Reduced Lunch	32.2%	58.9%	26.7%
	Students of Color	31.6%	52.4%	20.8%
	Multilingual Learners	4.1%	13.4%	9.3%
	Students with Disabilities	13.7%	26.8%	13.1%
Westminster Public Schools		District	Innovation	Difference
	Free/Reduced Lunch	82.3%	69.8%	-12.5%
	Students of Color	86.6%	78.3%	-8.3%
	Multilingual Learners	33.9%	27.2%	-6.7%
	Students with Disabilities	14.2%	13.0%	-1.2%
Widefield 3		District	Innovation	Difference
	Free/Reduced Lunch	44.9%	42.9%	-2.0%
	Students of Color	59.0%	50.6%	-8.4%
	Multilingual Learners	3.0%	4.1%	1.1%
	Students with Disabilities	14.9%	13.8%	-1.1%

Data Source: 2024-25 Student October Count, CDE's Data Services Unit

When comparing innovation and non-innovation schools statewide, innovation schools serve a higher percentage of students in the following disaggregated groups: students eligible for free or reduced lunch (FRL); students of color; multilingual learners (ML)⁴; and students with disabilities. Figure 1 shows the comparison between innovation schools and the state average for each of these disaggregated student groups.

⁴ Data includes Non-English Proficient, Limited English Proficient, Fluent English Proficient Monitor Year 1, and Fluent English Proficient Monitor Year 2 students.

Figure 1: 2024-25 Student Demographic Information by Disaggregated Group for Innovation and Non-Innovation Schools



Data Source: 2024-25 Student October Count, CDE's Data Services Unit

Innovation School Zones

Currently, Colorado has nine active innovation school zones that are made up of 39 innovation schools. These zones operate within nine of the eighteen districts of innovation. Of Colorado's 881,065 public school students from pre-kindergarten through 12th grade, 14,754 of those students are served by Colorado's innovation zones (roughly 1.7% of the overall PK-12 student population). Table 7 below contains more information on Colorado's innovation school zones. Most recently, Colorado Springs School of Technology, an innovation zone, in Colorado Springs 11 was added and is enrolling students for the 2025-26 school year.

TABLE 7: Summary of Innovation School Zones in the 2024-25 School Year

District of Innovation	Innovation School Zone Name	Number of Schools in Zone	PK-12 Student Count
Adams-Arapahoe 28J	The Action Zone	4	4,375
Burlington RE-6J	Burlington Innovation Zone	3	742
Denver County 1	Luminary Learning Network	8	3,819
District 49	Sand Creek Zone	6	724
District 49	Power Zone	3	1,866
Holyoke RE-1J	Holyoke Innovation Zone	3	514
Kit Carson R-1	Kit Carson Innovation Zone	2	109
Mancos RE-6	Mancos Innovation Zone	4	511
Pueblo City 60	Pueblo I-Zone	6	2,094
Total	9	39	14,754

Data Source: 2024-25 Student October Count, CDE's Data Services Unit

Alternative Governance Models in Innovation School Zones

The most recent bill related to innovation school zones was adopted in 2022. [S.B. 22-197](#) confirms that innovation school zones can use an alternative governance structure by which the local school board delegates management activities of schools within the innovation zone to another organization and the organization forms a partnership with the local school board. The statute further clarifies a process for creating such zones moving forward. A dispute resolution process was also created to resolve disagreements between both parties regarding the administration of the innovation zone plan. A list of [mediators](#) is posted on the CDE website.

The law requires a local school board to review the level of performance of an innovation zone with alternative governance as a whole, and each school within the innovation zone with alternative governance, at the same time. It clarifies that when a plan revision requires a consent vote, the vote must occur within 30 days and that the initial plan must remain in effect if approval is not secured.

Lastly, if a local school board votes to revoke the status of an innovation zone with alternative governance, or a school within the innovation zone with alternative governance, or to remove a school from the innovation zone, the zone organization may submit a written request to the state board to review and comment on the local school board's determination. The state board must hold a public hearing within 60 days of the request to hear presentations from both parties and then issue comments and recommendations. The comments issued by the state board would be included in the local school board's next voting meeting for consideration.

Part III: Description of the Innovations Implemented

School level autonomy and flexibility is the foundation for the Innovation Schools Act. These flexibilities might include “a high degree of autonomy in implementing curriculum, making personnel decisions, organizing the school day, determining the most effective use of resources, and generally organizing the delivery of high-quality educational services.”⁵ Schools are thereby tailoring services to meet the needs of the population of students served. To achieve this, innovation schools seek waivers from various district policies, state statutes, and other rules/requirements related to educational programming and school operations. For example, a school may find that its school district’s existing policies and procedures inhibit the school’s ability to customize learning to meet the needs of its students. As a result, the school may seek innovation status and waivers to implement an instructional model and/or curriculum that differs from that of the school’s authorizing school district. Table 7 highlights the top 20 waivers from state statute requested by innovation schools. As explained in more detail below, these commonly requested waivers tend to fall into one of three categories – time, personnel, and budget.

Time

The most common set of waivers requested are those related to time. An innovation school often requests the authority to make decisions about when the school will operate, as long as the school continues to meet statutory minimum requirements related to pupil-teacher contact hours and school calendar days. With these waivers, an innovation school is permitted to establish its school calendar that differs from the calendar established by its authorizing district. In many cases, schools with waivers related to school calendar and contact hours have extended their school day and school year to effectively implement the innovations outlined in their innovation plan. Those innovation schools that seek waivers from school calendar and contact hour requirements also tend to seek flexibilities related to personnel, professional development, professional learning communities, school data teams, and other forms of teacher collaboration so that they can provide greater opportunity for local design decisions related to each element.

Personnel

The next most common set of waivers are those related to personnel. Among all innovation schools, the ability for an innovation school to employ staff with flexibility on credentials, create its personnel evaluation system, set its salary schedule, draft its employee agreements, and prohibit teacher transfer are the highest requested personnel waivers. School leaders have sought to create their own hiring and termination policies to hire educators that are the best fit for their school’s mission and vision and terminate staff when they are not meeting the specific performance expectations of the innovation school. Thus, many innovation schools with these waivers have their staff employed on an at-will basis or replace non-probationary status with time-bound contracts.

Budget

Many innovation schools request waivers from district budgetary policies. Through such waivers, the district delegates more authority to oversee school budgets to the school or zone level. In turn, the innovation school is permitted to make more budget decisions at the local level and align its spending with the school’s specific initiatives. Flexibilities with the school budget may allow innovation schools to do such things as use actual, rather than district averages, for teacher salaries and reallocate funds to pay for new supports, positions, or resources. In addition, innovations requested by schools often require supplementary spending. For example, if schools received the flexibility to change their calendar to create a longer school day/year, they may need additional funding to be able to compensate teachers for this extra time or give teachers incentives and stipends for

⁵ § 22-32.5-102(2)(e), C.R.S.

managing additional responsibilities. As another example, if a school converted to a blended learning model, budgetary flexibility could allow the school to better meet technological needs.

TABLE 8: Most Requested Waivers by Innovation Schools in the 2024-25 School Year

Colorado Statute	Description of Waiver
22-32-109(1)(n)(II)(B)	Related to adoption of district calendar
22-32-109(1)(n)(II)(A)	Related to determination of teacher-pupil contact hours
22-32-109(1)(n)(I)	Related to determination of school calendar
22-63-201	Related to teacher licensure
22-32-109(1)(t)	Related to determination of educational program and prescription of textbooks
22-32-109(1)(f)	Related to selection of staff and pay
22-63-206	Related to the transfer of teachers
22-63-402	Related to paying licensed teachers
22-9-106	Related to performance evaluation of licensed personnel
22-63-203	Related to probationary teacher status and to renewal and nonrenewal of employment contracts
22-63-401	Related to determination of salary schedule
22-63-202	Related to teacher employment contracts
22-63-301	Related to grounds for teacher dismissal
22-63-302	Related to teacher dismissal procedure
22-32-109(1)(jj)	Related to principal training
22-32-110(1)(h)	Related to termination of staff members
22-32-109(1)(aa)	Related to the implementation of content standards
22-63-403	Related to payment of salaries
22-32-109(1)(g)	Related to returning moneys to treasurer of district
22-32-126	Related to employment and authority of principals

Data Source: List of Approved State Waivers – Innovation Schools, CDE’s Schools of Choice Unit

Part IV: Summary of the Academic Performance of Innovation Schools

School Performance Framework

Innovation schools, like all public schools in Colorado, are held accountable for academic performance through Colorado's School Performance Framework (SPF). The key performance indicators of the SPF are academic achievement and academic growth for all students and disaggregated student groups as well as a third indicator, postsecondary and workforce readiness, for high schools only.⁶ The SPF assigns to each school one of four plan types: Performance Plan, Improvement Plan, Priority Improvement Plan, and Turnaround Plan. Schools are then required to adopt and implement their assigned plan type. Some schools are assigned a rating of "Insufficient Data" either because the school has too small of a tested population or assessment participation was below a certain threshold.

An Alternative Education Campus (AEC) is defined in statute as a school that has a specialized mission to serve a high-risk student population and has a nontraditional instructional delivery model. Ninety percent of the student population must meet one or more of the conditions as outlined in statute to qualify for designation as an AEC⁷. The Education Accountability Act authorizes CDE to conduct a distinct performance review, with additional indicators and adjusted calculations, for those schools that meet the definition of an AEC. To distinguish between school types in a final SPF rating, all AECs will have "AEC" noted in the rating name.

Appendix C outlines the SPF ratings assigned to all of Colorado's innovation schools. SPF ratings for 2015 are not available due to the transitioning of state assessments in 2015. In response to disruptions created by the pandemic, Colorado paused the accountability frameworks for two school years (2020-21 and 2021-22) and are therefore not included in this report.

On April 13, 2022, Governor Polis signed [S.B. 22-137](#) into law. This bill, titled "Transition Back to Standard K-12 Accountability," requires that CDE calculate both school and district performance frameworks in 2022-23 using 2019 statewide performance indicator targets. The law suspended the automatic advancement of schools and districts on the state's accountability system and created a transitional year for schools and districts.

Since many of the innovation schools previously operated as traditional district-run schools, bold borders have been inserted to illustrate the years in which SPF ratings were earned while operating with innovation status. When a traditional district-run school converts to an innovation school, the school's SPF rating carries over to the newly designated innovation school. In addition, sometimes a district will open a new school as an innovation school. When opening as a new school, there are no applicable SPF ratings for that school prior to the school completing its first full year of operations. When a school first opens, the district is required to assign a plan type; most have assigned these new innovation schools an accountability rating of Performance by default (noted in the table with a ~ symbol). In addition, "N/A" is used in Appendix C to indicate those years in which an innovation school was not yet in operation. Similarly, if an innovation school closed or their status was revoked, the SPF rating of the school is no longer included in this report.

⁶ For more information on the history of Colorado's SPF, including the calculations for each indicator, please visit CDE's website at: <http://www.cde.state.co.us/accountability/historyofperformanceframeworks>.

⁷ For more information on the accountability for AECs, please visit CDE's website at: http://www.cde.state.co.us/accountability/stateaccountabilityaecs_draft

Overall, 101 innovation schools operated under a full year of innovation status in the 2023-24 school year and had a School Performance Framework assigned. The ratings distribution for the 2023-24 school year is displayed in Table 9.

As illustrated in Table 9, a reduction of schools earning the “Insufficient Data” decreased from six to five. An increase from 45 to 54 in innovation schools earning a “Performance Plan” rating was also observed from 2022-23 to 2023-24. The number of schools earning “Performance” ratings is higher than pre-pandemic levels. The number for schools earning an “Improvement Plan” rating decreased from 28 to 21. However, a slight increase in “Turnaround” ratings was seen by an increase in 1 school.

TABLE 9: Innovation Schools Performance Ratings

School Performance Rating	Number of Schools 2022-23	Number of Schools 2023-24
Performance Plan	45	54
Improvement Plan	28	21
Priority Improvement Plan	17	12
Turnaround Plan	5	6
Insufficient Data	6	5
TOTAL	101	98
AEC: Performance Plan	3	1
AEC: Improvement Plan	3	2
AEC: Insufficient Data Plan	N/A	N/A
TOTAL	6	3

Data Source: 2022-2024 CMAS Math and ELA School Overall Results, CDE’s Accountability Analytics Unit

Academic Achievement and Growth

As previously mentioned, academic achievement and academic growth are two of the three performance indicators that make up the SPF. Mean Scale Scores (MSS) are used to represent academic achievement and focus on performance at a given point in time, whereas Median Growth Percentiles (MGP) are used to represent academic growth and measure progress from year to year.

Currently, the Colorado Measures of Academic Success (CMAS) measures achievement and growth in the SPF for elementary and middle schools, whereas the Colorado PSAT/SAT exam measures high school achievement and growth. CMAS is the state’s common measurement of student progress in English Language Arts (ELA) and mathematics for grades three through eight. The Colorado Alternate (CoAlt) assessments are provided to students with the most significant cognitive disabilities in place of the corresponding CMAS and PSAT/SAT assessments and are included in this report as well.

CMAS English Language Arts and Math

CMAS ELA and Math have five performance levels: Exceeded Expectations, Met Expectations, Approached Expectations, Partially Met Expectations, and Did Not Yet Meet Expectations. Performance levels are color coded for analysis purposes in the results section. Students who “Met Expectations” or “Exceeded Expectations” are considered to be on track for college and career readiness in the tested content areas. Students who take the



CMAS assessment earn an overall scale score and performance level. During the standard setting process, score ranges are set that define each performance level as displayed in Table 10. Notably, ELA assessments were given to grades four, six, and eight in the 2021-22 school year and math assessments were given in grades three, five and seven, due to the disruption of the pandemic.

TABLE 10: CMAS Performance Level Cut Scores for ELA and Math

Grade Level/Content	Does Not Yet Meet Expectations (Level 1)	Partially Met Expectations (Level 2)	Approached Expectations (Level 3)	Met Expectations (Level 4)	Exceeded Expectations (Level 5)
Mathematics					
Grade 3	650-699	700-724	725-749	750-789	790-850
Grade 4	650-699	700-724	725-749	750-795	796-850
Grade 5	650-699	700-724	725-749	750-789	790-850
Grade 6	650-699	700-724	725-749	750-787	788-850
Grade 7	650-699	700-724	725-749	750-785	786-850
Grade 8	650-699	700-724	725-749	750-800	801-850
English Language Arts/Literacy					
Grade 3	650-699	700-724	725-749	750-809	810-850
Grade 4	650-699	700-724	725-749	750-789	790-850
Grade 5	650-699	700-724	725-749	750-798	799-850
Grade 6	650-699	700-724	725-749	750-789	790-850
Grade 7	650-699	700-724	725-749	750-784	785-850
Grade 8	650-699	700-724	725-749	750-793	794-850
Colorado Spanish Language Arts					
Grade 3	650-699	700-724	725-749	750-778	779-850
Grade 4	650-699	700-724	725-749	750-771	772-850

Data Source: CDE Assessment Unit

Table 11 contains data from the CMAS and CoAlt ELA exam for both innovation and non-innovation schools by grade level for the 2021-22 through the 2023-24 school years. The results within the table are color-coded using the colors above. Due to pandemic, state assessments were not administered in 2020 and to limited grades in 2021.

Before looking at the actual achievement results, it is important to understand the participation rates in the different school types and grades, which are shown in Table 11 along with the MSS data, below. 2024 ELA participation rates in grades six through eight were higher in innovation schools than non-participation schools, however, the participation rates for grades three through five were lower among innovation schools. Participation rates ranged from 84.1% - 89.9% in innovation schools and 78.0% - 93.0% in non-innovation schools.

Overall, the average MSS in innovation schools for grades three through six on the English Language Arts assessments are lower than in non-innovation schools but fall within the same performance level band of “Approached Expectations” for the 2023-24 school year. However, the average MSS in innovation schools for



grades seven and eight were higher than non-innovation schools and remain in the “Approached Expectations” performance level band for ELA.

MGP for innovation schools were higher than non-innovation schools for grades five through eight and students in both innovation and non-innovation schools met the growth expectations of 50 except for grade 4 innovation schools.

TABLE 11: CMAS and CoAlt ELA Data from 2019 to 2023 by School Type and Grade Level

Year	Grade Level	Innovation Schools				Non-Innovation Schools			
		<u>N-Count</u>	<u>MSS</u>	<u>MGP</u>	<u>Participation</u>	<u>N-Count</u>	<u>MSS</u>	<u>MGP</u>	<u>Participation</u>
2022	Grade 03	2,947	727.6	-	93.00%	53,712	737.4	-	93.60%
	Grade 04	2,867	731.3	48	93.40%	54,166	740.6	50	93.10%
	Grade 05	2,914	737.8	-	93.40%	54,652	745.6	-	92.30%
	Grade 06	4,117	738.3	52	91.00%	52,075	742.1	50	88.70%
	Grade 07	4,201	737.8	-	88.00%	51,321	740.9	-	84.50%
	Grade 08	4,187	742.1	55	85.80%	48,701	742.5	50	77.90%
2023	Grade 03	3,337	727.0	N/A	93.60%	58,039	737.3	N/A	93.80%
	Grade 04	3,218	731.4	49	93.30%	57,877	741.4	51	93.60%
	Grade 05	3,096	739.1	53	92.70%	58,721	747.6	51	92.30%
	Grade 06	4,396	741.7	53	92.30%	58,357	742.6	51	89.10%
	Grade 07	4,415	742.2	54	89.40%	59,404	744	50	84.80%
	Grade 08	4,651	741.3	54	86.80%	61,334	741.2	51	78.50%
2024	Grade 03	2,881	728.9	N/A	88.90%	53,665	737.4	N/A	93.00%
	Grade 04	2,953	732.0	49	89.60%	54,343	741.1	51	92.30%
	Grade 05	2,781	739.6	53	88.50%	53,620	747.3	51	91.20%
	Grade 06	3,819	741.8	57	89.90%	51,141	743.1	50	87.80%
	Grade 07	3,862	746.3	56	87.90%	49,880	745.8	50	84.30%
	Grade 08	3,747	741.2	57	84.10%	47,010	740.0	50	78.00%

Data Source: 2012-2024 CMAS Math and ELA School Overall Results, CDE’s Accountability Analytics Unit

Table 12 contains CMAS and CoAlt math data for both innovation and non-innovation schools by grade level for the 2021-22 through the 2023-24 school years.

Math participation rates are shown in Table 12 along with the MSS data, below. 2024 math participation rates in grades six through eight were higher in innovation schools than non-innovation schools, however, the participation rates for innovation schools were the same as or lower among students in grades three and five. Participation rates ranged from 86.9% - 93.5% in innovation schools and 79% - 94.4% in non-innovation schools.

Overall, the average Mean Scale Scores in innovation schools for math are lower than in non-innovation schools but fall in the same performance level band of “Approached Expectations” for the 2023-24 school year. MGPs for non-innovation schools were mostly higher than innovation schools and students in both innovation and non-innovation schools met the growth expectations of 50.

TABLE 12: CMAS and CoAlt Math Data from 2019 to 2022 by School Type and Grade Level

Year	Grade Level	Innovation Schools				Non-Innovation Schools			
		N-Count	MSS	MGP	Participation	N-Count	MSS	MGP	Participation
2022	Grade 03	2,955	727.4	-	93.00%	53,964	737.2	-	93.80%
	Grade 04	2,886	722.9	-	93.40%	54,390	732.2	-	93.10%
	Grade 05	2,946	728	53	93.70%	54,888	735.8	50	92.40%
	Grade 06	4,165	723.7	-	91.30%	52,267	728.1	-	88.60%
	Grade 07	4,236	725.9	49	87.90%	51,524	730.3	50	84.50%
	Grade 08	4,200	726.5	-	85.60%	49,023	731.3	-	78.10%
2023	Grade 03	3,332	727.1	NA	93.90%	58,020	738.6	N/A	94.20%
	Grade 04	3,217	724.4	49	93.50%	57,866	733.7	51	93.70%
	Grade 05	3,097	728.6	52	93.60%	58,712	737.3	51	92.60%
	Grade 06	4,393	727.2	55	93.10%	58,362	729.4	51	89.50%
	Grade 07	4,417	728.5	52	89.90%	59,416	730.8	51	85.20%
	Grade 08	4,651	728.9	55	87.00%	61,324	731.6	51	79.00%
2024	Grade 03	3,022	731.2	N/A	93.30%	54,409	740.6	N/A	94.40%
	Grade 04	3,075	725.7	51	93.50%	55,037	735.2	52	93.50%
	Grade 05	2,900	731.0	51	92.40%	54,427	738.9	53	92.50%
	Grade 06	3,937	727.7	51	92.70%	51,858	731.7	52	89.10%
	Grade 07	3,994	731.9	51	91.00%	50,595	733.2	54	85.50%
	Grade 08	3,868	728.7	51	86.90%	47,612	731.4	50	79.00%

Disaggregated Results

Innovation schools serve a higher percentage of students in all demographic areas: free and reduced lunch eligibility (FRL), multilingual learner (ML), minority, and students with disabilities. The data depicted in the figures below analyze the MSS and MGP for each demographic group of students in innovation and non-innovation schools. Students in grade 3 will not have an associated MGP score as grade 3 is the initial year of CMAS administration.

Figures 2 and 3 isolate FRL students in innovation schools and non-innovation schools on CMAS ELA and math assessments for the 2023-24 school year. In both subjects' non-innovation schools saw a higher MSS for FRL students in most grades, however, innovation schools received a higher MGP, for all but 4th grade FRL students. MGP scores for FRL students in innovation schools in ELA were above the 50-point threshold in all grades except for grade 4, whereas non-innovation schools fell short in all grades.

Figure 2: Students eligible for FRL on CMAS ELA

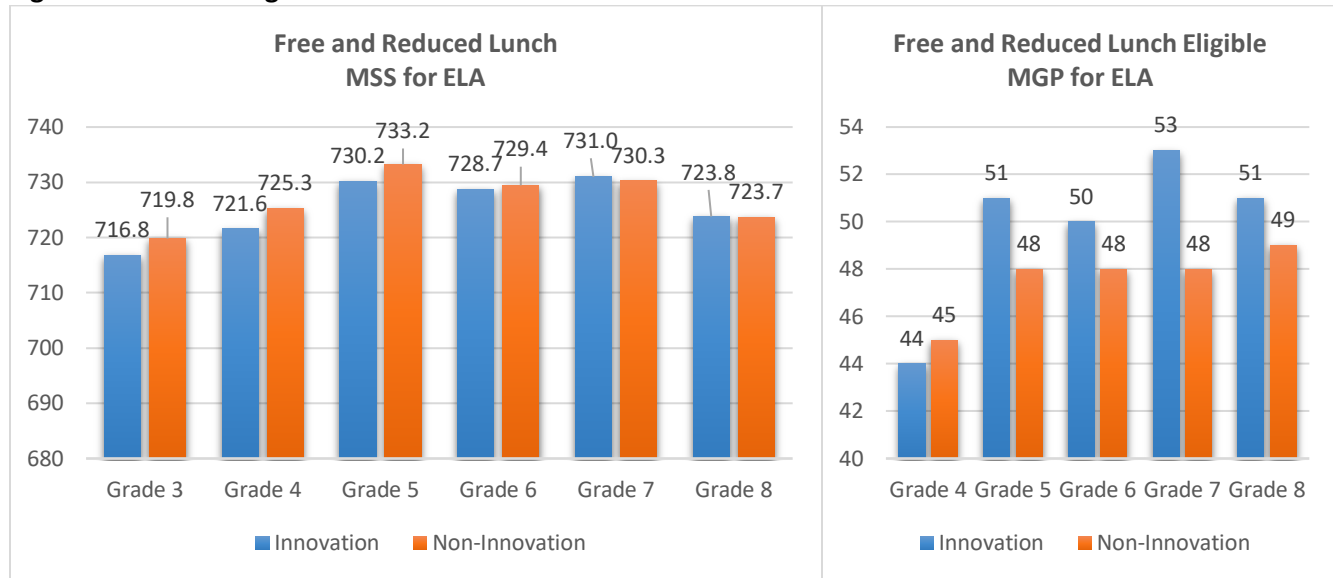
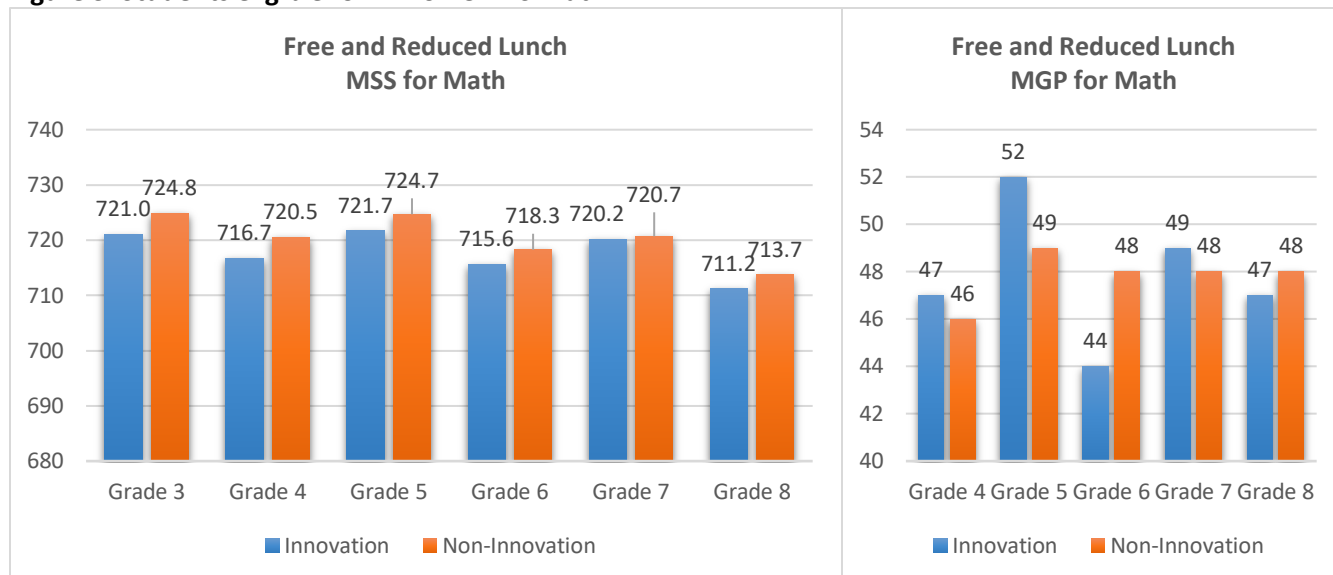


Figure 3: Students eligible for FRL on CMAS Math



Figures 4 and 5 focus on MSS and MGP for multilingual learners (ML) in innovation schools compared to non-innovation schools on CMAS assessments. The MSS results in ELA and math were often higher among students enrolled in non-innovation schools from grades three through eight. The MGP goal of 50 or better in ELA was achieved by grades five and six among innovation schools and grade six among non-innovation schools. The MGP goal of 50 or better in math was achieved by only grades five and seven among innovation schools and grade five among non-innovation schools.

Figure 4: Multilingual Learners on CMAS ELA

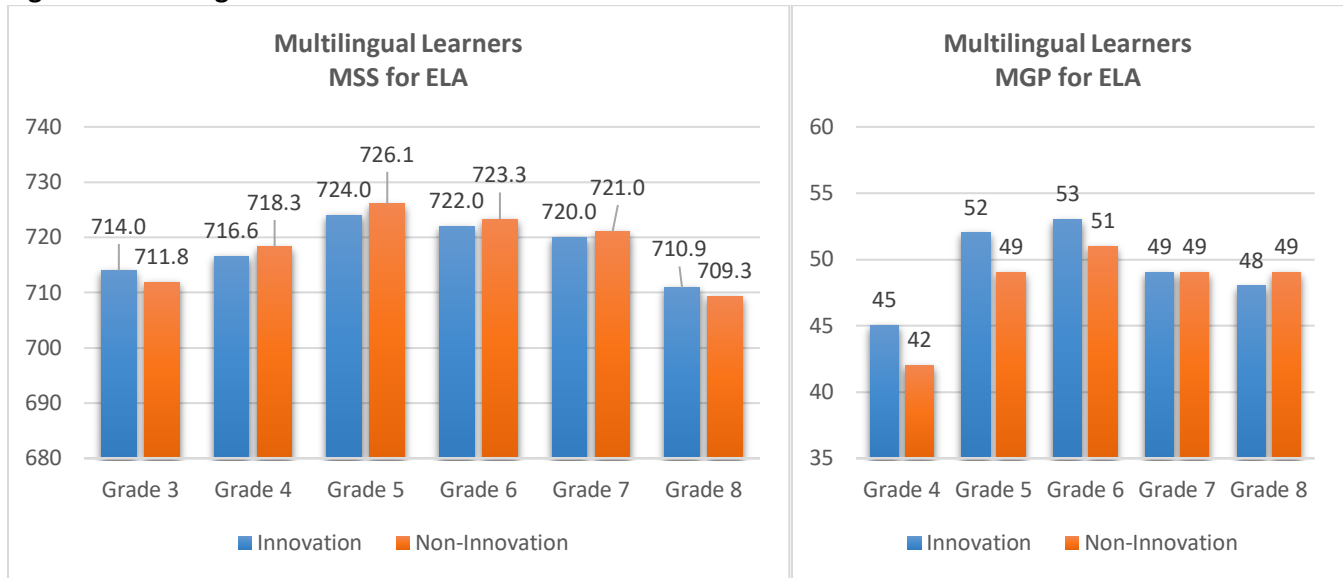
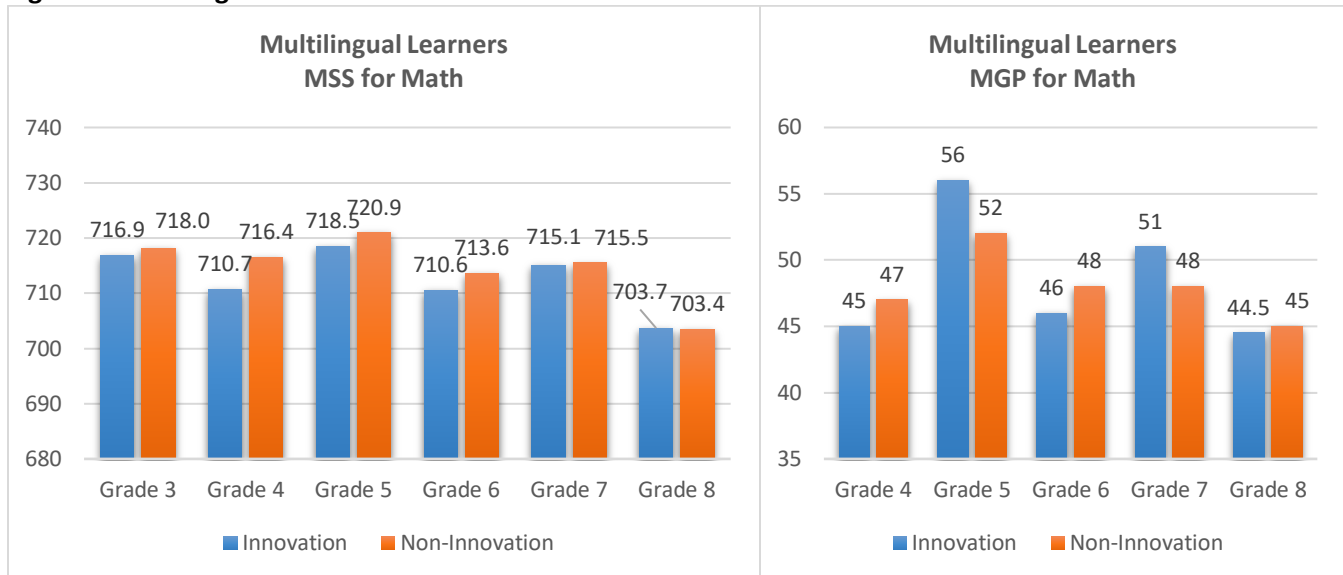


Figure 5: Multilingual Learners on CMAS Math



Figures 6 and 7 show an analysis of CMAS results for minority students. Similarly to the previous figures, MSS scores were often higher for non-innovation schools for minority students in both ELA and Math. Innovation schools demonstrated higher growth through the MGP scores in ELA, however, results were more mixed for math.

Figure 6: Minority Students on CMAS ELA

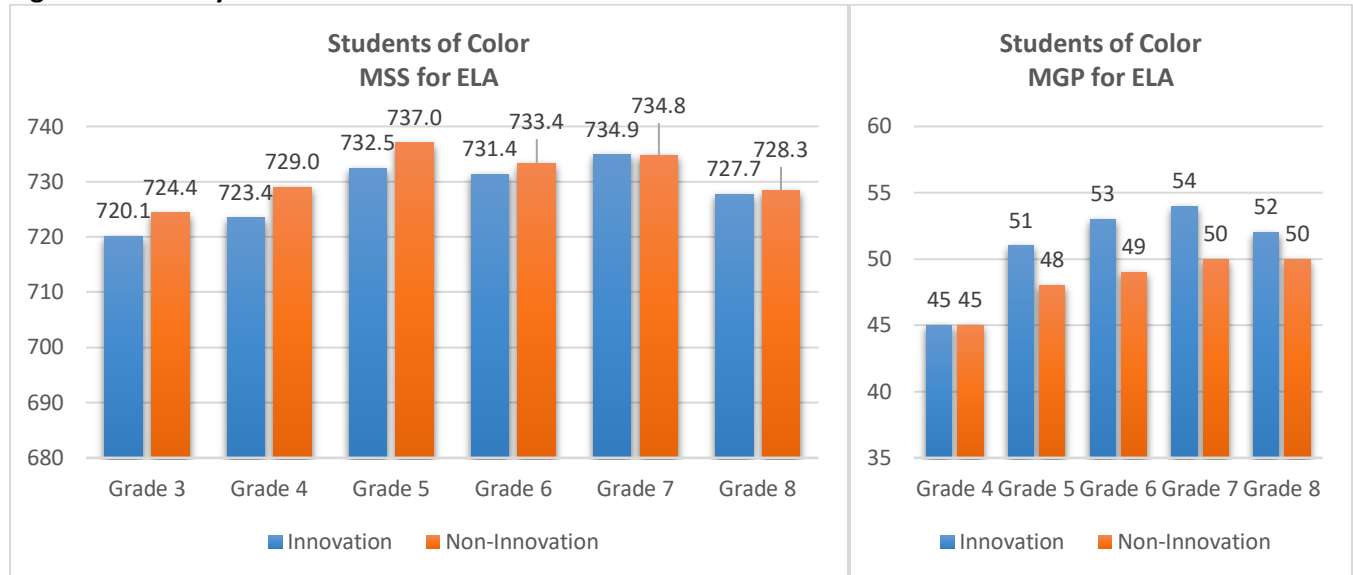
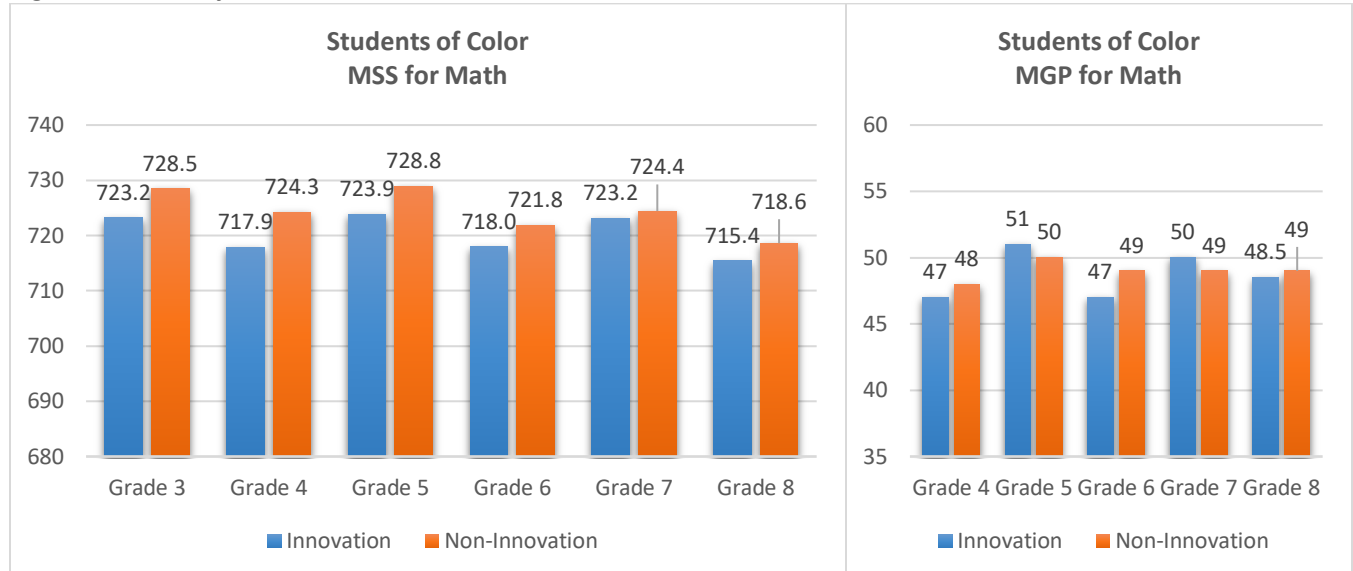


Figure 7: Minority Students on CMAS Math



Figures 8 and 9 depict the achievement and growth of students with disabilities. Non-innovation schools scored higher for students with disabilities in terms of MSS in most grades on the ELA and math assessment. Innovation schools in ELA and math often earned higher MGP results than non-innovation schools, but MGPs for students with disabilities both types of schools were below 50.

Figure 8: Students with Disabilities on CMAS ELA

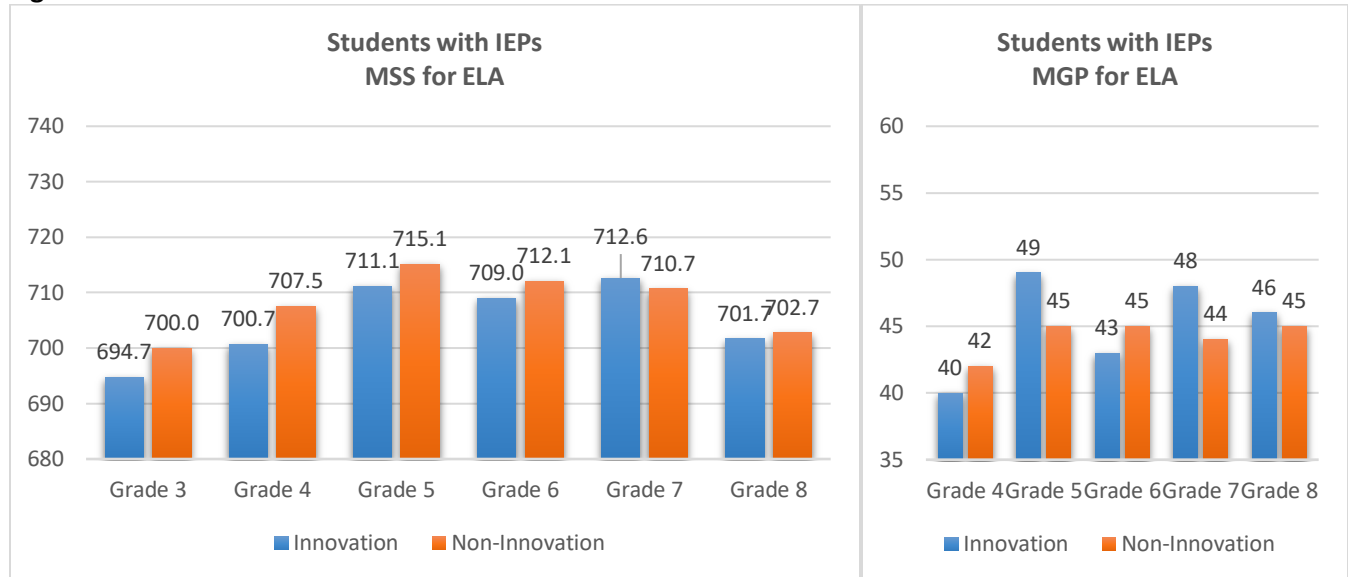
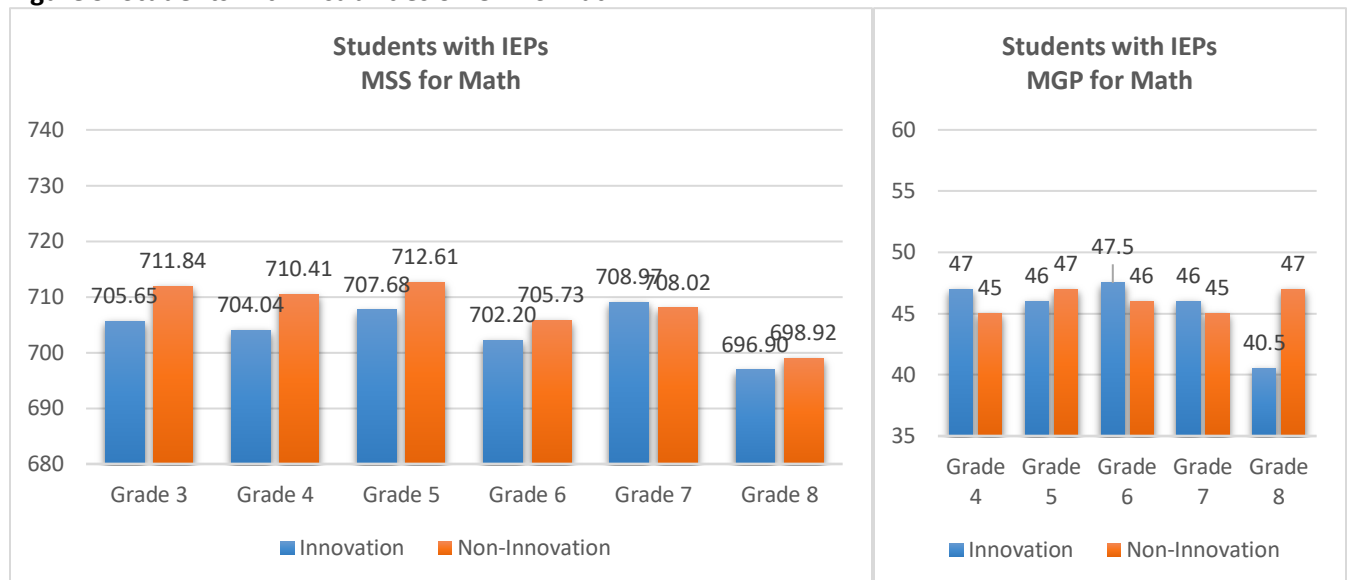


Figure 9: Students with Disabilities on CMAS Math



PSAT/SAT Evidence-Based Reading and Writing EBRW and Math

Performance levels are used to measure how well a student meets academic expectations and the level of college readiness. As shown in Tables 13 and 14, there are four performance levels for the Evidence-Based Reading and Writing (EBRW) and Math PSAT and SAT assessments. Each performance level is indicated by a color code to assist

with result analysis within the report. It is important to note that the cut scores for each grade level and assessment are different.

TABLE 13: PSAT and SAT Performance Level Cut Scores for Evidenced-Based Reading and Writing

Evidence-Based Reading and Writing	Level 1 Did Not Yet Meet Expectations	Level 2 Approached Expectations	Level 3 Met Expectations	Level 4 Exceeded Expectations
SAT	200-430	440-470	480-630	640-800
PSAT 10	160-380	390-420	430-590	600-760
PSAT 9	120-360	370-400	410-560	570-720

TABLE 14: PSAT and SAT Performance Level Cut Scores for Math

Math	Level 1 Did Not Yet Meet Expectations	Level 2 Approached Expectations	Level 3 Met Expectations	Level 4 Exceeded Expectations
SAT	200-450	460-520	530-650	660-800
PSAT 10	160-420	430-470	480-580	590-760
PSAT 9	120-400	410-440	450-550	560-720

Tables 15 and 16 contain assessment results from Colorado PSAT/SAT in EBRW and math and CoAlt ELA and math for both innovation and non-innovation schools in school years 2021-22 through 2023-24. EBRW participation rates for both types of schools were similar in 2024, in the mid 80% range. For math, the participation rates were higher in innovation schools, getting closer to 90%. Overall, the average SAT/PSAT MSS and MGP in innovation schools are lower than in non-Innovation schools.

TABLE 15: PSAT/SAT EBRW and CoAlt ELA Data from 2021-22 to 2023-24 by School Type and Grade Level

Year	Grade Level	Innovation Schools				Non-Innovation Schools			
		N-Count	MSS	MGP	Participation	N-Count	MSS	MGP	Participation
2022	Grade 09	2,841	410.1	N/A	83.30%	56,005	452.3	N/A	85.70%
	Grade 10	2,495	434.3	46	83.20%	54,049	481.8	49	85.00%
	Grade 11	2,365	453.4	40	87.00%	52,993	505.1	50	86.70%
2023	Grade 09	3,622	401.9	N/A	88.10%	65,340	451.8	N/A	84.90%
	Grade 10	3,434	428.3	46	87.00%	64,251	477.2	50	83.30%
	Grade 11	3,124	449.5	43	86.70%	62,035	507.9	50	86.40%
2024	Grade 09	2,960	400.5	N/A	83.30%	55,014	452.7	N/A ⁸	85.00%
	Grade 10	2,912	423.3	42	84.00%	54,484	475.5	51	83.30%
	Grade 11	2,741	450.8	44	87.40%	54,307	501.8	51	86.30%

Data Source: 2022-2024 PSAT and SAT School Overall Results, CDE's Accountability Analytics Unit

⁸ MGP is not available for students in grade nine due to PSAT/SAT not taken the year prior.

TABLE 16: PSAT/SAT Math and CoAlt Math Data from 2022 to 2024 by School Type and Grade Level

Year	Grade Level	Innovation Schools				Non-Innovation Schools			
		N-Count	MSS	MGP	Participation	N-Count	MSS	MGP	Participation
2022	Grade 09	2,852	395.6	43.5	83.30%	56,242	434.9	50	85.70%
	Grade 10	2,512	415.3	41	83.20%	54,245	455.7	49	85.00%
	Grade 11	2,374	433.6	40	87.00%	53,158	484.2	50	86.70%
2023	Grade 09	3,622	395.8	41	88.00%	65,338	442.0	51	84.90%
	Grade 10	3,434	421.1	46	86.90%	64,250	455.6	50	83.30%
	Grade 11	3,124	429.4	41	86.70%	62,037	486.0	50	86.40%
2024	Grade 09	3,103	385.1	41	87.40%	55,235	431.5	51	85.30%
	Grade 10	2,997	400.5	46.5	86.50%	54,651	446.5	51	83.60%
	Grade 11	2,815	431.7	41	89.80%	54,416	479.3	51	86.50%

Data Source: 2022-2024 PSAT and SAT School Overall Results, CDE's Accountability Analytics Unit

Disaggregated Results

Innovation schools serve a higher percentage of students in all demographic areas: free and reduced lunch eligibility (FRL), multilingual learner (ML), minority, and students with disabilities.

The data depicted in Figures 10-17 analyze the MSS and MGP for each demographic group of students in innovation and non-innovation schools on the PSAT/SAT EBRW and math assessments for the 2023-24 school year. Assessment results for MSS and MGP for all demographic areas were higher among non-innovation schools when compared with innovation schools.

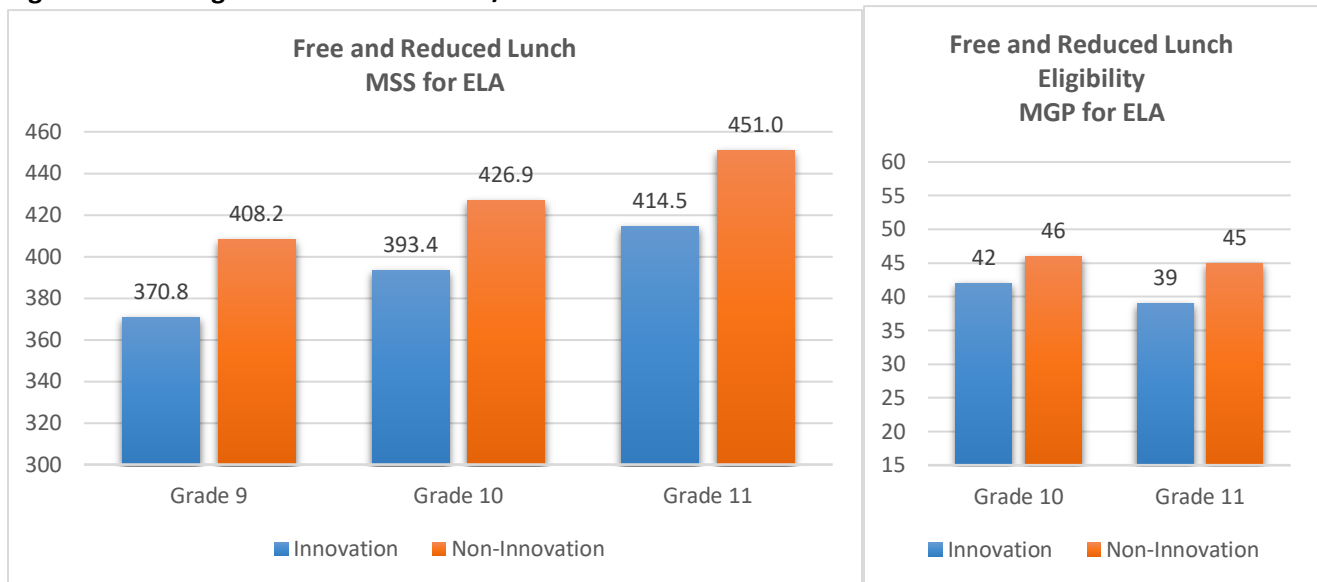
Figure 10: FRL Eligible Students on PSAT/SAT ELA


Figure 11: FRL Eligible Students on PSAT/SAT Math

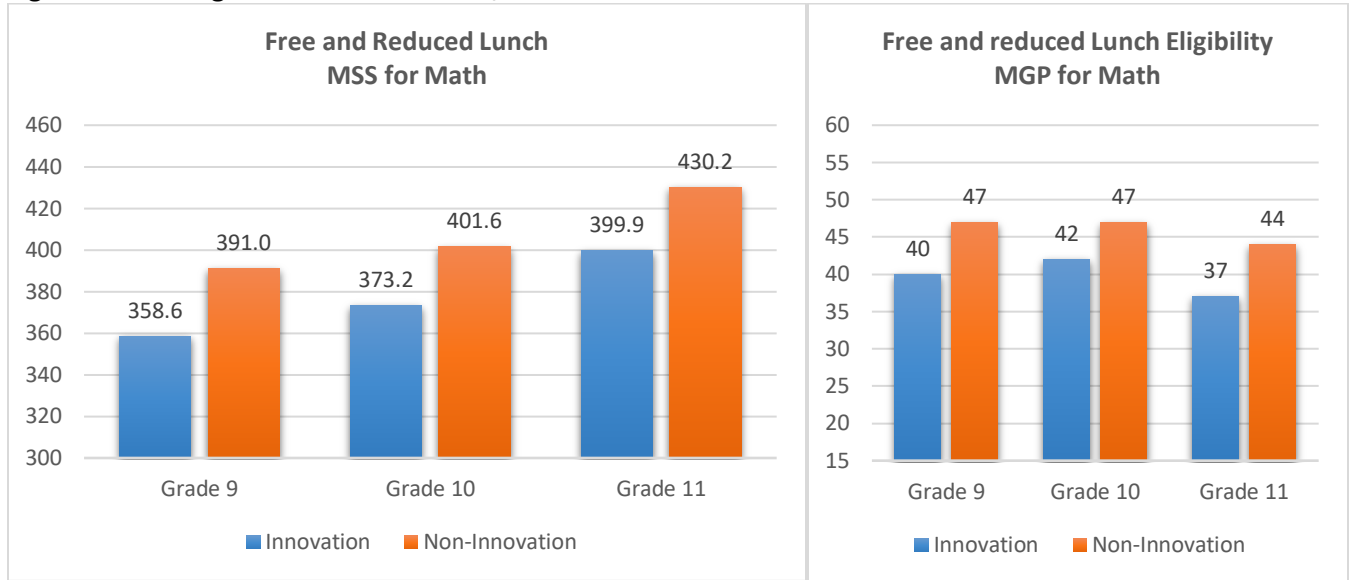


Figure 12: Multilingual Students on PSAT/SAT ELA

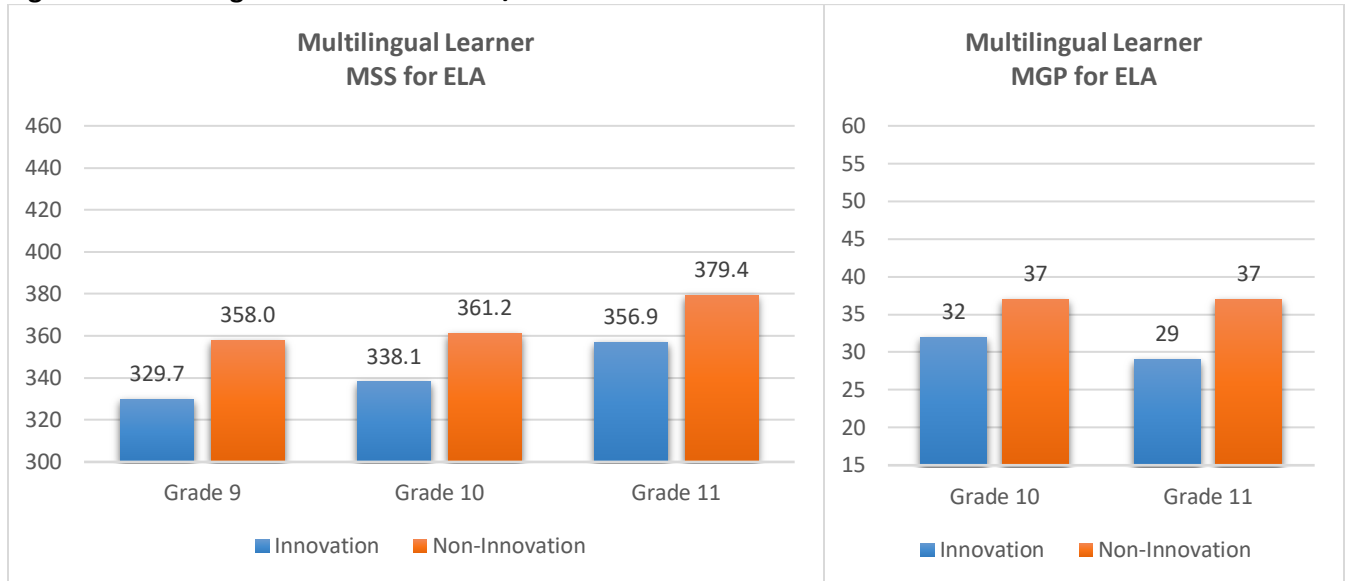


Figure 13: Multilingual Students on PSAT/SAT Math

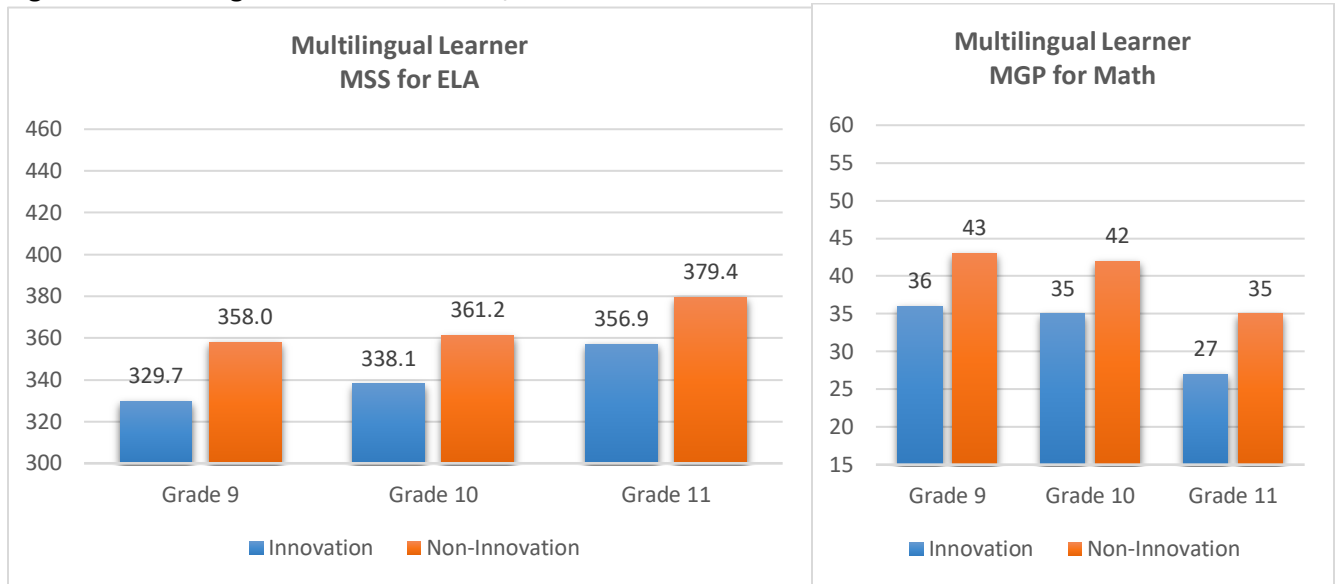


Figure 14: Minority Students on PSAT/SAT ELA

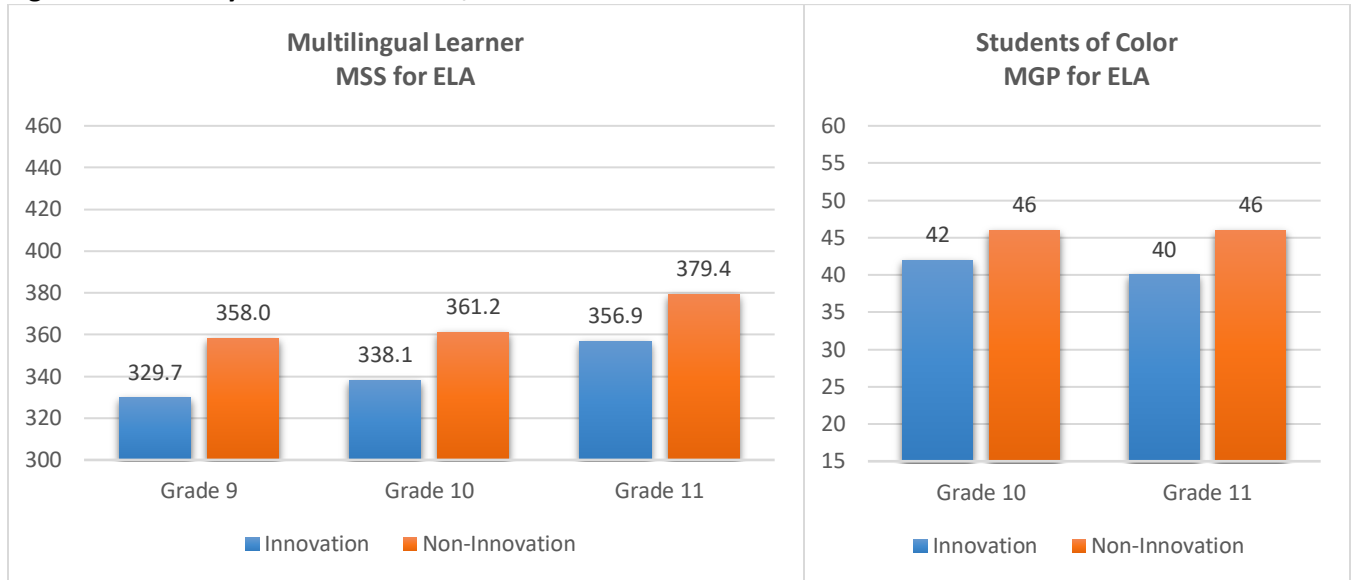


Figure 15: Minority Students on PSAT/SAT Math

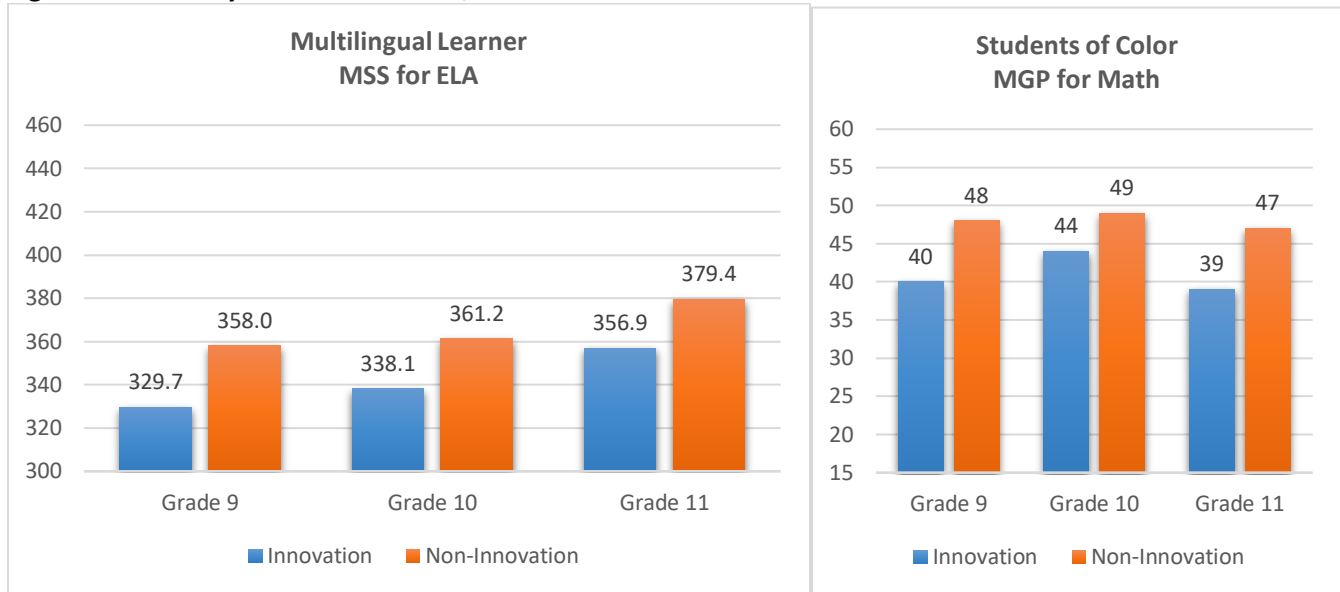


Figure 16: Students with Disabilities on PSAT/SAT ELA

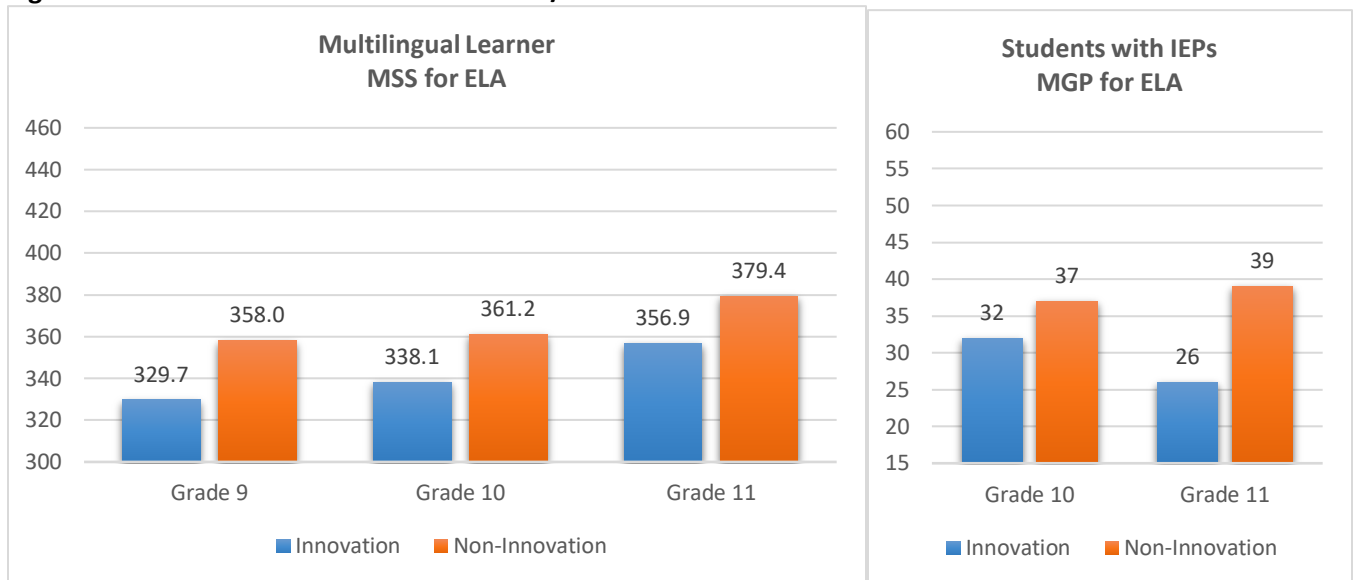
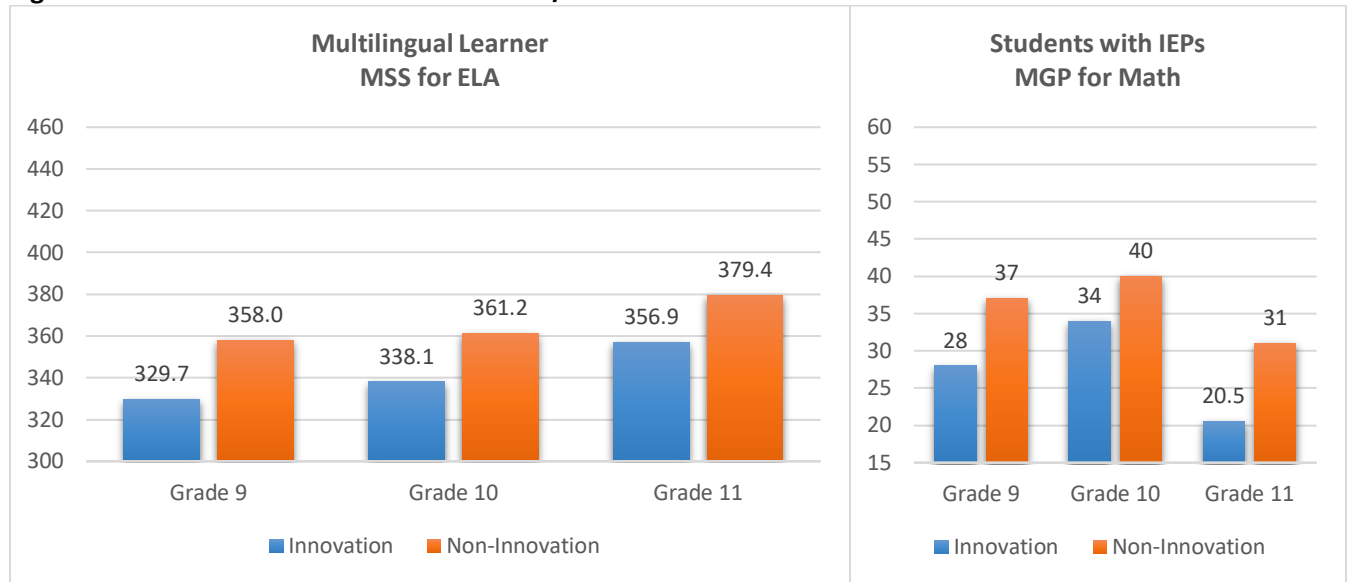


Figure 17: Students with Disabilities on PSAT/SAT Math



Part V: Recommendations for Legislative Changes

Prior to the pandemic, Colorado experienced steady growth in innovation schools and innovation zones, despite occasional school closures or decisions to end innovation status. Recently, two large innovation zones in a large metro region were dissolved, prompting some local concern. At the same time, a newly approved innovation zone in Colorado Springs introduces a novel structure that may serve as a model for future zone designs.

The flexibility and autonomy afforded by innovation status have driven interest across diverse schools. Some pursue innovation to develop and refine new educational approaches, while others seek to accelerate student outcomes in historically struggling schools. These distinct motivations make it challenging to assess the impact of innovation status on school goals. More technical research is needed to understand how innovation status influences student achievement and schools' ability to adapt to evolving community needs. Any study should account for the original objectives behind a school or district's decision to seek innovation status and the specific flexibilities and waivers they are implementing.

To enhance the effectiveness and oversight of innovation schools and zones, the Colorado Department of Education (CDE) recommends the following legislative actions:

- Tracking Innovation Schools and Zones
 - Currently, districts are not required to report substantive changes to innovation schools and zones to the Colorado Department of Education (CDE) unless the innovation school or zone attempts to add state waivers. As a result, CDE has gaps in our records, as districts have been modifying innovation school statuses or zone structures to improve data quality and ensure the reliability of state records, districts could be required to report any changes to innovation school statuses or zone structures through the school code process. This requirement could help maintain accurate and up-to-date data, supporting better decision-making and oversight at both the state and local levels. This includes:
 - Changes to a school's innovation status
 - Adjustments to schools participating in an innovation zone
 - Modifications to local waivers or removal of state waivers available to schools under an active innovation plan
- Flexibility in Innovation Plan Implementation
 - Innovation schools and zones may face challenges in fully implementing their plans. For example, if an innovation plan requires collaboration with a specific vendor, but the vendor contract ends, adjustments are necessary.
 - When significant deviations occur, schools could:
 - Acknowledge the gap and communicate a short-term solution to their school community
 - Work with district leadership to determine adjustments
 - Update the innovation plan at the next renewal cycle
 - Schools and districts on the state accountability clock could be allowed to make these real-time adjustments without jeopardizing their overall innovation status. Minor operational changes could be documented locally until the next plan review.
- Expanding Innovation Opportunities in Rural Communities
 - Rural districts are increasingly interested in reimagining high school models to better prepare students for postsecondary pathways. Additionally, many rural districts are seeking greater flexibility and reductions in administrative burden in order to maintain or implement sustainable education models that prioritize student learning. Innovation is an existing framework to support these transformations;

however, few rural districts have sought innovation for this purpose – often times because they find that it does not unlock the level of flexibility they are ultimately seeking. The legislature may want to consider updates to the Innovation Schools Act that would allow for more tangible incentives that support districts in developing plans. Rural communities often face shared social and economic challenges, such as the loss of a major employer or industry shifts, which directly impact local schools and also call on schools to help improve future economic conditions. Because these challenges extend beyond individual district boundaries, rural communities are increasingly collaborating across regions to develop solutions. However, current innovation zone definitions do not fully support formal cross-district partnerships because a zone currently cannot include schools from two or more districts, limiting opportunities for coordinated action. Expanding the definition of innovation zones to allow for schools from multiple districts to be a part of a zone—regardless of geographic proximity—would allow a school-based way for rural communities to build shared infrastructure, pool resources, and implement adaptive strategies that address their unique and evolving needs. With such a change, districts of the individual school should still have the ability to determine whether a school stays as part of a zone through existing renewal reviews; however, the district would be making a determination for involvement of individual schools as opposed to determinations on the larger zone structure. This could support sustainable, regionally responsive solutions that strengthen educational opportunities in rural areas statewide. If the legislature is interested, CDE could support rural districts through documenting promising practices and sharing resources to support districts in pursuing cross-district innovation.

- Incentives to pursue this work should include any flexibilities that reduce administrative burden for cross-district collaboration
- Protecting Innovation Schools from Policy Conflicts
 - If a school board adopts new policies or updates policies previously granted to innovation schools, that may then conflict with existing waivers granted to innovation schools or zones. To address such conflicts, the Innovation Schools Act could require that innovation plans articulate a collaborative process for the local board and the school/zone to engage in if such policy changes occur. That defined process could then be followed for future changes. For existing schools, such a collaborative process could be included at the time of the school or zone’s three-year review.
- Streamlining Innovation Zone Membership Changes
 - Statutory language could clarify that adding or removing a school from an innovation zone does not require a full zone-wide vote. Instead, only the schools directly affected could need to approve the change.
- Allowing Innovation School Status for District-Wide Programs
 - The statute could allow “innovation programs,” so that districts can organize programs within schools, or across schools, without needing to convert an entire school into an innovation school. For example, if a district established a Career and Technical Education (CTE) campus, or a CTE pathway, as a specialized program serving students from multiple schools, that campus or pathway could apply for needed flexibility as an “innovation program.” Some districts have explored using innovation status to achieve this flexibility—such as licensure exemptions or alternative pay scales for CTE pathway educators. However, these current models typically do not qualify for innovation status because they do not enroll students full-time or have a School Performance Framework (in other words, they do not meet the strict definition of a “school”). Expanding the eligibility criteria for innovation waivers so that specialized programs could apply to their district for innovation status, regardless of whether the program provides full-time enrollment to students, would allow these initiatives to access necessary

flexibility. This change would empower districts to further optimize staffing, curriculum, and resource structures, ultimately strengthening workforce readiness and educational opportunities for students.

- This flexibility could extend to programs that are not standalone schools but serve students enrolled in multiple schools across a district or region.

These recommendations aim to enhance the effectiveness, sustainability, and adaptability of Colorado's innovation schools and zones while maintaining necessary oversight and accountability.

Appendices

Appendix A: Required Components of an Innovation Plan

An innovation plan must be submitted along with the following documents:

- A signed resolution from the local school board, signaling approval of the plan and intent to submit the plan to the State Board of Education for its approval;
- A separate document listing the state laws and State Board of Education rules that the school is seeking to waive, as well as “replacement plans” for each of those waivers (i.e., a description of how the school will comply with the intent of the waived statutes or rules and will be accountable to the state for such compliance); and
- A separate document showing the school’s prior year budget (if an already existing school) and a proposed budget, including funding required for all innovations to be implemented. This budget should include all costs associated with innovations, including staffing costs, and information about any local, state, federal or private funds the school anticipates receiving.

An innovation plan must also include the following components:

- A statement of the school’s mission and why designation as an innovation school would enhance the school’s ability to achieve its mission;
- A description of the innovations the school would implement;
- A description of the improvements in academic achievement that the school expects to achieve as a result of the innovations. For example, a school may expect to see a narrowing in achievement gaps, or a decreased dropout rate, or increased scores on state or local assessments;
- A list of the programs, policies, and/or operational documents at the school that would be affected by the innovations, and how these would be affected. For example, if a school proposes to extend the school year, that would affect the school’s calendar. Other examples of programs/policies/documents that may be affected include the following:
 - the research-based educational program the school would implement;
 - the length of the school day and year at the school;
 - student promotion and graduation policies;
 - assessment plans; or
 - staffing and/or compensation plans;
- A narrative of the school’s prior year budget (if an already existing school) and a proposed budget, including funding required for all innovations to be implemented.
- An estimate of the cost savings and increased efficiencies that the school expects to see as a result of the innovations if any;
- Evidence that a majority of the administrators employed at the school consent to designation as an innovation school;
- Evidence that a majority of the teachers employed at the school consent to designation as an innovation school. (Note: For a school that is seeking to waive one or more of the provisions of a collective bargaining agreement, the school plan must include evidence of approval of at least 60% of the members of the collective bargaining unit who are employed at the innovation school. The approval must be gathered by means of a secret ballot vote.);
- Evidence that a majority of the school accountability committee for the school consent to designation as an innovation school;

- A statement describing the level of support for designation as an innovation school demonstrated by other persons employed at the school, students and parents of students enrolled in the school, and the community surrounding the school;
- A description of any statutes or any regulatory or district policy requirements that would need to be waived for the public school to implement its identified innovations; and
- A description of any provision of the collective bargaining agreement at the school that would need to be waived for the school to implement its identified innovation

For schools implementing a community school model as an innovation strategy, the innovation plan must implement the following:

- The school engages at least 75% of families, students, and educators;
- The innovation plan contains an annual asset and needs assessment;
- A strategic plan for continuous improvement with problem-solving teams, clear roles for educators and community partners, and the plan utilizes key tools and lessons from improvement science in the continuous improvement process;
- A process to engage partners in implementing school's goals; and
- A community school coordinator who will facilitate problem-solving teams and assemble stakeholders to solve problems identified in strategic plan and the annual asset and needs assessment.

Additional Requirements for Innovation Zones Only

- For schools that are jointly seeking designation as an Innovation School Zone, the innovation plan must include all of the information described above, for each school in the zone. In addition, the innovation plan for an Innovation School Zone must include:
- A description of how the schools will work together to achieve results that would be less likely if each school worked alone;
- An estimate of any economies of scale that may result from schools implementing innovations jointly; and
- A showing of how each school in the Innovation School Zone solicited input from students, parents, and community members concerning the selection of the schools in the zone and the strategies and procedures that would be used to implement and integrate innovations in schools within the zone.

Additional Requirements for New Innovation Zones with Alternative Governance Models

- For innovation zones with an alternative governance model, the following information must be included in the Innovation School Zone plan which began in the 2022-23 school year:
- Explanation of how alternative governance will help achieve the vision and goals of the innovation zone;
- A description of the organization, the governing board, and governance structure;
- A description of the roles and duties of the organization's governing board, which must include at least overseeing the implementation of the innovation plan and supporting academic progress;
- A description of the zone staffing structure and management the organization will provide;
- An accessible link to Federal Form 990, 990-EZ, or 990-PF on website;
- A description of the terms under and process by which a school within an innovation school zone may elect to leave the innovation school zone; and
- A description of the method the school district will use for determining the cost of services and a corresponding financial agreement with the innovation school zone.



Appendix B: List of Innovation Schools

District Name	School Code	School Name	Grade Range	SBE Approval Date	Innovation End Date	2024 School Performance Rating
Adams 12 Five Star Schools	8842	Thornton Elementary School	PK-5	4/13/2017		Turnaround Plan
Adams County 14	1426	Central Elementary School	K-5	6/8/2022		Priority Improvement Plan
Adams-Arapahoe 28J	1458	Aurora Central Campus	9-12	5/11/2016		Priority Improvement Plan
Adams-Arapahoe 28J	9396	Aurora West College Preparatory Academy	6-12	5/11/2016		Priority Improvement Plan
Adams-Arapahoe 28J	0914	Boston K-8	PK-8	5/11/2016		Improvement Plan
Adams-Arapahoe 28J	1948	Crawford Elementary School	PK-5	5/11/2016		Turnaround Plan
Adams-Arapahoe 28J	3354	Gateway High School	9-12	6/14/2023		Priority Improvement Plan
Adams-Arapahoe 28J	6728	Paris Elementary	PK-5	5/11/2016	6/30/2023	Priority Improvement Plan
Burlington RE-6J	1144	Burlington Elementary School	PK-4	9/15/2016		Improvement Plan
Burlington RE-6J	1152	Burlington High School	9-12	9/15/2016		Improvement Plan
Burlington RE-6J	1150	Burlington Middle School	5-8	9/15/2016		Priority Improvement Plan
Colorado Springs District 11	5948	Mitchell High School	9-12	4/13/2022		Turnaround Plan
Colorado Springs District 11	6306	North Middle School	6-8	9/9/2021		Performance Plan
Colorado Springs District 11	9298	Wasson High School	9-12	8/11/2010	6/30/2013	N/A
Delta County 50(J)	1952	North Fork Montessori @ Crawford	PK-6	5/14/2014		Performance Plan
Denver County 1	10	Abraham Lincoln High School	9-12	2/13/2020		Turnaround Plan
Denver County 1	418	Ashley Elementary School	PK-5	3/11/2014		Priority Improvement Plan
Denver County 1	650	Beach Court Elementary School	PK-5	8/16/2018		Performance Plan



District Name	School Code	School Name	Grade Range	SBE Approval Date	Innovation End Date	2024 School Performance Rating
Denver County 1	1077	Bear Valley International School	PK-5	11/9/2016		Performance Plan
Denver County 1	1400	Centennial, A School for Expeditionary Learning	PK-5	8/14/2013		Performance Plan
Denver County 1	3655	Center for Talent Development at Greenlee	PK-5	8/16/2018		Improvement Plan
Denver County 1	1785	Cole Arts and Science Academy	PK-5	8/12/2009		Priority Improvement Plan
Denver County 1	1295	Collegiate Prep Academy	9-12	6/8/2011	6/30/2022	N/A
Denver County 1	1846	Columbine Elementary School	PK-5	3/13/2024		Priority Improvement Plan
Denver County 1	1489	Compassion Road Academy	9-12	3/12/2013		AEC: Performance Plan
Denver County 1	3698	Creativity Challenge Community (C3)	K-5	4/11/2012		Performance Plan
Denver County 1	2205	DCIS at Ford	PK-5	5/11/2011		Improvement Plan
Denver County 1	2209	DCIS at Montbello	45455	5/11/2011	6/30/2022	N/A
Denver County 1	2188	Denver Center for 21st Century at Wyman	6-12	6/8/2011		AEC: Improvement Plan
Denver County 1	2129	Denver Center for International Studies at Fairmont	PK-5	3/12/2013		Improvement Plan
Denver County 1	2227	Denver Discovery School	PK-5	3/11/2015	6/30/2023	Turnaround Plan
Denver County 1	2176	Denver Green School Northfield	6	8/14/2019		Performance Plan
Denver County 1	2125	Denver Green School Southeast	K-8	5/12/2010		Performance Plan
Denver County 1	2167	Denver Montessori Junior/Senior High School	7-12	3/12/2013		Performance Plan
Denver County 1	2241	Denver School of Innovation and Sustainable Design (DSISD)	9-12	11/11/2015		Performance Plan
Denver County 1	5605	Dr. Martin Luther King Jr. Early College	6-12	9/15/2010		Improvement Plan
Denver County 1	2641	Excel Academy	9-12	8/14/2013		AEC: Improvement Plan



District Name	School Code	School Name	Grade Range	SBE Approval Date	Innovation End Date	2024 School Performance Rating
Denver County 1	3478	Godsman Elementary	PK-5	8/3/2011		Improvement Plan
Denver County 1	3512	Goldrick Elementary School	PK-5	10/12/2016		Performance Plan
Denver County 1	3600	Grant Beacon Middle School	6-8	5/9/2012		Performance Plan
Denver County 1	3641	Green Valley Elementary	PK-5	8/3/2011		Performance Plan
Denver County 1	4253	Inspire Elementary School	PK-4	8/16/2017		Performance Plan
Denver County 1	3778	International Academy of Denver at Harrington	PK-5	10/12/2016		Improvement Plan
Denver County 1	4213	Isabella Bird Community School	PK-5	6/11/2014		Performance Plan
Denver County 1	4383	Joe Shoemaker Elementary School	PK-5	11/11/2015		Improvement Plan
Denver County 1	0220	John H. Amesse Elementary	PK-5	8/16/2018	6/30/2023	Priority Improvement Plan
Denver County 1	4513	Kepner Beacon Middle School	6-8	11/9/2016		Performance Plan
Denver County 1	5255	Lake Middle School	6-8	12/11/2024		Performance Plan
Denver County 1	5044	Legacy Options High School	9-12	11/11/2015	6/30/2023	AEC: Performance Plan
Denver County 1	5448	Manual High School	9-12	3/19/2009		Improvement Plan
Denver County 1	5897	McAuliffe International School	6-8	3/7/2012		Performance Plan
Denver County 1	5973	Manual Middle School	6-8	11/9/2016		Improvement Plan
Denver County 1	5685	McGlone Academy	PK-8	8/3/2011		Priority Improvement Plan
Denver County 1	5826	Merrill Middle School	6-8	5/8/2019		Performance Plan
Denver County 1	6002	Montclair School of Academics and Enrichment	PK-5	3/19/2009		Performance Plan
Denver County 1	6098	Morey Middle School	6-8	8/16/2017		Performance Plan



District Name	School Code	School Name	Grade Range	SBE Approval Date	Innovation End Date	2024 School Performance Rating
Denver County 1	6239	Noel Community Arts School	9-12	5/11/2011	6/30/2019	N/A
Denver County 1	2757	Northeast Early College	9-12	6/8/2011		Priority Improvement Plan
Denver County 1	6368	Northfield High School	9-12	10/7/2015		Performance Plan
Denver County 1	8131	Oakland Elementary School	PK-5	8/13/2014		Turnaround Plan
Denver County 1	7045	Place Bridge Academy	PK-8	6/10/2015	6/30/2018	N/A
Denver County 1	7280	Responsive Arts and STEAM Academy	PK-4	12/11/2024		N/A
Denver County 1	2025	Robert F. Smith STEAM Academy	9	8/11/2021		Improvement Plan
Denver County 1	7698	Schmitt Elementary School	PK-5	10/12/2016		Improvement Plan
Denver County 1	8145	Summit Academy	6-12	8/3/2011	6/30/2023	AEC: Performance Plan
Denver County 1	7942	Skinner Middle School	6-8	4/10/2024		Performance Plan
Denver County 1	8453	Swigert International School	PK-5	8/3/2011		Performance Plan
Denver County 1	8909	Trevista at Horace Mann	PK-5	9/12/2012		Performance Plan
Denver County 1	408	Valdez Elementary School	PK-5	6/3/2010		Performance Plan
Denver County 1	9050	Valverde Elementary School	PK-5	10/12/2016		Improvement Plan
Denver County 1	8995	Vista Academy	6-12	8/3/2011	6/30/2023	AEC: Improvement Plan
Denver County 1	9693	West Early College	45455	3/7/2012	6/30/2021	N/A
Denver County 1	9702	West Leadership Academy	45455	3/7/2012	6/30/2021	N/A
Denver County 1	9548	Whittier ECE-8 School	PK-8	9/15/2010		Improvement Plan
Denver County 1	3991	Willow Elementary School	PK-5	2/18/2015		Performance Plan
District 49	1618	Evans Elementary School	PK-5	8/8/2012		Performance Plan



District Name	School Code	School Name	Grade Range	SBE Approval Date	Innovation End Date	2024 School Performance Rating
District 49	2908	Falcon High School	9-12	9/14/2016		Performance Plan
District 49	2906	Falcon Middle School	6-8	6/13/2012		Improvement Plan
District 49	4102	Horizon Middle School	6-8	9/12/2012		Performance Plan
District 49	6483	Odyssey Elementary School	PK-5	6/13/2012		Performance Plan
District 49	7317	Remington Elementary School	PK-5	8/8/2012		Performance Plan
District 49	7339	Ridgeview Elementary School	PK-5	6/13/2012		Performance Plan
District 49	7960	Skyview Middle School	6-8	6/13/2012		Performance Plan
District 49	8010	Springs Ranch Elementary School	PK-5	5/15/2013		Performance Plan
District 49	8266	Stetson Elementary School	PK-5	6/13/2012		Performance Plan
District 49	8791	Vista Ridge High School	9-12	6/13/2012		Performance Plan
Greeley 6	2657	Early College Academy	9-12	6/10/2015		Performance Plan
Greeley 6	3162	Franklin Middle School	6-8	4/24/2017		Performance Plan
Greeley 6	3173	Fred Tjardes School of Innovation	K-8	3/8/2017		Improvement Plan
Greeley 6	6774	Martinez Elementary School	K-5	6/14/2017		Performance Plan
Greeley 6	4438	Prairie Heights Middle School	6-8	4/24/2017		Performance Plan
Holyoke RE-1J	2686	Holyoke Alternative School	7-12	4/24/2017		Insufficient Data
Holyoke RE-1J	4076	Holyoke Elementary School	K-6	6/10/2015		Improvement Plan
Holyoke RE-1J	4080	Holyoke Senior High School	7-12	6/14/2017		Performance Plan
Jefferson County R-1	3201	Free Horizon Montessori	PK-8	6/14/2018		Performance Plan
Kit Carson R-1	4738	Kit Carson Elementary School	PK-5	3/9/2011		Insufficient Data



District Name	School Code	School Name	Grade Range	SBE Approval Date	Innovation End Date	2024 School Performance Rating
Kit Carson R-1	4742	Kit Carson Junior-Senior High School	6-12	3/9/2011		Insufficient Data
Mancos RE-6	6179	Mancos Early Learning Center	PK	12/15/2016		N/A
Mancos RE-6	5446	Mancos Elementary School	K-5	12/15/2016		Insufficient Data
Mancos RE-6	5452	Mancos High School	9-12	12/15/2016		Performance Plan
Mancos RE-6	5450	Mancos Middle School	6-8	12/15/2016		Insufficient Data
Montrose County RE-1J	1392	Centennial Middle School	6-8	3/11/2015		Performance Plan
Pueblo City 60	0822	Bessemer Elementary School	PK-5	9/13/2017		Priority Improvement Plan
Pueblo City 60	0756	Franklin School of Innovation	PK-5	9/15/2016		Performance Plan
Pueblo City 60	8030	Heroes K-8 Academy	K-8	9/13/2017	6/30/2019	N/A
Pueblo City 60	4302	Irving Elementary	K-5	9/15/2016		Performance Plan
Pueblo City 60	5916	Minnequa Elementary School	PK-5	9/15/2016		Performance Plan
Pueblo City 60	5048	Pueblo Academy of Arts	6-8	5/16/2013		Priority Improvement Plan
Pueblo City 60	4376	Risley International Academy of Innovation	6-8	5/16/2013		Priority Improvement Plan
Pueblo City 60	7481	Roncalli STEM Academy	6-8	5/16/2013	6/30/2024	N/A
Thompson R-2J	5992	Monroe Elementary School	PK-5	6/14/2017	6/30/2023	Improvement Plan
Thompson R-2J	9674	Winona Elementary School	K-5	6/14/2017		Performance Plan
Westminster Public Schools	4334	Colorado STEM Academy	PK-8	4/10/2013		Performance Plan
Westminster Public Schools	7810	John E. Flynn A Marzano Academy	PK-6	5/10/2019		Improvement Plan
Westminster Public Schools	4334	Metropolitan Arts Academy	PK-6	5/8/2019		Performance Plan



District Name	School Code	School Name	Grade Range	SBE Approval Date	Innovation End Date	2024 School Performance Rating
Westminster Public Schools	9236	Westminster Academy for International Studies	PK-8	6/14/2017		Performance Plan
Widefield School District 6	3692	Grand Mountain School	PK-8	1/9/2019		Performance Plan
Widefield School District 6	5602	Martin Luther King Elementary School	K-5	1/9/2019		Performance Plan
Widefield School District 6	4346	Talbott STEAM Innovation School	K-5	2/10/2016		Performance Plan
Widefield School District 6	9562	Widefield Elementary Schools of the Arts	K-5	1/9/2019		Performance Plan



Appendix C: School Performance Framework Ratings from 2010 to 2024 for Schools Designated Innovation

Performance (P)	Improvement (I)	Priority Improvement (PI)	Turnaround (T)	Insufficient Data (ID)
*= Low Participation				
**= Decreased Due to Participation				
~= District Assigned SPF Rating				
AEC= Alternative Educational Campus				
Bolded Box = SPF result was earned under innovation status				



Innovation School by District	Date of Approval	SPF 2010	SPF 2011	SPF 2012	SPF 2013	SPF 2014	SPF 2016	SPF 2017	SPF 2018	SPF 2019	SPF 2022	SPF 2023	SPF 2024
ADAMS 12 FIVE STAR SCHOOLS													
Thornton Elementary School	4/13/2017	PI	PI	PI	PI	PI	P	P	I	I	I	I	T
ADAMS COUNTY 14													
Central Elementary School	6/8/2022	I	I	PI	PI	PI	PI	PI	PI	PI	T	PI	PI
ADAMS-ARAPAHOE 28J													
Aurora Central Campus	5/11/2016	PI	PI	PI	PI	PI	T	PI*	PI	PI	T*	ID*	PI
Aurora West College Preparatory Academy	5/11/2016	P	P	P	P	P	P	P	P	P	I	PI**	PI
Boston K-8 School	5/11/2016	I	PI	PI	PI	PI	P	P	P	P	I	PI	I
Gateway High School [1]	6/14/2023	I	PI	I	I	PI	PI	PI	PI*	T**	T*	T**	PI
Crawford Elementary School	5/11/2016	I	PI	PI	PI	I	I	PI	I	I	PI	PI	T
Paris Elementary School [2]	5/11/2016	PI	I	PI	PI	PI	PI	PI	I	I	PI	PI	PI
BURLINGTON RE-6J													
Burlington Elementary School	9/15/2016	P	P	P	P	P	P*	P*	PI*	P*	I	PI**	I
Burlington High School	9/15/2016	I	I	I	I	P	P*	I*	I*	I	PI*	PI	I
Burlington Middle School	9/15/2016	I	PI	PI	P	I	I*	PI*	ID*	I*	PI*	T	PI
COLORADO SPRINGS 11													
Mitchell High School	4/13/2022	I	I	I	I	P	PI**	PI**	PI*	PI*	T*	PI	T
North Middle School	9/9/2021	I	I	I	I	PI	I*	T*	P	P	P*	P	P
Wasson High School [3]	8/11/2010	I	PI	PI	Closed								
DELTA COUNTY 50(J)													
North Fork Montessori @ Crawford	5/14/2014	P	P	P	P	P	P*	P	P*	P	P	P	P
DENVER COUNTY 1													
Abraham Lincoln High School	2/13/2020	I	PI	I	I	PI	PI	PI	PI	PI	PI	PI	T
Ashley Elementary School	3/11/2014	I	PI	T	PI	I	PI	PI	I	I	P	P	PI



Innovation School by District	Date of Approval	SPF 2010	SPF 2011	SPF 2012	SPF 2013	SPF 2014	SPF 2016	SPF 2017	SPF 2018	SPF 2019	SPF 2022	SPF 2023	SPF 2024
Beach Court Elementary School	8/16/2018	P	P	P	P	PI	T	I	I	I	ID*	PI	P
Bear Valley International School	11/9/2016	N/A	N/A	N/A	N/A	N/A	~P	I	I	I	I*	I	P
Centennial A School for Expeditionary Learning	8/14/2013	PI	I	T	T	T	I	PI	I	I	ID*	P	P
Center for Talent Development at Greenlee	8/16/2018	P	T	T	T	T	PI	I	I	P	ID*	I	I
Cole Arts and Science Academy	8/13/2009	I	I	I	I	I	I	T	PI	T	P	I	PI
Collegiate Preparatory Academy [4]	6/8/2011	N/A	~P	P	I	PI	P	I*	T*	PI	Closed		
Columbine Elementary School	3/13/2024	N/A	N/A	N/A	N/A	N/A	I	I	I	I	ID	I	PI
Compassion Road Academy	3/12/2013	N/A	N/A	N/A	~P	AEC: T	AEC: I	AEC: P	AEC: PI	AEC: P	AEC: I	AEC: I	AEC: P
Creativity Challenge Community	4/11/2012	N/A	N/A	~P	P	P	P	P	P	P	P	P	P
DCIS at Ford	5/11/2011	N/A	~P	P	PI	PI	I	P	P	I	P	P	I
DCIS at Montbello [5]	5/11/2011	N/A	~P	I	I	I	I	T	PI	PI*	Closed		
Denver Center for 21st-Century Learning at Wyman	6/8/2011	N/A	~P	AEC: T	AEC: T	AEC: T	AEC: I	AEC: P	AEC: I	AEC: I	AEC: P	AEC: I	AEC: I
Denver Center for International Studies at Fairmont	3/12/2013	N/A	N/A	N/A	~P	I	PI*	P	I	T	ID*	PI	I
Denver Discovery School [6]	3/11/2015	N/A	N/A	N/A	N/A	~P	P	I	PI*	T*	T*	T	T
Denver Green School Northfield	8/14/2019	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	~P	P*	P	P
Denver Green School Southeast	5/12/2010	P	PI	P	P	P	P	P	P	P	ID*	P	P
Denver Montessori Junior/Senior High School	3/12/2013	N/A	N/A	N/A	~P	T	P	I	PI	T	ID*	P	P
Denver School of Innovation and Sustainable Design	11/11/2015	N/A	N/A	N/A	N/A	N/A	P	P	I	PI	P*	I**	P
Dr. Martin Luther King Jr. Early College	9/15/2010	I	I	I	P	I	I	P	I*	PI**	I*	PI**	I



Innovation School by District	Date of Approval	SPF 2010	SPF 2011	SPF 2012	SPF 2013	SPF 2014	SPF 2016	SPF 2017	SPF 2018	SPF 2019	SPF 2022	SPF 2023	SPF 2024
Excel Academy	8/14/2013	N/A	N/A	N/A	~P	AEC: T	AEC: T	AEC: I	AEC: I	AEC: P	AEC: I	AEC: P	AEC: I
Godsman Elementary School	8/3/2011	I	PI	P	P	P	I	I	I	I	P	I	I
Goldrick Elementary School	10/12/2016	P	I	PI	I	PI	P	P	P	I	P	I	P
Grant Beacon Middle School	5/9/2012	I	I	I	P	P	P	P	P	P	P	P	P
Green Valley Elementary School	8/3/2011	PI	I	P	P	P	I	P	P	P	P	I	P
Inspire Elementary	8/16/2017	N/A	N/A	N/A	N/A	N/A	N/A	~P	T	P	P	P	P
International Academy of Denver at Harrington	10/12/2016	I	I	I	I	T	T	P	I	I	ID	I	I
Isabella Bird Community School	6/11/2014	N/A	N/A	N/A	~P	P	I	P	P	I	ID	P	P
Joe Shoemaker School	11/11/2015	N/A	N/A	N/A	N/A	N/A	T*	T*	PI*	I	ID*	I	I
John H. Amesse Elementary [7]	8/16/2018	PI	PI	I	T	T	PI	I	I	I	P	I	PI
Kepner Beacon Middle School	11/9/2016	N/A	N/A	N/A	N/A	N/A	~P	P	P	I	PI	I	P
Lake Middle School	12/11/2024	N/A	N/A	N/A	N/A	N/A	I	T	T	T	I	PI	P
Legacy Options High School [8]	11/11/2015	N/A	N/A	N/A	N/A	N/A	T*	AEC: I	AEC: PI	AEC: P	AEC: ID*	AEC: I	AEC: P
Manual High School	3/19/2009	I	I	I	T	T	PI**	PI*	PI	T	PI	I	I
McAuliffe International School	3/7/2012	N/A	N/A	~P	P	P	P	P	P	P	P*	P	P
Manual Middle School	11/9/2016	N/A	N/A	N/A	N/A	N/A	~P	P	P	PI	P*	PI	I
McGlone Academy	8/3/2011	T	I	P	P	P	P	I*	T	I	PI	T	PI
Merrill Middle School	5/8/2019	I	I	P	P	P	P	I	I	I	P	P	P
Montclair School of Academics and Enrichment	3/1/2009	P	P	P	P	P	I	P	I	I	P	P	P
Morey Middle School	8/16/2017	P	P	P	I	PI	P	P	P	I	P*	P	P
Noel Community Arts School [9]	5/1/2011	N/A	~P	I	I	T	PI**	PI	I	PI			
Northeast Early College	6/8/2011	N/A	~P	P	P	I	I	I	PI	I	T*	PI	PI



Innovation School by District	Date of Approval	SPF 2010	SPF 2011	SPF 2012	SPF 2013	SPF 2014	SPF 2016	SPF 2017	SPF 2018	SPF 2019	SPF 2022	SPF 2023	SPF 2024
Northfield High School	10/7/2015	N/A	N/A	N/A	N/A	N/A	I	P	I	I	P	I**	P
Oakland Elementary	8/13/2014	N/A	P	P	T	T	T	I	P	P	I*	PI	T
Place Bridge Academy [10]	6/10/2015	I	I	P	P	P	P	P	PI				
Responsive Arts and STEAM Academy	12/11/2024	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Robert F. Smith STEAM Academy	8/11/2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	ID	I**	I
Schmitt Elementary School	10/12/2016	I	I	I	I	T	PI	P	I	T	I*	PI	I
Skinner Middle School	4/10/2024						I	I	I	I	P	P	P
Summit Academy [11]	8/3/2011	P	AEC: T	AEC: T	AEC: T	AEC: T	AEC: I	AEC: P	AEC: I	AEC: P	AEC: P		
Swigert International School	8/3/2011	N/A	~P	P	P	P	P	P	P	P	P*	P	P
Trevista at Horace Mann	9/12/2012	PI	T	PI	T	PI	P	P	P	I	P	I	P
Valdez Elementary School	6/3/2010	I	P	P	P	I	P	P	P*	P	ID	P	P
Valverde Elementary School	10/12/2016	I	PI	I	PI	T	T	PI	I	P*	ID	P	I
Vista Academy [12]	8/3/2011	N/A	~P	AEC: I	AEC: I	AEC: I	AEC: I	AEC: I	AEC: I	AEC: P	AEC: P		
West Early College [13]	3/7/2012	N/A	N/A	~P	T	T	T	I	I	I			
West Leadership Academy [14]	3/7/2012	N/A	N/A	~P	I	I	I	I	T	T			
Whittier ECE-8 School	9/15/2010	I	P	P	I	I	P	P	P	I	ID	PI	I
Willow Elementary School	2/18/2015	N/A	N/A	N/A	N/A	~P	P	P	P	P	P	P	P
DISTRICT 49													
Evans Elementary School	8/8/2012	P	P	P	P	I	P	P	I	I	PI	I	P
Falcon High School	9/14/2016	P	P	P	P	P	P*	P	P	P	P*	P	P
Falcon Middle School	6/13/2012	P	P	P	P	P	P	P	P	P	P*	I	I
Horizon Middle School	9/12/2012	P	P	P	P	P	I	P	P	P*	P*	P	P
Odyssey Elementary School	6/13/2012	P	P	P	P	P	P	P	I	P	ID	P	P



Innovation School by District	Date of Approval	SPF 2010	SPF 2011	SPF 2012	SPF 2013	SPF 2014	SPF 2016	SPF 2017	SPF 2018	SPF 2019	SPF 2022	SPF 2023	SPF 2024
Remington Elementary School	8/8/2012	P	P	P	P	P	P	P	P	P	P	P	P
Ridgeview Elementary School	6/13/2012	P	P	P	P	P	P	I	P	P	P	P	P
Skyview Middle School	6/13/2012	P	P	P	I	P	P	P	P*	P	P*	P	P
Springs Ranch Elementary School	5/15/2013	P	P	P	P	P	P	P	P	P	P	P	P
Stetson Elementary School	6/13/2012	P	P	P	P	P	P	I	I	P	P	P	P
Vista Ridge High School	6/13/2012	P	P	P	P	P	I**	P*	P	P	P*	I	P
GREELEY 6													
Early College Academy	6/10/2015	N/A	N/A	N/A	N/A	N/A	P	P	P	P	P	P	P
Franklin Middle School	4/24/2017	PI	PI	PI	T	PI	PI	P	I	I	PI	P	P
Fred Tjardes School of Innovation	3/8/2017	N/A	N/A	N/A	N/A	N/A	N/A	~P	T*	PI	ID	I	P
Martinez Elementary School	6/14/2017	I	PI	PI	PI	PI	PI	PI	P	P	I	P	P
Prairie Heights Middle School	4/24/2017	T	T	T	PI	PI	PI	PI	P	P	P	P	P
HOLYOKE RE-1J													
Holyoke Alternative School	6/10/2015	N/A	N/A	N/A	N/A	~P	P	ID	ID	ID	ID	ID	ID
Holyoke Elementary School	6/10/2015	P	P	P	P	P	I	P	P	P	P	T	I
Holyoke Senior High School	6/10/2015	P	P	P	P	P	P	P	P	P	P*	P	P
JEFFERSON COUNTY R-1													
Free Horizon Montessori	6/14/2018	P	P	I	P	P	P	P	P	P	P	P	P
KIT CARSON R-1													
Kit Carson Elementary School	3/9/2011	P	P	P	P	P	ID*	ID*	ID*	ID*	ID*	ID	ID
Kit Carson Junior-Senior High School	3/9/2011	P	P	P	P	P	ID*	P*	P*	P*	ID*	ID	ID
MANCOS RE-6													
Mancos Early Learning Center [15]	12/15/2016												
Mancos Elementary School	12/15/2016	P	P	P	I	P	ID*	ID*	ID*	ID*	ID*	ID	ID



Innovation School by District	Date of Approval	SPF 2010	SPF 2011	SPF 2012	SPF 2013	SPF 2014	SPF 2016	SPF 2017	SPF 2018	SPF 2019	SPF 2022	SPF 2023	SPF 2024
Mancos High School	12/15/2016	P	P	P	P	P	ID*	I**	P	P	I*	PI*	P
Mancos Middle School	12/15/2016	P	P	P	P	I	ID*	ID*	ID*	ID*	ID*	ID	ID
MONTROSE COUNTY RE-1J													
Centennial Middle School	3/11/2015	P	P	P	P	P	P*	P	P	P	P*	I	P
PUEBLO CITY 60													
Bessemer Elementary School	9/13/2017	T	T	PI	T	PI	PI	PI	I	PI	ID	I	PI
Franklin School of Innovation	9/15/2016	PI	PI	PI	T	T	P	I	P	PI	P	P	P
Heroes Academy PreK-5 [16]	9/13/2017	I	I	I	I	PI	T*	PI	T	Closed			
Irving Elementary School	9/15/2016	T	T	T	PI	T	P	P	P	T	P	P	P
Minnequa Elementary School	9/15/2016	I	I	PI	T	T	T	T	PI	I	P	P	P
Pueblo Academy of Arts	5/13/2013	T	T	T	I	T	I	T	I*	I	T	PI	PI
Risley International Academy of Innovation	5/16/2013	T	T	T	PI	T	T	T	T*	PI*	PI*	PI	PI
Roncalli Stem Academy	5/16/2013	PI	T	T	T	T	I*	T	T*	I	T*	PI	Closed
THOMPSON R2-J													
Monroe Elementary School [17]	6/14/2017	I	I	PI	P	I	I	P	T	I	I	I	I
Winona Elementary School	6/14/2017	P	P	P	I	I	PI*	P*	PI	I	PI	P	P
WESTMINSTER PUBLIC SCHOOLS													
Colorado STEM Academy	4/10/2013	N/A	N/A	N/A	~P	I	P	P	P	P	P	P	P
John E. Flynn A Marzano Academy	5/10/2018	I	PI	P	P	P	PI	I	I	I	P	P	I
Metropolitan Arts Academy	5/8/2019	I	I	PI	I	I	PI	PI	P	P	ID	P	P
Westminster Academy for International Studies	6/14/2017	N/A	N/A	N/A	N/A	N/A	~I	P	P	P	P	P	P
WIDEFIELD 3													
Grand Mountain School	1/9/2019	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	~P	P	P	P



Innovation School by District	Date of Approval	SPF 2010	SPF 2011	SPF 2012	SPF 2013	SPF 2014	SPF 2016	SPF 2017	SPF 2018	SPF 2019	SPF 2022	SPF 2023	SPF 2024
Martin Luther King Jr Elementary School	1/9/2019	I	T	I	P	I	P	P	P	P	P	P	P
Talbott STEAM Innovation School	2/10/2016	P	I	PI	I	I	P	P	P	P	P	I	P
Widefield Elementary School of the Arts	1/9/2019	I	I	I	P	I	P	P	P	P	P	P	P

