



# School Transformation Grant Report

Submitted to:

**Colorado State Board of Education  
Colorado House Education Committee  
Colorado Senate Education Committee  
Governor Jared Polis**

By:

**Lindsey Jaeckel  
Executive Director, School and District Transformation**

**Nate Goss  
Accountability Project Manager**

**Carol Mehesy  
School and District Support Program Manager**

**July 2023**

School & District Transformation Unit  
201 E. Colfax Ave., Denver, CO 80203



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## Executive Summary

This report will cover the funding summary for the School Transformation Grant (STG) 2022 grantees (awarded funds in February 2023 for implementation in 2023 and for up to the next 3 years). This report will include a description of the use of funds, an overview of grantees, and other updates to the grant. Figure 1 shows the application and State Board of Education approval timelines for STG 2022 grantees. In the current (2022) grant cycle, approximately \$8.1M was made available for School Transformation Grant distribution for new activities.

	STG 2022 Grantees
EASI application opened	September 2022
Outreach & support events	October - November 2022
Application deadline	December 2022
Funding decisions	January 2023
<a href="#">State Board of Education approved awards</a>	February 2023

Figure 1: STG 2022 Timeline

The total award of STG funds for the 2022 grant cycle, across the four-year distribution period (FY2023 through FY2026), is \$7,618,761. CDE allocates some of each fiscal year's award to previous obligations and set aside portions of future allocations for new awards because of the multi-year nature of the grant. This makes it so there is more available in multi-year funding than a single year allocation.

This report does not contain new evaluation results. For recent evaluation results, please see [Appendix D: Evaluation Results](#).

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## Introduction

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### History

The School Turnaround Leadership Development (STLD) grant program was enacted by the Colorado General Assembly in 2014 to train and support school leaders in turning around academic performance in the state's lowest performing schools. In total, the STLD grant program funded 351 participants from 26 districts and charter schools between the 2015-16 and 2018-19 school years. The final STLD grant program evaluation report was submitted in June 2019 to the Colorado Legislature, the State Board of Education, and Governor Jared Polis.

In 2018, H.B. 18-1355 modified the state's accountability law, renaming and expanding the STLD grant program by creating the School Transformation Grant (STG) program (C.R.S. 22-13-103). In addition to leadership development activities, schools and districts on performance watch (either on the Accountability Clock or On Watch<sup>1</sup>) can apply for grant funds to support educator professional development, to implement activities geared towards instructional transformation, or to plan or implement one of the restructuring options that state law requires for schools and districts with persistent low performance. Thus, School Turnaround Leadership Development became one of eight support program routes funded through the School Transformation Grant.

Districts and the Charter School Institute apply for School Transformation Grant funds through the Empowering Action for School Improvement (EASI) application. The EASI application was created to streamline multiple school improvement opportunities into a single application and use a needs-based approach to award services and funding. Ultimately, the intent is to develop a robust process of matching schools' needs with rigorous, evidence-based strategies and adequate resources. The application braids state school improvement funds (i.e., School Transformation Grant funds) with federal school improvement funds allocated through the Every Student Succeeds Act (ESSA) to maximize resources available for students.

### Eligibility and Allowable Grant Initiatives

On April 13, 2022, Governor Polis signed S.B. 22-137 into law. This bill, titled "[Transition Back to Standard K-12 Accountability](#)", required that the department calculate both school and district performance frameworks in 2022-23, but suspended automatic advancement of schools and districts on the Accountability Clock. Additionally, this bill created a one-time expansion of eligibility to districts and schools with a rating of "Improvement"<sup>2</sup>. This means that schools and districts implementing Turnaround, Priority Improvement, or Improvement plans were eligible for funding in the 2022 School Transformation Grant funding cycle.

As outlined in 1 CCR 301-95, section 2.02(1), the State Board of Education awards School Transformation Grants to eligible districts or charter schools for the following initiatives:

- Identifying and recruiting both practicing and aspiring school turnaround leaders;
- Participating in turnaround leadership development programs offered by identified providers;
- Providing educator professional development;
- Providing services, support, and materials to transform instruction;
- Planning for and implementing one or more of the following rigorous school redesign strategies, including:

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<sup>1</sup> A school that receives a rating of Priority Improvement or Turnaround, the two lowest plan types a school can receive, is placed on the Accountability Clock. Schools that for two or more consecutive years received a rating of Priority Improvement or Turnaround must receive an Improvement rating or higher for two consecutive years to exit the Accountability Clock. A school that for two or more consecutive years received a plan type of Priority Improvement or Turnaround, and that received a rating of Improvement or higher for one year, is On Watch.

<sup>2</sup> For the 2023 cycle and onward, eligibility to the grant will go back to schools with "Turnaround" and "Priority Improvement" ratings only.

- Converting a district public school to a charter school;
- Seeking innovation school status;
- Replacing the school's operator or governing board;
- Contracting with an external management partner; and/or
- Closing a public school or revoking the charter for a charter school.

The support program routes available through the School Transformation Grant each map back to one or more of the initiatives above. These routes include Exploration, District Designed and Led, Accountability Pathways, Colorado Multi-Tiered System of Supports, Connect for Success, School Turnaround Leadership Development, School Transformation Network, and Facilitated Board Training for School Improvement.

### Available Funding

The School Transformation Grant received an annual allocation of approximately \$6M, which includes a \$2M annual increase in funding provided by the state legislature in 2022. Because districts apply for up to four years of activities through the grant (for multi-year supports and interventions), each year some of the annual allocation is obligated to previously made grant awards, and some is obligated to new awards. For the 2022 funding cycle, approximately \$8.1M was available for grant distribution for new activities. CDE allocates some of each fiscal year's award to previous obligations and sets aside portions of future allocations for new awards because of the multi-year nature of the grant. This makes it so there is more available in multi-year funding than a single year allocation. As it has in previous years, CDE also made awards in the 2022 funding cycle for future years, contingent on available funds.

Funding recommendations are made by reviewing applications that includes the following components:

- Assessment of the school and leadership needs;
- An implementation timeline; and
- A complete budget narrative and proposal.

Applications that meet the requirements of the grant are evaluated for funding in order of priority of state and federal identification. State funds were prioritized to the highest priority schools (i.e., those that have had low performance for the greatest number of years), and schools that had not previously received funding through the School Transformation Grant.

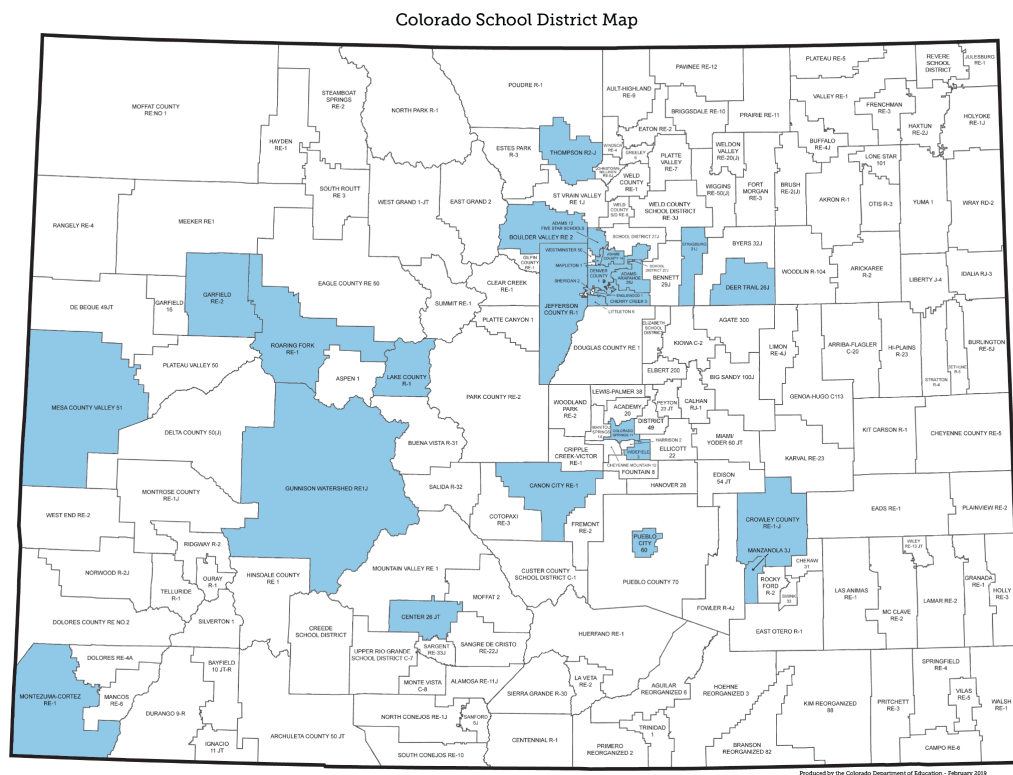
## Funding Summary

### School Transformation Grant 2022 Grantees

Through the Empowering Action for School Improvement (EASI) application, and with help from across the Department, CDE's Grants Office facilitated the annual grant review process from December 2022 to January 2023 to review applications for School Transformation Grant funding. In total, 43 districts and charter schools applied during the application window of September 2022 to December 2022 for funding through either STG or federal school improvement dollars.

For the current (2022) grant cycle, approximately \$8.1M was made available for School Transformation Grant distribution for new activities. As it has in previous cycles, CDE also made multi-year awards in the 2022 cycle, contingent on future available funds.

Twenty-seven district applications were recommended for funding by CDE for a total of \$7,618,761 in awards for STG. The State Board of Education approved the recommended awards during the [February 2023 board meeting](#). As a reminder, additional districts and schools were funded through federal funds, but those are not included in this report. **Figure 2** maps the districts receiving funds in 2022 through the School Transformation Grant



**Figure 2: Map of STG 2022 Grantees**

The award totals for STG 2022 grantees are listed by district in **Figure 3**. These totals are the sum of all single- and multi-year awards each district will receive. More information about each route begins on page 10. For a more detailed breakdown of awards, including the year-by-year award amounts and support program routes, see [Appendix B: School Transformation Grant 2022 – Full Award Breakdown](#).

District	Total Award Amount
Adams 12 Five Star Schools	\$776,500
Adams County 14	\$810,000
Adams-Arapahoe 28J	\$765,000
Boulder Valley Re 2	\$208,500
Canon City RE-1	\$80,000
Center 26 JT	\$342,000
Cherry Creek 5	\$180,000
Colorado Springs 11	\$457,500
Crowley County RE-1-J	\$225,500
Deer Trail 26J	\$80,000
Denver County 1	\$1,030,000
Englewood 1	\$325,521
Garfield Re-2	\$135,000
Gunnison Watershed RE1J	\$117,000
Jefferson County R-1	\$118,500
Lake County R-1	\$100,000
Littleton 6	\$172,500
Manzanola 3J	\$130,000
Mapleton 1	\$115,500
Mesa County Valley 51	\$270,000
Montezuma-Cortez RE-1	\$40,000
Pueblo City 60	\$225,000
Roaring Fork RE-1	\$285,000
School District 27J	\$240,000
Strasburg 31J	\$80,000
Thompson R2-J	\$229,740
Widefield 3	\$80,000
<b>Grand Total:</b>	<b>\$7,618,761</b>

Figure 3: Sum of STG 2022 Awards by District





## Historical Funding - School Transformation Grant 2018-2022

The 2022 School Transformation Grant cycle is in its fifth grant cycle since the program was established via H.B. 18-1355. **Figure 4** below outlines the total award amounts by fiscal year for the five STG grant cycles that have been completed (2018 through 2022).

Grantee Year	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	Total Award
2018	\$ 1,899,366	\$ 1,480,910	\$ 816,320	-	-	-	-	\$ 4,196,596
2019	\$ 2,653,704	\$ 1,765,958	\$ 1,353,502	\$ 210,000	-	-	-	\$ 5,983,164
2020	-	\$ 1,195,798	\$ 1,498,610	\$ 1,450,956	\$ 120,000	-	-	\$ 4,265,364
2021	-	-	\$ 823,900	\$ 1,033,896	\$ 766,850	\$ 240,000	-	\$ 2,864,646
2022	-	-	-	\$ 2,460,146	\$ 2,520,990	\$ 2,427,625	\$ 210,000	\$ 7,618,761

Figure 4: STG 2018-2022 Awards

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## Advisory List of Providers

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### Overview

In Colorado, the Advisory List of Providers is provided to districts as a resource and is used to vet providers so that those districts searching for a school improvement partner have a vetted list available to them. However, the Advisory List does not play a gatekeeper role, meaning schools and districts are still free to choose providers that are not on the list to support their school improvement work, and to leverage state and federal dollars to support those partnerships through, for example, the Empowering Action for School Improvement (EASI) grant. However, schools and districts that received STG funding for participation in the School Turnaround Leadership Development support route *must* choose a provider on the Advisory List. Additionally, inclusion on the Advisory List does not guarantee that school or district pathway plans involving the organization will be approved by the State Board of Education.

In August 2022, the department released its fourth School & District Support Request for Information (RFI). Submissions were solicited in the following categories:

- **District-level Supports**
  - District-level Strategic Planning (holistic or targeted at one or more key district systems)
  - District Improvement Implementation Support
  - District Managers
- **School-level Supports**
  - School Holistic Diagnostic Reviews and Improvement Planning
  - School Improvement Implementation Support
  - School Managers

For more information about these categories, see the full [2022-23 School and District Support Request for Information](#).

In September 2022, after completing the evaluation process, the department published the 2022 School & District Support Advisory List of Providers. The full Advisory List can be found in [Appendix C: 2022 School & District Support Advisory List of Providers](#), or on the [CDE website](#). In the summer of 2023, the department plans to run another School & District Support RFI process. This means that an updated Advisory List of Providers will be available during the next round of School Transformation Grant funding in 2023.

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## Support Program Routes - Overview

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The following sections provide background on the support program routes that are available for funding through the School Transformation Grant, namely Exploration, District Designed and Led, Accountability Pathways, Colorado Multi-Tiered System of Supports, Connect for Success, School Turnaround Leadership Development, School Transformation Network, and Facilitated Board Training for School Improvement. Each section includes a background on the route, as well as schools and districts that received a grant award for participation from the 2022 School Transformation Grant funding cycle.

Please note that there are also schools and districts that received federal funding for the same support program routes. These schools and districts are not included in this report.

Summary information about these support program routes, including a route description, duration, eligibility, and baseline funding amounts, can be found in [Appendix A: EASI Menu of Supports](#).

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## Support Program Routes - Exploration

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### Background

The Exploration route of the Empowering Action for School Improvement (EASI) application is focused on identifying needs and exploring options through external diagnostic reviews, stakeholder engagement, and effective improvement planning. The components of the Exploration route assist local education agencies (LEAs) in identifying areas of strength and need (External Diagnostic Review), engaging a variety of stakeholders in improvement conversations (Stakeholder Engagement), and building a plan centered around those prioritized needs (Improvement Planning). The EASI application also offers the opportunity for LEAs/schools to focus their Exploration work on a particular population of students, content areas, or school models (i.e., English Learners, Alternative Education Campuses/Online schools, or Early Literacy).

The Exploration route differs from the other routes within EASI. Reviewers assess readiness and fit, rather than awarding points through a competitive grants process. If the collective amount of requests exceeds availability of funds, then a prioritization process is used. The duration of the awards is typically shorter than the other EASI routes and spans 18 months (e.g., February 2023 - June 2024). Early Implementation funds may be available for initial implementation of activities and strategies associated with the review and planning process.

The components of the Exploration route are designed to work together to support the creation of a thorough improvement plan. A Diagnostic Review (either holistic or specialized) informs a rigorous process of Improvement Planning. The Improvement Plan also draws on initial Stakeholder Engagement work and incorporates future stakeholder input as a part of the planning process. Note that applying for subsequent implementation activities through EASI will require evidence of an external diagnostic review, meaningful community engagement and a well-developed improvement plan. Applicants are encouraged to apply for the full Exploration route (Diagnostic Review, Stakeholder Engagement, and Improvement Planning) to ensure a thorough exploration process. However, as EASI is a needs-based process, LEAs that have previously engaged providers for Diagnostic Reviews or Stakeholder Engagement work are expected to only opt schools into the services that are needed. Because the different elements of the Exploration route work so closely together, LEAs

are encouraged to select the same provider for the external diagnostic review, stakeholder engagement and improvement planning work – or at least negotiate a way for the different providers to align their work.

## Awardee Summary

During the 2022 STG funding cycle, 19 school- and district-level awards were awarded for the Exploration support route, totaling \$1,413,740. The detailed award amounts can be found in **Figure 5**.

Exploration				
STG 2022 Grantees				
District	Term of the Grant	Participating School	Route	Total Award
Adams-Arapahoe 28J	1-Year	Mrachek Middle School	Exploration - Diagnostic Review	\$30,000
Adams-Arapahoe 28J	1-Year	Side Creek Elementary School	Exploration - Diagnostic Review	\$30,000
Adams-Arapahoe 28J	1-Year	Vanguard Classical School - West	Exploration - Diagnostic Review	\$30,000
Canon City RE-1	2-Year	Harrison School	Exploration - Bundle	\$80,000
Center 26 JT	2-Year	Center High School	Exploration - Bundle	\$80,000
Center 26 JT	1-Year	District-Level	Exploration - Language Learner	\$32,000
Center 26 JT	2-Year	Skoglund Middle School	Exploration - Bundle	\$80,000
Deer Trail 26J	2-Year	Deer Trail Junior-Senior High School	Exploration - Bundle	\$80,000
Denver County 1	2-Year	District-Level	Exploration - District Strategic Planning	\$150,000
Gunnison Watershed RE1J	2-Year	Gunnison Elementary School	Exploration - Language Learner	\$42,000
Roaring Fork RE-1	2-Year	District-Level	Exploration - District Strategic Planning	\$150,000
School District 27J	2-Year	Brighton High School	Exploration - Diagnostic Review	\$80,000
School District 27J	2-Year	Henderson Elementary School	Exploration - Diagnostic Review	\$80,000
School District 27J	2-Year	Prairie View High School	Exploration - Diagnostic Review	\$80,000
Strasburg 31J	2-Year	Hemphill Middle School	Exploration - Bundle	\$80,000
Thompson R2-J	2-Year	District-Level	Exploration - District Strategic Planning	\$145,849
Thompson R2-J	1-Year	Laurene Edmondson Elementary School	Exploration - Bundle	\$41,946
Thompson R2-J	1-Year	Sarah Milner Elementary School	Exploration - Bundle	\$41,945
Widefield 3	2-Year	Watson Junior High School	Exploration - Bundle	\$80,000
Grand Total:				\$1,413,740

**Figure 5: Exploration - STG 2022 Grantees**

## Support Program Routes - District Designed and Led

### Background

The District Designed and Led (DDL) route of the Empowering Action for School Improvement (EASI) application encourages districts to initiate and expand support for schools in need of improvement. This route is a good fit for districts and their schools that have invested in a comprehensive needs assessment, solid planning, and are ready for implementation – or that have seen positive results and would like to expand programming.

To be awarded funds under this application, proposals must demonstrate that the LEA and school(s) are building from established needs and processes, including stakeholder engagement, improvement planning, use of evidence-based interventions (EBI), evaluation, and reporting.

**Stakeholder Involvement:** State and federal expectations highlight the importance of stakeholder engagement (e.g., building leadership, teachers, parents, local board) throughout the school improvement process. Schools identified under federal Elementary and Secondary Education Act (i.e., Comprehensive, Targeted) and under the state accountability system (i.e., Priority Improvement, Turnaround) have specific requirements that serve as a common foundation to build from, such as the state expectation that school accountability committees provide feedback on school plans. For this route, applications should address how stakeholders will be involved in the proposed activities in meaningful and relevant ways.

**Improvement Planning:** Improvement plans are one of the tangible ways that districts and schools document their intention for improving outcomes for students. LEAs applying for this route will need to show evidence of strong plans already in place and be explicit about how planning requirements will be documented for the overall district and participating schools (e.g., timelines, LEA review process). If awarded, the plans will serve as an important part of the grant accountability process. The Unified Improvement Plan (UIP) provides a convenient mechanism for capturing progress for EASI, as well as specific state and federal Elementary and Secondary Education Act (ESSA) requirements.

**Evidence-Based Interventions:** Evidence-based interventions are practices or programs that have proven to be effective in leading to a particular outcome as supported through formal studies and research. Within EASI, proposed strategies or programs must meet the criteria tiers one, two or three of the Every Student Succeed Act (ESSA) tiers of evidence.

Tier 1 - Strong Evidence	Supported by one or more well-designed and well-implemented randomized control experimental studies.
Tier 2 - Moderate Evidence	Supported by one or more well-designed and well-implemented quasi-experimental studies.
Tier 3 - Promising Evidence	Supported by one or more well-designed and well implemented correlational studies (with statistical controls for selection bias).

For LEAs that previously applied for a District Designed and Led initiative, it is possible to expand those strategies. **Figure 6** delineates the “initial” DDL process and for the “continuation” DDL process.

	INITIAL for LEAs new to DDL strategies	CONTINUATION for LEAs that want to expand Initial DDL strategies to new schools or continue to implement in previously awarded schools
ELIGIBLE APPLICANTS	LEAs that have eligible schools and completed an external diagnostic review may apply for District Designed and Led initiatives.	LEAs previously awarded an EASI District-Designed and Led Initial grant may request additional funds to expand that initiative to a new school if the initiative is showing success or continue to implement in the previously awarded schools.
AVAILABLE FUNDS	Up to \$25,000 for schools identified as Improvement on the state school performance framework; Up to \$50,000 for schools on the Accountability Clock per year.	Up to \$25,000 for schools identified as Improvement on the state school performance framework; Up to \$50,000 for schools on the Accountability Clock per year.
LENGTH OF AWARD	Up to 2 ½ years pending evidence that implementation is occurring as approved in the application. Subsequent year funding is dependent upon meeting reporting requirements and availability of funds.	For the addition of new schools or continuation in already awarded schools, the award may be up to 2 ½ years pending evidence that implementation is occurring as approved in the application. Continued funding is dependent upon meeting reporting requirements and availability of funds.
ALLOWABLE USE OF FUNDS	<p>Funding for this opportunity may be used for:</p> <ul style="list-style-type: none"> <li>Improvement services from external providers from CDE’s vetted provider list;</li> <li>A district-wide or targeted initiative that addresses the reasons schools were identified for improvement;</li> <li>Implementation of evidence-based interventions at each identified school that specifically addresses the reason for the school’s identification</li> </ul>	<p>Funding for this opportunity may be used to expand strategies previously awarded by:</p> <ul style="list-style-type: none"> <li>Improvement services from external providers from CDE’s vetted provider list;</li> <li>Continuing the implementation of DDL strategies in the already awarded schools;</li> <li>Adding additional schools identified for Improvement, using the same strategies;</li> <li>Expanding or replicating DDL strategies approved in the previous year’s application</li> </ul> <p>Please note that any change that involves adding new activities or strategies should be applied for using the Initial DDL route. The Continuation route is only for continuing the same strategies in already awarded schools, adding new schools, or replicating previously approved strategies.</p>

Figure 6: District Designed and Led, Initial vs. Continuation

## Awardee Summary

During the 2022 STG funding cycle, five school- and district-level awards were awarded for the District Designed and Led support route, totaling \$727,521. The detailed award amounts can be found in **Figure 7**.



District Designed and Led				
STG 2022 Grantees				
District	Term of the Grant	Participating School	Route	Total Award
Center 26 JT	3-Year	District-Level	DDL - Initial	\$150,000
Englewood 1	3-Year	District-Level	DDL - Initial	\$325,521
Gunnison Watershed RE1J	3-Year	District-Level	DDL - Initial	\$75,000
Lake County R-1	2-Year	Lake County Intermediate School	DDL - Continuation	\$100,000
Mapleton 1	1-Year	District-Level	DDL - Initial	\$77,000
Grand Total:				\$727,521

Figure 7: District Designed and Led - STG 2022 Grantees

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## Support Program Routes - Accountability Pathways

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### Background

The Accountability Pathways Planning and Implementation route is intended to support Local Educational Agencies (LEAs) and schools with planning for and implementing the state statutory options, or pathways, for persistently low-performing schools and LEAs. For those nearing the end of the Accountability Clock, the grant can support exploring the pathways, taking thoughtful action, and increasing readiness for discussions with the State Board of Education. For those with a formal directed action from the state board, the grant can support implementation of the approved pathway plan.

LEAs that meet the following criteria are eligible to apply:

- LEA authorizes a **school** that is in Year 3, 4 or 5 of Priority Improvement or Turnaround for a planning grant or a school that has had an action directed by the State Board of Education for an implementation grant or
- **LEA** has had an action directed by the State Board of Education for an implementation grant.

LEAs that are engaging in planning for end of clock action or early action hearing for the district or an identified school are eligible to apply. LEAs who have recently received a directed action from the state board after having reached the end of the Accountability Clock, or have schools in such a situation, may also apply to support implementation of the directed action.

In 2022, Colorado resumed its accountability system with some adjustments to ease the transition as outlined in S.B. 22-137 (Transition Back to Standard K-12 Accountability). While most accountability practices were similar to a typical year (e.g., 2019), there were some key differences in 2022-23, including that schools and districts did not automatically advance on the Accountability Clock. As such, there were no accountability hearings in the 22-23 school year unless a district opted for early action or requested a hearing. As such, schools and districts with current directed action were prioritized for Accountability Pathways grants.





## Awardee Summary

During the 2022 STG funding cycle, 16 school- and district-level awards were awarded for the Accountability Pathways support route, totaling \$2,265,000. The detailed award amounts can be found in **Figure 8**.

Accountability Pathways				
STG 2022 Grantees				
District	Term of the Grant	Participating School	Route	Total Award
Adams County 14	2-Year	District-Level	Pathways - Implementation	\$800,000
Adams-Arapahoe 28J	2-Year	Aurora Central Campus	Pathways - Implementation	\$200,000
Adams-Arapahoe 28J	2-Year	Gateway High School	Pathways - Implementation	\$200,000
Adams-Arapahoe 28J	2-Year	North Middle School	Pathways - Implementation	\$200,000
Colorado Springs 11	2-Year	Galileo School of Math and Science	Pathways - Planning	\$30,000
Denver County 1	2-Year	Abraham Lincoln High School	Pathways - Implementation	\$200,000
Denver County 1	1-Year	Compass Academy	Pathways - Planning	\$30,000
Denver County 1	1-Year	Hallett Academy	Pathways - Planning	\$30,000
Denver County 1	2-Year	Manual High School	Pathways - Implementation	\$200,000
Denver County 1	1-Year	RiseUp Community School	Pathways - Planning	\$30,000
Denver County 1	1-Year	Swansea Elementary School	Pathways - Planning	\$30,000
Jefferson County R-1	2-Year	Arvada K-8	Pathways - Planning	\$60,000
Montezuma-Cortez RE-1	1-Year	Mesa Elementary School	Pathways - Planning	\$30,000
Pueblo City 60	1-Year	Central High School	Pathways - Implementation	\$45,000
Pueblo City 60	1-Year	District-Level	Pathways - Implementation	\$80,000
Pueblo City 60	1-Year	Risley International Academy of Innovation	Pathways - Implementation	\$100,000
Grand Total:				\$2,265,000

Figure 8: Accountability Pathways - STG 2022 Grantees

## Support Program Routes - Colorado Multi-Tiered System of Supports

### Background

Colorado Multi-Tiered System of Supports (COMTSS) is a framework applied at the state, district, and school level that uses implementation science to create one integrated system. This system is designed to support the needs of all students. COMTSS is defined as a prevention-based framework of team-driven data-based problem solving for improving the outcomes of every student through family, school, and community partnering, comprehensive screening and assessment, and a layered continuum of evidence-based practices applied at all levels of the educational system. The mission is to use systems level thinking to equip staff, teachers, and families to ensure that all students are afforded the opportunity to obtain an equitable education to succeed academically, socially, emotionally, and behaviorally over their lifespan.

COMTSS includes five Essential Components that create a more efficient and effective system of supports that benefit the outcomes of all students including those in low performing schools:

1. **Team-Driven Shared Leadership:** Teaming processes and structures that focus on distributing responsibility and shared decision-making across and within regions, districts, and schools to effectively design and use systems of training, coaching, resources, implementation, and evaluation.
2. **Data-Based Problem Solving and Decision-Making:** A continuous improvement process used by teams to collect, analyze, and evaluate information to inform decision making at the system and student levels.
3. **Family, School, and Community Partnerships:** Families, early-childhood programs, schools, and communities actively partnering to develop, implement, and evaluate effective and equitable practices to improve educational outcomes for children and youth.
4. **Comprehensive Screening and Assessment System:** A Comprehensive Screening and Assessment System is the coordinated effort of gathering information across multiple measures to support decision making at the system and student level for the whole child.
5. **Layered Continuum of Supports (Evidence Based Practices, Instruction, and Interventions):** Ensuring that every student receives equitable whole child supports that are evidenced based, culturally responsive, matched to need, and developmentally appropriate through layered supports.

### Awardee Summary

During the 2022 STG funding cycle, one district-level award was awarded for the Multi-Tiered System of Supports support route, totaling \$135,000. The detailed award amounts can be found in **Figure 9**.

Multi-Tiered System of Supports				
STG 2022 Grantees				
District	Term of the Grant	Participating School	Route	Total Award
Garfield Re-2	3-Year	District-Level	Multi-Tiered System of Supports	\$135,000
Grand Total:				\$135,000

Figure 9: Multi-Tiered System of Supports - STG 2022 Grantees

## Support Program Routes - Connect for Success

### Background

In 2014, the Colorado Department of Education (CDE) conducted a comprehensive study of five high achieving elementary schools identified based on their overall performance, as well as the performance of different student groups, specifically English Learners, students with disabilities, students experiencing poverty, and minority students. The study focused on how these schools are attaining higher academic achievement than other schools in the state. The school and LEA leadership, personnel, families, and students participated in surveys, focus groups, and interviews to help identify the factors contributing to the schools' success with the identified groups of students. The [High Achieving Schools \(HAS\) Study](#) summarizes the study purpose and methods, overall findings highlighting effective strategies common across the five schools, and effective strategies unique within each school.

In 2018, CDE added four new high achieving schools to the study: a rural elementary school, a middle school, a high school, and an alternative education campus (AEC). The same methodology was used to identify practices that are contributing to the success of the newly identified schools. Although three of the four schools were secondary schools, many of the same trends were noted across the second round of high achieving schools as has been evidenced in the first study. CDE is in the process of developing reports on the second (2018) HAS study, which will be posted on the same website later this fall.

The HAS study findings were used to develop the Connect for Success grant which is an opportunity for schools identified for support and improvement to connect with and learn from the HAS to replicate the effective practices and strategies common across the HAS.

Schools that participate in the Connect for Success grant receive a diagnostic visit and a report that includes recommendations from a CDE team based on the findings of the HAS study. After hearing a panel of HAS school leaders and personnel and connecting with them at a kickoff meeting, grantees visit one of the HAS to see the effective practices in person. Schools identify and/or hire an implementation coach who works with a CDE Implementation Manager to replicate HAS strategies as well as monitor the implementation of those practices.

### Awardee Summary

During the 2022 STG funding cycle, three school-level state funded awards were awarded for the Connect for Success support route, totaling \$540,000. The detailed award amounts can be found in **Figure 10**.

Connect for Success				
STG 2022 Grantees				
District	Term of the Grant	Participating School	Route	Total Award
Cherry Creek 5	3-Year	Prairie Middle School	Connect for Success	\$180,000
Denver County 1	3-Year	John F Kennedy High School	Connect for Success	\$180,000
Denver County 1	3-Year	West High School	Connect for Success	\$180,000
Grand Total:				\$540,000

**Figure 10: Connect for Success - STG 2022 Grantees**

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## Support Program Routes - School Turnaround Leadership Development

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### Background

Leadership is a critical factor in creating a welcoming, equitable, and productive school environment in which students learn and consistently demonstrate strong academic achievement and growth, and in which teachers are empowered to learn and grow professionally and collaboratively. In LEAs and schools needing improvement, leadership is acutely important. The School Turnaround Leadership Development (STLD) support route offers an opportunity for Colorado educators to connect and partner with leadership development programs that are specifically focused on developing leaders to serve students in low-performing schools.

Individuals that participate in the STLD route will have the opportunity to attend one of the identified leadership development programs. Participants are expected to develop capacity that will directly impact student learning.

Grantees are required to use funding to:

- Identify, train, and support teacher and aspiring school leaders, current school leaders, or district-, charter-organization, or Institute-level staff who support the identified school(s);
- Subsidize the cost of school turnaround leaders and other support staff to participate in turnaround leadership development programs; and
- Reimburse school turnaround leaders for the costs they incur (e.g., travel, lodging) in completing turnaround leadership development programs offered by identified providers.

An “identified provider” is a public or private entity that offers a high-quality turnaround leadership development program for Colorado educators that has been approved for inclusion on the 2022 Advisory List of Providers. Eligible STLD providers identified through the School & District Support RFI process are listed in **Figure 11**.

### Impact Surveys

The State Board of Education’s rules outline minimum reporting requirements for participants. See 1 CCR 301-95, section 2.02(8). Each participant is required to report on a set of required metrics to the department on or before July 1 of the following year. Data has been collected and summarized through various formats during this grant program including participant submissions and surveys.

This year, questions included in the impact surveys for STLD were adjusted to better align with the updated School & District Support Request for Information and the Four Domains for Rapid School Improvement. Next year’s report will include comparison data from this report. **Figure 12** outlines the responses from individuals who participated during the 2021-22 school year. Respondents were prompted with the question, “*How has participation in the provider program affected the following at your school or district?*”. Responses of “Not Applicable” indicate that the item listed was not a component of the leadership development program.

Participants from the 2021-22 school year participated in the following programs:

- Generation Schools Network
- Relay Graduate School of Education - National Principal Academy Fellowship
- University of Virginia - Partnership for Leaders in Education.

Eligible School Turnaround Leadership Development Providers: 2022	
<b>Accelerate Institute</b> <ul style="list-style-type: none"> <li>- Leadership Academy Plus Program</li> </ul>	<b>Special Education Leader Fellowship</b> <ul style="list-style-type: none"> <li>- National Leader Fellowship</li> <li>- National District Leader Fellowship</li> </ul>
<b>BES (build. excel. sustain.)</b> <ul style="list-style-type: none"> <li>- LENS Leadership Program</li> <li>- School Leadership Coaching</li> </ul>	<b>The LiberatED Way</b> <ul style="list-style-type: none"> <li>- Job Embedded Leadership</li> </ul>
<b>Colorado Mesa University</b> <ul style="list-style-type: none"> <li>- School Leadership Program</li> </ul>	<b>The National Center on Education and the Economy (NCEE)</b> <ul style="list-style-type: none"> <li>- System Design Benchmarking for District Leaders</li> </ul>
<b>Generation Schools Network</b> <ul style="list-style-type: none"> <li>- Turnaround Leadership Program</li> </ul>	<b>TNTP, Inc.</b> <ul style="list-style-type: none"> <li>- Single School Site Support Job Embedded Leadership Development</li> <li>- Turnaround School Leader Residency Cohort Model</li> <li>- Turnaround School Leader Professional Learning Series</li> </ul>
<b>McREL International</b> <ul style="list-style-type: none"> <li>- Balanced Leadership for Student Learning</li> </ul>	<b>University of Chicago Network for College Success</b> <ul style="list-style-type: none"> <li>- School Leader Development</li> </ul>
<b>National Institute for Excellence in Teaching</b> <ul style="list-style-type: none"> <li>- Principal Leadership Series</li> </ul>	<b>University of Denver Educational Leadership and Policy Studies Department</b> <ul style="list-style-type: none"> <li>- Design Improvement Program</li> <li>- Ritchie Program for School Leaders</li> </ul>
<b>Relay Graduate School of Education</b> <ul style="list-style-type: none"> <li>- National Principal Academy Fellowship</li> <li>- National Principal Supervisor Academy</li> <li>- Instructional Leader Professional Development Program</li> <li>- Inclusive Schools Leadership Institute</li> <li>- Regional Support</li> </ul>	<b>University of Virginia</b> <ul style="list-style-type: none"> <li>- Partnership for Leaders in Education</li> </ul>
<b>Schools Cubed, LLC.</b> <ul style="list-style-type: none"> <li>- Literacy and Turnaround Leadership Development Series</li> </ul>	<b>WestEd</b> <ul style="list-style-type: none"> <li>- Job Embedded Leadership Program</li> </ul>

Figure 11: Eligible STLD Providers

Leadership for Rapid School Improvement				
	Decreased	No Change	Increased	Not Applicable
Systems thinking and design thinking	0%	6%	94%	0%
Effective systems for goal setting and progress monitoring	0%	25%	75%	0%
Distributive leadership	0%	6%	94%	0%
Developing an effective instructional leadership team (ILT)	0%	6%	88%	6%
Strategic communication (communicating vision and priorities)	0%	25%	75%	0%
Time management and prioritization	0%	31%	63%	6%
Talent Management				
	Decreased	No Change	Increased	Not Applicable
Recruiting and hiring talented staff	0%	56%	31%	13%
Developing talent	0%	25%	69%	6%
Effective observation & feedback and coaching	0%	25%	81%	0%
Quality of professional development	0%	31%	69%	0%
Supports for new teachers	0%	25%	63%	13%
Effective performance management	0%	19%	75%	6%
Instructional Transformation				
	Decreased	No Change	Increased	Not Applicable
Effective instructional practices	0%	25%	69%	6%
Effectively implementing standards-based curricula	0%	31%	69%	0%
Rigor of student work	0%	19%	75%	6%
Equitable outcomes for students	0%	13%	75%	13%
Effective use of data to plan and prepare for instruction	0%	19%	81%	0%
Collaborative structures to support review and use of data	0%	6%	94%	0%
Rigor and alignment of assessments	0%	31%	69%	0%
Effective MTSS processes for identifying and supporting students	6%	31%	63%	0%
Strategically utilizing schedule and staff to best meet student needs	0%	19%	75%	6%
Culture & Climate Shift				
	Decreased	No Change	Increased	Not Applicable
Parent and community involvement	0%	69%	13%	19%
Staff demonstration of increased high expectations for all students	0%	38%	63%	0%
Positive culture and climate of school	0%	44%	50%	6%
Equitable engagement and behavioral outcomes for students	0%	56%	31%	13%

Figure 12: School Turnaround Leadership Development - 2021-22 Impact Surveys (n=18)

## Awardee Summary

During the 2022 STG funding cycle, 16 school- and district-level awards were awarded for the School Turnaround Leadership Development support route, totaling \$1,562,500 in state funds. The detailed award amounts can be found in **Figure 13**.

School Turnaround Leadership Development				
STG 2022 Grantees				
District	Term of the Grant	Participating School	Provider	Total Award
Adams 12 Five Star Schools	1-Year	Centennial Elementary School	Relay NPAF, Relay ILPD	\$50,500
Adams 12 Five Star Schools	1-Year	Malley Drive Elementary School	Relay NPAF, Relay ILPD	\$34,500
Adams 12 Five Star Schools	1-Year	Northglenn Middle School	Relay NPAF, Relay ILPD	\$67,500
Adams 12 Five Star Schools	1-Year	Thornton High School	Relay NPAF, Relay ILPD	\$84,000
Adams-Arapahoe 28J	2-Year	Tollgate Elementary School	University of Virginia	\$75,000
Boulder Valley Re 2	3-Year	Casey Middle School	University of Virginia	\$208,500
Colorado Springs 11	3-Year	Carver Elementary School	University of Virginia	\$85,500
Colorado Springs 11	3-Year	Martinez Elementary School	University of Virginia	\$85,500
Colorado Springs 11	3-Year	Midland Elementary School	University of Virginia	\$85,500
Colorado Springs 11	3-Year	Penrose Elementary School	University of Virginia	\$85,500
Colorado Springs 11	3-Year	Twain Elementary School	University of Virginia	\$85,500
Crowley County RE-1-J	3-Year	Crowley County Elementary K-6	University of Virginia	\$225,500
Jefferson County R-1	1-Year	Arvada High School	Relay NPAF	\$58,500
Littleton 6	3-Year	District-Level	University of Virginia	\$172,500
Manzanola 3J	3-Year	Manzanola Junior-Senior High School	Generation Schools Network	\$120,000
Mapleton 1	1-Year	Welby Community School of the Arts	University of Virginia	\$38,500
Grand Total:				\$1,562,500

Figure 13: School Turnaround Leadership Development - STG 2022 Grantees

## Support Program Routes - School Transformation Network

### Background

The School Transformation Network (previously called the “Turnaround Network”) accelerates student achievement for select schools through targeted support, resources, and flexibility. The Network is a highly collaborative and accountable endeavor between local schools, their LEAs, and the Colorado Department of Education. Schools in the Network benefit from enhanced diagnostic reviews and planning support; personalized, professional learning opportunities with a cohort of peer schools; and additional resources through supplemental grant funding. CDE’s theory of action is that, by supporting both LEAs and schools together, we will see lasting, sustained improvement in the lowest-performing schools.

The Network uses a guiding framework to support schools in developing a rigorous improvement plan around four research-based conditions to improve school performance and student achievement:

- **Culture Shift:** Build an equitable school culture focused on student learning and parent and community engagement.

- **Instructional Transformation:** Design and implement a rigorous, aligned, and engaging academic program that is responsive to student learning needs, is driven by data, and is flexible to meet the needs of all students.
- **Talent Development:** Employ systems and strategies to recruit, develop, evaluate, and retain excellent teachers and staff.
- **Leadership:** Customize and target leadership development to meet the improvement needs at all levels of the educational system.

All participating Network schools receive access to specialized professional development, on-site performance management sessions, and regular Network professional development events.

Each Network school is assigned a Transformation Support Manager from CDE, who serves as a resource and partner to the LEA and school. All participating Network schools are required to engage a “district partner” to serve as a key support and advocate for the school at the LEA level. The district partner must be a senior-level LEA staff member who attends all Network professional development opportunities and events with the school team. The district partner should remain assigned to the school for the duration of the Transformation Network participation and is responsible for ensuring the conditions for turnaround success are established at the school and supported by the LEA.

## Awardee Summary

During the 2022 STG funding cycle, seven school-level awards were awarded for the School Transformation Network support route, totaling \$945,000. The detailed award amounts can be found in **Figure 14**.

School Transformation Network				
STG 2022 Grantees				
District	Term of the Grant	Participating School	Route	Total Award
Adams 12 Five Star Schools	3-Year	Centennial Elementary School	Transformation Network	\$135,000
Adams 12 Five Star Schools	3-Year	Malley Drive Elementary School	Transformation Network	\$135,000
Adams 12 Five Star Schools	3-Year	Northglenn Middle School	Transformation Network	\$135,000
Adams 12 Five Star Schools	3-Year	Thornton High School	Transformation Network	\$135,000
Mesa County Valley 51	3-Year	Grand Mesa Middle School	Transformation Network	\$135,000
Mesa County Valley 51	3-Year	Mount Garfield Middle School	Transformation Network	\$135,000
Roaring Fork RE-1	3-Year	Glenwood Springs Elementary School	Transformation Network	\$135,000
Grand Total:				\$945,000

Figure 14: Transformation Network - STG 2022 Grantees



## Support Program Routes - Facilitated Board Training for School Improvement

### Background

Local school boards play an integral role in ensuring student achievement within a school district. However, local board members may not always feel they have a well-defined role in how to successfully engage and support low performing schools. Similarly, board members are expected to drive academic change but often do not receive formal training on how to best accomplish this work. Per H.B. 18-1355, the Colorado Department of Education is expected to offer local board training to support the academic outcomes of local education agencies.

The facilitated board training for school improvement program was created through a partnership between the Colorado Association of School Boards (CASB), the Colorado Association of School Executives (CASE), and the Colorado Department of Education (CDE). The program combines effective governance practices along with best practices associated with school turnaround work. The core of the training is based on the [Center on School Turnaround's modules for School Boards Driving Turnaround](#), with customizations made for Colorado's context.

The primary objectives of the program include: 1) increased understanding of effective governance practices and board member roles and responsibilities, 2) increased board member understanding and support of district improvement efforts, and 3) a developed action plan for improving academic outcomes. The program's theory is that participation in the training will lead to improved student academic performance over time as measured by Colorado's educational accountability system. The program is designed to take place over the course of a year. This time frame may be adjusted depending on the specific needs of the participating board and superintendent. The program is built upon a variety of professional development opportunities, including a self-assessment, the exploration of case studies, independent readings, group activities, and development of an action plan to lead change across the district and/or differentiated for specific schools. Training related to effective governance and board member responsibilities is also offered.

Overall, the program will largely rely on individual work outside of board meetings including readings and reflection. Facilitated discussion will occur once a month for approximately thirty minutes during the program, (this may be done during board meetings). The total estimated time to participate is about 12 hours throughout the year. For those boards that receive additional governance training, it is anticipated that an additional two to six hours of focused training will occur during the early phase of program participation. These additional trainings can take place during scheduled board work sessions and/or be scheduled during other times.

### Awardee Summary

During the 2022 STG funding cycle, three district-level awards were awarded for the Facilitated Board Training for School Improvement support route, totaling \$30,000. The detailed award amounts can be found in **Figure 15**.

Facilitated Board Training for School Improvement				
STG 2022 Grantees				
District	Term of the Grant	Participating School	Route	Total Award Amount
Adams County 14	1-Year	District-Level	Facilitated Board Training for School Improvement	\$10,000
Manzanola 3J	1-Year	District-Level	Facilitated Board Training for School Improvement	\$10,000
Montezuma-Cortez RE-1	1-Year	District-Level	Facilitated Board Training for School Improvement	\$10,000
Total:				\$30,000

Figure 15: Facilitated Board Training for School Improvement - STG 2022 Grantees

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## Grant Updates

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### October 2022 State Board Presentation

At the October 2022 State Board of Education meeting, CDE updated the state board on evaluation efforts for programs the Department offers to support low-performing schools. This update focused on the Transformation Network (previously called the “Turnaround Network”), one of the support programs offered through the Empowering Action for School Improvement (EASI) application and funded through the School Transformation Grant.

CDE presented external evaluation findings made by the Center for Assessment, Design, Research, and Evaluation (CADRE) at the University of Colorado Boulder. This evaluation consisted of case studies at two bright spot schools that participated in the Transformation Network: Centennial Elementary School and Prairie Heights Middle School in Greeley-Evans School District 6. School and district leadership from these two schools in Greeley also presented to the state board and discussed how participation in the Transformation Network kick-started turnaround efforts at these schools and across the district. CDE also discussed the impact of the external evaluation findings on the programmatic design of the Transformation Network and other CDE supports.

Materials from this presentation are available on the [State Board of Education’s BoardDocs webpage](#), and a recording of the presentation is available on the [Colorado Department of Education’s YouTube channel](#). For more information about recent evaluation efforts, see [Appendix D: Recent Evaluation Results](#).

### Supplemental Pathways Funding for Adams 14

On May 24, 2022, the state board ordered the Adams 14 School District to begin the process of exploring reorganization per C.R.S. 22-30-106. In that [Order](#), the State Board of Education designated the reorganization committee to involve Adams 14 School District, Mapleton School District, Adams 12 Five Star Schools, and School District 27J.

Per the Commissioner’s notification of reorganization to participating districts, “As a way to support this process, CDE will make available an additional Accountability Pathways grant (awarded to Adams 14) up to \$100,000 for the committee to be able to hire a facilitator or pay for any other costs associated with the reorganization committee.”

Receipt of the EASI supplemental pathways grant for reorganization did not impact Adams 14’s eligibility to apply for and receive a pathways implementation grant through the traditional EASI Cohort 6 granting cycle. Allowable activities are those supporting the Adams 14 reorganization process, include, but are not limited to:

- Hiring an external facilitator;
- Expenses associated with stakeholder engagement;
- Expenses associated with meetings; and/or
- Expenses associated with communication.

Adams 14 received Phase I funding of \$40,000 during FY2023, and will be in communication with CDE regarding Phase II funding of \$60,000 for use during FY2024. This supplemental funding is awarded using School Transformation Grant funds, but is not included in the totals in Appendix B due to the supplemental and off-cycle nature of the award.



## Allocation Increase

The legislature allocated an additional \$1 million to the School Transformation Grant in 2023. These funds will be available to award to schools and districts in the next EASI cycle (2023-24). This increase is targeted towards schools and districts in years 2, 3 and 4 on the Accountability Clock to engage in proactive, rigorous intervention. Additionally, for the 2023-24 fiscal year, \$115,785 was appropriated to CDE for additional program management FTE.



## Appendix A: EASI Menu of Supports

EXPLORATION SUPPORTS				
LEAs interested in funds and/or services to conduct a review of key systems (district or school), stakeholder engagement, improvement planning, and initial implementation. Exploration support activities are a precursor to applying for full implementation grants (e.g. District Designed and Led).				
Support	Description	Eligibility	Duration	Available Funds
<p><u><a href="#">School Holistic Reviews (external provider)</a></u></p> <ul style="list-style-type: none"> <li>- Holistic Review</li> <li>- All holistic reviews include funding for all the required activities listed in the description column</li> </ul> <p>OR</p> <p><u><a href="#">School Specialized reviews (CDE facilitates)</a></u></p> <ul style="list-style-type: none"> <li>- AEC and Online Review</li> <li>- Language Learner Partnership (formerly known as ELD) Review</li> <li>- All specialized reviews include funding for all the required activities listed in the description column</li> </ul>	<p>The components of the Exploration route assist LEAs in identifying areas of strength and need (External Diagnostic Review), engaging a variety of stakeholders in improvement conversations (Stakeholder Engagement), and building a plan centered around those prioritized needs (Improvement Planning).</p> <p><b>School Diagnostic Reviews</b> External reviews are an important component in helping a school prepare for rapid, effective turnaround work. The types of available reviews include the traditional holistic diagnostic review that looks at the comprehensive school system, as well as specialized reviews for schools that want a more detailed look at programming.</p> <p><b>Stakeholder Engagement</b> State and federal expectations highlight the importance of stakeholder engagement (e.g., building leadership, teachers, families, community members, local board members) throughout the school improvement process.</p> <p><b>Improvement Planning</b></p>	<p>LEAs with schools identified for improvement under ESSA (i.e., Comprehensive, Targeted, Additional Targeted) and/or schools with a State identification of Improvement, Priority Improvement, Turnaround, On Watch</p>	<p>1 Year</p>	<p><u><a href="#">Specialized Reviews Total Grant (CDE facilitates)</a></u> \$42,000</p> <p><u><a href="#">Holistic Reviews Total Grant (External provider facilitates)</a></u> \$80,000</p> <p><i>See Exploration Route Fact Sheet for recommended funds allocations.</i></p>



	<p>The improvement planning component is intended to build upon the diagnostic review and stakeholder engagement work.</p> <p><b>Early Implementation</b> Upon completion of EASI Exploration work, the school may begin some early implementation of strategies and activities identified during the diagnostic and improvement planning work.</p>			
<p><b>District Specialized Reviews</b></p> <ul style="list-style-type: none"> <li>- Language Learner Partnership (formerly known as ELD) – CDE facilitates</li> <li>- Early literacy – CDE facilitates</li> <li>- All specialized reviews include funding for all the required activities listed in the description column</li> </ul> <p><b>District Strategic Planning</b></p> <ul style="list-style-type: none"> <li>- Systems review</li> <li>- Stakeholder engagement</li> <li>- Improvement planning</li> <li>- Early implementation support</li> </ul>	<p><b>Stakeholder Engagement</b> State and federal expectations highlight the importance of stakeholder engagement (e.g., building leadership, teachers, families, community members, local board members) throughout the school improvement process.</p> <p><b>Improvement Planning</b> The improvement planning component is intended to build upon the specialized review and stakeholder engagement work.</p> <p><b>Early Implementation</b> Upon completion of EASI Exploration work, the school may begin some early implementation of strategies and activities identified during the diagnostic and improvement planning work.</p>		1 Year	<p><u>Specialized Reviews Total Grant (CDE facilitates)</u> \$42,000</p> <p><u>District Strategic Planning Total Grant (External provider facilitates)</u> \$80,000-\$150,000</p> <p><i>See Exploration Route Fact Sheet for recommended funds allocations</i></p>



DISTRICT DESIGNED AND LED IMPROVEMENT STRATEGIES				
LEAs have a plan or are already implementing a plan that meets requirements for school(s) and is interested in pursuing grant funds to support activities.				
Support	Description	Eligibility	Duration	Available Funds
<a href="#">District Designed and Led Improvement Strategies</a>	<p>Through the District Designed and Led (DDL), districts are encouraged to initiate and expand supports for schools in need of improvement. This route is a good fit for districts and schools that have invested in a comprehensive needs assessment, solid planning, and are ready for implementation or that have seen positive results and would like to expand programming. To be awarded funds under this application, proposals must demonstrate that the LEA and school(s) are building from established processes for the cross-cutting elements, including stakeholder engagement, improvement planning, use of evidence-based interventions (EBI), evaluation, and reporting</p> <p>View the list of <a href="#">School Improvement Providers</a> that might be able to assist with DDL Strategy implementation.</p>	<p>LEAs with schools identified for improvement under ESSA (i.e., Comprehensive, Targeted, Additional Targeted) and/or schools with a State identification of Improvement, Priority Improvement, Turnaround, On Watch</p>	<p>Up to 2.5 Years</p>	<p>Up to \$25,000 for schools identified as Improvement; up to \$50,000 for schools on the Accountability Clock</p>



OFFERED SERVICES				
LEAs interested in applying for an existing CDE program or support aimed at improving school systems. Services may include a comprehensive approach that includes planning and implementation phases.				
Support	Description	Eligibility	Duration	Available Funds
<a href="#"><u>Accountability Pathways Planning and Implementation</u></a>	The Accountability Pathways Planning and Implementation is intended to support Local Educational Agencies (LEAs) and schools with planning for and implementing the statutory options, or pathways, for persistently low-performing schools and LEAs. For those nearing the end of the Accountability Clock (year 3 or later), the grant can support exploring the pathways, taking thoughtful action, and increasing readiness for discussions with the State Board of Education. For those with a directed action from the state board, the grant can support implementation of the approved pathway plan.	Schools in Year 3, 4 or 5 of Priority Improvement or Turnaround for a planning grant; or a school with a directed action from the State Board of Education for an implementation grant  LEAs in Year 3, 4 or 5 of Priority Improvement or Turnaround for a planning grant; or an LEA with a directed action from the State Board of Education for an implementation grant	1 Year for Planning  Up to 2.5 Years for Implementation	Up to \$30,000 per year for Pathways Planning and up to \$100,000 per year for Implementation per school.  LEAs applying on behalf of multiple schools (at least three schools) and/or the LEA itself may request no more than \$400,000 per year.  If a district is applying for pathways planning and pathways implementation, the total award shall not exceed \$400,000 per year (including previous awards).
<a href="#"><u>Colorado Multi-Tiered System of Supports (COMTSS)</u></a>	<b>Colorado Multi-Tiered System of Supports (COMTSS)</b> is defined as a prevention-based framework of team-driven data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, LEA, region, and state level.	LEAs with schools identified for improvement under ESSA (i.e., Comprehensive, Targeted, Additional Targeted) and/or with a State identification of Improvement, Priority Improvement, Turnaround, On Watch  LEAs that commit to partnering with COMTSS staff to focus on systemic change through professional learning and capacity-building.	Up to 2.5 Years	New LEAs - \$5,000 for first six months, \$65,000 per year after  Returning LEAs - \$32,500 for first six months, \$65,000 per year after
<a href="#"><u>Connect for Success (CFS)</u></a>	Connect for Success is an opportunity for schools identified for support and improvement to	LEAs with schools identified for improvement under ESSA (i.e., Comprehensive, Targeted,	Up to 2.5 Years	\$20,000 per school for year 1, \$80,000 per school for years 2-3



	connect with and learn from some of Colorado's High Achieving Schools (HAS) Schools that participate in the Connect for Success grant receive a diagnostic visit and a report that includes recommendations from a CDE team based on the findings of the HAS study, the opportunity to visit one of the High Achieving Schools and support from CDE in developing an action plan based on the team's findings.	Additional Targeted) and/or with a State identification of Improvement, Priority Improvement, Turnaround, On Watch  This grant opportunity is not a good fit for online schools or schools that currently have <ul style="list-style-type: none"> <li>• Pathways</li> <li>• Transformation Network</li> <li>• In year 4 or later on the state Accountability Clock</li> </ul>		
<a href="#"><u>School Turnaround Leadership Development Program (STLD)</u></a>	The STLD Program offers the opportunity for Colorado educators to connect and partner with leadership development programs that are specifically focused on developing leaders to serve students in low-performing schools.  There are two types of STLD programs: general turnaround leadership and leadership for systems and services for students with disabilities.	LEAs with schools identified for improvement under ESSA (i.e., Comprehensive, Targeted, Additional Targeted) and/or with a State identification of Improvement, Priority Improvement, Turnaround, On Watch	Varies, Based on Provider Programs	Varies, Based on Provider Programs  <a href="#"><u>View the list of turnaround leadership development providers</u></a>
<a href="#"><u>School Transformation Network</u></a>	The School Transformation Network will accelerate student achievement for select schools through targeted support, resources, and flexibility. The Network is a highly collaborative and accountable endeavor between local schools, their LEAs, and the Colorado Department of Education. Schools in the Network will benefit from enhanced diagnostic reviews and planning support; personalized, professional learning opportunities with a cohort of peer schools; and additional resources through supplemental grant funding. All	LEAs with schools identified for improvement under ESSA (i.e., Comprehensive, Targeted, Additional Targeted) and/or with a State identification of Improvement, Priority Improvement, Turnaround, On Watch  This grant opportunity is not a good fit for schools that currently have Connect for Success	Up to 3.5 Years	\$30,000 per school for year 1 (can be split between 2021-2022 and 2022-2023), \$75,000 per school for year 2 (2023-2024), \$30,000 per school for year 3 (2024-2025)





	participating Network schools will receive access to specialized professional development, on-site performance management sessions, quarterly Network events, and principal supervisor cohort gatherings.			
<u>Continuation of Offered Services</u>	This service provides additional support and funding to sites that have one more year of Connect for Success, School Transformation Network or Colorado Multi-Tiered System of Support (COMTSS) or whose funding for these services has ended. Sites will select one evidence-based strategy that has proven to have significant impact on the site's program for the funding.	LEAs that will be ending their funding in either June 30, 2021 or will end June 30, 2022 for Connect for Success, School Transformation Network, or COMTSS.	Up to 1.5 years	Up to \$40,000 (January 1, 2022 – June 30, 2023)



OTHER SERVICES				
LEAs interested in building local board capacity to support school improvement				
Support	Description	Eligibility	Duration	Available Funds
<a href="#">Facilitated Board Training for School Improvement</a>	<p>The primary objectives of the program include:</p> <ul style="list-style-type: none"> <li>1) increased understanding of effective governance practices and board member roles and responsibilities,</li> <li>2) increased board member understanding and support of district improvement efforts, and</li> <li>3) a developed action plan for improving academic outcomes.</li> </ul> <p>The program's theory is that participation in the training will lead to improved student academic performance over time as measured by Colorado's educational accountability system.</p>	<p>Local boards and superintendents that (a) have schools identified through state accountability measures (i.e., Turnaround, Priority Improvement, Improvement, On Watch) and (b) are interested in strengthening governing practices for stronger school improvement.</p>	<p>One Year</p>	<p>Up to \$10,000 per School Board</p>





## Appendix B: School Transformation Grant 2022 - Full Award Breakdown

District Name	School Name	Route	FY2023	FY2024	FY2025	FY2026	Total Award
Adams 12 Five Star Schools	Centennial Elementary School	School Turnaround Leadership Development	\$50,500	-	-	-	\$50,500
Adams 12 Five Star Schools	Centennial Elementary School	Transformation Network	-	\$30,000	\$75,000	\$30,000	\$135,000
Adams 12 Five Star Schools	Malley Drive Elementary School	Transformation Network	-	\$30,000	\$75,000	\$30,000	\$135,000
Adams 12 Five Star Schools	Malley Drive Elementary School	School Turnaround Leadership Development	\$34,500	-	-	-	\$34,500
Adams 12 Five Star Schools	Northglenn Middle School	Transformation Network	-	\$30,000	\$75,000	\$30,000	\$135,000
Adams 12 Five Star Schools	Northglenn Middle School	School Turnaround Leadership Development	\$67,500	-	-	-	\$67,500
Adams 12 Five Star Schools	Thornton High School	Transformation Network	-	\$30,000	\$75,000	\$30,000	\$135,000
Adams 12 Five Star Schools	Thornton High School	School Turnaround Leadership Development	\$84,000	-	-	-	\$84,000
Adams County 14	District-Level	Facilitated Board Training for School Improvement	\$10,000	-	-	-	\$10,000
Adams County 14	District-Level	Accountability Pathways	-	\$400,000	\$400,000	-	\$800,000
Adams-Arapahoe 28J	Aurora Central Campus	Accountability Pathways	\$100,000	-	\$100,000	-	\$200,000
Adams-Arapahoe 28J	Gateway High School	Accountability Pathways	\$100,000	-	\$100,000	-	\$200,000
Adams-Arapahoe 28J	Mrachek Middle School	Exploration - Diagnostic Review	\$30,000	-	-	-	\$30,000
Adams-Arapahoe 28J	North Middle School	Accountability Pathways	\$100,000	-	\$100,000	-	\$200,000
Adams-Arapahoe 28J	Side Creek Elementary School	Exploration - Diagnostic Review	\$30,000	-	-	-	\$30,000
Adams-Arapahoe 28J	Tollgate Elementary School	School Turnaround Leadership Development	-	\$42,500	\$32,500	-	\$75,000
Adams-Arapahoe 28J	Vanguard Classical School - West	Exploration - Diagnostic Review	\$30,000	-	-	-	\$30,000
Boulder Valley Re 2	Casey Middle School	School Turnaround Leadership Development	\$41,500	\$91,000	\$76,000	-	\$208,500
Canon City RE-1	Harrison School	Exploration - Bundle	\$25,000	\$55,000	-	-	\$80,000
Center 26 JT	Center High School	Exploration - Bundle	\$35,000	\$45,000	-	-	\$80,000
Center 26 JT	District-Level	DDL - Initial	\$50,000	\$50,000	\$50,000	-	\$150,000
Center 26 JT	District-Level	Exploration - Language Learner	-	\$32,000	-	-	\$32,000
Center 26 JT	Skoglund Middle School	Exploration - Bundle	\$35,000	\$45,000	-	-	\$80,000
Cherry Creek 5	Prairie Middle School	Connect for Success	\$20,000	\$80,000	\$80,000	-	\$180,000
Colorado Springs 11	Carver Elementary School	School Turnaround Leadership Development	\$12,500	\$41,500	\$31,500	-	\$85,500
Colorado Springs 11	Galileo School of Math and Science	Accountability Pathways	\$10,000	\$20,000	-	-	\$30,000
Colorado Springs 11	Martinez Elementary School	School Turnaround Leadership Development	\$12,500	\$41,500	\$31,500	-	\$85,500
Colorado Springs 11	Midland Elementary School	School Turnaround Leadership Development	\$12,500	\$41,500	\$31,500	-	\$85,500



District Name	School Name	Route	FY2023	FY2024	FY2025	FY2026	Total Award
Colorado Springs 11	Penrose Elementary School	School Turnaround Leadership Development	\$12,500	\$41,500	\$31,500	-	\$85,500
Colorado Springs 11	Twain Elementary School	School Turnaround Leadership Development	\$12,500	\$41,500	\$31,500	-	\$85,500
Crowley County RE-1-J	Crowley County Elementary K-6	School Turnaround Leadership Development	\$48,500	\$98,000	\$79,000	-	\$225,500
Deer Trail 26J	Deer Trail Junior-Senior High School	Exploration - Bundle	\$39,000	\$41,000	-	-	\$80,000
Denver County 1	Abraham Lincoln High School	Accountability Pathways	\$100,000	-	\$100,000	-	\$200,000
Denver County 1	Compass Academy	Accountability Pathways	\$30,000	-	-	-	\$30,000
Denver County 1	District-Level	Exploration - District Strategic Planning	\$50,000	\$100,000	-	-	\$150,000
Denver County 1	Hallett Academy	Accountability Pathways	\$30,000	-	-	-	\$30,000
Denver County 1	John F Kennedy High School	Connect for Success	\$20,000	\$80,000	\$80,000	-	\$180,000
Denver County 1	Manual High School	Accountability Pathways	\$100,000	-	\$100,000	-	\$200,000
Denver County 1	RiseUp Community School	Accountability Pathways	\$30,000	-	-	-	\$30,000
Denver County 1	Swansea Elementary School	Accountability Pathways	\$30,000	-	-	-	\$30,000
Denver County 1	West High School	Connect for Success	\$20,000	\$80,000	\$80,000	-	\$180,000
Englewood 1	District-Level	DDL - Initial	\$75,521	\$125,000	\$125,000	-	\$325,521
Garfield Re-2	District-Level	Multi-Tiered System of Supports	\$5,000	\$65,000	\$65,000	-	\$135,000
Gunnison Watershed RE1J	District-Level	DDL - Initial	\$25,000	\$25,000	\$25,000	-	\$75,000
Gunnison Watershed RE1J	Gunnison Elementary School	Exploration - Language Learner	\$22,000	\$20,000	-	-	\$42,000
Jefferson County R-1	Arvada High School	School Turnaround Leadership Development	\$58,500	-	-	-	\$58,500
Jefferson County R-1	Arvada K-8	Accountability Pathways	\$30,000	\$30,000	-	-	\$60,000
Lake County R-1	Lake County Intermediate School	DDL - Continuation	-	\$50,000	\$50,000	-	\$100,000
Littleton 6	District-Level	School Turnaround Leadership Development	\$32,500	\$77,375	\$62,625	-	\$172,500
Manzanola 3J	District-Level	Facilitated Board Training for School Improvement	-	\$10,000	-	-	\$10,000
Manzanola 3J	Manzanola Junior-Senior High School	School Turnaround Leadership Development	\$40,000	\$40,000	\$40,000	-	\$120,000
Mapleton 1	District-Level	DDL - Initial	-	\$77,000	-	-	\$77,000
Mapleton 1	Welby Community School of the Arts	School Turnaround Leadership Development	\$38,500	-	-	-	\$38,500
Mesa County Valley 51	Grand Mesa Middle School	Transformation Network	-	\$30,000	\$75,000	\$30,000	\$135,000
Mesa County Valley 51	Mount Garfield Middle School	Transformation Network	-	\$30,000	\$75,000	\$30,000	\$135,000
Montezuma-Cortez RE-1	District-Level	Facilitated Board Training for School Improvement	-	\$10,000	-	-	\$10,000
Montezuma-Cortez RE-1	Mesa Elementary School	Accountability Pathways	-	\$30,000	-	-	\$30,000
Pueblo City 60	Central High School	Accountability Pathways	\$45,000	-	-	-	\$45,000



District Name	School Name	Route	FY2023	FY2024	FY2025	FY2026	Total Award
Pueblo City 60	District-Level	Accountability Pathways	\$80,000	-	-	-	\$80,000
Pueblo City 60	Risley International Academy of Innovation	Accountability Pathways	\$100,000	-	-	-	\$100,000
Roaring Fork RE-1	District-Level	Exploration - District Strategic Planning	\$120,402	\$29,598	-	-	\$150,000
Roaring Fork RE-1	Glenwood Springs Elementary School	Transformation Network	-	\$30,000	\$75,000	\$30,000	\$135,000
School District 27J	Brighton High School	Exploration - Diagnostic Review	\$30,250	\$49,750	-	-	\$80,000
School District 27J	Henderson Elementary School	Exploration - Diagnostic Review	\$28,160	\$51,840	-	-	\$80,000
School District 27J	Prairie View High School	Exploration - Diagnostic Review	\$34,640	\$45,360	-	-	\$80,000
Strasburg 31J	Hemphill Middle School	Exploration - Bundle	\$24,500	\$55,500	-	-	\$80,000
Thompson R2-J	District-Level	Exploration - District Strategic Planning	\$138,282	\$7,567	-	-	\$145,849
Thompson R2-J	Laurene Edmondson Elementary School	Exploration - Bundle	\$41,946	-	-	-	\$41,946
Thompson R2-J	Sarah Milner Elementary School	Exploration - Bundle	\$41,945	-	-	-	\$41,945
Widefield 3	Watson Junior High School	Exploration - Bundle	\$35,000	\$45,000	-	-	\$80,000
Total			\$2,460,146	\$2,520,990	\$2,427,625	\$210,000	\$7,618,761

## Appendix C: 2022 School & District Support Advisory List of Providers

CDE reviewed all application materials using published rubrics and a “body of evidence” approach that included review of application forms and narrative, authentic work samples, evidence of prior impact, and references. Based on this review, CDE found that the following respondents sufficiently addressed all questions listed in the Request for Information (RFI) and provided concrete evidence of their ability to improve outcomes for students in low-performing schools. In addition, some providers met the quality standards at the highest level. These providers are noted as “approved with distinction”. Each provider was required to submit an Organization Overview (Form A), as well as a service-specific form. CDE reviewed all applications and included notes in the rubrics below. All provider submitted forms can be viewed via the hyperlinks in the table below. (note “SWD” denotes a provider with content targeted at building leaders capacity to equitably serve students with disabilities).

Provider	Provider Overview	Supporting Work Documents	District Strategic Planning	School Holistic Review and Improvement Planning	District Implementation Support	School Implementation Support	District Management Provider	School Management Provider	School Turnaround Leadership Development Provider
2Partner Mathematics Consulting	<a href="#">Form A</a>	<a href="#">Folder</a>			<a href="#">Approved</a>	<a href="#">Approved</a>			
Accelerate Institute	<a href="#">Form A</a>	<a href="#">Folder</a>				<a href="#">Approved with Distinction</a>			STLD
Achievement Network	<a href="#">Form A</a>	<a href="#">Folder</a>			<a href="#">Approved</a>	<a href="#">Approved</a>			
Attuned Education Partners	<a href="#">Form A</a>	<a href="#">Folder</a>	<a href="#">Approved with Distinction</a>	<a href="#">Approved</a>	<a href="#">Approved</a>	<a href="#">Approved with Distinction</a>			
AVID Center	<a href="#">Form A</a>	<a href="#">Folder</a>				<a href="#">Approved with Distinction</a>			
BES (build. excel. sustain.)	<a href="#">Form A</a>	<a href="#">Folder</a>		<a href="#">Approved</a>		<a href="#">Approved</a>			STLD
Center for High School Success	<a href="#">Form A</a>	<a href="#">Folder</a>				<a href="#">Approved with Distinction</a>			



Colorado Education Initiative	<a href="#">Form A</a>	<a href="#">Folder</a>	<a href="#">Approved with Distinction</a>	<a href="#">Approved with Distinction</a>		<a href="#">Approved with Distinction</a>			
<b>Provider</b>	<b>Provider Overview</b>	<b>Supporting Work Documents</b>	<b>District Strategic Planning</b>	<b>School Holistic Review and Improvement Planning</b>	<b>District Implementation Support</b>	<b>School Implementation Support</b>	<b>District Management Provider</b>	<b>School Management Provider</b>	<b>School Turnaround Leadership Development Provider</b>
Colorado League of Charter Schools	<a href="#">Form A</a>	<a href="#">Folder</a>		<a href="#">Approved with Distinction</a>					
Colorado Mesa University	<a href="#">Form A</a>	<a href="#">Folder</a>				<a href="#">Approved</a>			STLD
Education Resource Strategies Inc	<a href="#">Form A</a>	<a href="#">Folder</a>	<a href="#">Approved with Distinction</a>		<a href="#">Approved with Distinction</a>				
Empower Schools	<a href="#">Form A</a>	<a href="#">Folder</a>	<a href="#">Approved with Distinction</a>						
Generation Schools Network	<a href="#">Form A</a>	<a href="#">Folder</a>	<a href="#">Approved</a>	<a href="#">Approved</a>	<a href="#">Approved</a>	<a href="#">Approved</a>	<a href="#">Approved</a>	<a href="#">Approved</a>	STLD
Instruction Partners	<a href="#">Form A</a>	<a href="#">Folder</a>	<a href="#">Approved</a>			<a href="#">Approved with Distinction</a>			
International Institute for Restorative Practices (IIRP)	<a href="#">Form A</a>	<a href="#">Folder</a>			<a href="#">Approved</a>	<a href="#">Approved</a>			
Keystone Policy Center	<a href="#">Form A</a>	<a href="#">Folder</a>				<a href="#">Approved</a>			
Kristy Khoury Consulting	<a href="#">Form A</a>	<a href="#">Folder</a>		<a href="#">Approved</a>					
Mass Insight Education & Research, Inc.	<a href="#">Form A</a>	<a href="#">Folder</a>	<a href="#">Approved with Distinction</a>	<a href="#">Approved with Distinction</a>	<a href="#">Approved with Distinction</a>	<a href="#">Approved with Distinction</a>			





McREL International	<a href="#">Form A</a>	<a href="#">Folder</a>		<a href="#">Approved with Distinction</a>		<a href="#">Approved with Distinction</a>			STLD
<b>Provider</b>	<b>Provider Overview</b>	<b>Supporting Work Documents</b>	<b>District Strategic Planning</b>	<b>School Holistic Review and Improvement Planning</b>	<b>District Implementation Support</b>	<b>School Implementation Support</b>	<b>District Management Provider</b>	<b>School Management Provider</b>	<b>School Turnaround Leadership Development Provider</b>
Momentum Strategy & Research	<a href="#">Form A</a>	<a href="#">Folder</a>		<a href="#">Approved with Distinction</a>					
National Institute for Excellence in Teaching	<a href="#">Form A</a>	<a href="#">Folder</a>				<a href="#">Approved with Distinction</a>			STLD
NewSummit LLC	<a href="#">Form A</a>	<a href="#">Folder</a>	<a href="#">Approved</a>	<a href="#">Approved</a>	<a href="#">Approved</a>	<a href="#">Approved</a>			
ONWARD Education Consulting	<a href="#">Form A</a>	<a href="#">Folder</a>		<a href="#">Approved with Distinction</a>		<a href="#">Approved</a>			
PEBC	<a href="#">Form A</a>	<a href="#">Folder</a>				<a href="#">Approved</a>			
Project IDEA	<a href="#">Form A</a>	<a href="#">Folder</a>		<a href="#">Approved</a>	<a href="#">Approved</a>	<a href="#">Approved</a>			
Relay Graduate School of Education	<a href="#">Form A</a>	<a href="#">Folder</a>			<a href="#">Approved with Distinction</a>	<a href="#">Approved with Distinction</a>		<a href="#">Approved</a>	STLD, SWD STLD
RMC Research Corporation	<a href="#">Form A</a>	<a href="#">Folder</a>		<a href="#">Approved</a>					
Schools Cubed, LLC.	<a href="#">Form A</a>	<a href="#">Folder</a>				<a href="#">Approved</a>			STLD
Special Education Leader Fellowship	<a href="#">Form A</a>	<a href="#">Folder</a>				<a href="#">Approved</a>			SWD STLD
Talent Development Secondary at The Tides Center	<a href="#">Form A</a>	<a href="#">Folder</a>				<a href="#">Approved</a>			



The Impact Team	<a href="#">Form A</a>	<a href="#">Folder</a>				<a href="#">Approved</a>			
Provider	Provider Overview	Supporting Work Documents	District Strategic Planning	School Holistic Review and Improvement Planning	District Implementation Support	School Implementation Support	District Management Provider	School Management Provider	School Turnaround Leadership Development Provider
The LiberatED Way	<a href="#">Form A</a>	<a href="#">Folder</a>	<a href="#">Approved with Distinction</a>	<a href="#">Approved with Distinction</a>	<a href="#">Approved with Distinction</a>	<a href="#">Approved with Distinction</a>			STLD
The National Center on Education and the Economy (NCEE)	<a href="#">Form A</a>	<a href="#">Folder</a>			<a href="#">Approved</a>	<a href="#">Approved</a>			STLD
Third Plateau Social Impact Strategies	<a href="#">Form A</a>	<a href="#">Folder</a>	<a href="#">Approved</a>						
TNTP, Inc.	<a href="#">Form A</a>	<a href="#">Folder</a>	<a href="#">Approved with Distinction</a>	<a href="#">Approved with Distinction</a>	<a href="#">Approved with Distinction</a>	<a href="#">Approved with Distinction</a>	<a href="#">Approved</a>	<a href="#">Approved with Distinction</a>	STLD
UnboundEd	<a href="#">Form A</a>	<a href="#">Folder</a>			<a href="#">Approved with Distinction</a>	<a href="#">Approved with Distinction</a>			
U. of Chicago Network for College Success	<a href="#">Form A</a>	<a href="#">Folder</a>		<a href="#">Approved</a>	<a href="#">Approved</a>	<a href="#">Approved with Distinction</a>			STLD
U. of Denver Educational Leadership and Policy Studies Department	<a href="#">Form A</a>	<a href="#">Folder</a>			<a href="#">Approved</a>	<a href="#">Approved</a>			STLD
UVA Partnership for Leaders in Education	<a href="#">Form A</a>	<a href="#">Folder</a>			<a href="#">Approved with Distinction</a>	<a href="#">Approved with Distinction</a>			STLD
Visionary Educational Consultancy	<a href="#">Form A</a>	<a href="#">Folder</a>	<a href="#">Approved</a>	<a href="#">Approved</a>		<a href="#">Approved</a>			
WestEd	<a href="#">Form A</a>	<a href="#">Folder</a>		<a href="#">Approved</a>		<a href="#">Approved with Distinction</a>			STLD



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## Appendix D: Recent Evaluation Results

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CDE is committed to providing targeted support to the lowest performing schools and districts in the state. To provide the highest quality service, CDE has prioritized continuous improvement through an external evaluation in partnership with the Center for Assessment, Design, Research, and Evaluation (CADRE) at the University of Colorado Boulder. CADRE has completed quantitative evaluations of the School Transformation Network, School Turnaround Leadership Development, Connect for Success, Colorado Multi-Tiered Systems of Support, and Accountability Pathways. These evaluation reports contained initial descriptive analyses of academic outcomes for participating schools and are meant to be a jumping off point for more in-depth evaluation. Links to these reports are provided below.

- [Evaluation of Colorado School Turnaround Network and School Turnaround Leadership Development Grants: Descriptive Analysis of 2015-2020 Cohorts](#)
- [Descriptive Analyses of Connect for Success, Multi-Tiered Systems of Support, and Accountability Pathways](#)

In the fall of 2021, CDE and CADRE began more in-depth qualitative, case study evaluations of the School Transformation Network. The purpose of these case studies was to document and learn from the past and current work undertaken by schools to implement and sustain the improvement strategies that they embarked on during their time in the network. The results of these case studies has helped the state learn about the components of the School Transformation Network that can lead to the effective implementation of improvement strategies, thus supporting current and future network schools. The state legislature set aside funding to support this evaluation to inform future state supports and policy decisions grounded in promising practices from the field that are research-based. The full evaluation report is linked below.

- [Learnings from a Multi-site Case Study of Former Turnaround Schools](#)