

**Colorado Department of Education
Presenters at the JBC Hearing
December 16, 2011**

Presenters:

- Robert Hammond, Commissioner, Department of Education
- Diana Sirko, Deputy Commissioner, Learning and Results Division
- Jill Hawley, Chief of Staff and Strategy
- Leanne Emm, Assistant Commissioner, Public School Finance Unit
- Amy Anderson, Assistant Commissioner, Innovation and Choice Division

Other CDE Staff Available (if needed):

- Keith Owen, Associate Commissioner, Accountability, Performance and Support Division
- Jeff Blanford, Chief Financial Officer
- Katy Anthes, Executive Director, Educator Effectiveness Unit
- Pat Chapman, Executive Director, Federal Programs
- Melissa Colzman, Executive Director, Teaching and Learning Unit
- Dan Domagala, Chief Information Officer
- Ted Hughes, Director, Capital Construction
- Kady Lanoha, Senior Policy Associate
- Carey Markel, Director of State Board Relations
- Judy Martinez, Director, Office of Dropout Prevention and Student Engagement
- Jo O'Brien, Assistant Commissioner, Assessments and Research & Evaluation
- Ed Steinberg, Assistant Commissioner, Exceptional Student Services Unit
- Joyce Zurkowski, Director, Office of Student Assessment
- Mary Wickersham, BEST Board Chair

Joint Budget Committee Hearing

December 16, 2011



cde Improving
Academic
Achievement

Question 1: Please describe the process the department used to develop its strategic plan.

RESPONSE:

The department has embarked on a strategic planning process designed to focus the entire organization on clear goals, objectives, and performance targets that drive toward our shared vision of all students being prepared for success in a globally competitive world.

Reasons for establishing a new strategic plan. The department recognized that it was time to develop a new strategic plan for several reasons. First, the department had been operating under the direction set forth in its planning document entitled “Forward Thinking,” which presented a bold set of desired education policy reforms. Those reforms have largely been adopted and codified in state law. Now, the challenge is to implement those reforms. Implementation requires focused, detailed planning and alignment of all efforts to clear implementation goals. Second, the department experienced a nearly complete change in its leadership team. The strategic planning process provided a vehicle to develop the shared vision, mission, values, and goals that reflect the direction and culture of the new leadership team. Finally, the leadership team viewed the strategic planning process as a way to prioritize work and to align unit/office and individual performance to shared objectives.

Process. The following table describes the process that the department has been following to develop its strategic plan. The process has focused on engaging all staff in the development of the plan. We believe strongly that our heavy implementation agenda requires all staff to be engaged in and committed to the work that must get done. This is not a plan that can be designed and driven by a few; it must have deep buy-in across the organization in order for us to meet our implementation goals and stand up the reforms that the state has asked us to implement.

Strategic Plan Development Process	
June 2011	State Board Strategic Planning Meeting
July 2011	Introduction of Process & Early Input at All Staff Meetings
August 2011	Executive Team & Cabinet Strategic Planning Meetings
September 2011	Draft Strategic Plan for Cabinet Review
October 2011	Revised Draft for Presentation at All Staff Meetings
October – November 2011	Feedback from All Units (involving all staff giving input on the plan) Introduction of Aligned Performance Evaluation Plans
November 2011	Revised Draft for Cabinet Reflecting Unit Input Goal Setting for Aligned Performance Evaluation Plans Due
December 2011	Final Document for Sharing with Staff & JBC
December 2011-February 2012	Population of Project Management System to Track Major

	Projects in the Strategic Plan Population of Metric/Target Tracking Dashboard
January –February 2012	Discussion of Final Strategic Plan at All Staff Meetings Development of Aligned Unit Plans
2012	Communication, Implementation, and Monitoring of Plan

Alignment of plan to staff and unit performance. As the chart above indicates, we are aligning staff performance evaluations and unit plans to the strategic plan. The performance evaluation process for at-will staff has been revised and aligned to the strategic plan. All at-will staff must write performance goals and measures that align with their unit plans and/or the overarching strategic plan. In addition to individual goals, all Cabinet members (the leadership of all the units at CDE) share accountability for goals 1 and 4 of our strategic plan (Goal 1 pertains to building a globally competitive workforce and Goal 4 is about creating the best state education agency in the nation through efficiency, effectiveness, and excellence). In January and February, all units will be developing aligned unit plans using common templates that will make connections to the overall strategic plan.

We are also building a master project management system that connects all major projects to our strategic goals and will enable us to monitor progress on deliverables. This system is partially populated and will be fully complete by the end of February. Simultaneously, we are designing a performance measure dashboard that will enable us to better view our key measures in one place for easier trend analysis, comparisons, and monitoring.

Regular Review. We have built into our regular executive and cabinet level meeting schedule, quarterly reviews of our progress on the strategic plan (January, April, June, and September). Units meet at least monthly and will be examining their unit plans at those meetings. In addition, our performance evaluation cycle reinforces regular review of unit and organization goals (with goal planning, mid-year checks, and final performance reviews).

JBC Submission. Because we were in the middle of our process at the time that OSPB and JBC submissions were due, we consulted with JBC staff about what to submit to meet deadlines. We agreed to submit an updated version of our prior year’s plan but to also share a working draft of our new strategic direction document. Now that we have completed our internal development process, we are presenting to the JBC our final strategic plan. We appreciate the committee’s flexibility as we worked to honor the internal processes we had established to ensure strong internal buy-in and feedback on the plan. We view the strategic plan as the critical driver of our work and we appreciate the focused support on this work by the JBC.

Question 2: Please provide a copy of the Department's (draft) revised strategic plan with the hearing responses, at least two days prior to the hearing.

RESPONSE:

The Department's Strategic Plan is available as a separate document.

Question 3: The Department’s strategic plan includes only three years of data for each performance measure, which does not provide enough data to analyze trends. In addition, the “benchmarks” included in the document appear to be outdated. Please explain: (a) why the Department only included three years of data; (b) how you selected the measures used; and (c) the origin of the chosen benchmarks. In addition, please provide additional data showing trends.

RESPONSE:

- a) The revised strategic plan includes five years of trend data.
- b) The measures selected in the revised strategic plan are aligned to each of the objectives identified by the department. For the measures related to student, school, and district performance, the department used the same measures that we hold schools and districts accountable for in their school/district performance frameworks. They are also the measures the U.S. Department of Education holds us accountable to monitor and meet as part of our comprehensive accountability system. We believe strongly that if we are to have an aligned system, we need to be examining at the state level the same performance framework measures we monitor at the district and school level. The measures include achievement (status measures), growth measures, and postsecondary readiness indicators (graduation rate and ACT scores) for all students.
- c) The benchmarks for student performance measures were determined by examining historical trend data from 2006-07 to 2010-11 for both student proficiency (are students where they need to be) and student adequate growth (are students making progress). Change over time was examined and a stretch goal of three times the five-year growth trend was applied. In cases where there was a decline in numbers or more growth was needed in order for subpopulations to catch up, the performance benchmarks were based on management decisions to increase performance between three and seven percentage points.

Question 4: The achievement gap measures compare the gap between students in two groups (based on either income or minority status) with a goal of narrowing the gap between groups. The goal is to narrow the gap by improving the performance of the lower performing group. However, the gap would also narrow if the performance of the higher achieving group declined. Do the Department's measures include a focus on the former strategy?

RESPONSE:

The revised strategic plan reflects the department's current approach to raising the achievement of all students. Rather than focusing on gaps between student subgroups, we are focused on increasing achievement of all student subgroups to raise them to proficiency (growth to standard versus growth to peer group). The targets identified for student subgroups reflect a need for greater growth in these subpopulations so that they can reach proficiency. In addition, each unit within CDE is developing aligned unit plans to support districts in raising performance of student populations, including our highest achieving students.

Question 5: Do the various achievement gap measures aggregate data from multiple grade levels or are the measures using data from a specific grade level?

RESPONSE:

Charts 5-8 in the revised strategic plan examine the performance of student subgroups by elementary, middle, and high school for reading, writing, math, and science.

Question 6: The Department’s strategic plan includes statewide graduation and dropout rates as performance measures but time lags in the acquisition of data mean that performance data is not available quickly at the end of the school year. Is the Department working to improve the timeliness of those data to better track the Department’s success at meeting goals?

RESPONSE:

Graduation and dropout rates are collected through CDE’s End-of-Year Collection. The initial deadline for districts to submit this data is September 15th, which allows districts to include summer graduates through the end of August. The department then engages in two “post processes;” the first of which involves the comparison of data within a district and any subsequent clean-up, and the second of which is a cross-district comparison to ensure, for example, that students are not inaccurately counted as a transfer when they have instead dropped out and that students are not double-counted in more than one district. Final rates are released in January for the prior year. The department expects that once the Statewide Student Longitudinal Data System is fully implemented there will be cycle time improvements in these two rates.

Question 7: Please explain why the Department's strategic plan was not updated prior to the November 1 budget request to include goals and measures for the Colorado School for the Deaf and the Blind and the State Charter School Institute.

RESPONSE:

The Department worked with the Colorado School for the Deaf and the Blind and the Charter School Institute to update the OSPB format that was available during August and September. However, with the significant changes in the strategic plan taking place during the fall for some of the agencies, and OSPB's changes in October 2011, it was expected that final strategic plans would not be available until after the November 1 budget submission, but in time for the JBC Hearing in December.

As a result of the significant changes to some of the plans, the Commissioner of Education, the Superintendent of CSDB, and the Executive Director of CSI agree that each department should develop and/or present individual plans.

Question 8: Please discuss the State Board's request for \$25.9 million General Fund to support the development of new assessments in light of the request not being included in the Governor's FY 2012-13 Budget Request for the Department of Education.

RESPONSE:

CAP4K charged CDE with convening a stakeholder committee to delineate what attributes should be present in the new assessments. The committee worked throughout Summer and Fall in 2010 to articulate those attributes which reflected their strong feeling that the state assessment should be a system of components designed to be more than a one-time event and a summative exam but should contain interim instruments to guide and inform instruction throughout the year.

This plan was supported and adopted by the State Board of Education and the Colorado Commission of Higher Education in December, 2010. The State Board and the Department strongly believes that the state assessment system required to support the vision of reforms evidenced in CAP4K and 191 must go beyond the current one-time end of the year assessment; therefore it stands behind its \$25.9 million dollar request.

CDE was asked, however, to present a variety of options for moving forward with the new system. If the JBC will not support the full request, CDE would rank Option 4 (which postpones the implementation of interim testing and phases in writing and social studies tests over time) revised to include Spanish 3rd and 4th grade reading and writing assessments as its second option. This reduces the total cost of the request by approximately 60%.

Question 9: Please provide a transcript of the State Board's discussions of whether to send the request for assessment funding to the Joint Budget Committee separately from the Governor's FY 2012-13 Budget Request.

RESPONSE:

The official transcript of each State Board meeting is an audio recording archived at <http://www.cde.state.co.us/cdeboard/AudioArchive/SBE20110914.htm> . The following audio recordings comprise the State Board of Education's discussions and vote regarding the new state assessments and the request for assessment funding:

August 4, 2011 State Board of Education Meeting, audio recording part 2, State Assessment Report and Discussion: Cost and Recommendations,
<http://www.cde.state.co.us/media/cdeboard/meetings/20110804/SBEMeeting-20110804-pt2.mp3>

September 14, 2011 State Board of Education Meeting, audio recording part 3, New State Assessment System Decision Items,
<http://www.cde.state.co.us/media/cdeboard/meetings/20110914/SBEMeeting-20110914-pt3.mp3>

September 14, 2011 State Board of Education Meeting, audio recording part 6, Commissioner's Report: Strategic Priorities: New State Assessment System Decision Items and Vote,
<http://www.cde.state.co.us/media/cdeboard/meetings/20110914/SBEMeeting-20110914-pt6.mp3>

Question 10: Does the State Board intend for the requested General Fund moneys to come off-the-top of total program funding for school districts?

RESPONSE:

The State Board of Education does not intend for the requested General Fund moneys to come off-the-top of Total Program funding for school districts. The request is for State General Fund.

Question 11: The Joint Budget Committee Staff Budget Briefing dated December 1, 2011, discusses the need for new assessments to align with statewide academic standards adopted by the State Board in 2009 pursuant to S.B. 08-212. Please discuss the need for the new assessments to align with the new standards and the impact of a potential lack of alignment on the Department's ability to assess performance and on statewide reform efforts enacted through recent legislation.

RESPONSE:

Districts are currently transitioning to the new standards with the expectation that they be fully implemented in 2013-2014 school year. During this transition, districts will be ensuring that students have the opportunity to learn skills and concepts which may be shifting to lower grade levels to ensure students are prepared for 2013-2014.

Districts cannot be expected to teach to one set of standards while students, educators, schools and districts will be judged effective based on standards deemed outdated and inadequate in ensuring students are postsecondary and workforce ready. Therefore districts will continue to teach the old standards while transitioning to the new. This extension of old standards being implemented up to five years since the adoption of the new standards is a serious risk for successful and long term implementation of the intent of CAP4K.

Momentum of the implementation of standards: The schedule that districts have been relying on has full implementation of the standards occurring in 2013-2014. The alignment of standards and assessments is required by federal law and, more importantly, is demonstrated in the common phrase of "what is measured is what is taught." Districts will address the incongruence of the system by controlling what they can – what is taught. If the state continues to assess the old standards, the districts will also continue to teach the old standards.

Fairness of the educator effectiveness system: If the timeline for standards implementation remains unchanged, then for those content areas which are assessed under the state system, teachers will be held accountable for students' meeting the expectations of the old standards, while the curriculum, instruction and locally developed assessments will be based on the new standards. To be judged on students' performance on outdated standards that are no longer supposed to be addressed logically could be perceived as unfair. It would also be legally difficult to enforce.

Legitimacy of the accountability system: If the timeline for standards implementation remains unchanged, then the accountability system and standards will not be aligned. What schools and districts are expected to teach in 2013-2014 won't be what they are measured on. To have this type of discord between the standards and accountability system calls into question the legitimacy of that system and the subsequent conclusions made about student, teacher, school and district success and failure.

Question 12: Please discuss the likely impacts of reauthorization of the federal Elementary and Secondary Education Act on Colorado’s assessment system. Would reauthorization be likely to cause problems for the proposed assessment system?

RESPONSE:

Forecasting what the final product of ESEA reauthorization will be is challenging, however, CDE knows its plan meets or exceeds the grades and content areas expected to be assessed by states and presented in Sec. 1111 of the Harkin-Enzi bill. Based on discussions we have been involved in at the federal level, we fully expect our proposed assessment system will be aligned with the reauthorization of ESEA and do not anticipate any problems. As we progress in the development of our system, we will remain closely connected with the reauthorization process to ensure that our system meets or exceeds the federal requirements.

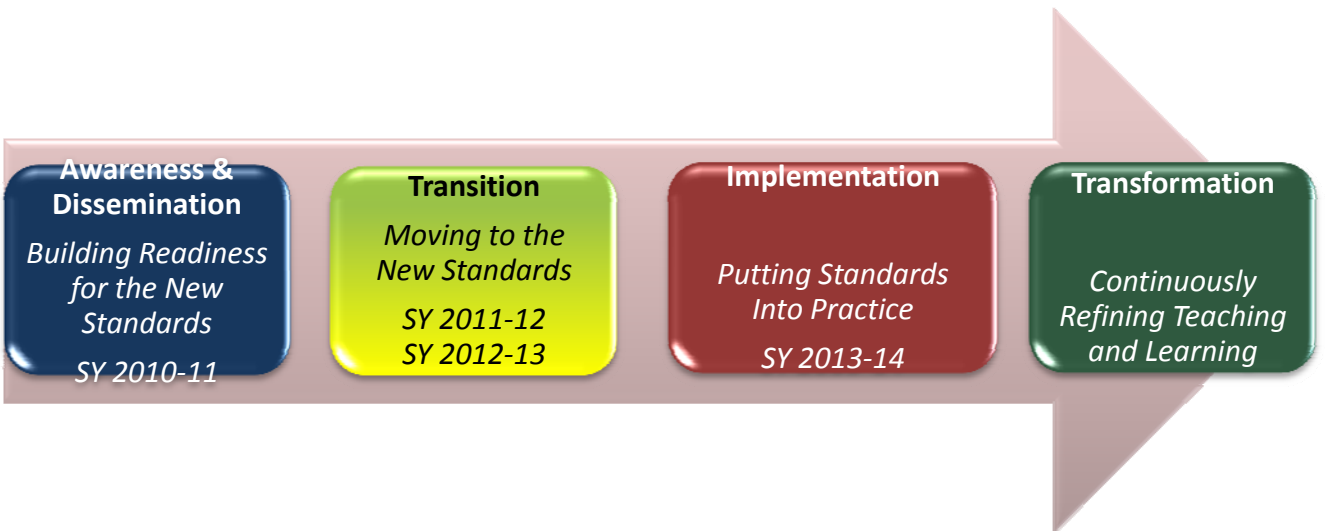
Question 13: The State Board’s proposed plan would allow for two years to transition from the old standards and assessments to the new standards and assessments. Is two years enough time for transition?

RESPONSE:

Department planning for the transition from the old standards to the new standards began prior to the State Board adoption of the Colorado Academic Standards in all ten content areas (reading, writing, communicating; mathematics; science; social studies; comprehensive health and physical education; music; visual arts; drama and theatre arts; and dance) and English Language Proficiency Standards in December, 2009. This plan was adjusted to account for the subsequent adoption of the Common Core State Standards (mathematics and English/language arts) in August, 2010, as the standards in these two content areas were re-issued in December, 2010 with the inclusion of the Common Core State Standards.

Overview of Transition Plan

The Colorado Department of Education is committed to supporting Colorado school districts in the transition to the Colorado Academic Standards (CAS) and the Colorado English Language Proficiency Standards (CELPS). CDE has created and broadly disseminated the following standards implementation support plan that includes four phases: (1) awareness, (2) transition, (3) implementation, and (4) transformation. Awareness involves communication about the revised standards; this was the focus of school year 2010-11. Transition involves training and making curriculum changes based on the revised standards; this is the focus of school years 2011-12 and 2012-13. Implementation involves adjusting instructional practices to the revised standards; this involves full implementation of the standards. Transformation involves innovation in teaching and learning based on the standards and is the goal of the standards implementation process.



CDE is recommending that districts use the 2011-12 school year to design curriculum based on the standards and 2012-13 school year to begin phasing in the standards-based curriculum. By using the two school years to design and begin implementation of a standards-based curriculum, districts can support a thoughtful standards transition process.

Rationale for Transition Plan

The recommendations are well coordinated with the state’s assessment transition plan. The state will replace the Colorado Student Assessment Program (CSAP) with a transitional assessment during the 2011-12 and 2012-13 school years, which will be called the Transitional Colorado Assessment Program (TCAP). The TCAP will assess, where blueprint flexibility allows, only content that is shared by the Colorado Model Content Standards and the Colorado Academic Standards. The TCAP will provide Colorado with uninterrupted growth data and support districts in transitioning to the Colorado Academic and English Language Proficiency Standards by the 2013-14 school year.

Department planning and supports for the transition has factored in both the requirements for local education agencies pursuant to SB 08-212 and change management principles. The table below shows key requirements for local education agencies relative the standards and the supports the department has created to assist districts meet legislative requirements.

Requirements of SB 08-212 for Local Education Agencies	Supports from the Colorado Department of Education
On or before December 15, 2011, each local education provider shall review its preschool through elementary and secondary education standards.	Standards crosswalk documents Transition Planning Tool
Following review, each local education provider shall revise its standards.	Standards crosswalk documents Transition Planning Tool
Revising its preschool through elementary and secondary education standards, a local education provider may choose to adopt the state preschool through elementary and secondary education standards.	In cooperation with CDE, the Colorado Association of School Boards has provided guidance for the process of adopting either local standards based on the state standards or for adopting the state standards

Requirements of SB 08-212 for Local Education Agencies	Supports from the Colorado Department of Education
Following the review and revision of its preschool through elementary and secondary education standards, each local education provider shall adopt curricula that are aligned with the standards.	Curriculum design tools

The following transition framework has been created and disseminated to districts to assist with the transition planning process.

	2011-12 Transition Year 1	2012-13 Transition Year 2	2013-14 Full Implementation
What Should Districts Do?	<ul style="list-style-type: none"> - Initiate district standards transition plan - Review local standards by December 2011 and make needed revisions, pursuant to SB 08-212 - Design/redesign curriculum based on the new standards - Professional development on the standards-based teaching and learning cycle 	<ul style="list-style-type: none"> - Use and refine redesigned curriculum based on the new standards - Adjust grade level content to reflect the new standards - Phase out content no longer in the standards - Professional development on the standards-based teaching and learning cycle 	<ul style="list-style-type: none"> - Fully implement curriculum based solely on the new standards - Professional development on the standards-based teaching and learning cycle
What Should Be Educators' Instructional Focus?	<ul style="list-style-type: none"> - 21st century skills - Organizing concepts of the new standards - Familiarity with standards-based teaching and learning cycle - Develop familiarity with new grade level content 	<ul style="list-style-type: none"> - 21st century skills - Organizing concepts of the new standards - Implement standards-based teaching and learning cycle - Integrate formative practice into instruction - Develop expertise with new grade level content 	<ul style="list-style-type: none"> - 21st century skills - Organizing concepts of the new standards - Integrate formative practice into instruction - Refine standards-based teaching and learning cycle - Ensure focus is on the CAS; eliminate extraneous content
What Support is CDE Providing?	<ul style="list-style-type: none"> - Protocols for districts to review and revise standards/curricula - Summer Learning Symposia - Curriculum development tools - Standards-based teaching and learning cycle resources - Model instructional units 	<ul style="list-style-type: none"> - Leadership transition toolkit - Curriculum examples - Instruction and formative practice resources - Models of next generation standards-based instruction - Web resources for educators - Interim assessment resources 	<ul style="list-style-type: none"> - Curriculum exemplars - Resources of student growth measures for all tested and non-tested content areas - Examples of student mastery - Video resources for teaching
What is Happening with Assessment?	<ul style="list-style-type: none"> - Transitional Colorado Assessment Program (TCAP) - As blueprint flexibility allows, assess only content shared by Colorado Model Content Standards and the CAS - Release of TCAP assessment blueprint 	<ul style="list-style-type: none"> - TCAP - As blueprint flexibility allows, assess only content shared by Colorado Model Content Standards and the CAS 	<ul style="list-style-type: none"> - Projected start of new Colorado summative assessment

Curriculum Support

The department has created valuable tools to support districts in the curriculum development process. Curriculum, as defined by the department, is an organized plan of instruction for engaging students in mastering the standards. Support for curriculum development is the focus of department for the 2011-12 school year. This includes district tools to (a) develop new curriculum based on the new standards, and (b) implement a transitional instructional plan to ensure all cohorts of students receive an uninterrupted progression of learning during the change from the old to new standards. The department has created tools to assist districts with the inclusion of 21st century skills and postsecondary and workforce readiness across all grades and content as well as shifts in content expectations to different grades.

The department has created three curriculum development tools to assist district in creating coherent, rich, and rigorous curriculum based on the new standards, (a) disciplinary concept maps, (b) elementary concept connections tool, and (c) vertical progression tool. Disciplinary concept maps provide a framework for designing curriculum in every content area and every grade, concept connections tool helps in the design of interdisciplinary curriculum design at the elementary level, and the vertical progression tool assists with a seamless curriculum from preschool through postsecondary workforce readiness.

Professional Development Support

Awareness and outreach through professional organization has been the focus of school years 2010-11 and 2011-12. School year 2012-13 the focus of department support will shift to professional development for principals and teachers.

Question 14: Some of the new standards will require material to be taught in earlier grades (in grade 3 rather than 5, for example). How does the Department’s plan account for students already in the earlier grades that are not receiving the new instruction (for example, those in grade 3 in the scenario above) but which will not receive the instruction in grade 5. How does the Department intend to assess such students based on the new standards?

RESPONSE:

The department has developed tools to assist districts with this specific issue. The tools are designed to account for shifts in content expectations to different grade levels. For example, the math expectation related to identifying and generating simple equivalent fractions has moved from 5th grade to 3rd grade. CDE has created standards crosswalks documents which identify new or shifted content, a grade level shift tool which helps districts plan considering grade level cohorts of students, and a gap analysis tool to help districts plan to ensure all cohorts of students will learn shifted content during the transition process. The concept behind these tools is illustrated below. The section shaded blue indicates the first year the new 3rd grade expectation will be in place. The green indicates the 5th grade position of the expectation in the old standards. Tracing the cohorts of students through the transition years illustrates where gaps will exist and assists districts in planning instruction for specific cohorts of students.

Illustration of Gap Analysis Planning for Transitioning to the New Standards

Student Cohorts	2010-11	2011-12	2012-13	2013-14 New 3rd grade expectation	Notes
Current Kindergartners	Kindergarten	1 st grade	2 nd grade	3 rd grade	Cohort will learn new expectations at new grade level without gaps.
Current 1 st graders	1 st grade	2 nd grade	3 rd grade	4 th grade	Cohort will miss learning this expectation.
Current 2 nd graders	2 nd grade	3 rd grade	4 th grade	5 th grade	Cohort will miss learning this expectation.
Current 3 rd graders	3 rd grade	4 th grade	5 th grade	6 th grade	Cohort will learn this expectation in 2012-13.
Current 4 th graders	4 th grade	5 th grade	6 th grade	7 th grade	Cohort will learn this expectation in 2011-12.
5 th graders	5 th grade	6 th grade	7 th grade	8 th grade	Cohort will learn this expectation in 2010-11.

Districts are responsible for ensuring all students meet the expectations in the new standards when the new assessment system is implemented.

Question 15: Will the implementation of new assessments require recalibration of the longitudinal growth model? How would participation in the national consortia impact the longitudinal growth model?

RESPONSE:

To some extent, the Colorado Growth Model is already recalibrated every year. The normative data model finds a new center as new student results are put in each year, regardless of whether the testing program changed or not. As long as any new tests can be shown to be measuring the same basic knowledge and skills as the current ones, there should not need to be any interruption in these calculations. The familiar growth percentile calculations (MGPs) will continue to be calculated as the shift to a new assessment occurs, including in the year of that shift.

On the other hand, the growth to proficiency calculations (a.k.a. "catch up and keep up" or "adequate growth") will likely need to accumulate two years of data in a new assessment system before they can be resumed. Therefore a one-year hiatus in these calculations is foreseen when a new assessment system is adopted.

In some respects, adopting an assessment system from one of the national consortia would not be significantly different from hiring a vendor to design and implement a Colorado assessment system – the end result would be test scores that the state would use to calculate growth to use for accountability and improvement purposes. The main difference appears to be that the planned consortia assessments will not have single high stakes 9th and 10th grade mathematics tests, so calculating growth for high school students in the exact same way it is done now would not be possible without some additional work. This would impact the current accountability system, and CDE would need to develop a plan for what adjustments to make to the accountability system if consortia assessments were to be adopted.

Question 16: Senate Bill 10-191 requires multiple measures of student growth for the evaluation of educator effectiveness. How does the Department's request relate to the requirement for multiple assessments?

RESPONSE:

There is a requirement in SB 191 that 50% of an educator's evaluation is made up of multiple measures of student growth. There is a requirement that at least one of the multiple measures be the state summative exam where available and appropriate based on the educator's assignment. While Colorado has TCAP (the transitional assessment replacing CSAP for at least the next two years) for approximately 30% of educators, we need to create a "bank" of assessments, measures and rubrics that can be used as additional measures for those educators teaching in a TCAP subject area as well as for the 70% of educators that do not teach in a TCAP tested area.

It is expected that the summative and interim assessments for grades 3-11 in mathematics, reading, writing, science, and social studies would substantially contribute to the body of evidence required by SB 10-191.

Additional measures in these subjects and in the non-tested subjects would need to be developed at the district level to meet the multiple measures requirement.

Question 17: The Department proposes a transition to on-line administration of assessments over a period of several years. Has the Department spoken to school districts about the feasibility of implementing on-line assessments?

RESPONSE:

CDE is aware there are many districts which are eager to move to online assessments while others are more apprehensive and concerned about both their broadband and hardware capacity. Based on conversations with EAGLE-Net, CDE understands that all districts will have access to broadband pipe by 2013-14. With the exception of two school districts, all of the Title II D 2009-10 school year survey respondents had a student to high speed Internet access computer ratio of less than 7 to 1. These computers are student access computers that are not used for administrative or teacher purposes. Student numbers were based on the 2010-2011 school year October Count.

The survey did not specify bandwidth capabilities at each individual school. It did, however, reveal that a majority of computers that are available to students are connected at high speed, not narrow band, to the Internet. In addition, testing platforms and items can be modified to take into consideration lower levels of connectivity taking advantage of such features as on-site caching, as well as minimizing the amount of live audio and video streaming required.

An online readiness tool which includes sniffer capabilities is expected to be finalized and ready for initial use this upcoming Spring. This survey will provide useful information to districts as they make long term and interim plans for testing online, as well as to CDE as it makes decisions regarding such aspects of testing as suggested test window length.

CDE is aware of the challenges of moving to an online system and has proposed a transition plan which minimizes risk and allows districts time to build their capacity across several years. The online assessments would begin in 2014 with science. The plan is for additional content areas to be added each year with a fully online system, where appropriate, in 2017. (There may be some performance-based items that would not be appropriate for online delivery.) With Colorado's own assessment system, it retains control of the transition pace and can adapt as needed.

Question 18: With respect to on-line testing, how does the Department propose to proctor on-line assessments to avoid cheating?

RESPONSE:

Test administrators will be trained in how to address test misadministrations, including incidents of student cheating. With the advent of online platforms, new test security issues arise. However, procedures will be established to minimize the likelihood of occurrences of cheating. Just as with paper-pencil assessments, physical arrangements will be optimized to establish secure test settings. Computer stations will be set to limit visual access to others and outside materials will be prohibited, including cell phones. In addition, on-site proctors familiar with the students will have to be active in monitoring students' engagement with the assessments during the actual testing.

Although many of the standard security procedures used for paper-pencil testing will be used, there will also be additional procedures put into place unique to online assessments. A sampling of those includes:

- During testing, the computers used will be blocked from being able to access the internet and other installed programs.
- Students will need to have unique individual authorization tickets to log-in to the assessments.
- When multiple sessions with different allowable tools, such as calculators, may be delivered sequentially, seal codes will be needed to move from one session to the next.

Question 19: Please discuss the reports assessing the overall cost of implementation of S.B. 08-212 (CAP4K). How much is implementation going to cost?

RESPONSE:

Augenblick, Palaich and Associates, Inc. (APA) was awarded a contract to conduct a three-part cost study beginning in October of 2009. The scope of work was to estimate the costs associated with CAP4K. The first report was submitted in March 2010; it focused on the planning phase of CAP4K in three key areas (formerly referred to as components): (1) School Readiness; (2) New Content Standards; and (3) Postsecondary and Workforce Readiness (PWR). These activities in the planning phase by Colorado constituting costs included:

State Level -

- a review of relevant literature and best practice;
- development of the school readiness description;
- development of the PWR descriptions;
- development of new academic standards in ten subject areas for p-12th grade;
- creation of strategic implementation and outreach plans with DHE.

School Districts-

These cost projections, in dialogue with districts, include:

- translating new state requirements into local language and local expectations;
- designing and implementing staff development;
- adopting the new content standards and aligning their existing curriculum;
- planning for new assessments;
- projecting both material and technology needs;
- and managing / projecting communications with students and families about CAP4K.

The second report focused on the implementation phase of each of these areas as they relate to the overall implementation of the new assessment system for CAP4K. The second report identified additional tasks for the preparation phase of CAP4K for all entities that have been undertaken since the March 2010 date of the first report, as well as tasks for ongoing implementation tasks for the new assessment system. These tasks include:

State Level-

- co-convened regional tours with DHE about the assessment system by the measurement of postsecondary and workforce readiness expectations;
- jointly adoption of the new Colorado assessment system between the State Board of Education and the Colorado Commission on Higher Education with DHE;
- developed comprehensive Request for Proposals (RFP) for the new assessments.

School Districts-

These cost projections, in dialogue with districts, include:

- identifying school readiness goals for schools and district as part of improvement/strategic plan for accreditation;
- projecting new costs for administering new assessments to students;
- creating and updating Individual Readiness Plans (IRPs) for all kindergarten and 1st grades as well as ICAPs for students in grades 9-12;
- analyzing new assessment data;
- providing additional support and services to 11th and 12th grade ELL students to reach language proficiency;
- providing ongoing professional development to staff;
- managing ongoing communications;
- aligning technology needs; and managing the student data system.

The analysis of costs of the first phase of CAP4K in preparation was estimated at \$178,174,124 by APA, while the on-going implementation phase costs were estimated at \$205,753,618. These costs will be revisited and finalized in the third and final report to be submitted in October 2012.

Question 20: According to the Joint Budget Committee Staff Budget Briefing dated December 1, 2011, the Department is planning to request legislation eliminating the requirement for Spanish literacy assessments. Please explain why.

RESPONSE:

In August, 2011, CDE did expect to make a request to eliminate the requirements for the Spanish literacy assessments for a variety of reasons, including technical issues related to alignment to the reading, writing and communicating standards which reference English specifically and comparability between the Spanish and English assessments, as well as issues related to the cost estimates. In addition to these factors, there are less than 1300 students who take the exam, statewide, on an annual basis. After the submission of the original decision item, the possibility of seeking the elimination of the Spanish literacy assessments has been postponed, pending further conversations with schools and districts that utilize the assessment. Until those conversations have been completed, CDE has no immediate plans to make such a request at this time.

Question 21: The Governor's FY 2012-13 Budget Request includes two decision items associated with the implementation of S.B. 10-191. Decision Item #4 requests a transfer of \$424,390 cash funds from the Contingency Reserve Fund to the Great Teachers and Leaders Fund for continued implementation of S.B. 10-191. Decision Item #7 requests \$7.7 million General Fund for additional efforts to implement the bill. Please discuss the Governor's/Department's requested decision items to implement S.B. 10-191.

RESPONSE:

The decision item #4 for \$424,390 is for the basic, minimum operations of the CDE educator effectiveness office. This includes the rent, salaries, office supplies for 3 staff people to develop communications about SB 191, field district questions, and develop a CDE infrastructure for implementing SB 191.

Decisions item #7 for \$7.7 million represents design costs associated with building the state's evaluation system including creating the technical elements of the system, developing all the tools and resources for districts for the implementation of the system and for providing trainings and field support for two years of piloting with 27 districts. This figure accounts for the need to hire experts in rubric development, trainings, and the development of a suite of fair and reliable student growth measures.

Question 22: Please describe the components of the \$7.7 million General Fund request related to educator effectiveness.

RESPONSE:

Measures of Student Growth (\$2,400,000)—Develop, implement and test measures of student growth for all grades and content areas; develop content collaboratives to support district-level implementation of the use of student growth measures and assessment programs for their educator evaluation systems to improve instruction and educator effectiveness. Costs include one FTE to coordinate the content collaboratives, funds to offset expenses of content collaborative members, and funds to engage assessment experts and conduct peer review for assessment validation.

Statewide Educator Evaluation System (\$3,000,000)—Develop the state’s model educator evaluation system including rubrics, weighting systems, tools, and training. Provide support to the pilot districts, and later, all districts in the implementation of the state model system, develop professional development for districts statewide, create a resource bank of exemplars, monitor evaluation results, evaluate system impact, and share lessons learned. Funds include 2 FTE to amplify staff support to the pilots during the duration of the pilot and to provide funds to secure contracted expertise in the development of teacher rubrics, weighting systems, and eventually tools for other licensed personnel. Money also supports the outsourcing of the identification of exemplars and population of a resource bank.

Data Systems and Reporting (\$2,300,000)— Develop and implement two-year plan for an Educator Performance Management Portal (i.e., a Educator Dashboard) that allows for the collection and aggregation of educator effectiveness and student performance data in a platform that can be used by teachers to inform instruction in the classroom, by principals to manage educator/student performance data and inform professional development needs and staffing decisions, and by the state for monitoring and reporting purposes. Funds support 1 FTE to manage the data system project design/development process and .5 FTE for procurement support (for the first six months of the project). Funds also include requirements generation, procurement activities, and hardware/software for initial design and testing of the system.

Question 23: Does the State Board support the Governor’s request for Decision Item #7, given that the request was not included in the State Board’s request as displayed in the “side-by-side” comparison of requests?

RESPONSE:

The State Board supports the Governor’s Decision Item of \$7.7 million. It is not displayed on the Side-by-Side schedule, as the State Board used the schedule to convey to the JBC its highest priorities for Fiscal Year 2012-13, namely the importance of the state’s new assessment system.

Question 24: During the debate on S.B. 10-191, school districts indicated that implementation of the bill would not cost anything. The Department is now providing avoidance of district costs as justification for the request for \$7.7 million General Fund. Has the Department spoken to the districts who indicated that the bill would not cost anything?

RESPONSE:

The department recognizes that there were a few districts during the debate on S.B. 10-191 who indicated that implementation would not cost them anything. During the first phases of implementation for SB 191 and in working with pilot and partnership districts, however, the department has seen that districts across the state are at varying stages of readiness for implementation and have varying levels of funding and support structures in place.

While a handful of districts have already begun to implement some of the provisions of SB 191, including using measures of student growth in their teacher and principal evaluations, other districts have significant funding and capacity needs. This is supported by a cost study that was prepared by Augenblick, Palaich, and Associates which estimates that districts will incur one-time start-up costs of \$53 per student as well as a range of ongoing costs.

Question 25: Senate Bill 10-191 provided for \$250,000 per year to implement the bill in FY 2010-11 and FY 2011-12 but the Department has been spending more than that. What is the origin of the \$250,000 estimate? Did the Department underestimate the cost of implementation?

RESPONSE:

The Department has not been spending more than the \$250,000 transferred in FY 2010-11 and FY 2011-12 from the Contingency Reserve Fund to the Great Teachers and Leaders Fund, but that is expected to change, which is the rationale for the Decision Item. In FY 2010-11 payroll costs were less than anticipated due to staff turnover and the difficulty filling positions at the levels originally contemplated, so the Department had a remaining balance to carry into FY 2011-12. The Great Teachers and Leaders Fund is continuously appropriated; therefore, there is no spending authority required and all receipts in the fund are available for use.

The table below reflects a comparison of the Department's fiscal analysis submitted to Legislative Council and the final Fiscal Note for Senate Bill 10-191. Senate Bill 10-191 is where the amount of \$250,000 was originally specified.

**Colorado Department of Education
Original Fiscal Note Information
Senate Bill 10-191**

	CDE Fiscal Note Response for 2010-11 (12 months)	Final Fiscal Note for 2010-11 (11 months)
Personal Services		
FTE	3.0	3.0
1.0 Principal Consultant	\$ 80,352	\$ 72,006
2.0 Senior Consultant	\$ 149,535	\$ 134,003
Temporaries	\$ 2,987	\$ -
Contract Services	\$ 20,908	\$ -
Subtotal	\$ 253,782	\$ 206,009
Operating and Capital Outlay	\$ 18,076	\$ 16,860
Travel	<u>\$ 15,000</u>	<u>\$ 15,000</u>
Total	\$ 286,858	\$ 237,869

The Fiscal Note developed for SB 10-191 supporting the \$250,000 transfers was only for the first two years of the program. The Decision Item for \$424,390 reflects that costs are expected to increase as the Department moves toward statewide implementation, support and monitoring. Full-scale implementation requires increased resources and expertise.

The table below compares continuation funding (based on the fiscal note) to the Department's Decision for FY 2012-13. The difference is \$92,940.

(continued)

**Colorado Department of Education
Comparison of Fiscal Note to Decision Item
Projected for Fiscal Year 2012-13**

	2012-13 Fiscal Note Continuation Funding	2012-13 Decision Item	Difference
Personal Services			
FTE	3.0	3.0	-
* 1.0 Principal Consultant	\$ 78,552	\$ 82,000	\$ 3,448
* 2.0 Senior Consultant	\$ 146,185		\$ (146,185)
** 1.0 Executive Director		\$ 105,000	\$ 105,000
** 1.0 Director		\$ 95,000	\$ 95,000
Benefits	\$ 67,083	\$ 50,760	\$ (16,323)
Subtotal Personal Svcs.	\$ 291,820	\$ 332,760	\$ 40,940
Operating and Capital Outlay	\$ 2,850	\$ 2,850	\$ -
Travel			
Outreach	\$ 15,000	\$ 15,000	\$ -
National	\$ -	\$ 12,000	\$ 12,000
Subtotal	\$ 15,000	\$ 27,000	\$ 12,000
Leased Space	\$ 21,780	\$ 21,780	\$ -
Pilot Coordination	\$ -	\$ 20,000	\$ 20,000
Program Evaluation	\$ -	\$ 20,000	\$ 20,000
Total	\$ 331,450	\$ 424,390	\$ 92,940

*-- Staffing based on Fiscal Note and original assumptions.

**--Change in staffing required as the Department moves to statewide implementation.

The new assumptions for Fiscal Year 2012-13 are summarized below:

- The Continuation Funding column includes the original fiscal note adding benefits and leased space, which are not included in the first year of funding, but generally allowed for subsequent years according to Legislative Council policy.
- Increase in personnel costs to hire an Executive Director and an experienced HR Director. There is critical need for highly experienced personnel as the Department enters the implementation phase. Salaries are estimated to be \$40,940 greater than the SB 10-191 Fiscal Note.

- Benefits/Loads are not included in year 1 of the fiscal note, but they are identified in the original fiscal note as ongoing costs in the subsequent years.
- Out of State travel has been added for Fiscal Year 2012-13 to attend conferences, and observe best practices in other states: \$12,000
- Leased space is also excluded from the first year projections, but included thereafter.
- Pilot Coordination (\$20,000) includes the following:
 - Training: \$9,000
 - Tracking/Monitoring System for Evaluation Results: \$5,000
 - Technical Validation of Performance Metrics: \$6,000
- Program Evaluation has been included to measure the effectiveness of the program. Program Evaluation is estimated at \$20,000 per year.

Additional Staff costs are the primary driver of the increase; however, the level of staff requested is critical to ensuring the successful implementation of the program. Implementation costs such as evaluations, out of state travel, and Pilot Coordination were not contemplated in the fiscal note, because they were expected to begin in year 3.

Question: 26: The Joint Budget Committee Staff Budget Briefing dated December 1, 2011, recommends that the Committee sponsor legislation limiting annual transfers of State Land Board revenues to the BEST Program. Please discuss the BEST Program's long-term expectations for the state share of C.O.P. payments in relation to anticipated revenues from the State Land Board.

RESPONSE:

The BEST Board has instructed the State Treasurer to enter into lease-purchase commitments with lease payments pursuant to the BEST statutes, 22-43.7-110(2) C.R.S. The purpose of these commitments is to Build Excellent Schools Today. In order to meet the commitments, the expectation is that the revenues from the State Land Board will continue pursuant to statute.

The revenues from State Lands are defined in 22-43.7-104(2)(b)(I)(B) C.R.S. The following State Lands income is to be credited to the BEST Assistance Fund. The greater of:

- Fifty percent of the gross amount of State Lands income, other than interest, received during the fiscal year; Or,
- An amount of such State Lands income equal to the difference between the total amount of lease payments to be made by the state under the terms of lease-purchase agreements entered into pursuant to section 22-43.7-110(2)C.R.S. and the total amount of matching moneys to be paid to the state as lease payments under the terms of sublease-purchase agreements entered into pursuant to section 22-43.7-110(2) C.R.S.

The revenue distribution for the program created by statute ensures, in the second bullet, that the program receives at least as much revenue as necessary to make the state's share of the lease payment. Pursuant to 22-43.7-110(2)(a)(IV) C.R.S., the maximum amount of annual lease payments payable by the State is \$80 million for FY2011-12 and for each fiscal year thereafter.

However, if, in any fiscal year, the State's annual lease payments exceed one-half of the maximum amount set forth above, the State must expect that the matching money credited to the Assistance Fund that fiscal year will equal or exceed the amount by which the State's annual lease payments exceed one-half of the maximum amount set forth above.

For example, if the annual lease payments payable by the State in Fiscal Year 2011-12 was \$45 million, the State would need to expect that at least \$5 million in matching money would be credited to the Assistance Fund in Fiscal Year 2011-12.

Therefore, by operation of the statute, the maximum amount of annual lease payment for FY11-12 and thereafter, not including lease payments paid by local districts, is \$40M.

Based on the current lease-purchase payment schedule the annual payments are \$37.8 million. The state share of that is \$28.7 million. Therefore, the program has current statutory authority to enter into lease purchase agreements that incur approximately \$11.3 million in additional lease payments.

In the spring of 2010 the BEST program completed an assessment of all public school facilities. The assessment identified \$13.9 billion of current condition, suitability and energy deficiencies. The BEST Board has reviewed BEST grants requests totaling \$1.7 billion and selected projects to be financed. The following chart shows the State and Local share of the Lease-Purchase financing to date.

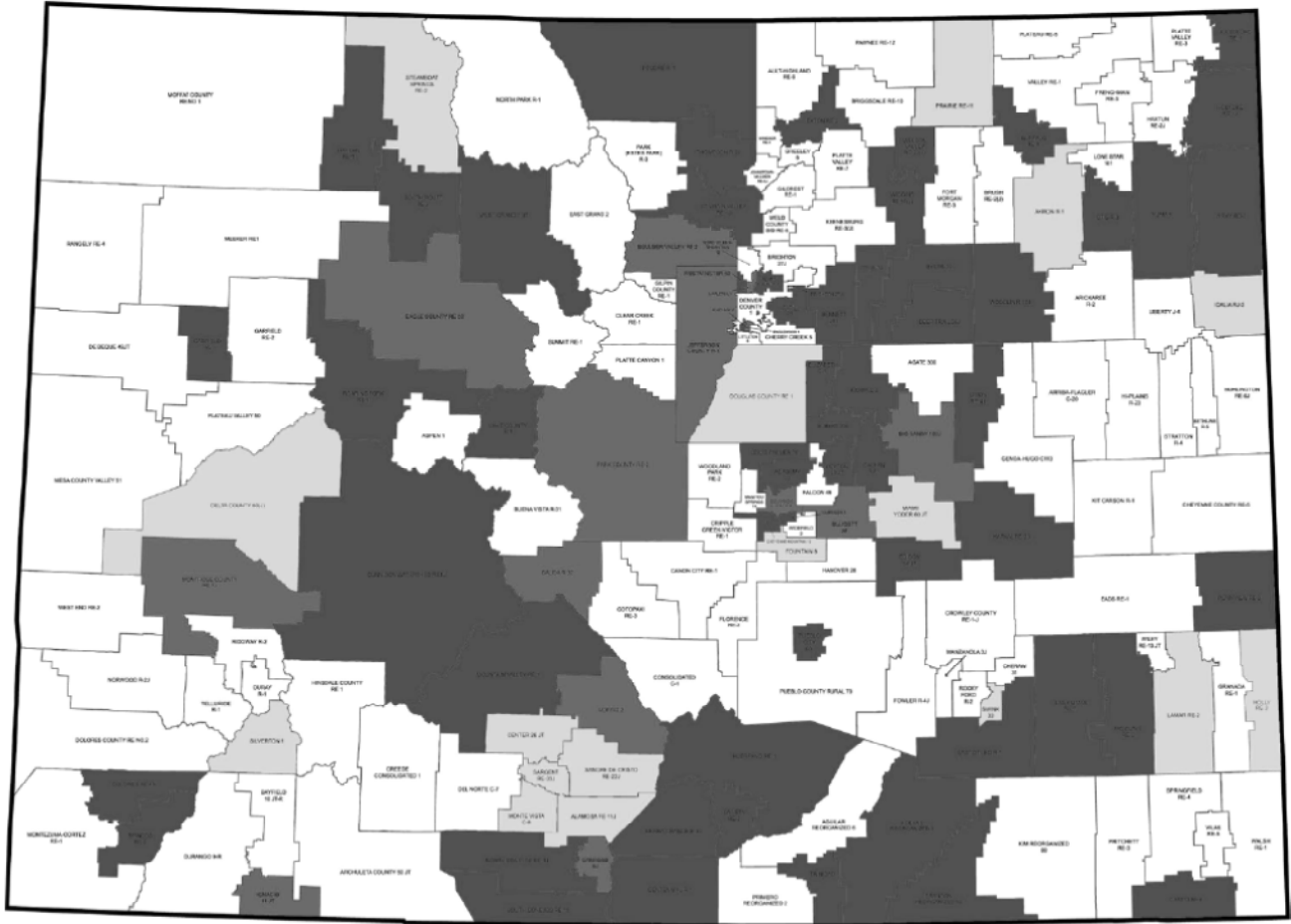
PAR amounts of the financing to date:

	State	Local	Par
Series 2009A	\$ 67,660,968.00	\$ 19,484,032.00	\$ 87,145,000.00
Series 2010B&C	\$ 80,079,073.00	\$ 19,605,927.00	\$ 99,685,000.00
Series 2010D,E & F	\$ 157,620,360.00	\$ 59,909,640.00	\$ 217,530,000.00
Series 2011G	\$ 115,559,796.00	\$ 31,075,204.00	\$ 146,635,000.00
	\$ 420,920,197.00	\$ 130,074,803.00	\$ 550,995,000.00

The following is a summary of the State Lands income that BEST has received:

FY2008-09	\$ 35,195,168.00
FY2009-10	\$ 33,196,010.00
FY2010-11	\$ 60,261,217.00
FY2011-12 to date	\$ 18,605,404.00
	\$ 147,257,799.00

The Colorado School for the Deaf and Blind, and highlighted school districts, or charter schools in the highlighted school districts, on the following map have received BEST Lease-Purchase Grants, BEST Cash Grants, or BEST Emergency Grants:



Question 27: Please provide data to describe the cost of each component of the school finance formula (i.e., the data that underlies the pie charts on page 6 of the FY 2012-13 JBC Staff Budget Briefing dated November 16, 2011).

RESPONSE:

The following table: Estimated Value of School Finance Factors, Including Negative Factor, FY2011-12 is provided by the staff of Legislative Council. It may be found at the following link:

<http://www.colorado.gov/cs/Satellite?c=Page&cid=1239023848690&pagename=CGA-LegislativeCouncil%2FCLCLLayout>

The factor descriptions as identified on the table are as follows:

Cost of Living Factor (\$868.4 million) -- the cost of living factor reflects the differences in the costs of housing, goods, and services among each of the 178 school districts in the state. Cost differences are reviewed every two years to allow for timely recognition of economic changes. This factor is index-based, with a range from 1.010 to 1.650 in FY2011-12. A district's cost of living factor is increased based on its cost of living increase above the household income increase, rather than its increase above inflation as was the case in FY 2004-05.

District Size Factor (\$260.6 million) -- the size factor is determined using an enrollment-based calculation and is unique to each school district. This factor is included to recognize purchasing power differences among districts and to reflect the expression of funding on a per-pupil basis. See question #28 for further information on the size factor.

Minimum Per Pupil Funding (\$14.7 million) -- each district is guaranteed Total Program funding consisting of the sum of \$7,051.84 per traditional pupil plus \$6,795 per online pupil. These amounts are adjusted to \$6,137.34 per traditional pupil plus \$5,913.93 per online pupil after application of the Negative Factor. Beginning in FY2008-09 and budget years thereafter, minimum per pupil funding for traditional pupils equals 95% of the state average per pupil funding less online funding. In budget year 2011-12, fourteen districts are projected to receive funding based on the Minimum Total Program provision.

At-Risk Funding (\$284.4 million) -- Eligibility for participation in the federal free lunch program or students whose CSAP scores are not included in calculating a school's performance grade because the student's dominant language is not English is used as a proxy of each school district's at-risk pupil population. For each at-risk pupil, a district receives funding equal to at least 12%, but no more than 30%, of its Total Per-pupil Funding. As a district's percentage of at-risk population increases above the statewide average (roughly 36.62%), an increased amount of at-risk funding is provided. At-risk populations are projected to range between 4.08% and 85.91%, as a percentage of the total student population by school district in fiscal year 2011-12. A district receives funding for the greater of: (1) each actual pupil eligible for the federal free

lunch program; or (2) a calculated number of pupils based on the number of grades 1-8 pupils eligible for the federal free lunch program as a percent of the district's entire population.

Online and ASCENT Students (\$105.2 million) – pupils that are enrolled in a certified multi-district online school or program are funded at the online per pupil amount of \$5,913.93 (after a downward adjustment of 12.97% commensurate with the Negative Factor. Pupils enrolled in a Single district online program are funded at the district's current per pupil funding amount. A Single district program is defined as a district online program which enrolls no more than 10 students from another district.

ASCENT students are also funded at the same rate as online students - \$5,913.93.

Negative Factor (-\$774.4 million) -- starting in FY 2010-11, an additional factor was included in the school finance formula. This factor acts as a reduction to other existing factors and shall not reduce any base per pupil funding districts received through the school finance formula. In general, this factor is calculated by first determining the total program prior to application of the Negative Factor. After the total program is determined, the negative factor is then applied. For FY 2011-12, it is 12.97%.

While this reduction is applied to 96% of the school districts, in FY 2011-12, there are seven school districts in the state whose state share comprises less than 12.97% of their aggregate total program funding due to higher assessed values and local property tax collections. For these districts, the Negative Factor reduces their entire available state share and then requires the districts to reimburse the state categorical funding provided by the state equal to an amount not to exceed 12.97% of the districts total program.

ESTIMATED VALUE OF SCHOOL FINANCE FACTORS, INCLUDING NEGATIVE FACTOR, FY 2011-12

		VALUE OF SCHOOL FINANCE FORMULA FACTORS/MODIFICATIONS BEFORE APPLICATION OF NEGATIVE FACTOR										
		(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	
COUNTY	DISTRICT	STATEWIDE BASE	COST OF LIVING FACTOR	DISTRICT SIZE FACTOR	MINIMUM PER PUPIL FUNDING	AT-RISK STUDENTS	ONLINE/ ASCENT STUDENTS	TOTAL VALUE OF FACTORS/ MODIFICATIONS	TOTAL PROGRAM BEFORE NEGATIVE FACTOR (a)+(g)	NEGATIVE FACTOR	TOTAL PROGRAM AFTER NEGATIVE FACTOR (h)+(i)	
1	ADAMS	MAPLETON	\$33,290,221	\$6,536,835	\$1,182,864	\$0	\$4,220,874	\$9,122,288	\$21,082,860	\$54,353,081	(\$7,047,644)	\$47,305,437
2	ADAMS	ADAMS 12 FIVE STAR	\$212,277,749	\$42,456,811	\$7,565,811	\$0	\$11,707,154	\$33,050,302	\$94,779,678	\$307,057,427	(\$39,814,330)	\$267,243,098
3	ADAMS	COMMERCE CITY	\$39,543,689	\$7,378,350	\$1,393,585	\$0	\$7,384,700	\$6,795	\$16,163,429	\$55,707,118	(\$7,223,214)	\$48,483,904
4	ADAMS	BRIGHTON	\$85,390,770	\$16,064,361	\$3,013,217	\$0	\$3,735,813	\$0	\$22,813,391	\$108,204,162	(\$14,030,197)	\$94,173,965
5	ADAMS	BENNETT	\$6,068,647	\$1,086,237	\$850,000	\$0	\$237,248	\$0	\$2,173,485	\$8,242,132	(\$1,068,709)	\$7,173,423
6	ADAMS	STRASBURG	\$5,429,101	\$926,652	\$955,484	\$0	\$133,821	\$0	\$1,915,958	\$7,345,059	(\$952,391)	\$6,392,668
7	ADAMS	WESTMINSTER	\$56,204,565	\$10,634,348	\$1,985,116	\$0	\$9,291,052	\$9,715,847	\$31,626,362	\$87,830,927	(\$11,388,519)	\$76,442,408
8	ALAMOSA	ALAMOSA	\$11,778,360	\$1,319,883	\$840,907	\$0	\$1,195,097	\$0	\$3,355,887	\$15,134,247	(\$1,862,369)	\$13,171,878
9	ALAMOSA	SANGRE DE CRISTO	\$1,689,304	\$151,483	\$930,886	\$0	\$160,864	\$0	\$1,243,234	\$2,932,538	(\$380,245)	\$2,552,293
10	ARAPAHOE	ENGLEWOOD	\$16,402,815	\$3,424,157	\$886,266	\$0	\$1,360,449	\$74,745	\$5,745,616	\$22,148,432	(\$2,871,857)	\$19,276,575
11	ARAPAHOE	SHERIDAN	\$8,454,409	\$1,739,714	\$978,636	\$0	\$1,757,707	\$0	\$4,476,057	\$12,930,466	(\$1,876,617)	\$11,253,848
12	ARAPAHOE	CHERRY CREEK	\$280,447,011	\$65,989,182	\$10,289,155	\$0	\$9,387,811	\$40,770	\$85,706,917	\$366,153,928	(\$47,477,025)	\$318,676,903
13	ARAPAHOE	LITTLETON	\$84,230,232	\$17,421,171	\$3,019,047	\$0	\$2,259,458	\$27,180	\$22,726,855	\$108,957,088	(\$13,888,496)	\$93,088,592
14	ARAPAHOE	DEER TRAIL	\$912,833	\$155,319	\$1,040,914	\$0	\$117,170	\$0	\$1,313,403	\$2,226,236	(\$288,663)	\$1,937,573
15	ARAPAHOE	AURORA	\$205,389,820	\$44,810,826	\$7,425,007	\$0	\$23,881,299	\$1,970,550	\$77,887,482	\$283,277,103	(\$36,730,875)	\$246,546,228
16	ARAPAHOE	BYERS	\$2,563,257	\$446,189	\$738,520	\$0	\$131,486	\$0	\$1,316,216	\$3,879,473	(\$503,028)	\$3,376,444
17	ARCHULETA	ARCHULETA	\$8,408,787	\$1,304,647	\$936,373	\$0	\$556,631	\$0	\$2,797,651	\$11,206,418	(\$1,453,070)	\$9,753,348
18	BACA	WALSH	\$984,937	\$55,757	\$926,679	\$0	\$76,543	\$0	\$1,058,979	\$1,923,916	(\$249,463)	\$1,674,453
19	BACA	PRITCHETT	\$356,681	\$19,977	\$506,906	\$0	\$45,225	\$0	\$572,107	\$928,788	(\$120,431)	\$808,358
20	BACA	SPRINGFIELD	\$1,522,515	\$96,584	\$918,839	\$0	\$131,875	\$0	\$1,147,298	\$2,669,813	(\$346,179)	\$2,323,634
21	BACA	VILAS	\$390,910	\$22,139	\$168,072	\$0	\$169,309	\$1,936,931	\$2,296,450	\$2,677,360	(\$347,158)	\$2,330,203
22	BACA	CAMPO	\$259,783	\$14,321	\$386,595	\$0	\$30,956	\$0	\$431,872	\$691,635	(\$89,680)	\$601,955
23	BENT	LAS ANIMAS	\$3,007,840	\$166,762	\$708,254	\$0	\$385,299	\$0	\$1,260,315	\$4,268,156	(\$553,427)	\$3,714,729
24	BENT	MCCLAVE	\$1,499,976	\$60,989	\$891,779	\$0	\$145,948	\$20,385	\$1,119,102	\$2,619,077	(\$339,600)	\$2,279,477
25	BOULDER	ST VRAIN	\$146,740,680	\$30,819,387	\$5,273,534	\$0	\$6,508,208	\$0	\$42,601,129	\$189,341,810	(\$24,550,838)	\$164,790,971
26	BOULDER	BOULDER	\$159,594,546	\$37,681,144	\$5,829,388	\$0	\$4,198,109	\$509,195	\$48,217,836	\$206,812,382	(\$26,816,145)	\$179,996,238
27	CHAFFEE	BUENA VISTA	\$5,132,712	\$749,483	\$854,085	\$0	\$222,743	\$6,785	\$1,833,116	\$6,965,828	(\$903,218)	\$6,062,610
28	CHAFFEE	SALIDA	\$6,057,941	\$787,574	\$813,932	\$0	\$276,142	\$0	\$1,877,647	\$7,935,588	(\$1,028,961)	\$6,906,627
29	CHEYENNE	KIT CARSON	\$586,580	\$29,193	\$734,185	\$0	\$57,577	\$0	\$820,955	\$1,407,535	(\$182,507)	\$1,225,028
30	CHEYENNE	CHEYENNE	\$983,287	\$93,656	\$998,846	\$0	\$49,961	\$0	\$1,142,483	\$2,125,731	(\$275,631)	\$1,850,100
31	CLEAR CREEK	CLEAR CREEK	\$5,093,289	\$914,367	\$882,522	\$0	\$145,441	\$0	\$1,942,330	\$7,035,598	(\$658,789)	\$6,376,809
32	CONEJOS	NORTH CONEJOS	\$5,915,945	\$538,931	\$776,522	\$0	\$591,049	\$0	\$1,906,501	\$7,822,446	(\$1,014,291)	\$6,808,155
33	CONEJOS	SANFORD	\$1,808,198	\$148,163	\$919,138	\$0	\$145,063	\$0	\$1,210,382	\$3,018,559	(\$391,399)	\$2,627,160
34	CONEJOS	SOUTH CONEJOS	\$1,438,557	\$128,539	\$977,241	\$0	\$182,977	\$0	\$1,288,758	\$2,727,314	(\$353,635)	\$2,373,680
35	COSTILLA	CENTENNIAL	\$1,284,164	\$92,644	\$1,000,389	\$0	\$236,572	\$0	\$1,329,605	\$2,613,769	(\$338,912)	\$2,274,857
36	COSTILLA	SIERRA GRANDE	\$1,426,724	\$114,720	\$973,422	\$0	\$206,195	\$0	\$1,294,336	\$2,721,060	(\$352,824)	\$2,368,236
37	CROWLEY	CROWLEY	\$2,728,356	\$244,010	\$649,462	\$0	\$359,345	\$489,240	\$1,742,057	\$4,470,413	(\$579,652)	\$3,890,761
38	CUSTER	WESTCLIFFE	\$2,545,226	\$300,237	\$713,642	\$0	\$121,027	\$0	\$1,134,905	\$3,680,131	(\$477,183)	\$3,202,950
39	DELTA	DELTA	\$28,513,063	\$4,801,144	\$989,432	\$0	\$1,466,896	\$115,515	\$7,372,987	\$35,886,050	(\$4,653,133)	\$31,232,917
40	DENVER	DENVER	\$419,486,651	\$92,251,407	\$15,198,620	\$0	\$80,613,527	\$1,019,250	\$189,082,804	\$688,569,455	(\$76,316,338)	\$612,253,118
41	DOLORES	DOLORES	\$1,552,379	\$208,398	\$864,201	\$0	\$138,870	\$0	\$1,311,469	\$2,863,848	(\$371,338)	\$2,492,510
42	DOUGLAS	DOUGLAS	\$317,611,136	\$69,560,015	\$11,498,983	\$0	\$4,645,162	\$19,932,619	\$105,636,779	\$423,247,915	(\$54,880,066)	\$368,367,849
43	EAGLE	EAGLE	\$34,082,146	\$9,527,003	\$1,295,192	\$0	\$1,945,772	\$0	\$12,767,966	\$46,850,112	(\$6,074,778)	\$40,775,334
44	ELBERT	ELIZABETH	\$14,379,933	\$3,020,493	\$861,321	\$0	\$254,176	\$108,720	\$4,244,711	\$18,624,644	(\$2,414,948)	\$16,209,696
45	ELBERT	KIOWA	\$1,930,472	\$336,313	\$983,558	\$0	\$100,186	\$0	\$1,420,056	\$3,350,529	(\$434,443)	\$2,916,085

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ESTIMATED VALUE OF SCHOOL FINANCE FACTORS, INCLUDING NEGATIVE FACTOR, FY 2011-12

		VALUE OF SCHOOL FINANCE FORMULA FACTORS/MODIFICATIONS BEFORE APPLICATION OF NEGATIVE FACTOR									
		(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)
COUNTY	DISTRICT	STATEWIDE BASE	COST OF LIVING FACTOR	DISTRICT SIZE FACTOR	MINIMUM PER PUPIL FUNDING	AT-RISK STUDENTS	ONLINE/ ASCENT STUDENTS	TOTAL VALUE OF FACTORS/ MODIFICATIONS	TOTAL PROGRAM BEFORE NEGATIVE FACTOR (a)+(g)	NEGATIVE FACTOR	TOTAL PROGRAM AFTER NEGATIVE FACTOR (h)+(i)
46	ELBERT	\$1,763,120	\$286,302	\$991,510	\$0	\$165,108	\$0	\$1,432,921	\$3,196,040	(\$414,412)	\$2,781,628
47	ELBERT	\$1,279,093	\$209,414	\$1,088,610	\$0	\$70,787	\$0	\$1,368,812	\$2,645,905	(\$34,079)	\$2,302,826
48	ELBERT	\$255,255	\$34,667	\$409,805	\$0	\$25,950	\$0	\$470,422	\$725,677	(\$94,094)	\$631,583
49	EL PASO	\$3,363,394	\$560,709	\$824,454	\$0	\$189,974	\$0	\$1,575,138	\$4,938,532	(\$640,350)	\$4,298,182
50	EL PASO	\$58,202,103	\$10,586,759	\$2,043,029	\$0	\$7,217,236	\$20,385	\$19,867,409	\$78,069,512	(\$10,122,814)	\$67,946,698
51	EL PASO	\$47,236,277	\$7,361,679	\$1,621,559	\$598,456	\$2,297,603	\$33,975	\$11,913,273	\$59,149,550	(\$7,669,574)	\$51,479,976
52	EL PASO	\$41,080,291	\$6,759,170	\$1,420,832	\$288,708	\$1,862,438	\$0	\$10,331,149	\$51,411,440	(\$6,666,219)	\$44,745,221
53	EL PASO	\$168,352,069	\$31,081,159	\$5,823,167	\$0	\$11,949,137	\$498,158	\$49,451,622	\$217,803,691	(\$28,241,323)	\$189,562,368
54	EL PASO	\$24,756,362	\$4,476,822	\$968,226	\$451,681	\$429,169	\$0	\$6,225,897	\$30,982,259	(\$4,017,287)	\$26,964,972
55	EL PASO	\$7,557,354	\$1,327,185	\$929,323	\$0	\$280,786	\$0	\$2,517,293	\$10,074,647	(\$1,306,320)	\$8,768,327
56	EL PASO	\$124,954,969	\$24,125,056	\$4,427,677	\$1,096,622	\$1,775,164	\$247,144	\$31,671,663	\$156,626,632	(\$20,308,854)	\$136,317,778
57	EL PASO	\$5,363,174	\$865,385	\$853,313	\$0	\$507,659	\$0	\$2,226,356	\$7,589,530	(\$984,090)	\$6,605,441
58	EL PASO	\$3,771,352	\$636,737	\$860,459	\$0	\$122,799	\$0	\$1,619,994	\$5,391,346	(\$699,064)	\$4,692,282
59	EL PASO	\$1,361,360	\$192,225	\$1,048,826	\$0	\$168,037	\$0	\$1,409,088	\$2,770,448	(\$359,228)	\$2,411,221
60	EL PASO	\$31,811,658	\$6,325,285	\$1,132,867	\$96,552	\$445,727	\$0	\$8,000,210	\$39,811,868	(\$5,162,171)	\$34,649,697
61	EL PASO	\$81,309,168	\$14,851,526	\$2,855,973	\$1,216,512	\$1,524,167	\$0	\$20,448,178	\$101,757,346	(\$13,194,276)	\$88,563,070
62	EL PASO	\$1,083,003	\$141,444	\$846,827	\$0	\$130,613	\$305,775	\$1,424,659	\$2,507,662	(\$325,154)	\$2,182,508
63	EL PASO	\$1,742,834	\$230,332	\$968,457	\$0	\$152,826	\$0	\$1,349,616	\$3,092,450	(\$400,980)	\$2,691,470
64	FREMONT	\$21,185,608	\$2,784,433	\$798,202	\$550,311	\$1,194,953	\$0	\$5,327,900	\$26,513,508	(\$3,437,851)	\$23,075,657
65	FREMONT	\$9,202,143	\$1,044,384	\$909,892	\$0	\$572,693	\$0	\$2,526,969	\$11,729,112	(\$1,520,845)	\$10,208,267
66	FREMONT	\$1,182,738	\$117,749	\$1,032,977	\$0	\$126,734	\$0	\$1,277,460	\$2,460,198	(\$318,999)	\$2,141,199
67	GARFIELD	\$29,835,258	\$8,016,692	\$1,124,203	\$0	\$1,748,042	\$0	\$10,888,937	\$40,724,195	(\$5,280,467)	\$35,443,728
68	GARFIELD	\$25,626,370	\$4,556,566	\$896,433	\$0	\$1,740,570	\$2,099,611	\$9,293,180	\$34,919,551	(\$4,527,813)	\$30,391,738
69	GARFIELD	\$6,428,146	\$1,147,869	\$874,272	\$0	\$349,815	\$0	\$2,371,957	\$8,800,102	(\$1,141,057)	\$7,659,045
70	GILPIN	\$1,896,100	\$362,714	\$1,003,140	\$0	\$90,734	\$0	\$1,456,588	\$3,352,688	(\$434,723)	\$2,917,965
71	GRAND	\$2,513,107	\$482,789	\$779,832	\$0	\$149,336	\$0	\$1,411,957	\$3,925,065	(\$490,907)	\$3,434,157
72	GRAND	\$7,354,502	\$1,177,185	\$808,625	\$0	\$203,098	\$0	\$2,288,908	\$9,643,410	(\$1,250,404)	\$8,393,006
73	GUNNISON	\$9,716,034	\$1,796,912	\$965,936	\$0	\$306,562	\$0	\$3,069,411	\$12,785,445	(\$1,657,813)	\$11,127,632
74	HINSDALE	\$471,630	\$80,884	\$701,196	\$0	\$17,974	\$0	\$800,055	\$1,271,685	(\$164,892)	\$1,106,793
75	HUERFANO	\$3,236,612	\$219,939	\$742,121	\$0	\$396,753	\$0	\$1,358,814	\$4,595,426	(\$595,862)	\$3,999,564
76	HUERFANO	\$1,325,298	\$69,872	\$975,503	\$0	\$108,857	\$0	\$1,154,232	\$2,479,530	(\$321,506)	\$2,158,024
77	JACKSON	\$1,080,749	\$139,771	\$1,052,576	\$0	\$93,863	\$0	\$1,286,211	\$2,366,959	(\$306,910)	\$2,060,050
78	JEFFERSON	\$455,285,472	\$95,179,704	\$16,348,816	\$0	\$18,319,475	\$842,270	\$130,690,284	\$585,975,736	(\$75,980,025)	\$509,995,711
79	KIOWA	\$970,307	\$47,765	\$953,120	\$0	\$53,572	\$0	\$1,054,457	\$2,024,765	(\$262,539)	\$1,762,226
80	KIOWA	\$442,329	\$14,527	\$688,705	\$0	\$80,736	\$0	\$663,967	\$1,106,296	(\$143,447)	\$962,849
81	KIT CARSON	\$850,287	\$49,325	\$914,276	\$0	\$72,123	\$0	\$1,035,724	\$1,886,011	(\$244,548)	\$1,641,463
82	KIT CARSON	\$608,555	\$16,613	\$736,198	\$0	\$75,631	\$0	\$828,442	\$1,436,997	(\$186,327)	\$1,250,670
83	KIT CARSON	\$1,062,718	\$62,691	\$984,170	\$0	\$73,824	\$0	\$1,120,695	\$2,183,403	(\$283,109)	\$1,900,294
84	KIT CARSON	\$676,736	\$39,160	\$810,466	\$0	\$88,455	\$0	\$938,082	\$1,614,817	(\$209,384)	\$1,405,434
85	KIT CARSON	\$4,174,801	\$254,140	\$798,981	\$0	\$266,893	\$0	\$1,320,004	\$5,494,805	(\$712,479)	\$4,782,326
86	LAKE	\$6,077,663	\$939,041	\$832,883	\$0	\$733,077	\$0	\$2,505,001	\$8,582,664	(\$1,112,864)	\$7,469,800
87	LA PLATA	\$25,902,677	\$5,732,894	\$939,576	\$0	\$986,409	\$285,390	\$7,944,270	\$33,846,947	(\$4,388,734)	\$29,458,213
88	LA PLATA	\$7,650,327	\$1,520,495	\$951,014	\$0	\$269,279	\$0	\$2,740,789	\$10,391,116	(\$1,347,355)	\$9,043,761
89	LA PLATA	\$4,312,289	\$795,387	\$895,886	\$0	\$281,030	\$0	\$1,972,304	\$6,284,594	(\$814,886)	\$5,469,707
90	LARIMER	\$146,796,584	\$24,233,811	\$5,079,603	\$2,308,498	\$5,295,484	\$4,616,574	\$41,533,970	\$188,330,554	(\$24,419,715)	\$163,910,839

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ESTIMATED VALUE OF SCHOOL FINANCE FACTORS, INCLUDING NEGATIVE FACTOR, FY 2011-12

		VALUE OF SCHOOL FINANCE FORMULA FACTORS/MODIFICATIONS BEFORE APPLICATION OF NEGATIVE FACTOR									
		(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)
COUNTY	DISTRICT	STATEWIDE BASE	COST OF LIVING FACTOR	DISTRICT SIZE FACTOR	MINIMUM PER PUPIL FUNDING	AT-RISK STUDENTS	ONLINE/ ASCENT STUDENTS	TOTAL VALUE OF FACTORS/ MODIFICATIONS	TOTAL PROGRAM BEFORE NEGATIVE FACTOR (a)+(g)	NEGATIVE FACTOR	TOTAL PROGRAM AFTER NEGATIVE FACTOR (h)+(i)
91	LARIMER THOMPSON	\$81,451,727	\$13,280,948	\$2,813,560	\$1,015,973	\$3,373,548	\$0	\$20,484,030	\$101,935,758	(\$13,217,410)	\$88,718,348
92	LARIMER ESTES PARK	\$6,346,441	\$1,202,392	\$877,174	\$0	\$307,924	\$0	\$2,387,490	\$8,733,931	(\$699,547)	\$8,034,384
93	LAS ANIMAS TRINIDAD	\$8,107,871	\$1,109,805	\$915,315	\$0	\$642,465	\$0	\$2,667,585	\$10,775,456	(\$1,397,190)	\$9,378,266
94	LAS ANIMAS PRIMERO	\$1,154,564	\$103,692	\$1,023,088	\$0	\$84,173	\$0	\$1,210,952	\$2,365,516	(\$306,723)	\$2,058,794
95	LAS ANIMAS HOEHNE	\$1,823,975	\$178,757	\$932,472	\$0	\$94,666	\$0	\$1,205,895	\$3,029,870	(\$392,865)	\$2,637,005
96	LAS ANIMAS AGUILAR	\$653,070	\$37,252	\$792,420	\$0	\$87,506	\$0	\$917,179	\$1,570,248	(\$203,605)	\$1,366,644
97	LAS ANIMAS BRANSON	\$198,344	\$2,119	\$66,894	\$0	\$98,436	\$2,494,330	\$2,661,779	\$2,860,123	(\$370,855)	\$2,489,268
98	LAS ANIMAS KIM	\$322,872	\$2,582	\$445,352	\$0	\$33,899	\$0	\$481,833	\$804,705	(\$104,341)	\$700,364
99	LINCOLN GENOA-HUGO	\$925,793	\$82,878	\$974,275	\$0	\$69,518	\$0	\$1,126,672	\$2,052,464	(\$266,131)	\$1,786,333
100	LINCOLN LIMON	\$2,536,210	\$294,989	\$708,083	\$0	\$168,073	\$13,580	\$1,182,735	\$3,718,945	(\$482,214)	\$3,236,731
101	LINCOLN KARVAL	\$302,024	\$19,855	\$214,049	\$0	\$52,793	\$1,295,701	\$1,582,398	\$1,884,422	(\$244,342)	\$1,640,080
102	LOGAN VALLEY	\$13,055,199	\$1,791,810	\$786,891	\$0	\$710,356	\$0	\$3,289,058	\$16,344,256	(\$2,119,264)	\$14,224,993
103	LOGAN FRENCHMAN	\$1,061,027	\$102,033	\$1,018,375	\$0	\$70,900	\$0	\$1,191,307	\$2,252,334	(\$292,047)	\$1,960,287
104	LOGAN BUFFALO	\$1,732,692	\$212,004	\$958,346	\$0	\$78,170	\$0	\$1,248,519	\$2,981,211	(\$386,556)	\$2,594,655
105	LOGAN PLATEAU	\$919,031	\$96,344	\$985,320	\$0	\$95,680	\$0	\$1,177,344	\$2,096,375	(\$271,825)	\$1,824,550
106	MESA DEBEQUE	\$720,687	\$71,867	\$874,029	\$0	\$65,673	\$0	\$1,011,570	\$1,732,257	(\$282)	\$1,731,975
107	MESA PLATEAU VALLEY	\$2,585,796	\$307,230	\$690,565	\$0	\$124,633	\$0	\$1,122,428	\$3,708,224	(\$480,824)	\$3,227,400
108	MESA MESA VALLEY	\$120,865,456	\$15,617,171	\$4,053,534	\$3,980,870	\$6,764,487	\$61,155	\$30,457,216	\$151,322,872	(\$19,621,120)	\$131,701,551
109	MINERAL CREEDE	\$541,501	\$65,593	\$742,113	\$0	\$45,488	\$0	\$853,194	\$1,394,696	(\$180,842)	\$1,213,854
110	MOFFAT MOFFAT	\$12,675,415	\$1,454,534	\$785,625	\$282,284	\$65,255	\$0	\$3,187,699	\$15,863,114	(\$2,056,877)	\$13,806,237
111	MONTEZUMA MONTEZUMA	\$15,950,343	\$1,988,612	\$921,604	\$0	\$1,376,327	\$101,925	\$4,288,468	\$20,238,812	(\$2,624,248)	\$17,614,564
112	MONTEZUMA DOLORES	\$3,668,235	\$472,544	\$824,015	\$0	\$177,543	\$0	\$1,474,102	\$5,142,337	(\$666,777)	\$4,475,561
113	MONTEZUMA MANCOS	\$2,054,437	\$242,381	\$911,837	\$0	\$189,595	\$0	\$1,353,812	\$3,408,250	(\$441,928)	\$2,966,322
114	MONTRROSE MONTRROSE	\$34,050,915	\$6,635,767	\$1,208,394	\$0	\$2,751,040	\$0	\$10,595,202	\$44,646,117	(\$5,788,999)	\$38,857,118
115	MONTRROSE WEST END	\$1,798,619	\$298,615	\$1,097,274	\$0	\$152,424	\$0	\$1,546,313	\$3,344,932	(\$433,718)	\$2,911,214
116	MORGAN BRUSH	\$8,047,579	\$1,259,459	\$929,773	\$0	\$623,757	\$0	\$2,812,989	\$10,860,568	(\$1,408,226)	\$9,452,342
117	MORGAN FT. MORGAN	\$16,993,903	\$2,813,166	\$859,627	\$0	\$2,031,690	\$0	\$5,704,482	\$22,698,385	(\$2,943,166)	\$19,755,219
118	MORGAN WELDON	\$1,155,691	\$161,767	\$1,070,303	\$0	\$82,425	\$0	\$1,314,495	\$2,470,187	(\$320,295)	\$2,149,892
119	MORGAN WIGGINS	\$2,813,441	\$392,930	\$738,106	\$0	\$204,738	\$0	\$1,335,774	\$4,149,215	(\$538,004)	\$3,611,210
120	OTERO EAST OTERO	\$7,489,736	\$893,481	\$881,914	\$0	\$976,404	\$0	\$2,751,799	\$10,241,536	(\$1,327,960)	\$8,913,576
121	OTERO ROCKY FORD	\$4,552,331	\$490,942	\$840,209	\$0	\$656,822	\$0	\$1,987,973	\$6,540,303	(\$848,043)	\$5,692,261
122	OTERO MANZANOLA	\$999,045	\$103,248	\$1,010,803	\$0	\$157,320	\$0	\$1,271,372	\$2,270,416	(\$294,392)	\$1,976,025
123	OTERO FOWLER	\$2,338,993	\$228,935	\$801,707	\$0	\$148,066	\$0	\$1,178,708	\$3,517,701	(\$456,120)	\$3,061,581
124	OTERO CHERAW	\$1,128,644	\$107,716	\$1,026,797	\$0	\$109,825	\$0	\$1,244,338	\$2,372,983	(\$307,691)	\$2,065,292
125	OTERO SWINK	\$2,062,326	\$217,993	\$899,814	\$0	\$125,120	\$0	\$1,242,927	\$3,305,253	(\$428,573)	\$2,876,680
126	OURAY OURAY	\$1,229,507	\$303,750	\$1,170,028	\$0	\$71,361	\$0	\$1,545,138	\$2,774,645	(\$359,772)	\$2,414,873
127	OURAY RIDGWAY	\$1,867,363	\$431,861	\$1,040,858	\$0	\$74,986	\$0	\$1,547,704	\$3,415,067	(\$442,812)	\$2,972,256
128	PARK PLATTE CANYON	\$6,376,869	\$1,262,391	\$885,390	\$0	\$253,999	\$0	\$2,401,780	\$8,778,649	(\$1,138,276)	\$7,640,374
129	PARK PARK	\$2,948,675	\$519,475	\$781,374	\$0	\$163,712	\$0	\$1,464,561	\$4,413,236	(\$395,871)	\$4,017,365
130	PHILLIPS HOLYOKE	\$3,237,175	\$300,456	\$759,530	\$0	\$223,377	\$0	\$1,283,363	\$4,520,538	(\$586,152)	\$3,934,387
131	PHILLIPS HAXTUN	\$1,615,489	\$94,715	\$902,475	\$0	\$87,484	\$0	\$1,084,674	\$2,700,163	(\$350,114)	\$2,350,049
132	PITKIN ASPEN	\$9,386,400	\$5,246,387	\$1,274,516	\$0	\$76,777	\$0	\$6,597,680	\$15,984,080	(\$2,072,562)	\$13,911,518
133	PROWERS GRANADA	\$1,272,331	\$72,195	\$972,361	\$0	\$142,830	\$20,385	\$1,207,771	\$2,480,102	(\$321,580)	\$2,158,522
134	PROWERS LAMAR	\$8,850,533	\$901,307	\$902,563	\$0	\$915,517	\$47,565	\$2,846,952	\$11,697,485	(\$1,516,744)	\$10,180,741
135	PROWERS HOLLY	\$1,534,911	\$48,691	\$885,551	\$0	\$156,634	\$0	\$1,090,876	\$2,625,787	(\$340,470)	\$2,285,317

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		VALUE OF SCHOOL FINANCE FORMULA FACTORS/MODIFICATIONS BEFORE APPLICATION OF NEGATIVE FACTOR										
		(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	
COUNTY	DISTRICT	STATEWIDE BASE	COST OF LIVING FACTOR	DISTRICT SIZE FACTOR	MINIMUM PER PUPIL FUNDING	AT-RISK STUDENTS	ONLINE/ASCENT STUDENTS	TOTAL VALUE OF FACTORS/MODIFICATIONS	TOTAL PROGRAM BEFORE NEGATIVE FACTOR (a)+(g)	NEGATIVE FACTOR	TOTAL PROGRAM AFTER NEGATIVE FACTOR (h)+(i)	
136	PROWERS	WILEY	\$1,293,601	\$71,847	\$938,596	\$0	\$118,480	\$61,155	\$1,191,078	\$2,474,678	(\$320,877)	\$2,153,801
137	PUEBLO	PUEBLO CITY	\$96,982,844	\$14,904,517	\$3,323,055	\$0	\$11,190,061	\$0	\$29,417,633	\$126,400,477	(\$16,389,606)	\$110,010,871
138	PUEBLO	PUEBLO RURAL	\$47,759,194	\$6,851,876	\$1,621,948	\$1,572,889	\$1,964,088	\$0	\$12,010,802	\$59,769,985	(\$7,750,022)	\$52,019,963
139	RIO BLANCO	MEEKER	\$3,540,326	\$361,606	\$794,433	\$0	\$113,018	\$0	\$1,269,057	\$4,809,383	(\$15)	\$4,809,368
140	RIO BLANCO	RANGELY	\$2,525,504	\$214,527	\$703,092	\$0	\$94,029	\$0	\$1,011,648	\$3,537,151	(\$458,642)	\$3,078,510
141	RIO GRANDE	DEL NORTE	\$3,250,699	\$326,035	\$763,960	\$0	\$225,050	\$20,385	\$1,335,460	\$4,586,159	(\$594,660)	\$3,991,498
142	RIO GRANDE	MONTE VISTA	\$5,841,566	\$597,695	\$750,174	\$0	\$631,166	\$564,643	\$2,543,677	\$8,385,243	(\$1,087,265)	\$7,297,978
143	RIO GRANDE	SARGENT	\$2,728,919	\$250,173	\$695,022	\$0	\$159,369	\$0	\$1,104,564	\$3,833,483	(\$497,065)	\$3,336,418
144	ROUTT	HAYDEN	\$2,240,848	\$450,975	\$918,023	\$0	\$108,955	\$0	\$1,478,953	\$3,719,901	(\$482,338)	\$3,237,563
145	ROUTT	STEAMBOAT SPRINGS	\$12,398,748	\$2,866,303	\$899,952	\$0	\$207,921	\$0	\$3,964,176	\$16,362,924	(\$2,121,684)	\$14,241,240
146	ROUTT	SOUTH ROUTT	\$2,157,553	\$433,717	\$948,923	\$0	\$123,153	\$0	\$1,505,793	\$3,663,347	(\$475,005)	\$3,188,342
147	SAGUACHE	MOUNTAIN VALLEY	\$658,705	\$41,263	\$800,926	\$0	\$93,984	\$0	\$936,192	\$1,594,897	(\$206,801)	\$1,388,096
148	SAGUACHE	MOFFAT	\$1,124,137	\$90,920	\$1,249,929	\$0	\$118,618	\$0	\$1,459,465	\$2,583,602	(\$335,000)	\$2,248,602
149	SAGUACHE	CENTER	\$3,128,988	\$230,804	\$719,331	\$0	\$551,939	\$149,490	\$1,651,564	\$4,780,552	(\$619,866)	\$4,160,686
150	SAN JUAN	SILVERTON	\$383,728	\$53,749	\$580,839	\$0	\$61,009	\$0	\$695,596	\$1,079,323	(\$139,950)	\$939,374
151	SAN MIGUEL	TELLURIDE	\$3,873,904	\$1,905,303	\$1,106,140	\$0	\$124,988	\$0	\$3,136,431	\$7,010,336	(\$908,889)	\$6,101,347
152	SAN MIGUEL	NORWOOD	\$1,438,557	\$268,830	\$1,051,750	\$0	\$89,486	\$13,590	\$1,423,656	\$2,862,213	(\$371,126)	\$2,491,087
153	SEDGWICK	JULESBURG	\$1,341,075	\$128,361	\$90,223	\$0	\$587,428	\$12,940,236	\$13,748,250	\$15,087,325	(\$1,956,285)	\$13,131,040
154	SEDGWICK	PLATTE VALLEY	\$885,752	\$55,672	\$834,917	\$0	\$94,814	\$0	\$985,402	\$1,671,154	(\$216,689)	\$1,454,465
155	SUMMIT	SUMMIT	\$16,598,342	\$4,558,715	\$933,026	\$0	\$701,015	\$169,875	\$6,362,631	\$22,960,973	(\$2,977,214)	\$19,983,759
156	TELLER	CRIPPLE CREEK	\$2,347,445	\$274,203	\$811,925	\$0	\$194,838	\$0	\$1,280,986	\$3,628,411	(\$470,475)	\$3,157,937
157	TELLER	WOODLAND PARK	\$15,003,139	\$2,504,409	\$845,615	\$0	\$521,107	\$0	\$3,871,131	\$18,874,269	(\$2,447,315)	\$16,426,954
158	WASHINGTON	AKRON	\$2,095,007	\$243,883	\$900,239	\$0	\$129,635	\$0	\$1,273,757	\$3,368,765	(\$436,808)	\$2,931,957
159	WASHINGTON	ARICKAREE	\$673,056	\$50,587	\$749,182	\$0	\$51,835	\$0	\$851,604	\$1,424,660	(\$184,727)	\$1,239,933
160	WASHINGTON	OTIS	\$1,073,997	\$112,840	\$1,028,960	\$0	\$72,539	\$0	\$1,214,238	\$2,288,226	(\$296,701)	\$1,991,525
161	WASHINGTON	LONE STAR	\$692,214	\$86,552	\$783,009	\$0	\$42,801	\$0	\$892,362	\$1,484,576	(\$192,496)	\$1,292,080
162	WASHINGTON	WOODLIN	\$588,833	\$48,211	\$758,593	\$0	\$64,106	\$0	\$870,909	\$1,459,743	(\$189,276)	\$1,270,467
163	WELD	GILCREST	\$10,396,714	\$1,530,363	\$923,156	\$0	\$932,700	\$0	\$3,396,219	\$13,782,933	(\$1,787,152)	\$11,995,782
164	WELD	EATON	\$10,066,517	\$1,420,607	\$925,962	\$0	\$416,893	\$0	\$2,763,362	\$12,829,879	(\$1,663,575)	\$11,166,304
165	WELD	KEENESBURG	\$12,360,995	\$1,929,930	\$837,448	\$0	\$735,643	\$0	\$3,503,021	\$15,864,016	(\$2,056,994)	\$13,807,022
166	WELD	WINDSOR	\$22,954,826	\$3,442,872	\$784,015	\$1,055,956	\$490,017	\$0	\$6,772,860	\$28,727,786	(\$3,724,863)	\$25,002,923
167	WELD	JOHNSTOWN	\$17,217,603	\$2,582,168	\$849,411	\$222,888	\$675,512	\$0	\$4,329,999	\$21,547,602	(\$2,793,951)	\$18,753,652
168	WELD	GREELEY	\$106,217,105	\$17,206,640	\$3,665,685	\$0	\$10,157,935	\$197,065	\$31,227,315	\$137,444,420	(\$17,821,609)	\$119,622,811
169	WELD	PLATTE VALLEY	\$6,474,914	\$937,254	\$851,658	\$0	\$376,222	\$0	\$2,165,134	\$8,640,048	(\$1,120,304)	\$7,519,744
170	WELD	FT. LUPTON	\$12,526,657	\$2,182,963	\$939,919	\$0	\$1,395,065	\$0	\$4,407,947	\$16,934,604	(\$2,195,810)	\$14,738,794
171	WELD	AULT-HIGHLAND	\$4,784,483	\$652,808	\$959,652	\$0	\$392,885	\$0	\$1,905,444	\$6,689,827	(\$867,443)	\$5,822,484
172	WELD	BRIGGS DALE	\$833,382	\$95,994	\$955,028	\$0	\$65,744	\$0	\$1,116,766	\$1,950,149	(\$252,864)	\$1,697,284
173	WELD	PRAIRIE	\$945,514	\$108,310	\$1,003,979	\$0	\$61,808	\$0	\$1,174,096	\$2,119,611	(\$274,837)	\$1,844,773
174	WELD	PAWNEE	\$519,526	\$58,742	\$715,375	\$0	\$18,521	\$0	\$792,637	\$1,312,163	(\$13)	\$1,312,150
175	YUMA	YUMA 1	\$4,550,640	\$722,737	\$879,072	\$0	\$405,001	\$0	\$2,006,810	\$6,557,451	(\$850,266)	\$5,707,185
176	YUMA	WRAY RD-2	\$3,673,870	\$436,630	\$816,756	\$0	\$259,181	\$0	\$1,512,577	\$5,186,447	(\$672,496)	\$4,513,951
177	YUMA	IDALIA RJ-3	\$749,424	\$85,613	\$904,847	\$0	\$78,491	\$0	\$1,068,952	\$1,818,376	(\$235,778)	\$1,582,598
178	YUMA	LIBERTY J-4	\$465,432	\$70,488	\$682,333	\$0	\$54,866	\$0	\$807,686	\$1,273,118	(\$165,078)	\$1,108,040
TOTAL		\$4,453,731,444	\$868,390,741	\$260,577,860	\$14,718,202	\$284,443,282	\$105,247,488	\$1,533,377,573	\$5,987,109,016	(\$774,414,342)	\$5,212,694,674	

Question 28: Please provide data concerning pupil enrollment trends, by school district. Further, please describe the resulting changes to the size factors for those districts that have experienced declining enrollment, along with the associated increases in total program funding.

RESPONSE:

Pupil Counts

The following table provides comparison data for full-time equivalent pupils (FTE) for FY 2003-04 and FY 2011-12 (October 2011 pupil count data used). The pupil FTE does not include the additional 8% supplemental full-day kindergarten FTE, nor does it include the additional FTE due to averaging of declining enrollments. Kindergarten pupils were included as .5 FTE in both fiscal years.

In addition, the comparison reflects the percentage of change for that period. Another column reflects the number of years each district experienced declining enrollment over that eight year period (i.e., a number “5” in the column means a district experienced declining enrollment in 5 of the 8 years).

Size Factor

Since FY2003-04, pursuant to 22-54-104 (5)(b)(I.5), a district’s size factor provides additional money to all school districts, but particularly small school districts unable to take advantage of economies of scale, and is determined by the following formula:

Number of Pupils	Calculation of Size Factor
Less than 276	$1.5457 + (0.00376159 \times \text{the difference between the funded pupil count and 276})$
276 or more but less than 459	$1.2385 + (0.00167869 \times \text{the difference between the funded pupil count and 459})$
459 or more but less than 1,027	$1.1215 + (0.00020599 \times \text{the difference between the funded pupil count and 1,027})$
1,027 or more but less than 2,293	$1.0533 + (0.00005387 \times \text{the difference between the funded pupil count and 2,293})$
2,293 or more but less than 4,023	$1.0297 + (0.00001364 \times \text{the difference between the funded pupil count and 4,023})$
4,023 or more	1.0297

Factors range from a minimum of 1.0297 to a maximum of 2.4135.

In FY 2011-12, approximately \$260.6 million are allocated through the size factor.

In addition, the act has size factor provisions for:

- Reorganizations of districts - 22-54-104 (5)(b)(II) and (III)
- Charter schools within small districts - 22-54-104 (5)(b)(IV)

Changes in size factors are consistent with the intent of the statute and the calculations as defined. Districts with funded pupil counts of greater than 4,023 have a stable size factor. For all other districts, as a district's funded pupil count decreases, the size factor increases and as the district's funded pupil count increases, the size factor decreases.

The change in district characteristics between FY2003-04 and FY2010-11 is as follows:

<i>Pupil FTE</i>	2003-2004		2011-2012		<i>Change</i>
	<i># of Districts</i>	<i>%</i>	<i># of Districts</i>	<i>%</i>	
Less than 276	49	27.53%	56	31.28%	7
Between 276 and 458	28	15.73%	26	14.53%	-2
Between 459 and 1,026	31	17.42%	26	14.53%	-5
Between 1,027 and 2,292	26	14.61%	28	15.64%	2
Between 2,293 and 4,022	11	6.18%	9	5.03%	-2
Greater than 4,023	33	18.54%	34	18.99%	1

Note: The Charter School Institute is included in the counts for 2011-2012.

(continued)

Changes in Pupil Full Time Equivalents and Size Factors									
County	District	Pupil FTE FY2003-04	Pupil FTE per appropriation FY2011-12	Change In Pupil FTE Over 8 Years	Percentage Change	Number Of The 8 Years District Has Declined	Size Factor FY2003-04	Size Factor FY2011-12	Change in Size Factor
Adams	Mapleton	5,358.5	7,205.5	1,847.0	34.5%	5	1.0297	1.0297	0.0000
Adams	Adams 12 Five Star	33,031.0	40,284.4	7,253.4	22.0%	1	1.0297	1.0297	0.0000
Adams	Commerce City	6,042.0	6,964.5	922.5	15.3%	3	1.0297	1.0297	0.0000
Adams	Brighton	7,800.0	14,616.6	6,816.6	87.4%	0	1.0297	1.0297	0.0000
Adams	Bennett	1,003.0	1,070.5	67.5	6.7%	4	1.1264	1.1188	(0.0076)
Adams	Strasburg	822.5	959.0	136.5	16.6%	2	1.1636	1.1346	(0.0290)
Adams	Westminster	9,952.5	9,460.0	(492.5)	-4.9%	4	1.0297	1.0297	0.0000
Alamosa	Alamosa	2,281.5	2,028.0	(253.5)	-11.1%	6	1.0533	1.0642	0.0109
Alamosa	Sangre De Cristo	309.5	291.5	(18.0)	-5.8%	6	1.4853	1.5057	0.0204
Arapahoe	Englewood	3,846.5	2,616.0	(1,230.5)	-32.0%	8	1.0297	1.0447	0.0150
Arapahoe	Sheridan	1,755.5	1,490.5	(265.0)	-15.1%	4	1.0767	1.0960	0.0193
Arapahoe	Cherry Creek	44,075.0	49,483.0	5,408.0	12.3%	0	1.0297	1.0297	0.0000
Arapahoe	Littleton	15,771.0	14,753.5	(1,017.5)	-6.5%	7	1.0297	1.0297	0.0000
Arapahoe	Deer Trail	183.5	161.0	(22.5)	-12.3%	5	1.8936	1.9745	0.0809
Arapahoe	Aurora	30,585.5	36,466.5	5,881.0	19.2%	2	1.0297	1.0297	0.0000
Arapahoe	Byers	518.0	438.5	(79.5)	-15.3%	5	1.2263	1.2454	0.0191
Archuleta	Archuleta	1,576.0	1,435.0	(141.0)	-8.9%	6	1.0917	1.0964	0.0047
Baca	Walsh	208.5	151.0	(57.5)	-27.6%	5	1.7834	2.0065	0.2231
Baca	Pritchett	68.0	60.0	(8.0)	-11.8%	5	2.3281	2.3458	0.0177
Baca	Springfield	307.5	261.0	(46.5)	-15.1%	6	1.4660	1.5675	0.1015
Baca	Vilas	374.5	347.6	(26.9)	-7.2%	5	1.2897	1.4170	0.1273
Baca	Campo	69.5	42.5	(27.0)	-38.8%	4	2.2961	2.4105	0.1144
Bent	Las Animas	553.0	519.0	(34.0)	-6.1%	4	1.2069	1.2231	0.0162
Bent	McClave	254.0	260.5	6.5	2.6%	3	1.6285	1.5713	(0.0572)
Boulder	St Vrain	20,174.0	25,871.0	5,697.0	28.2%	0	1.0297	1.0297	0.0000
Boulder	Boulder	26,653.5	28,058.4	1,404.9	5.3%	1	1.0297	1.0297	0.0000
Chaffee	Buena Vista	950.5	901.0	(49.5)	-5.2%	5	1.1291	1.1452	0.0161
Chaffee	Salida	1,153.5	1,069.0	(84.5)	-7.3%	5	1.1147	1.1189	0.0042
Cheyenne	Kit Carson	93.5	102.0	8.5	9.1%	5	2.1645	2.1923	0.0278
Cheyenne	Cheyenne	244.5	164.5	(80.0)	-32.7%	7	1.5664	1.9275	0.3611
Clear Creek	Clear Creek	1,132.0	885.5	(246.5)	-21.8%	6	1.1127	1.1469	0.0342
Conejos	North Conejos	1,154.5	1,000.5	(154.0)	-13.3%	6	1.1133	1.1203	0.0070
Conejos	Sanford	343.5	307.0	(36.5)	-10.6%	5	1.4324	1.4703	0.0379
Conejos	South Conejos	317.0	229.0	(88.0)	-27.8%	7	1.4230	1.6236	0.2006
Costilla	Centennial	256.0	223.0	(33.0)	-12.9%	5	1.5217	1.7266	0.2049
Costilla	Sierra Grande	292.0	245.0	(47.0)	-16.1%	5	1.5121	1.6315	0.1194
Crowley	Crowley	572.0	547.0	(25.0)	-4.4%	4	1.2146	1.2185	0.0039
Custer	Westcliffe	449.5	415.5	(34.0)	-7.6%	6	1.2464	1.2508	0.0044
Delta	Delta	4,914.0	4,907.0	(7.0)	-0.1%	4	1.0297	1.0297	0.0000
Denver	Denver	67,332.0	74,010.0	6,678.0	9.9%	1	1.0297	1.0297	0.0000
Dolores	Dolores	258.0	273.5	15.5	6.0%	3	1.5304	1.5476	0.0172
Douglas	Douglas	40,033.0	58,922.4	18,889.4	47.2%	0	1.0297	1.0297	0.0000
Eagle	Eagle	4,756.5	5,796.7	1,040.2	21.9%	1	1.0297	1.0297	0.0000
Elbert	Elizabeth	2,757.5	2,379.0	(378.5)	-13.7%	6	1.0465	1.0495	0.0030
Elbert	Kiowa	394.0	337.5	(56.5)	-14.3%	6	1.2926	1.4339	0.1413
Elbert	Big Sandy	312.0	311.5	(0.5)	-0.2%	2	1.4327	1.4838	0.0511
Elbert	Elbert	274.5	208.0	(66.5)	-24.2%	6	1.5513	1.7300	0.1787
Elbert	Agate	82.0	32.0	(50.0)	-61.0%	5	2.1953	2.4135	0.2182
El Paso	Calhan	646.0	580.5	(65.5)	-10.1%	6	1.1949	1.2101	0.0152
El Paso	Harrison	10,423.0	10,199.0	(224.0)	-2.1%	6	1.0297	1.0297	0.0000
El Paso	Widefield	8,025.5	8,333.5	308.0	3.8%	3	1.0297	1.0297	0.0000
El Paso	Fountain	5,491.0	7,232.0	1,741.0	31.7%	0	1.0297	1.0297	0.0000
El Paso	Colorado Springs	30,284.0	27,773.8	(2,510.2)	-8.3%	6	1.0297	1.0297	0.0000
El Paso	Cheyenne Mountain	4,266.5	4,279.0	12.5	0.3%	5	1.0297	1.0297	0.0000
El Paso	Manitou Springs	1,273.5	1,333.0	59.5	4.7%	3	1.1061	1.1046	(0.0015)
El Paso	Academy	18,128.0	22,087.9	3,959.9	21.8%	0	1.0297	1.0297	0.0000
El Paso	Ellicott	868.0	945.0	77.0	8.9%	2	1.1482	1.1370	(0.0112)
El Paso	Peyton	659.5	666.0	6.5	1.0%	2	1.1949	1.1952	0.0003
El Paso	Hanover	305.0	204.5	(100.5)	-33.0%	7	1.4816	1.6751	0.1935
El Paso	Lewis-Palmer	5,218.5	5,620.0	401.5	7.7%	3	1.0297	1.0297	0.0000
El Paso	Falcon	8,324.5	14,331.0	6,006.5	72.2%	0	1.0297	1.0297	0.0000
El Paso	Edison	117.0	225.5	108.5	92.7%	2	2.1438	1.6916	(0.4522)
El Paso	Miami-Yoder	388.5	296.5	(92.0)	-23.7%	7	1.3568	1.4898	0.1330

(continued)

Changes in Pupil Full Time Equivalents and Size Factors									
County	District	Pupil FTE FY2003-04	Pupil FTE per appropriation FY2011-12	Change In Pupil FTE Over 8 Years	Percentage Change	Number Of The 8 Years District Has Declined	Size Factor FY2003-04	Size Factor FY2011-12	Change in Size Factor
Fremont	Canon City	4,104.5	3,660.0	(444.5)	-10.8%	7	1.0297	1.0333	0.0036
Fremont	Florence	1,810.5	1,587.5	(223.0)	-12.3%	7	1.0763	1.0888	0.0125
Fremont	Cotopaxi	337.5	202.0	(135.5)	-40.1%	6	1.3857	1.7943	0.4086
Garfield	Roaring Fork	4,675.5	4,978.0	302.5	6.5%	3	1.0297	1.0297	0.0000
Garfield	Rifle	3,622.5	4,826.0	1,203.5	33.2%	0	1.0352	1.0297	(0.0055)
Garfield	Parachute	930.5	999.0	68.5	7.4%	4	1.1414	1.1154	(0.0260)
Gilpin	Gilpin	370.5	334.0	(36.5)	-9.9%	5	1.3349	1.4441	0.1092
Grand	West Grand	499.5	418.5	(81.0)	-16.2%	6	1.2270	1.2603	0.0333
Grand	East Grand	1,272.5	1,197.5	(75.0)	-5.9%	5	1.1076	1.1065	(0.0011)
Gunnison	Gunnison	1,581.5	1,705.0	123.5	7.8%	4	1.0913	1.0839	(0.0074)
Hinsdale	Hinsdale	71.5	81.0	9.5	13.3%	2	2.3101	2.2691	(0.0410)
Huerfano	Huerfano	687.5	523.0	(164.5)	-23.9%	6	1.1808	1.2147	0.0339
Huerfano	La Veta	235.0	219.5	(15.5)	-6.6%	4	1.6093	1.6992	0.0899
Jackson	North Park	243.0	184.0	(59.0)	-24.3%	4	1.5540	1.8624	0.3084
Jefferson	Jefferson	82,496.0	79,796.5	(2,699.5)	-3.3%	7	1.0297	1.0297	0.0000
Kiowa	Eads	198.0	160.0	(38.0)	-19.2%	5	1.7364	1.9362	0.1998
Kiowa	Plainview	58.5	78.0	19.5	33.3%	3	2.3390	2.2886	(0.0504)
Kit Carson	Arriba-Flagler	211.5	146.5	(65.0)	-30.7%	6	1.7311	2.0163	0.2852
Kit Carson	Hi Plains	113.5	102.5	(11.0)	-9.7%	2	2.1476	2.1776	0.0300
Kit Carson	Stratton	248.5	176.5	(72.0)	-29.0%	7	1.5954	1.8745	0.2791
Kit Carson	Bethune	99.0	118.0	19.0	19.2%	4	2.1227	2.1321	0.0094
Kit Carson	Burlington	762.5	736.0	(26.5)	-3.5%	4	1.1671	1.1804	0.0133
Lake	Lake	1,098.0	1,046.0	(52.0)	-4.7%	5	1.1136	1.1187	0.0051
La Plata	Durango	4,500.5	4,344.0	(156.5)	-3.5%	5	1.0297	1.0297	0.0000
La Plata	Bayfield	1,177.5	1,349.5	172.0	14.6%	1	1.1134	1.1037	(0.0097)
La Plata	Ignacio	784.0	719.0	(65.0)	-8.3%	5	1.1474	1.1754	0.0280
Larimer	Poudre	23,475.0	25,712.3	2,237.3	9.5%	0	1.0297	1.0297	0.0000
Larimer	Thompson	14,408.5	14,333.5	(75.0)	-0.5%	5	1.0297	1.0297	0.0000
Larimer	Estes Park	1,310.5	1,084.5	(226.0)	-17.2%	6	1.1050	1.1162	0.0112
Las Animas	Trinidad	1,408.5	1,378.0	(30.5)	-2.2%	3	1.0987	1.0993	0.0006
Las Animas	Primero	190.0	199.5	9.5	5.0%	4	1.8692	1.8131	(0.0561)
Las Animas	Hoehne	349.5	322.0	(27.5)	-7.9%	4	1.4223	1.4656	0.0433
Las Animas	Aguilar	148.0	102.5	(45.5)	-30.7%	6	2.0272	2.1479	0.1207
Las Animas	Branson	1,025.0	394.6	(630.4)	-61.5%	7	1.1168	1.3337	0.2169
Las Animas	Kim	51.5	57.0	5.5	10.7%	3	2.3590	2.3684	0.0094
Lincoln	Genoa-Hugo	188.0	155.0	(33.0)	-17.6%	5	1.7436	1.9659	0.2223
Lincoln	Limon	585.0	438.0	(147.0)	-25.1%	7	1.2091	1.2501	0.0410
Lincoln	Karval	116.5	240.2	123.7	106.2%	3	2.1457	1.6650	(0.4807)
Logan	Valley	2,627.5	2,257.0	(370.5)	-14.1%	6	1.0477	1.0530	0.0053
Logan	Frenchman	194.5	187.5	(7.0)	-3.6%	5	1.8331	1.8756	0.0425
Logan	Buffalo	303.0	304.5	1.5	0.5%	5	1.5004	1.4928	(0.0076)
Logan	Plateau	147.5	162.5	15.0	10.2%	2	2.0050	1.9704	(0.0346)
Mesa	Debeque	186.0	113.0	(73.0)	-39.2%	7	1.8748	2.1028	0.2280
Mesa	Plateau Valley	482.5	438.0	(44.5)	-9.2%	5	1.2320	1.2387	0.0067
Mesa	Mesa Valley	19,197.0	20,799.4	1,602.4	8.3%	3	1.0297	1.0297	0.0000
Mineral	Creede	170.5	79.5	(91.0)	-53.4%	8	1.9425	2.2224	0.2799
Moffat	Moffat	2,323.5	2,195.0	(128.5)	-5.5%	6	1.0521	1.0556	0.0035
Montezuma	Montezuma	3,222.0	2,721.5	(500.5)	-15.5%	7	1.0402	1.0458	0.0056
Montezuma	Dolores	710.5	620.5	(90.0)	-12.7%	7	1.1846	1.1990	0.0144
Montezuma	Mancos	400.5	350.5	(50.0)	-12.5%	4	1.2618	1.3970	0.1352
Montrose	Montrose	5,252.5	5,905.0	652.5	12.4%	3	1.0297	1.0297	0.0000
Montrose	West End	370.0	317.0	(53.0)	-14.3%	3	1.3983	1.5237	0.1254
Morgan	Brush	1,515.0	1,400.0	(115.0)	-7.6%	6	1.0952	1.0999	0.0047
Morgan	Ft. Morgan	2,999.5	2,996.5	(3.0)	-0.1%	4	1.0436	1.0434	(0.0002)
Morgan	Weldon	190.0	204.0	14.0	7.4%	4	1.8692	1.8124	(0.0568)
Morgan	Wiggins	545.0	478.5	(66.5)	-12.2%	6	1.2176	1.2302	0.0126
Otero	East Otero	1,619.5	1,274.5	(345.0)	-21.3%	8	1.0852	1.1052	0.0200
Otero	Rocky Ford	805.5	794.0	(11.5)	-1.4%	5	1.1491	1.1666	0.0175
Otero	Manzanola	187.5	167.0	(20.5)	-10.9%	2	1.7940	1.9170	0.1230
Otero	Fowler	351.0	411.0	60.0	17.1%	3	1.4112	1.3122	(0.0990)
Otero	Cheraw	211.0	199.0	(12.0)	-5.7%	3	1.7846	1.8305	0.0459
Otero	Swink	382.5	364.0	(18.5)	-4.8%	4	1.3669	1.3946	0.0277

(continued)

Changes in Pupil Full Time Equivalents and Size Factors									
County	District	Pupil FTE FY2003-04	Pupil FTE FY2011-12 per appropriation	Change In Pupil FTE Over 8 Years	Percentage Change	Number Of The 8 Years District Has Declined	Size Factor FY2003-04	Size Factor FY2011-12	Change in Size Factor
Ouray	Ouray	231.5	195.5	(36.0)	-15.6%	5	1.7131	1.7631	0.0500
Ouray	Ridgway	283.0	317.5	34.5	12.2%	3	1.5180	1.4527	(0.0653)
Park	Platte Canyon	1,314.5	1,073.0	(241.5)	-18.4%	7	1.1012	1.1159	0.0147
Park	Park	540.0	507.0	(33.0)	-6.1%	6	1.2187	1.2253	0.0066
Phillips	Holyoke	647.5	564.0	(83.5)	-12.9%	6	1.1973	1.2147	0.0174
Phillips	Haxtun	260.5	279.5	19.0	7.3%	3	1.5686	1.5277	(0.0409)
Pitkin	Aspen	1,475.5	1,656.5	181.0	12.3%	1	1.0973	1.0871	(0.0102)
Prowers	Granada	274.5	219.0	(55.5)	-20.2%	5	1.5381	1.7232	0.1851
Prowers	Lamar	1,728.0	1,541.0	(187.0)	-10.8%	6	1.0782	1.0918	0.0136
Prowers	Holly	332.0	268.0	(64.0)	-19.3%	6	1.4428	1.5592	0.1164
Prowers	Wiley	286.5	224.5	(62.0)	-21.6%	5	1.5133	1.6932	0.1799
Pueblo	Pueblo City	16,809.0	16,996.5	187.5	1.1%	5	1.0297	1.0297	0.0000
Pueblo	Pueblo Rural	7,678.0	8,337.0	659.0	8.6%	2	1.0297	1.0297	0.0000
Rio Blanco	Meeker	585.0	583.5	(1.5)	-0.3%	4	1.2074	1.2036	(0.0038)
Rio Blanco	Rangely	542.0	426.5	(115.5)	-21.3%	6	1.2171	1.2566	0.0395
Rio Grande	Del Norte	680.5	557.5	(123.0)	-18.1%	6	1.1883	1.2136	0.0253
Rio Grande	Monte Vista	1,283.5	1,095.6	(187.9)	-14.6%	6	1.1025	1.1165	0.0140
Rio Grande	Sargent	405.0	481.0	76.0	18.8%	2	1.3275	1.2333	(0.0942)
Routt	Hayden	454.0	366.5	(87.5)	-19.3%	6	1.2402	1.3414	0.1012
Routt	Steamboat Springs	1,869.5	2,187.5	318.0	17.0%	0	1.0750	1.0583	(0.0167)
Routt	South Routt	397.5	373.0	(24.5)	-6.2%	4	1.3072	1.3662	0.0590
Saguache	Mountain Valley	145.5	109.5	(36.0)	-24.7%	5	1.9602	2.1442	0.1840
Saguache	Moffat	194.5	194.0	(0.5)	-0.3%	5	1.9916	2.0287	0.0371
Saguache	Center	653.5	554.0	(99.5)	-15.2%	6	1.1984	1.2141	0.0157
San Juan	Silverton	55.0	67.5	12.5	22.7%	2	2.3289	2.3277	(0.0012)
San Miguel	Telluride	548.5	683.0	134.5	24.5%	3	1.2200	1.1914	(0.0286)
San Miguel	Norwood	276.5	231.0	(45.5)	-16.5%	5	1.5292	1.6160	0.0868
Sedgwick	Julesburg	326.5	2,125.4	1,798.9	551.0%	3	1.4609	1.0614	(0.3995)
Sedgwick	Platte Valley	109.0	121.0	12.0	11.0%	1	2.1182	2.1261	0.0079
Summit	Summit	2,652.0	2,949.0	297.0	11.2%	1	1.0484	1.0441	(0.0043)
Teller	Cripple Creek	562.5	379.0	(183.5)	-32.6%	7	1.2131	1.3097	0.0966
Teller	Woodland Park	2,980.0	2,495.5	(484.5)	-16.3%	8	1.0421	1.0483	0.0062
Washington	Akron	449.5	352.5	(97.0)	-21.6%	5	1.2544	1.3849	0.1305
Washington	Arickaree	93.0	100.0	7.0	7.5%	4	2.2341	2.2013	(0.0328)
Washington	Otis	162.0	186.0	24.0	14.8%	3	1.9527	1.8669	(0.0858)
Washington	Lone Star	96.5	101.0	4.5	4.7%	3	2.2164	2.1886	(0.0278)
Washington	Woodlin	109.5	104.0	(5.5)	-5.0%	4	2.1472	2.1908	0.0436
Weld	Gilcrest	1,883.0	1,820.0	(63.0)	-3.3%	6	1.0753	1.0774	0.0021
Weld	Eaton	1,530.5	1,774.5	244.0	15.9%	1	1.0944	1.0806	(0.0138)
Weld	Keenesburg	1,803.5	2,179.5	376.0	20.8%	1	1.0797	1.0586	(0.0211)
Weld	Windsor	2,844.0	3,992.0	1,148.0	40.4%	1	1.0458	1.0297	(0.0161)
Weld	Johnstown	2,007.5	3,032.5	1,025.0	51.1%	0	1.0687	1.0429	(0.0258)
Weld	Greeley	16,810.5	18,741.0	1,930.5	11.5%	1	1.0297	1.0297	0.0000
Weld	Platte Valley	1,108.5	1,143.5	35.0	3.2%	4	1.1171	1.1149	(0.0022)
Weld	Ft. Lupton	2,359.5	2,200.5	(159.0)	-6.7%	5	1.0513	1.0571	0.0058
Weld	Ault-Highland	892.0	843.5	(48.5)	-5.4%	4	1.1461	1.1581	0.0120
Weld	Briggsdale	141.0	147.0	6.0	4.3%	4	2.0535	2.0276	(0.0259)
Weld	Prairie	119.5	167.0	47.5	39.7%	2	2.1344	1.9527	(0.1817)
Weld	Pawnee	112.0	77.0	(35.0)	-31.3%	4	2.1208	2.2371	0.1163
Yuma	Yuma 1	852.5	802.0	(50.5)	-5.9%	5	1.1574	1.1667	0.0093
Yuma	Wray Rd-2	669.0	643.0	(26.0)	-3.9%	5	1.1889	1.1987	0.0098
Yuma	Idalia Rj-3	115.5	129.5	14.0	12.1%	4	2.0964	2.0836	(0.0128)
Yuma	Liberty J-4	83.0	80.0	(3.0)	-3.6%	3	2.2311	2.2732	0.0421
State	Charter Institute	0.0	8,002.7	8,002.7	NA	0			
TOTALS		716,727.0	796,290.4	79,563.4	11.1%				
4-Year Averaging Addition (5-Year For FY08-09 And After)		6,252.6	4,382.8						
SUB-TOTAL Supplemental Full Day K FTE @ 8% Of Kindergarten		722,979.6	800,673.2						
TOTAL FUNDED PUPIL COUNT		722,979.6	805,890.6						

Question 29: Please provide a chronological narrative that describes the growth in the gap between “full” formula total program funding and the funding that has actually been made available (i.e., the amounts rescinded in FY 2008-09 and FY 2009-10, and the amounts associated with the negative factor in FY 2010-11, FY 2011-12, and FY 2012-13). Please include a table that provides the associated data.

RESPONSE:

Fiscal Year	Total Program PRIOR to Legislative Actions, Rescissions or Negative Factor	Legislative Action	Total Program AFTER Legislative Actions, Rescissions or Negative Factor	Actions
FY2008-09	\$5,354,796,950	\$5,777,656	\$5,349,019,294	<ul style="list-style-type: none"> • Rescission due to insufficient state revenue to fully fund Total Program.
FY2009-10	\$5,717,292,423	\$129,527,120	\$5,587,765,303	<ul style="list-style-type: none"> • Districts required to establish a Fiscal Emergency Restricted Reserve in the amount of \$110M. • Amount rescinded by General Assembly in January 2010. • Supplemental appropriation request not funded which combined with the Emergency Reserve totaled \$129,527,120.
FY2010-11	\$5,822,311,212	\$597,257,157	\$5,225,054,055	<ul style="list-style-type: none"> • Rescission amount of \$380,708,163 established through the Budget Stabilization Factor. • Budget Stabilization Factor of 6.5%. • Additional amount of \$216,358,164 pulled out of state support of Total Program. Funding and “backfilled” with Federal Funds due to the American Recovery and Reinvestment Act and Education Jobs Funding. • General Assembly established the amount of Total Program Funding available which then drives the amount of Budget Stabilization Factor.

(continued)

Fiscal Year	Total Program PRIOR to Legislative Actions, Rescissions or Negative Factor	Legislative Action	Total Program AFTER Legislative Actions, Rescissions or Negative Factor	Actions
FY2011-12 Appropriation	\$5,987,109,016	\$774,414,342	\$5,212,694,674	<ul style="list-style-type: none"> • Budget Stabilization Factor renamed to the Negative Factor and set at 12.9% for FY2011-12 due to the availability of state funds.
FY2012-13 November Budget Request	\$6,248,516,540	\$1,123,773,467	\$5,124,743,073	<ul style="list-style-type: none"> • Negative Factor proposed to be 18.04% for FY2012-13 due to the availability of state funds.

- 1) For FY2010-11, Federal Funds provided an additional \$156,331,551 due to the American Recovery and Reinvestment Act and \$60,026,613 of Education Jobs Funding. Total Program with these funds was \$5,441,412,219.

Note: The School Finance Formula specifies that Total Program Funding will be calculated by applying factors to base funding. After the Total Program Funding is calculated by district, the Negative Factor is then applied to Total Program Funding to obtain a Revised Total Program amount by district. Some districts that are funded primarily with local sources of funds cannot absorb the full amount of the Negative Factor since they do not have enough state share funds to cover the Negative Factor. Therefore, the actual amount of Negative Factor absorbed is lower than what is established in the School Finance Act.

Question 30: The Department's proposal for total program funding for FY 2012-13 identifies a \$261.4 million increase in total program funding based on projected enrollment and inflation, before application of the negative factor. Please break down this figure to indicate what portion relates to a projected enrollment increase, and what portion relates to inflation.

RESPONSE:

Anticipated Growth in Total Program for FY2012-13	
Estimated Amount due to Pupil Growth	\$50,098,937
Estimated Amount due to Inflation – 3.5%	\$211,308,587
Total Estimated Increase Needed	\$261,407,524

FY2012-13 November Budget Request Assumptions		
	Estimated Change	Total
Pupil Growth	6,698	812,589
At-Risk Growth	2,666	290,683
Inflation Estimate	3.5%	NA
Base Per Pupil Funding	\$197.22	\$5,831.99
Late February 2012 – actual inflation will be determined		

Question 31: Please clarify the legal basis for the Department's request to add \$676,815 General Fund to ensure that per pupil funding for multi-district online charter schools does not fall below the base per pupil funding amount.

RESPONSE:

Pursuant to CRS 22-54-104(4.5)(c), a district's online per pupil funding for multi-district schools and programs for the applicable budget year shall be the greater of:

1. Online funding less the negative factor
 - Online funding is projected to be \$7,033 less negative factor = \$5,764.53
2. Base per pupil funding per 22-54-104(5)
 - Base per pupil funding is estimated to be \$5,831.99 for FY2012-13
3. The difference between #1 & #2 above is \$67.46

Pursuant to CRS 22-30.5-112(2)(a)(III), a charter school shall receive one hundred percent (100%) of the online funding.

It is anticipated that there will be 10,033 funded pupils in online charters in FY2012-13. Since 100% of the funding must be directed to the charter schools, and base funding is greater than online funding less the negative factor, the Department anticipates that an additional \$676,815 should be provided through the school finance act to remain compliant under both statutes.

In addition, the Department is considering whether or not a similar action will be necessary for all multi-district online students and ASCENT students. The Department estimates that these populations may require an additional General Fund appropriation increase of approximately \$394,000.

FY2012-13 is the first year that funding for online or ASCENT students has fallen below the statewide base per-pupil funding.

Question 32: Please describe any Department plans to study the funding and/or oversight of full-time on-line programs. Specifically:

- a. What new or additional data does the Department plan to collect?**
 - b. What is the anticipated timing and cost of these planned activities?**
-

RESPONSE:

The Division of Innovation and Choice at CDE is in the process of raising private funds to support research about online schools in Colorado. The goal is to get started on this research in January 2012 and to partner in the research with a reputable research entity (or entities) to gather and analyze data in order to assess current realities and identify opportunities for improvement in online learning in CO. Depending on the level of funds raised (which will influence the potential scope of work), research topics and questions might include (final research scope will be negotiated with the research team):

- student characteristics in online and blended learning schools and programs
- why students seek online schools over brick and mortar alternatives
- which students are successful in online schools, which students aren't, and why
- student mobility patterns and enrollment practices (as compared to non-online schools; and student mobility prior to/after attending the online school)
- student performance over time and how it compares with non-online schools with similar student characteristics
- effectiveness of our accountability systems at the state and district levels to improve student outcomes in online schools & recommendations for improvements
- what types of online and blended learning opportunities are still needed in our state (where do we have gaps)
- funding and costs of online schools relative to brick and mortar schools
- policy challenges & recommendations

We currently have approximately \$20,000 in private funding committed to supporting this research but expect that we will need to raise more in order to fulfill the entire scope of research that we'd like to conduct. In order to get a more accurate estimate of the cost of a study/series of studies covering these various topics, we are meeting with some local and national researchers in the coming weeks to get their best estimates about the cost.

Question 33: What data or information does the Department have concerning the actual per pupil costs of online schools in Colorado (in terms of both the overall costs as well as the cost components), compared to the per pupil costs of “brick and mortar” schools in Colorado?

RESPONSE:

The *Summary Report of the Operations and Activities of Online Programs in Colorado* provides in-depth analysis of Colorado’s online programs for the 2010-2011 school year. A significant part of the analysis comes from annual reports submitted by the online schools. However, this report does not include actual per pupil expenditure information for online schools.

Under House Bill 11-1277, the following provision was added to 22-30.7-103(3) C.R.S.; (1) To annually collect and review information concerning sound financial and accounting practices and resources for each online program. The information may be the same information submitted by online charter schools pursuant to section 22-30.5-109(1). Under this provision, the Department will collect information that will assist in the determination of actual per pupil costs associated with online schools beginning with the 2011-2012 fiscal year.

Link to *Summary Report of the Operations and Activities of Online Programs in Colorado*:

http://www.cde.state.co.us/onlinelearning/download/1011/2011_AnnualReport_OnlinePrograms.pdf

Question 34: The Department’s “Summary Report of the Operations and Activities of Online Programs in Colorado”, dated June 1, 2011, includes information comparing student achievement data for students in online programs to students in non-online programs (see pages 22 through 24 of the Summary Report).

- a. Please describe the approach used to analyze student achievement data, including any attempts to control for differences in student demographics or other relevant characteristics.***
- b. Has the Department compared achievement growth rates for students in online programs and students in non-online programs?***

RESPONSE:

- a. Please describe the approach used to analyze student achievement data, including any attempts to control for differences in student demographics or other relevant characteristics.

Student level data used for the achievement comparison were reading, math, writing, science, and cross-subject composite CSAP results from the 2010 administration. Comparisons were made in two ways. The first used CSAP scale scores, the second used proficiency levels. All of the analyses of student achievement data in the report controlled for the following: grade level, sex, race/ethnicity, FRL status, and ELL status. The approach was multiple regression analysis in which the control variables were included. Separate regressions were calculated for each grade level and for each tested subject. All data that the researchers used came from CDE.

- b. Has the Department compared achievement growth rates for students in online programs and students in non-online programs?

Not separately. Only as part of the School Performance Frameworks that CDE releases annually, of which growth is one factor that is part of the overall performance ratings that schools receive.

Question 35: Please describe the current statutory framework for funding pupils who participate in a single-district program that is authorized by a group of school districts or board of cooperative services. Specifically:

- a. Under current law, how does the Department determine which school district's per pupil funding amount is applicable to each student (e.g., the San Juan BOCES' SW CO e-School)?***
- b. Does the Department collect data to determine the district of residence for each student, regardless of which school district has counted the student for purposes of funding?***
- c. Does the Department recommend any statutory changes related to funding for these types of online programs?***

RESPONSE:

C.R.S. 22-30.7-102(13) provides that a board of cooperative services (BOCES) is defined as a single-district program. Pursuant to C.R.S. 22-30.7-107, a single district online program is funded at the per pupil funding rate of the district providing the program (district of residence). A multi-district online program is funded at the online rate established each year in 22-54-104 (4.5), C.R.S.

- a. Students that attend a BOCES online program would be counted in the district of residence and would be funded at the districts per pupil rate. In the case of the San Juan BOCES' Southwest Colorado e-School, the San Juan BOCES has nine member districts that are served by the BOCES. For FY2011-12, the per pupil revenue for these districts range from a low of \$6,190 for Montezuma-Cortez to a high of \$13,950 for Silverton. The actual amount of district funding that is sent to the BOCES would be determined by contract between the BOCES and the district.
- b. The Department does collect data to determine the district of residence for each student, regardless of which school district has counted the student for purposes of funding.
- c. The Department recommends that BOCES programs be certified as multi-district online programs rather than single district online programs. Students participating in the BOCES online programs would then be funded at the same online rate rather than the individual district per pupil rate.

Question 36: Please discuss the availability and relevance of data concerning mobility or attrition rates for individual school districts, and for students participating in on-line programs. Specifically:

- a. Describe the Department's recent analysis of student mobility data for online schools compared to non-online schools.***
- b. The Legislative Council Staff prepared an analysis comparing October FTE levels to Spring assessment counts for FY 2006-07 through FY 2010-11, indicating a certain level of "attrition" through the school year [see the FY 2012-13 Staff Budget Briefing dated November 16, 2011, Appendix F]. Can the Department provide information to explain what might have occurred in those school districts with a relatively large "attrition" rate (e.g., small districts like Hanover and Edison in El Paso county, or larger districts like Arapahoe-Englewood and the State Charter School Institute)?***
- c. If available, please provide data that would identify the mobility or attrition rate for individual on-line schools/programs. Further, please discuss any practices that are utilized by certain on-line schools/programs that result in lower rates of attrition.***
- d. Does the Department have any data that would indicate that the attrition rate is higher for schools or programs (online or non-online) that are focused on credit recovery?***
- e. Does the Department have any information indicating whether data access challenges in certain areas of the State may affect student attrition rates for on-line programs?***

RESPONSE:

- a. Describe the Department's recent analysis of student mobility data for online schools compared to non-online schools.

The data elements used to calculate mobility rates were investigated to determine the type and timing of mobility incidents that occur in multi-district online schools. This was a preliminary data survey and did not include a comparative analysis with non-online schools. The summary of the data survey can be

downloaded from the CDE website at the following URL:

<http://www.cde.state.co.us/onlinelearning/download/MobilityInfo.pdf>.

Appendix A of the summary is a table that contains the mobility rates of the individual multi-district online schools for the 2009-10 school year.

- b. The Legislative Council Staff prepared an analysis comparing October FTE levels to Spring assessment counts for FY 2006-07 through FY 2010-11, indicating a certain level of “attrition” through the school year [see the FY 2012-13 Staff Budget Briefing dated November 16, 2011, Appendix F]. Can the Department provide information to explain what might have occurred in those school districts with a relatively large “attrition” rate (e.g., small districts like Hanover and Edison in El Paso county, or larger districts like Arapahoe-Englewood and the State Charter School Institute)?

CDE does not have a formal definition for “attrition,” nor does the Department analyze information in order to provide an explanation of why certain districts have high “attrition” rates. However, student exit types and dates are captured in the End of Year collection and are a component of the mobility rates.

- c. If available, please provide data that would identify the mobility or attrition rate for individual online schools/programs. Further, please discuss any practices that are utilized by certain online schools/programs that result in lower rates of attrition.

The mobility rates of all schools for the 2009-10 school year can be found on the CDE website at the following URL:

<http://www.cde.state.co.us/cdereval/rv2010MobilityLinks.htm>.

Data from previous years can be found at the following URL:

<http://www.cde.state.co.us/cdereval/rvprioryearMobilitydata.htm>

As far as practices utilized by individual programs to reduce mobility and/or “attrition” rates, the 2010 Summary Report of the Operations and Activities of Online Programs in Colorado contains a few brief descriptions of practices used by various online programs to place and support students, but no analysis has been done to ascertain whether these practices are effective in reducing “attrition.” The Summary Report of the Operations and Activities of Online Programs in Colorado can be found on the CDE website at the following URL:

<http://www.cde.state.co.us/onlinelearning/reports.htm>

- d. Does the Department have any data that would indicate that the attrition rate is higher for schools or programs (online or non-online) that are focused on credit recovery?

Based on the mobility data that is available, online schools and Alternative Education Campuses (both of which often have a credit recovery focus) tend to have higher mobility rates. However, it would be necessary to identify individual schools as credit-recovery focused in order to establish a relationship between credit-recovery and mobility.

A list of schools designated as AECs for the 2010-11 school year can be downloaded from the CDE website at the following URL:
<http://www.cde.state.co.us/OPP/AEC.htm>

The mobility rates for all schools, including online and AEC, can be found on the CDE website at the following URL:
<http://www.cde.state.co.us/cdereval/rv2010MobilityLinks.htm>.

- e. Does the Department have any information indicating whether data access challenges in certain areas of the State may affect student attrition rates for online programs?

A lack of broadband coverage is mentioned in the 2010 Summary Report of the Operations and Activities of Online Programs in Colorado as presenting a significant challenge to Colorado's online programs, but no analysis has been conducted to determine whether this is correlated with high mobility or "attrition" rates.

Question 37: Please summarize the findings and recommendations resulting from the average daily membership study authorized by S.B. 10-008.

RESPONSE:

The study authorized by SB10-008 was completed in January 2011. The link to the full report is below. <http://www.cde.state.co.us/cdefinance/download/pdf/ADM1-14-11.pdf>

The study done by Augenblick, Palaich and Associates (APA), for the Colorado Department of Education (CDE) was a feasibility study of implementing a new student count method for school district funding based on Average Daily Membership (ADM). The state currently funds districts on the basis of a single count date, October 1, based on the number of students in *attendance* at school that day or throughout the count window. Under an ADM funding count, districts would receive funding based on the number of students enrolled, or in *membership* in the district, on average over a specific number of days.

Attendance - focuses on students actually in seats on a particular day, or who can be proved to have been in attendance over some period of time. Funds focused on the number of students being “served” in the classroom at a point in time or over a period of time.

Membership - students enrolled with the district regardless of whether they are in attendance at a given time. Funds allocated on the number of students a district would have to serve if all enrolled students were in attendance on a given day.

Student Count Practices in Other States:

The study found that currently only about a quarter of the states use attendance as part of the main student count for school funding purposes. Membership is used by the other three quarters. States must also decide how often they will count the students. States reported student count methods as follows:

Single Day Membership Count	6 states
Single Day Attendance Count	4 states (Colorado count method)
Multiple Day Membership Count	7 states
Multiple Day Attendance Count	2 states
Average Daily Membership Count	24 states
Average Daily Attendance Count	7 states

More in-depth interviews were held with four states (Arizona, Minnesota, Nebraska and South Dakota) that currently use, or have recently used, Average Daily Membership (ADM) for funding purposes.

Key Findings from Interviews

1. Student Count Audits

The four states felt that having some sort of audit is important but also ensuring that the burden on the state and districts is in line with the benefits of the audit. A membership count may lend itself to less auditing than an attendance count since proof of attendance is not necessary.

2. **Student Information Systems**
A very strong statewide student information system is key to running a successful student count. Ideally, the system with clear definitions of data would allow the state to pull data as needed, eliminating the burden on districts to take time uploading the data.
3. **Student Count and District Funding**
Each of the four states applied the student count differently to the state funding system, but all had some mechanism to help districts with growth and declining enrollment. It is not clear that one approach to using the student count within a funding system is the best approach. What is clear is that states can use various approaches and even combine approaches in order to produce the results they wish to have. It is important for districts, charter schools and the state to have counts that provide for adequate budget planning and avoids large swings in funding.
4. **Defining Enrollment**
Creating clear definitions around both attendance and membership allows districts to classify all students in a similar manner.
5. **Alternative Instructional Models**
Though all four states felt generally comfortable with tracking students in alternative instructional models such as concurrent enrollment, all four mentioned either having had problems, or currently having problems with the student count efforts for online students.

Colorado District and Charter School Input Findings

District and charter school input was gathered using both interviews and a survey. Interviews were held both in person and by phone.

Key Findings

1. Districts and the state could benefit from statewide definitions for attendance and membership. Current definitions vary across districts. A statewide common enrollment form may also be useful to identify, verify residency and track students the same way.
2. Districts currently treat the October count as a very high stakes event. The count determines all funding for the entire year. Along with the high stakes of funding, the districts believe there is a high reporting burden related to the October count. The burden of the count for districts is not just the planning and undertaking of the count but also the process of ensuring appropriate documentation for each student in preparation for a state pupil count audit.
3. Districts currently have student data systems that generally handle all of the data needs related to the student count. Ideally a statewide student data system would be put in place that allows the state to “pull” the needed data on a continuous basis rather than requiring districts to upload and “push” data to the CDE at certain times of the year. This would alleviate time and staff burdens on districts for sending data to the CDE.

4. Districts do not believe there needs to be an incentive to serve more students or to incentivize graduation. The districts feel they currently do everything possible to retain students and to ensure students get the best education possible. This is reinforced under the new accreditation/accountability requirements.

School District Average Daily Membership and Student Transfers Data Analysis

One of the goals of the study was to estimate the impact on district and charter school student counts of adopting an Average Daily Membership (ADM) count in lieu of the current single October Count.

Key Findings

1. On average, district ADM over the course of a school year is about 2% less than the October count for the same year, suggesting that, on average, enrollments decrease somewhat between fall and spring.
2. The range of the differences between districts' October count and ADM is significant, with a maximum net gain in ADM over the October count of more than 27% and maximum net loss of nearly 16%. However, these extremes were found in a relatively few districts and occurred primarily in small districts with enrollments under 500 students. The states' largest districts experienced net changes similar to the state average.
3. District characteristics such as geographic setting, poverty level, and attendance and graduation rates do not appear to have a consistent, statistically significant affect on the difference between a district's October count and ADM.
4. Student transfers into and out of districts vary significantly over the course of the year, with the greatest influx of students occurring at the beginning of the school year in July and August and continuing at a much lower rate into September. January also has a small net positive number of transfers of students into districts. The remaining months experience net negative transfers out of districts, with May and June experiencing the greatest numbers of students exiting districts due to high school graduation.
5. Districts experience their highest enrollment levels in the fall, especially in September and October, with enrollment numbers steadily decreasing monthly as the school year moves into spring.

Advisory Committee

An advisory committee, representing constituents as designated by legislation, met three times to give input, review material, discuss issues, and present viewpoints. Over the course of the meetings the committee recognized the following as important information or items that should be considered in any approach the state might use to count students. This does not necessarily mean that there was consensus among committee members that change was or was not necessary.

1. Concerns about districts funding policies that did not reflect enrollment growth at individual schools after the October count and the burdens caused but this growth.

2. Agreement with having common definitions for enrollment, membership and attendance at the state level would lead to better data being collected and evaluated.
3. Districts and charters schools are spending large amounts of time and dollars on the October count. With the ongoing reduction of funds, consideration must be given to any changes so there is no increase in costs or personnel.
4. No research that indicates one method of count students produces a better academic result than another. Any changes should not be counter to educational aspirations or make it harder for students to enroll. The attention to students has been strengthened by the implementation of the new accountability and accreditation system (SB 09-163). Increased attendance is important but may be out of the districts' control.
5. Important to look at how change would impact all types of districts including growing versus declining enrollment. Not all can be evaluated using the same metrics.
6. Consideration must be given to the potential costs of any change relative to its benefits. Changes should not be made simply to correct problems seen in a few districts or based on very specific issues that have arisen. The data shows only a 2% variance statewide between the October count and ADM. The costs of any change need to be measured against the benefits.
7. Concerns were raised that this is not the year to make any changes, given the ongoing financial issues of the state and the districts. At some point a possible pilot, a new statewide data system and additional revenue for school districts and charters may allow for transitioning over a period of time to a change in student count.

The committee did not forward a recommendation or give direction towards more than the above mentioned items.

Principles of Count Method

The study and advisory committee identified the following principles that should be included as part of any count method regardless if changes are made or not:

- Limit administrative burden
- Be fair and equitable
- Not restrict a district or charter school in terms of calendars, bell schedules, or ability to innovate

If changes are made to the count method:

- Should not result in decreased K-12 funding
- Be phased in over time
- District funding should be held harmless for some period of time

Alternative Approaches to Count Students

The study presented five alternative recommendations based on type, frequency, use in funding, reconciliation, and advantages and disadvantages of each:

1. Alternative 1 (Current Count) – Single Day Attendance
 - Advantages - systems are already in place; familiarity with process; no additional costs; no funding shifts among districts.
 - Disadvantages – no financial incentive to maintain enrollment after count date; less precision in identifying and funding students where they are served throughout the year.

2. Alternative 2 (Using Current Data) – Multi-day attendance or membership (October count, Safety and Security count and End of Year (EOY) count).
 - Advantages – provides additional data points later in the year of students being served; if funding is adjusted based on later counts, provides for students enrolled after October count; may provide incentive to keep or enroll students not being served; relieves pressure of identifying student for single October count date.
 - Disadvantages – increased administrative burden; funding disruption for districts that lose students after October count.

3. Alternative 3 (New Count Dates) – Multi-Day Membership with new count dates
 - Advantages and disadvantages similar to Alternative 2.

4. Alternative 4 (Single Day and Reconcile with Average Daily Count) – Membership – single with average count in order to reconcile changes during the year
 - Advantages and disadvantages similar to Alternative 2 & 3.

5. Alternative 5 (Average Daily Membership - ADM) – Full Switch to ADM
 - Advantages and disadvantages similar to Alternative 2 ,3 & 4 with the addition of:
 - May require significant upgrades to the student information systems to state and districts and thus increasing costs.
 - Greater count discrepancies from current October count may occur in some districts causing decreases in funding.

Consultant Recommendations

Definitions

- Recommend that the state clarify the definition of an enrolled student by setting a statewide standard for the number of days of unexcused absences allowed before a student must be taken out of district membership.

- Recommend changing the increment in which students are counted from halves to quarters or fifths.

- Strengthen and clarify definitions surrounding alternative instruction.

Student Data System

- Recommend that the CDE implement a statewide real-time student data system that ensures full compatibility with all districts and allows student data to be “pulled” from districts versus having districts “push” data up to the state.

Count Verification and Audit Procedures

- Recommend that the current procedures used to verify student counts and the audits of those counts be reviewed to ensure they put the least burden possible on districts and charter schools while still enabling the state to adequately verify student count data.

Adding one or more count days and adopting membership as the basis for count

- Recommend that the state adopt a membership-based count and consider adding an additional count day or multiple days to the count process.

ADDENDUM: OTHER QUESTIONS FOR WHICH SOLELY WRITTEN RESPONSES ARE REQUESTED

Question 38: How does the Department define FTE? Is the Department using more FTE than are appropriated to the Department in the Long Bill and Special Bills? How many vacant FTE does the Department have for FY 2009-10 and FY 2010-11?

RESPONSE:

OSPB and DPA are working with all departments to provide quarterly reports on FTE usage to the JBC. These reports will ensure that all departments are employing the same definition of FTE. This definition comprises a backward-looking assessment of total hours worked by department employees to determine the total full-time equivalent staffing over a specific period. We intend for these reports to provide the JBC with a more clear linkage between employee head-count and FTE consumption. As it concerns FTE usage in excess of Long Bill authorizations, departments will continue to manage hiring practices in order to provide the most efficient and effective service to Colorado's citizens within the appropriations given by the General Assembly.

The Department is not using more FTE than appropriated in any state programs. The schedule below which compares appropriated FTE with actual by fund source to calculate vacancies.

	Fiscal Year 2009-10			Fiscal Year 2010-11		
	Actual	Appropriation	Vacancy/ (Over)	FY 10-11 Actual	FY 10-11 Appropriation	Vacancy/ (Over)
Total FTE:	505.4	541.7	36.3	492.4	539.9	47.5
General Fund	204.2	213.9	9.7	198.8	214.6	15.8
Cash Funds	48.1	58.0	9.9	43.9	59.4	15.5
Reappropriated Fund	65.0	84.3	19.3	62.3	85.8	23.5
Federal Funds	188.1	185.5	(2.6)	187.4	180.1	(7.3)

Question 39: The State does not currently regulate the compensation paid by school districts, but compensation decisions have a significant impact on state funding requirements, and on whether the distribution of funds provides for a thorough and uniform public school system. Should the State exert more regulation over school district compensation? Why or why not? As part of the response, please provide comparative data about school district compensation.

RESPONSE:

Pursuant to CRS 22-54-104 (1)(a), For every budget year, the provisions of this section shall be used to calculate for each district an amount that represents the financial base of support for public education in that district. Such amount shall be known as the district's total program. The district's total program shall be available to the district to fund the costs of providing public education, and except as otherwise provided in section 22-54-105, the amounts and purposes for which such moneys are budgeted and expended shall be in the discretion of the district.

Under this statute, since districts have control over how they budget district funds, the state currently has no control over compensation at the districts. In addition, state funding requirements are not impacted by a local decision on compensation. State funding requirements are based on the School Finance Act formula and the availability of state funds.

The cost of living factor may be slightly affected in a small district if district salaries were a large part of the labor pool areas in that district. (Refer to CRS 22-54-104(5)(c)(II)(B.1) and (C)).

Districts will budget compensation due to their availability of funding.

It does not appear that the State should exert regulation over school district compensation due to the fact that districts budget to the availability of funds that are provided through the School Finance Act. District compensation budgets in turn do not affect the amount needed through the School Finance Act and State funds.

Currently, districts are finding that they must either cut compensation, or keep it relatively flat in order to remain financially solvent due to the cuts in funding at the State level.







Comparative Data


The Department collects many data points regarding district compensation. The link below will take the reader to the Department webpage for Fall 2010 Staff Data:

<http://www.cde.state.co.us/cdereval/rv2010StaffDatalinks.htm>





The following reports are available from this link:

Average Salaries

- [Average Salaries for Administrators by Setting](#)  (PDF)
- [Average Salaries for Professional-Instructional by Setting](#)  (PDF)
- [Average Salaries for Professional Other by Setting](#)  (PDF)
- [Average Salaries for Para Professionals by Setting](#)  (PDF)
- [Average Salaries for Office Administrative Support by Setting](#)  (PDF)
- [Average Salaries for Crafts Trades Services by Setting](#)  (PDF)
- [Average Salaries for Administrators by Size](#)  (PDF)
- [Average Salaries for Professional-Instructional by Size](#)  (PDF)
- [Average Salaries for Professional Other by Size](#)  (PDF)
- [Average Salaries for Para Professionals by Size](#)  (PDF)
- [Average Salaries for Office Administrative Support by Size](#)  (PDF)
- [Average Salaries for Crafts Trades Services by Size](#)  (PDF)

- [Average Salaries by Average Experience and College Preparation for Principals](#)  (PDF)
- [Average Salaries by Average Experience and College Preparation for Program Coordinators Supervisors](#)  (PDF)
- [Average Salaries by Average Experience and College Preparation for Superintendents](#)  (PDF)
- [Average Salaries by Average Experience and College Preparation for Teachers](#)  (PDF)
- [Full-Time Equivalence \(FTE\), Average Salary, and Average Experience by College Preparation](#) 

Teacher Data

- [Classroom Teachers Trend by Age Group](#)  (.xls)
- [Count of Teachers by District, Ethnicity and Gender](#)  (.xls)
- [Student Teacher Ratios](#)  (.xls)
- [Pupil Membership and Teacher Data](#)  (PDF)

Question 40: Does the Department recommend any statutory changes that would reduce the administrative burden on schools or school districts?

RESPONSE:

The Department of Education takes very seriously its charge of serving and supporting districts. To that end, we carry out all laws with an eye toward how we can minimize administrative burdens on districts. In some cases this leads to legislative changes, such as those made in HB11-1277, allowing small districts to provide one unified improvement plan for both school and district. However in many cases the department can take action without legislation. At present, CDE is working to implement the State Longitudinal Data Systems federal grant (SLDS) which will significantly ease data reporting burdens on districts. This grant will allow CDE to collect information for each student and utilize it throughout multiple units, rather than collecting the same data points multiple times for the same student. We anticipate that this system will be fully functioning by the beginning of the 2013-14 school year, with incremental improvements along the way.

Many of the requirements placed on districts originate at the federal level, creating burdens that cannot be addressed by the Colorado General Assembly. Through our interaction with the U.S. Department of Education, Colorado is seeking assistance for local districts by requesting a waiver from certain provisions of the Elementary and Secondary Education Act (ESEA). If granted, this waiver would hold all districts in Colorado to a single system of accountability, and would decrease some of the reporting currently required of them.

While we do not have legislation for 2012 that is specifically designed for the purpose of easing administrative burdens on districts, we continue to evaluate all laws and regulations for this impact. If we are able to identify statutory changes that would be helpful to districts, we will certainly bring those to the attention of the legislature.

Question 41: Please describe the minimum number of hours of instruction that school districts are required to provide annually pursuant to Section 22-32-109, C.R.S. Further:

- a. Please provide data concerning the actual number of hours of instruction provided annually by each school district in relation to this statutory requirement.**
- b. Please provide any available trend information concerning districts that have extended the school day or school year, as well as districts that have reduced the school week from five to four days.**
- c. Please provide any available information concerning the impact of the above types of changes on student achievement.**

RESPONSE:

1. Please describe the minimum number of hours of instruction that school districts are required to provide annually pursuant to Section 22-32-109, C.R.S.

Response: Statute requires no less than one thousand eighty hours of planned teacher-pupil instruction and teacher-pupil contact during the school year for secondary school pupils in high school, middle school, or junior high school or less than nine hundred ninety hours of such instruction and contact for elementary school pupils or fewer than four hundred fifty hours of such instruction for a half-day kindergarten program or fewer than nine hundred hours of such instruction for a full-day kindergarten program. In no case shall a school be in session for fewer than one sixty days without the specific prior approval of the commissioner of education.

The actual hours of teacher-pupil instruction and teacher-pupil contact...may be reduced to no fewer than one thousand fifty-six hours for secondary school pupils, no fewer than nine hundred sixty-eight hours for elementary school pupils, no fewer than four hundred thirty-five hours for half-day kindergarten pupils, or no fewer than eight hundred seventy hours for full-day kindergarten pupils, for parent-teacher conferences, staff in-service programs, and closing deemed by the board to be necessary for the health, safety, or welfare of students.

Further:

- a. Please provide data concerning the actual number of hours of instruction provided annually by each school district in relation to this statutory requirement.

Response: This data is not collected by the Department. Only districts applying to have less than 160 calendar days scheduled (i.e., four-day school week) submit this information to the Department. Because these districts are still required to

have the same number of teacher-pupil contact hours as districts on five-day school week calendar districts the number of pupil-teacher contact hours are submitted with the district's application to ensure statutory requirements are still met.

- b. Please provide any available trend information concerning districts that have extended the school day or school year, as well as districts that have reduced the school week from five to four days.

Response: The Department does not collect information pertaining to the extension of school days or school year. In regard to the number of districts reducing the school week from five to four days, this number has been increasing over time. The trend data for four-day school weeks is as follows:

2000-2001: 39 districts
2001-2002: 47 districts
2002-2003: 49 districts
2003-2004: 52 districts
2004-2005: 52 districts
2005-2006: 57 districts
2006-2007: 62 districts
2007-2008: 67 districts
2008-2009: 66 districts
2009-2010: 71 districts
2010-2011: 77 districts
2011-2012: 79 districts

- c. Please provide any available information concerning the impact of the above types of changes on student achievement.

Response: In 2009, CDE performed a study on the academic impact of four-day vs. five-day school week calendars and concluded there is not a significant difference between district performances. Here is the link to the referenced study:

[http://www.cde.state.co.us/cdeassess/documents/res_eval/2009 Colorado districts_4day_school_week.pdf](http://www.cde.state.co.us/cdeassess/documents/res_eval/2009_Colorado_districts_4day_school_week.pdf)

The Department is in the process of updating this referenced study.

Question 42: Please describe the methodology of the biennial cost-of-living study that is conducted through Legislative Council Staff. Specifically, how is the cost of housing measured as part of the “market basket of goods”?

RESPONSE:

- The study measures the cost of a similar market basket of goods and services in each school district and is based on the latest Consumer Expenditure Survey by the US Department of Labor.
 - Key Items Studied: housing, food, apparel, transportation, alcohol, and health care
 - Items studied were purchased by three person household with \$47,500 annual income (2009 Study). The 2011 study will use annual income of \$49,000.

 - The Request for Proposal 2011 Study provides the following definition of “Housing”
 - Determine costs by district associated with principal and interest mortgage payments on a 1,500 square foot home.
 - Additionally, the costs of maintenance, utilities, and furnishings will be determined.
 - Legislative Council will provide the housing values used in calculating these costs.

 - The study recognizes the regional nature of school district employment, taking into consideration:
 - Regional shopping patterns
 - District employees who choose to live in one district and work in another

 - The study only affects cost of living (COL) factors for districts whose cost of living rises faster than the statewide average teacher salary.
 - In the 2009 study the statewide average teacher salary increased 6.7 percent (for the two-year period between 2005 and 2007).
 - If a district's cost of living rises faster than the average teacher salary, the ratio of a district's cost-of-living percentage increase to 6.7 percent, divided by 1,000, is added to the district's prior year factor. Example:
 - If a district's cost of living factor is currently 1.175, and the district's cost of living increased 8.0 percent, the cost of living factor would increase from 1.175 to 1.176 $((8\%/6.7\%) / 1,000)$.

 - A school district's factor cannot decrease under current state law
-

- Legislative Council Staff is required to certify the new cost of living factors to the department by April 15 of the year following the completion of the study.
 - These new factors are effective for the next two budget years, starting July 1
- In the 2009 study, 108 of 178 districts had a change in COL significant enough to increase COL factors for those districts.
- The COL factor increase was not funded in FY2001-02. However, under General Override Authority, a district may include an adjustment for the FY2001-02 COL when determining the maximum amount that they request as a mill levy override.
- A detailed Cost of Living Studies memorandum is on the Legislative Council web site: [2010 School District Cost-of-Living Study Results](#)

Question 43: Please describe the formula that is used to allocate state funding to school districts for public school transportation expenses. Further, are there any other sources of state or federal funding that are allocated in a manner that recognizes variability in transportation costs in relation to the geographic size of the district?

RESPONSE:

CRS 22-51-104 provides that each school district, the state charter school institute, and each facility school shall have a transportation reimbursement entitlement.

Districts are required to report route miles traveled and current operating expenditures. Districts are reimbursed a year in arrears.

- Districts are not reimbursed for 100% of their transportation expenditures.
- Primary reimbursement areas are: home to school and school to home route mileage costs, route driver salaries and benefits, maintenance and repairs to buses and safety enhancements to buses.
- Districts are not reimbursed for capital purchases such as purchases of school buses. Districts are not reimbursed for activity transportation such as field trips and athletic events.
- Reimbursement is calculated based on \$0.3787 (37.87 cents) per-mile-traveled, and 33.87% of the district's total costs remaining after the per-mile-traveled reimbursement.

Example:

1	Total Current Operating Expenditures	\$500,000
2	Total Annual Route Miles: (170 School Days x 400 Daily Miles)	68,000
3	Mileage Reimbursement (Line 2 x .3787)	\$25,752
4	Reimbursable Excess Costs (line 1 minus Line 3)	\$474,248
5	Reimbursable Excess Costs (line 4 x 33.87%)	\$160,628
6	Reimbursement Entitlement (line 3 + Line 5)	\$186,380
	Prorated Payment: Actual Reimbursement subject to Available Appropriation	\$114,198

- In FY2010-11 daily route mileage reported ranged from 39 miles to 21,015 miles. Total annual mileage ranged from 6,474 to 3,656,610. Total current operating expenditures ranged from \$14,344 to \$19,899,753.
- In FY2010-11 total district current operating expenditures were \$204,546,773 and the total dollars actually reimbursed were \$50,620,333.
- There are no other sources of state or federal funding that are allocated in a manner that recognizes variability in transportation costs in relation to the geographic size of the district.

Question 44: What is the Department's entire Information Technology (IT) budget for FY 2011-12 and FY 2012-13? Does the Office of Information Technology (OIT) manage the Department's entire IT budget? If not, what IT activities is the Department managing separate from OIT and what percentage is that of the entire IT budget for the Department for FY 2011-12 and FY 2012-13? Of the IT activities the Department still manages outside of OIT, what could be moved to OIT?

RESPONSE:

“Nearly all IT-related personnel appropriations have been consolidated into the Governor’s Office of Information Technology. IT-related professional services and operating expense budgets continue to reside in departments’ individual appropriations, and have not been consolidated into OIT. At this time, it is expected that budgets for IT professional services and operating expenses will remain the departments’ individual appropriations. However, during this fiscal year, all IT procurements will be centralized through the Office of Information Technology (the OIT Storefront). For FY 2012-13, the Executive Branch believes this represents the most efficient division of IT-related appropriations to ensure that departments maintain appropriate discretion in making technology and program decisions. The Executive Branch will consider further consolidation of IT appropriations in future fiscal years.”

The Department’s entire IT spending authority in the Long Bill and Special Bills for FY 2011-12 is approximately \$3.3 million. \$2.7 million is from General Fund and \$600,000 from Reappropriated Funds from various line items in the Department of Education’s Long Bill. For FY 2012-13, the Department has requested similar funding. The IT budget is largely spent towards personnel, most of which have detailed education-related experience.

The Department collaborates extensively with the Office of Information Technology and dutifully complies with state-wide IT policies, but the Department’s entire IT budget (100%) is managed separately from OIT per a signed agreement between the Commissioner of Education and the State Chief Information Officer. Potential IT activities the department could possibly move to OIT are ‘commodity’ type services such as Disaster Recovery, Hosted Data Center/Cloud services, and general IT help desk support.

Question 45: What hardware/software systems, if any, is the Department purchasing independently of the Office of Information Technology (OIT)? If the Department is making such purchases, explain why these purchases are being made outside of OIT?

RESPONSE:

Every hardware/software purchase made by the Department is pre-approved by the Office of Information Technology. In some cases, OIT may offer a volume discount beyond typical education-sector discounts, or OIT may require alignment with a statewide toolset (virus software, for instance), to which the Department gladly collaborates and complies.

Question 46: Please detail the allocation of funding for “hold-harmless full-day kindergarten funding”, by school district, for FY 2011-12. Further, please detail the allocation that would occur in FY 2012-13 based on the proposed budget, and the resulting annual change in funding.

RESPONSE:

Pursuant to C.R.S. 22-54-130, hold-harmless full-day kindergarten funding is provided to the school districts that received full-day kindergarten funding through the Colorado Preschool and Kindergarten Program in FY2007-08 (2,454 half-day slots). The districts receive funding based on .42 times the full-time kindergarten slots each district had in FY2007-08 or the number of children enrolled in kindergarten in the applicable budget year, whichever is less times the district’s per pupil funding (less the negative factor). The .42 is offset to the .48 factor for supplemental full-day kindergarten.

Hold Harmless Full-day Kindergarten Funding						
Full-day Kindergarten Factor		0.58				
Hold-harmless Percentage (One minus Full-day K)		0.42				
COUNTY	DISTRICT	HOLD HARMLESS HALF-DAY KINDERGARTEN PUPIL COUNT	HOLD HARMLESS FTE (.42 X K PUPIL COUNT)	FY 2011-12 HOLD HARMLESS FULL-DAY KINDERGARTEN FUNDING 22-54-130, C.R.S	FY 2012-13 HOLD HARMLESS FULL-DAY KINDERGARTEN FUNDING 22-54-130, C.R.S	Change
ADAMS	MAPLETON	30.0	12.6	\$82,208	\$80,135	(\$2,073)
ADAMS	ADAMS 12 FIVE STAR	60.0	25.2	\$158,323	\$154,322	(\$4,001)
ADAMS	COMMERCE CITY	111.0	46.6	\$321,900	\$313,784	(\$8,115)
ADAMS	BRIGHTON	60.0	25.2	\$156,602	\$152,662	(\$3,939)
ADAMS	WESTMINSTER	36.0	15.1	\$101,213	\$98,653	(\$2,561)
ALAMOSA	ALAMOSA	35.0	14.7	\$92,631	\$90,439	(\$2,192)
ARAPAHOE	ENGLEWOOD	60.0	25.2	\$166,246	\$162,341	(\$3,904)
ARAPAHOE	SHERIDAN	100.0	42.0	\$315,024	\$306,991	(\$8,033)
ARCHULETA	ARCHULETA	15.0	6.3	\$41,175	\$40,171	(\$1,004)
BACA	CAMPO	1.0	0.4	\$5,223	\$5,092	(\$131)
BOULDER	ST VRAIN	15.0	6.3	\$39,866	\$38,862	(\$1,004)
BOULDER	BOULDER	78.0	32.8	\$209,204	\$203,918	(\$5,286)
CHAFFEE	BUENA VISTA	15.0	6.3	\$41,884	\$40,880	(\$1,005)
CHAFFEE	SALIDA	18.0	7.6	\$48,824	\$47,588	(\$1,235)
CHEYENNE	KIT CARSON	4.0	1.7	\$20,005	\$19,536	(\$469)
CLEAR CREEK	CLEAR CREEK	10.0	4.2	\$28,452	\$28,025	(\$427)
CONEJOS	NORTH CONEJOS	18.0	7.6	\$49,283	\$48,072	(\$1,211)
CONEJOS	SOUTH CONEJOS	10.0	4.2	\$39,050	\$38,991	(\$59)
DELTA	DELTA	30.0	12.6	\$77,510	\$75,583	(\$1,928)
DENVER	DENVER	494.0	207.5	\$1,424,907	\$1,388,970	(\$35,938)
EL PASO	HARRISON	135.0	56.7	\$372,875	\$363,597	(\$9,278)
EL PASO	WIDEFIELD	5.0	2.1	\$12,888	\$12,564	(\$325)
EL PASO	COLORADO SPRINGS	181.0	76.0	\$481,016	\$468,881	(\$12,135)
EL PASO	HANOVER	11.0	4.6	\$45,909	\$46,603	\$694
EL PASO	EDISON	5.0	2.1	\$19,322	\$18,977	(\$345)
FREMONT	CANON CITY	30.0	12.6	\$77,332	\$75,383	(\$1,949)
FREMONT	FLORENCE	16.0	6.7	\$41,881	\$40,882	(\$998)
GARFIELD	ROARING FORK	10.0	4.2	\$28,115	\$27,409	(\$706)
GUNNISON	GUNNISON	20.0	8.4	\$54,209	\$52,854	(\$1,355)

(continued)

Hold Harmless Full-day Kindergarten Funding						
Full-day Kindergarten Factor		0.58				
Hold-harmless Percentage (One minus Full-day K		0.42				
COUNTY	DISTRICT	HOLD HARMLESS HALF-DAY KINDERGARTEN PUPIL COUNT	HOLD HARMLESS FTE (.42 X K PUPIL COUNT)	FY 2011-12 HOLD HARMLESS FULL-DAY KINDERGARTEN FUNDING 22-54-130, C.R.S	FY 2012-13 HOLD HARMLESS FULL-DAY KINDERGARTEN FUNDING 22-54-130, C.R.S	Change
JEFFERSON	JEFFERSON	105.0	44.1	\$277,928	\$270,897	(\$7,030)
KIOWA	PLAINVIEW	2.0	0.8	\$9,812	\$9,562	(\$251)
KIT CARSON	ARRIBA-FLAGLER	5.0	2.1	\$22,843	\$22,347	(\$496)
KIT CARSON	BETHUNE	3.0	1.3	\$15,213	\$14,839	(\$374)
KIT CARSON	BURLINGTON	15.0	6.3	\$40,665	\$39,627	(\$1,038)
LAKE	LAKE	30.0	12.6	\$87,261	\$85,121	(\$2,140)
LA PLATA	DURANGO	15.0	6.3	\$40,006	\$38,994	(\$1,013)
LAS ANIMAS	TRINIDAD	15.0	6.3	\$41,061	\$40,123	(\$938)
LAS ANIMAS	AGUILAR	3.0	1.3	\$15,329	\$15,169	(\$160)
LOGAN	FRENCHMAN	4.0	1.7	\$17,698	\$17,269	(\$429)
MESA	MESA VALLEY	126.0	52.9	\$324,667	\$316,483	(\$8,185)
MOFFAT	MOFFAT	15.0	6.3	\$38,666	\$37,691	(\$975)
MONTROSE	MONTROSE	15.0	6.3	\$40,510	\$39,480	(\$1,030)
MONTROSE	WEST END	4.0	1.7	\$15,505	\$14,999	(\$506)
MORGAN	FT. MORGAN	15.0	6.3	\$41,267	\$40,226	(\$1,041)
OTERO	ROCKY FORD	26.0	10.9	\$76,799	\$74,883	(\$1,915)
PARK	PLATTE CANYON	10.0	4.2	\$28,355	\$27,671	(\$684)
PHILLIPS	HOLYOKE	15.0	6.3	\$43,145	\$42,070	(\$1,075)
PROWERS	GRANADA	8.0	3.4	\$32,076	\$31,626	(\$450)
PROWERS	LAMAR	15.0	6.3	\$40,653	\$39,614	(\$1,039)
PUEBLO	PUEBLO CITY	165.0	69.3	\$442,945	\$431,656	(\$11,289)
RIO GRANDE	MONTE VISTA	30.0	12.6	\$82,117	\$80,082	(\$2,035)
ROUTT	HAYDEN	10.0	4.2	\$34,191	\$33,797	(\$394)
ROUTT	SOUTH ROUTT	7.0	2.9	\$24,148	\$23,617	(\$530)
SAGUACHE	CENTER	15.0	6.3	\$45,405	\$44,119	(\$1,286)
SUMMIT	SUMMIT	10.0	4.2	\$28,253	\$27,532	(\$721)
WASHINGTON	WOODLIN	5.0	2.1	\$25,531	\$24,833	(\$698)
WELD	KEENESBURG	30.0	12.6	\$79,304	\$77,080	(\$2,224)
WELD	GREELEY	90.0	37.8	\$239,508	\$233,470	(\$6,038)
WELD	FT. LUPTON	18.0	7.6	\$50,387	\$49,127	(\$1,260)
YUMA	YUMA 1	15.0	6.3	\$44,521	\$43,368	(\$1,153)
STATE	TOTALS	2,454.0	1,030.7	\$6,898,845	\$6,729,538	(\$169,307)

Question 47: Are school districts required to allocate any funding for full-day kindergarten, including both “supplemental kindergarten enrollment” funding that is provided as part of total program funding and “hold-harmless full-day kindergarten funding”, to charter schools? Further, to the extent that this decision is left to a district’s discretion, does the Department have information indicating whether districts are allocating these funds to charter schools?

RESPONSE:

School districts are not required to allocate the supplemental kindergarten funding or the hold harmless full-day kindergarten funding to charter schools. Districts allocate this funding to charter schools based on local control decisions. The Department does not have any information as to whether or not districts are allocating this funding to charter schools.

Department Recommendation

The Department recommends that clarifying language be included in statute to require school districts to allocate the supplemental kindergarten funding to charter schools that are providing full-day kindergarten programs.

Question 48: Provide a comparison of the number of children currently authorized to be served through the Colorado Preschool Program, and the number of children who are eligible to be served.

RESPONSE:

- The Colorado Preschool Program is currently authorized to serve 20,160 children (22-28-104 (2) (a) (III) C.R.S.), which is 28.5% of the projected total number of four-year-olds in Colorado.
- In the 2010-2011 CPP annual report, school districts participating in the Colorado Preschool Program identified an additional **7,879** children who were CPP eligible, but because of a lack of CPP slots school districts were unable to serve them. School districts determined this number through waiting lists and needs assessments.
- The department can use the percentage of children eligible for free- and reduced-price meals (in grades 1-8) as a proxy for the percentage of students eligible for the Colorado Preschool Program. By subtracting the 20,160 CPP slots, and the number of four-year-olds served by Head Start from the estimate of potentially eligible children, the number of at-risk four-year-olds not being served in half-day preschool programs could be projected.

Estimate of At-Risk Four-Year-Olds Not Served by CPP or Head Start (Using Free and Reduced Price Meals as a Proxy for CPP Eligibility)		
State Demography Office Estimate of Number of Four-Year-Olds in Colorado in 2011 ¹	(A)	70,838
Percentage of Children Eligible for Free and Reduced Price Meals in Grades 1-8 in 2011 ²	(B)	44.8%
Estimated Number of At-Risk Four-Year-Olds in Colorado in 2011	(A*B=C)	31,735
Number of Slots Funded in the Colorado Preschool Program in 2011 ²	(D)	20,160
Number of Four-Year-Olds Served by Head Start in Colorado ³	(E)	5,120
Estimated Number of At-Risk Four-Year-Olds Not Funded by CPP or Head Start	C-(D+E)=F	6,455

¹ https://dola.colorado.gov/demog_webapps/pag_parameters.jsf

² 2011-2012 Pupil Membership Count

³ http://nieer.org/yearbook/pdf/yearbook_appendices.pdf#page=2

- State statute allows factors other than income to be considered when qualifying children for the Colorado Preschool Program (22-28-106 (1) (a) (IV) C.R.S.). These factors include foster care, homelessness, violence or neglect in the home, high mobility, parents who have not successfully complete high school, parent drug and alcohol abuse and delays in language and social development. Given the lack of data on how many children in Colorado have each of these factors present in their lives, it is difficult to arrive at an exact estimate of need.

In 2011, districts reported that 19.8 % of CPP children qualified with risk factors other than eligibility for free- and reduced-price meals. Therefore, it could be estimated that an additional 7,835 children (If $80.2\% * 39,570 = 31,735$, then $39,570 * 19.8\% = 7,835$) could be eligible for CPP with factors other than income. This increases the estimated need as identified in the table below.

Estimated Number of At-Risk Four-Year-Olds Eligible for Free and Reduced Price Meals Not Funded by CPP or Head Start	6,455
Additional Four-Year-Olds Who May Qualify Under Factors Other Than Income	7,835
Total Estimated Need for Four-Year-Olds if All Eligibility Factors are Considered	14,290

- This estimate is based on solely on serving four-year-olds in half-day publicly funded programs. Other factors that can be considered in developing an estimate include:
 - Families may not choose to enroll their children in a publicly funded program. This would decrease the estimate.
 - The flexibility to serve three-year-olds: In CPP all districts can serve eligible three-year-old children as long as the child lacks overall learning readiness attributable to at least three significant family risk factors (22-28-106 (1) (a) (II) C.R.S.). In 2010-2011, 23% of CPP slots were used to serve children younger than four. If the needs of three-year-olds were considered, this would increase the estimate. (*Note: Head Start reported serving 3,652 children in Colorado in 2010, which is 5% of the total population.*)
 - Flexibility to Serve Children with Two Slots: The Legislature allows districts to apply to the Department to use two CPP slots to provide an eligible child with a full-day, rather than half-day preschool program (22-28-104 (4) (a) C.R.S.). The Department is required to limit the total number of CPP slots that can be used for this purpose to five percent of the total, or 1,008 slots. In 2011-2012, 680 CPP slots were used in this way. If the flexibility to serve 5% of children with two slots were considered it would also increase the estimate.

- Children Dually Funded by Head Start and CPP: CPP District Advisory Councils are encouraged to explore the possibilities of collaborating with other agencies to extend the services provided to CPP children beyond half-day programs (22-28-105 (2) (e) C.R.S.). In some cases, Head Start may fund a child to participate in a program for half of the day and CPP funds will support their participation in the second half of the day. The Head Start State Collaboration Office and CDE are working together to determine how frequently this may occur. The fact that some children are accessing both funding sources would also increase the estimate.



Colorado Department of Education
FY 2012-13 Budget Request
Strategic Plan

December 12, 2011

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INTRODUCTION AND STATUTORY AUTHORITY

As a dynamic service agency, the Colorado Department of Education provides leadership, resources, support, and accountability to the state's 178 school districts, 1,780 schools, and over 130,000 educators to help them build capacity to meet the needs of the state's over 840,000 public school students. CDE also provides services and support to boards of cooperative educational services (BOCES), early learning centers, state correctional schools, facility schools, the state's libraries, adult/family literacy centers, Colorado Talking Book Library, and General Education Development (GED) testing centers reaching learners of all ages. In addition, CDE provides structural and administrative support to the Colorado School for the Deaf and the Blind and the Charter School Institute.

As the administrative arm of the State Board of Education, CDE is responsible for implementing state and federal education laws, disbursing state and federal funds, holding schools and districts accountable for performance, licensing all educators, and providing public transparency of performance and financial data. CDE serves students, parents, and the general public by protecting the public trust through ensuring adherence to laws, strong stewardship of public funds, and accountability for student performance.

As a learning organization, CDE actively partners with districts, schools, educators, families, and community agencies to assess needs, foster innovation, identify promising practices, learn from each other, and disseminate successful strategies to increase student achievement and ensure college and career readiness.

As a change agent, CDE seeks to continually advance and improve the state's education system to prepare all learners for success in a rapidly changing global workplace. CDE sets a clear vision for increasing student and overall system performance and holds itself and the state's schools and districts accountable for results.

Statutory Authority – The statutory authority for the Colorado Department of Education is established in Section 24-1-115 of the Colorado Revised Statutes.

I. VISION AND MISSION STATEMENT

Vision Statement

All students in Colorado will become educated and productive citizens capable of succeeding in a globally competitive workforce.

Mission Statement

The mission of CDE is to shape, support, and safeguard a statewide education system that prepares students for success in a globally competitive world.

Narrative of the Department's Vision and Mission

The vision and mission guide the work of the department. CDE's strategic plan focuses the department on achieving its mission by creating an aligned statewide education system from the classroom all the way to the statehouse. We have set clear goals related to student achievement, educator effectiveness, school/district performance, and state agency operations – all aimed at aligning efforts toward giving students what they need for success after high school.

We believe that the strategies for accomplishing our goals are tightly connected to our effective implementation of several key pieces of education reform legislation, namely Colorado's Achievement Plan for Kids (S.B. 08-212), Colorado's Accountability Act (S.B. 09-163), and Colorado's Educator Effectiveness Act (S.B. 10-191). The strategies in our strategic plan specifically relate to accomplishing key implementation milestones for each of these laws. We believe the power is in the integration and connection of these three pieces of legislation that collectively raise the bar for students, educators, and schools/districts. We are increasing the rigor and relevance of what we are teaching and assessing through the Colorado Academic standards adopted pursuant to S.B. 08-212. At the same time, we are increasing accountability and support to teachers to help them be more effective in teaching this more rigorous content through high quality evaluations connected to student growth, as outlined in S.B. 10-191. And, we are implementing a comprehensive accountability system that holds schools and districts accountable for growth and continuous improvement, as envisioned in S.B. 09-163.

Our budget requests for 2012-13 are directly tied to the state's implementation of these reforms. Specifically, the department is requesting funding for the development of the state's new assessment system that will assess student mastery of the new content standards. In addition, the department is requesting funds to support the continued operation of the state's educator effectiveness office to implement S.B. 10-191.

II. GOALS AND OBJECTIVES

The department has four overarching goals with specific objectives tied to each of them. The objectives drive the performance measures, benchmarks, strategies and action plans of the department. As noted earlier, the goals and objectives aim to build an aligned education system (student, educator, schools/districts, state) focused on better results for all students.

Globally Competitive Workforce

1. Build a globally competitive workforce.

- a. Ensure every student is on track to graduate postsecondary and workforce ready.
- b. Ensure students graduate ready for success in postsecondary education and the workforce.
- c. Increase achievement and international/national competitiveness for all students.

Great Teachers and Leaders

2. Ensure effective educators for every student and effective leaders for every school and district.

- a. Increase and support the effectiveness of all educators.
- b. Optimize the preparation, retention, and effectiveness of new educators.
- c. Eliminate the educator equity gap.

Outstanding Schools and Districts

3. Build the capacity of schools and districts to meet the needs of Colorado students and their families.

- a. Increase school and district performance.
- b. Foster innovation and expand access to a rich array of high quality school choices for students.

Best State Education Agency in the Nation

4. Operate with excellence, efficiency, and effectiveness

- a. Develop, implement, and monitor CDE's new strategic direction.
- b. Increase internal and external customer satisfaction with our communication, services, and systems.
- c. Attract and retain outstanding talent to CDE.

III. PERFORMANCE MEASURES

Goal 1: Build a globally competitive workforce.

The performance measures selected for the objectives related to this goal are the same measures we hold our schools and districts accountable for in their accountability performance frameworks. They are also the measures the U.S. Department of Education holds us accountable to monitor and meet. We believe strongly that if we are to have an aligned system, we need to be examining at the state level the same performance framework measures we monitor at the district and school level.

Objective 1a. Ensure every student is on track to graduate postsecondary and workforce ready.

The benchmarks for this objective were determined by examining historical trend data from 2006-07 to 2010-11 (see Charts 1 & 2 below) for both student proficiency (are students where they need to be) and student adequate growth (are students making progress). Change over time was examined and a stretch goal of three times the five-year growth trend was applied. In cases where there was a decline in numbers or more growth was needed in order for subpopulations to catch up, the performance benchmarks were based on management decisions to increase performance between three and seven percentage points.

Chart 1: Percent of Students Scoring At or Above Proficient in Reading, Writing, Math, and Science by Elementary, Middle, and High School
(includes student results for CSAP, CSAP-A, Lectura and Escritura)

2006-07	2007-08	2008-09	2009-10	2010-11	2011-12 Interim Target -	2014-15 Final Target
<i>Reading</i>						
Elementary 68.8%	Elementary 69.4%	Elementary 69.5%	Elementary 69.2%	Elementary 69.3%	Elementary 69.7%	Elementary 70.8%
Middle 65.2%	Middle 67.1%	Middle 67.0%	Middle 69.0%	Middle 67.3%	Middle 68.9%	Middle 73.8%
High 67.6%	High 67.5%	High 69.5%	High 68.6%	High 65.1%	High 66.2%	High 69.5%
<i>Writing</i>						
Elementary 54.8%	Elementary 54.8%	Elementary 55.2%	Elementary 53.7%	Elementary 56.5%	Elementary 57.8%	Elementary 61.5%
Middle 56.0%	Middle 56.0%	Middle 57.8%	Middle 56.5%	Middle 57.3%	Middle 58.3%	Middle 61.2%
High 50.0%	High 49.0%	High 51.2%	High 49.1%	High 49.7%	High 50.5%	High 52.7%
<i>Math</i>						
Elementary 67.7%	Elementary 67.8%	Elementary 67.7%	Elementary 69.0%	Elementary 68.8%	Elementary 69.6%	Elementary 72.0%
Middle 50.3%	Middle 49.9%	Middle 54.3%	Middle 52.9%	Middle 54.3%	Middle 57.4%	Middle 66.6%
High 32.7%	High 34.7%	High 33.3%	High 35.6%	High 34.9%	High 36.5%	High 41.4%
<i>Science</i>						
Elementary 42.1%	Elementary 43.7%	Elementary 44.9%	Elementary 46.9%	Elementary 46.8%	Elementary 50.4%	Elementary 61.0%
Middle 52.4%	Middle 48.6%	Middle 49.3%	Middle 48.9%	Middle 49.9%	Middle 50.6%	Middle 52.9%
High 49.2%	High 46.9%	High 51.1%	High 48.2%	High 48.5%	High 49.2%	High 51.5%

Chart 2: Percent of Students Making Adequate Growth To Catch Up & Keep Up on Path to Proficiency

2006-07		2007-08		2008-09		2009-10		2010-11		2011-12 Interim Target -		2014-15 Final Target	
<i>Reading</i>		<i>Reading</i>		<i>Reading</i>		<i>Reading</i>		<i>Reading</i>		<i>Reading</i>		<i>Reading</i>	
Elementary	64.1%	Elementary	65.9%	Elementary	65.6%	Elementary	67.6%	Elementary	64.4%	Elementary	64.6%	Elementary	65.3%
Middle	65.0%	Middle	64.3%	Middle	65.8%	Middle	66.2%	Middle	62.3%	Middle	63.3%	Middle	66.2%
High	71.6%	High	68.0%	High	72.1%	High	69.0%	High	67.0%	High	68.3%	High	72.1%
<i>Writing</i>		<i>Writing</i>		<i>Writing</i>		<i>Writing</i>		<i>Writing</i>		<i>Writing</i>		<i>Writing</i>	
Elementary	55.9%	Elementary	56.2%	Elementary	58.6%	Elementary	55.0%	Elementary	60.3%	Elementary	63.5%	Elementary	73.3%
Middle	51.5%	Middle	48.9%	Middle	52.1%	Middle	48.3%	Middle	50.3%	Middle	51.1%	Middle	53.3%
High	52.5%	High	49.1%	High	52.6%	High	49.0%	High	50.6%	High	51.3%	High	53.6%
<i>Math</i>		<i>Math</i>		<i>Math</i>		<i>Math</i>		<i>Math</i>		<i>Math</i>		<i>Math</i>	
Elementary	53.3%	Elementary	47.7%	Elementary	54.4%	Elementary	50.6%	Elementary	54.5%	Elementary	55.4%	Elementary	58.2%
Middle	37.7%	Middle	37.8%	Middle	39.0%	Middle	39.0%	Middle	38.9%	Middle	39.8%	Middle	42.4%
High	32.2%	High	33.0%	High	32.2%	High	33.5%	High	34.3%	High	35.8%	High	40.6%

Performance measure 1a. Student Achievement: Percent of students scoring at or above proficient in reading, writing, math, and science by elementary, middle, and high school

Performance Measure	Outcome	2009-10	2010-11	2011-12 Appropriated	2012-13 Request
Percent of students scoring at or above proficient in reading, writing, math, and science by elementary, middle, and high school	Benchmark	N/A	N/A	Reading	Reading
				Elm 69.7%	Elm 70.0%
				Mid 68.9%	Mid 70.5%
				High 66.2%	High 67.3%
				Writing	Writing
				Elm 57.8%	Elm 59.0%
				Mid 58.3%	Mid 59.2%
				High 50.5%	High 51.2%
				Math	Math
				Elm 69.6%	Elm 70.4%
				Mid 57.4%	Mid 60.5%
				High 36.5%	High 38.1%
				Science	Science
				Elm 50.4%	Elm 53.9%
				Mid 50.6%	Mid 51.4%
				High 49.2%	High 50.0%

	Actual	Reading Elm 69.2% Mid 69.0% High 68.6% Writing Elm 53.7% Mid 56.5% High 49.1% Math Elm 69.0% Mid 52.9% High 35.6% Science Elm 46.9% Mid 48.9% High 48.2%	Reading Elm 69.3% Mid 67.3% High 65.1% Writing Elm 56.5% Mid 57.3% High 49.7% Math Elm 68.8% Mid 54.3% High 34.9% Science Elm 46.8% Mid 49.9% High 48.5%		
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Performance measure 1a. Student Growth: Percent of students making adequate growth to catch up and keep up on the path to proficiency

Performance Measure	Outcome	2009-10	2010-11	2011-12 Appropriated	2012-13 Request
Percent of students making adequate growth to catch up and keep up on path to proficiency	Benchmark	N/A	N/A	Reading Elm 64.6% Mid 63.3% High 68.3% Writing Elm 63.5% Mid 51.1% High 51.3% Math Elm 55.4% Mid 39.8% High 35.8%	Reading Elm 64.8% Mid 64.3% High 69.3% Writing Elm 66.8% Mid 51.8% High 52.1% Math Elm 56.3% Mid 40.6% High 37.4%
	Actual	Reading Elm 67.6% Mid 66.2% High 69.0% Writing Elm 55.0% Mid 48.3% High 49.0% Math Elm 50.6% Mid 39.0% High 33.5%	Reading Elm 64.4% Mid 62.3% High 67.0% Writing Elm 60.3% Mid 50.3% High 50.6% Math Elm 54.5% Mid 38.9% High 34.3%		

Objective 1b. Ensure students graduate ready for success in postsecondary education and the workforce.

Performance Measure 1b. Graduation Rate (using best of 4, 5, 6, or 7-year graduation rate) - The state moved to a new graduation rate calculation beginning in 2009-2010 (prior year’s data is not comparable). The new calculation includes examining the 4, 5, 6, or 7 year graduation rates from districts. This more inclusive number provides a more accurate picture of graduation rates, capturing students who transfer and those who graduate after the 4th year. The state is targeting a graduation rate of 80% for all students by 2014-15. The 2011-12 benchmark below represents incremental progress toward that objective.

Performance Measure	Outcome	2009-10	2010-11	2011-12 Appropriated	2012-13 Request
Graduation rate (using best of 4, 5, 6, or 7-year graduation rate) All – refers to all students FRL – refers to students who qualify for free and reduced lunch IEP – refers to students with individualized education plans per special education ELL – refers to English Language Learners	Benchmark	N/A	All 75.0% FRL 62.5% Min 62.2% IEP 63.5% ELL 57.3%	All 76.0% FRL 63.6% Min 63.3% IEP 64.6% ELL 58.5%	All 77.4% FRL 65.3% Min 65.0% IEP 66.3% ELL 60.2%
	Actual	All 74.7% FRL 61.8% Min 61.5% IEP 62.8% ELL 56.7%	Not yet available*		

*Graduation rates are collected through CDE’s End-of-Year Collection. The initial deadline for districts to submit this data is September 15th, which allows districts to include summer graduates through the end of August. The department then engages in two “post processes;” the first of which involves the comparison of data within a district and any subsequent clean-up, and the second of which is a cross-district comparison to ensure, for example, that students are not inaccurately counted as a transfer when they have instead dropped out and that students are not double-counted in more than one district. Final graduation rates are released in January for the prior year.

Performance Measure 1b. ACT scores – Increase student ACT scores as a measure of college readiness. The benchmarks set for this objective were determined by examining historical trend data from 2006-07 to 2010-11 (see Chart 3 below) for all students. Change over time was examined and a benchmark of three times the five-year growth trend was applied. In cases where there was a decline in numbers, the benchmarks were based on management decisions to drive desired increases.

Chart 3: ACT Scores for Colorado Students

	2006-07		2007-08		2008-09		2009-10		2010-11		2011-12 Interim Target -		2014-15 Final Target	
All Students	19.7	20.1	All Students	20.1	All Students	20.0	All Students	20.0	All Students	19.9	All Students	20.1	All Students	20.5
FRL	16.4	16.9	FRL	16.9	FRL	16.7	FRL	16.9	FRL	16.9	FRL	17.2	FRL	18.2
Minority	17.3	17.7	Minority	17.7	Minority	17.3	Minority	17.3	Minority	17.8	Minority	18.2	Minority	19.3
Disability	14.4	14.8	Disability	14.8	Disability	14.6	Disability	14.6	Disability	14.4	Disability	14.7	Disability	15.9
ELL	15.5	16.0	ELL	16.0	ELL	15.9	ELL	15.9	ELL	16.0	ELL	16.3	ELL	17.4

Performance Measure	Outcome	2009-10	2010-11	2011-12 Approp.	2012-13 Request
ACT Scores All – refers to all students FRL – refers to students who qualify for free and reduced lunch Dis – refers to students with disabilities ELL – refers to English Language Learners	Benchmark	N/A	N/A	All 20.1 FRL 17.2 Min 18.2 Dis 14.7 ELL 16.3	All 20.2 FRL 17.5 Min 18.6 Dis 15.1 ELL 16.7
	Actual	All 20.0 FRL 16.9 Min 17.3 Dis 14.6 ELL 15.9	All 19.9 FRL 16.9 Min 17.8 Dis 14.4 ELL 16.0		

Objective 1c. Increase achievement and international/national competitiveness for all students.

Performance Measure 1c. Student Achievement Sub-populations - The performance measures for this objective examine the performance of student subpopulations, namely free and reduced lunch students, minority students, students with disabilities, and English Language Learners. The percent of students scoring at or above proficient in reading, writing, math, and science by elementary, middle, and high school is examined for each student population with benchmarks set. Given the magnitude of this data, it is presented in chart form in the Appendix.

Performance Measure 1c. NAEP proficiency (national comparison) - The state has set benchmarks to increase scores on the National Assessment of Educational Progress (NAEP), a national, biannual test. Historical performance on the NAEP is reflected in the chart below.

Chart 4: Percent of students scoring proficient and above on NAEP

Subject/Grade	2003	2005	2007	2009	2011
Reading 4 th	37%	37%	36%	40%	39%
Math 4 th	34%	39%	41%	45%	47%
Reading 8 th	36%	32%	35%	32%	40%
Math 8 th	34%	32%	37%	40%	43%

Performance Measure	Outcome	2007 Actual	2009 Actual	2011 Actual	2013 Request
Percentage of students scoring proficient and above on the National Assessment of Education Progress (NAEP) R-4 – reading 4 th grade M-4 – math 4 th grade R-8 – reading 8 th grade M-8 – math 8 th grade	Benchmark				R-4: 41% M-4: 49% R-8: 43% M-8: 45%
	Actual	R-4: 36% M-4: 41% R-8: 35% M-8: 37%	R-4: 40% M-4: 45% R-8: 32% M-8: 40%	R-4: 39% M-4: 47% R-8: 40% M-8: 43%	

Goal 2: Ensure effective educators for every student and effective leaders for every school and district.

CDE is assisting districts with implementation of S.B. 10-191 which will require districts to report annually on the effectiveness of their educators. We do not have baseline statistics for educator effectiveness performance measures, as districts will not begin implementing the new educator evaluation systems and submitting reports on those systems until 2013-14. We are building the reporting tools and systems to collect, monitor, and report on these performance measures. We have identified the performance measures and set benchmarks to guide implementation as described below.

Objective 2 a. Increase and support the effectiveness of all educators.

Performance measures:

- 100% of districts implement educator evaluation systems that are aligned to the state's educator quality standards by 2013-14.
- 75% of district evaluation systems yield evaluation ratings that correlate with student outcomes by 2015-16; 90% by 2016-17.
- Once strong correlations with student outcomes are in place, 75% of districts show progress in increasing the overall effectiveness of their educators by quality standard by 2016-17, while maintaining the correlation with student performance.
- Baseline statistics on the retention rates for educators by performance rating are established in 2013-2014 with benchmarks set for increasing the retention rate of highly effective and effective educators.

Objective 2 b. Optimize the preparation, retention, and effectiveness of new educators.

Performance Measures:

- Once correlations of evaluation results with student outcomes are in place, districts demonstrate that at least 75% of new educators in the ineffective or partially effective categories have moved up at least one performance level by the following year.
- Baseline statistics on retention rates of new educators are established in the spring of 2013-14 with benchmarks set for increasing the retention rates for highly effective and effective new educators.
- Baseline statistics on the effectiveness of new educators by educator preparation program are established in 2013-14 with benchmarks set for increasing effectiveness.

Objective 2 c. Eliminate the educator equity gap.

The educator equity gap is the tendency of poor or minority students to have less effective educators than their more affluent or white counterparts.

- Once baseline statistics on educator effectiveness ratings have been established, decrease the educator equity gap between high/low poverty and high/low minority schools by a minimum of 1% each year, with the goal of eliminating gaps in the effectiveness of educators in these schools within five years, while maintaining the correlation with student performance.
- Once baseline statistics have been established, decrease the educator equity gap between teachers serving advanced/proficient and partially proficient/unsatisfactory students by a minimum of 1% each year, with the goal of eliminating gaps within five years, while maintaining the correlation with student performance.

Goal 3: Build the capacity of schools and districts to meet the needs of Colorado students and their families.

Objective 3a. Increase school and district performance

Performance Measure 3a. District Performance Accreditation Ratings - Increase the number of districts accredited with distinction from 10% (2009-10) to 15% or 27 districts (2014-15) and decrease the number of priority improvement and turnaround districts from 15% (2009-10) to 10% or 18 in (2014-15). (Note, 2009-10 is the first year that district performance ratings were given.)

Performance Measure	Outcome	2009-10 Actual	2010-11 Actual	2011-12 Approp.	2012-13 Request
Number of districts accredited with distinction	Benchmark	14	18	21	23
	Actual	14	18		

Performance Measure	Outcome	2009-10 Actual	2010-11 Actual	2011-12 Approp.	2012-13 Request
Number of districts accredited with priority improvement and turnaround	Benchmark	24	24	22	20
	Actual	24	24		

Objective 3b. Foster innovation and expand access to a rich array of high quality school choices for students.

Performance Measure 3b. Innovation, charter, and online school performance framework ratings - Increase the percentage of innovation, charter, and online schools in performing category on school performance framework from 60% in 2010-11 to 80% in 2014-15. Decrease the percentage of these schools in priority improvement and turnaround from 25% in 2010-11 to 15% in 2014-15.

Performance Measure	Outcome	2009-10 Actual	2010-11 Actual	2011-12 Approp.	2012-13 Request
Percentage of innovation, charter, and online schools in performing category on school performance framework	Benchmark	60%	60%	65%	70%
	Actual	60%	60%		

Performance Measure	Outcome	2009-10 Actual	2010-11 Actual	2011-12 Approp.	2012-13 Request
Percentage of innovation, charter, and online schools in priority improvement and turnaround	Benchmark	25%	25%	23%	20%
	Actual	25%	25%*		

*Note: 17 out of the 40 schools in priority improvement or turnaround are alternative education campuses (AEC) and may have a different rating on the AEC framework. This reflects where they are categorized on the regular school performance framework.

Goal 4: Operate with excellence, efficiency, and effectiveness.

Objective 4a. Develop and implement CDE’s new strategic direction.

Performance Measure 4a. Percentage of performance targets met on strategic plan – CDE will be monitoring its strategic plan to meet performance benchmarks and to assess the rigor of the benchmarks set to inform benchmark setting for future years– the aim is to have ambitious yet attainable benchmarks that stretch the organization.

Performance Measure	Outcome	2009-10 Actual	2010-11 Actual	2011-12 Approp.	2012-13 Request
Percentage of performance targets met on the strategic plan	Benchmark	N/A	N/A	75%	80%
	Actual	N/A	N/A		

Objective 4b. Increase internal and external customer satisfaction with our communication, services, and systems.

The majority of the performance measures for this goal reside at the unit level within the organization. At the organizational level, the department will be launching a district satisfaction survey in 2012 to establish baseline statistics related to customer satisfaction. The aim is to include key satisfaction metrics in our performance measures over time. Also at an organizational level, the department will continue to monitor and improve licensure cycle time, as this is a critical function of our office that impacts customer satisfaction with the department.

Performance Measure 4b. Educator Licensure Application Process – Length of time (in weeks) to process licensure requests (for applications that have been submitted with complete information and that do not require special background investigations)

Performance Measure	Outcome	2009-10 Actual	2010-11 Actual	2011-12 Approp.	2012-13 Request
Average length of time it takes to process educator licenses (weeks)	Benchmark	20	20	4	2
	Actual	20	16		

Objective 4c. Attract and retain outstanding talent to CDE.

Performance Measure 4c. Employee satisfaction survey results – The Department of Public Administration administered an employee satisfaction survey for all state departments this year. We have used it to set baseline measures on key indicators of staff satisfaction.

Performance Measure	Outcome	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Request
Percentage of employees who agree/strongly agree: 1) Satisfied with opportunities for career growth and advancement 2) Have the capacity to act on innovative ideas 3) Satisfied with the recognition they receive for their work	Benchmark	N/A	N/A	N/A	1. 50% 2. 40% 3. 70%
	Actual	N/A		1. 39% 2. 35% 3. 62%	

IV. STRATEGIES

The primary strategies that the department is using to meet its performance benchmarks are briefly summarized below beneath each applicable goal area and objective. Detailed project plans and unit-level plans guide the implementation of these strategies across the department.

1. Build a globally competitive workforce.

- a. Ensure every student is on track to graduate postsecondary and workforce ready.
 - Implement the state's new academic standards aligned to postsecondary and workforce readiness.
 - Design and implement that state's new assessment system aligned to the new standards. The department's 2012-13 budget request to design the state's new assessment system is critical to this strategy.
- b. Ensure students graduate ready for success in postsecondary education and the workforce.
 - Support district implementation of individual career and academic plans.
 - Design and implement endorsed diplomas, as required by law.
 - Design statewide high school graduation guidelines, as required by law.
- c. Increase achievement and international/national competitiveness for all students.
 - Implement the state's multi-tiered system of supports to meet the needs of all students.

2. Ensure effective educators for every student and effective leaders for every school and district.

- a. Increase and support the effectiveness of all educators.
 - Implement S.B. 10-191 (including: design of the model educator evaluation system, piloting the system, development of growth measures to inform the evaluation system, and training to districts across the state). The department's budget request for continuation of the Educator Effectiveness Office is critical to implementing this strategy.
- b. Optimize the preparation, retention, and effectiveness of new educators.
 - Study and develop recommendations for statutory changes to revamp the state's licensure and induction systems to align them to the state's educator effectiveness work.
- c. Eliminate the educator equity gap.
 - Assist districts in developing and implementing evidenced-based plans for addressing equity gaps.

3. Build the capacity of schools and districts to meet the needs of Colorado students and their families.

- a. Increase school and district performance.
 - Implement a single system of state/federal school and district accountability.
 - Provide targeted support to priority improvement and turnaround schools and districts.

- Develop and implement a comprehensive plan to meet the needs of rural schools/districts.
 - b. Foster innovation and expand access to a rich array of high quality school choices for students.
 - Develop and implement rules establishing standards for quality charter schools and their authorizers as required by law.
 - Implement plan to increase the quality of online schools.
- 4. Operate with excellence, efficiency, and effectiveness.**
- a. Develop, implement, and monitor CDE's new strategic direction.
 - Implement regular monitoring of the plan, formalize organization-wide project management system for key strategies, and institute system of aligned unit planning and aligned performance evaluation system.
 - b. Increase internal and external customer satisfaction with our communication, services, and systems.
 - Implement annual district satisfaction survey.
 - Decrease cycle time for processing of all complete license requests that do not require investigations to two weeks.
 - c. Attract and retain outstanding talent to CDE.
 - Develop and implement a consistent professional evaluation and growth plan process for all employees.
 - Implement action plans in response to key findings from the employee satisfaction survey.

V. EVALUATION OF SUCCESS

CDE evaluates its success by reviewing the performance measures outlined in this document, examining trends in statewide assessment and accountability data, and conducting program evaluations of key state/federal programs.

As 2011 marked the final administration of CSAP, CDE is using historical data from the assessment to evaluate the state's success in increasing student performance over time. Below are a few highlights from this evaluation:

- All grade levels have improved in mathematics since 2005 with substantial gains in grade 4 (5.2%), grade 6 (6.4%), grade 7 (7.2%), and grade 8 (7.4%). Middle school gains cut across poverty, race/ethnicity, gender and English Learner lines more than improvements in any other school level or content area.
- Science scores have remained relatively low since the science standards used in the 2011 assessments were introduced in 2008. Less than 50% of Colorado students were proficient at the three grade levels tested.
- Reading and writing proficiency scores have remained relatively steady since 2005.
- Hispanic students have made considerable progress across most grades and content areas since 2005. The gaps narrowed by nearly 8% to 11% in these areas; however, sizeable gaps continue to persist.
- Double-digit poverty achievement gaps persist in all content areas. More work is needed in this area. Our strategies related to our multi-tiered system of supports, turnaround schools, and rural schools are aimed at assisting schools impacted by high poverty.

In addition, the state examines how Colorado's students compare nationally. Colorado public school students in grades four and eight perform higher than the national average on 2011 mathematics and reading assessments, according to the National Assessment of Educational Progress (NAEP).

In mathematics, Colorado fourth-grade students received an average scale score of 244. There were five states that outperformed Colorado fourth-grade students in scale score (Massachusetts, Minnesota, New Hampshire, New Jersey and Maryland), 16 states that were not significantly different than Colorado and 30 states scored significantly lower than Colorado. In reading, Colorado fourth-graders received an average scale score of 223. There were eight states that outperformed Colorado fourth grade students in scale score (Connecticut, Department of Defense Schools, Maryland, Massachusetts, New Hampshire, New Jersey, Pennsylvania and Vermont), 24 states were not significantly different than Colorado and 19 states scored significantly lower than Colorado.

In mathematics, the average scale score for Colorado eighth-grade students was 292. There were only two states that outperformed Colorado eighth-graders in scale score (Massachusetts and Minnesota), 10 states that were not significantly different and 39 states scored significantly lower. The Colorado grade eight mathematics average scale score is significantly higher than the 2009 score of 287 and has significantly improved since the 2005 and 2003 administrations.

Colorado is one of only thirteen states to significantly improve the grade eight mathematics scale score since the 2009 administration of the test.

In the 2011 NAEP reading, the average scale score for Colorado eighth-grade students was 271. There were only three states that outperformed Colorado eighth-graders in scale score (Connecticut, Massachusetts and New Jersey), 19 states that were not significantly different and 29 states scored significantly lower. The Colorado grade eight reading average scale score is significantly higher than the 2009 score of 266.

In addition to evaluating success based on these performance measures, CDE conducts program evaluations pursuant to federal requirements and monitors internal process improvements. The department has focused specific attention on improving licensure cycle time. Wait times have reduced dramatically; and the department is well on its way to meeting its two-week turnaround goal for all complete license requests not requiring special investigations.

CDE uses the data from its performance measures and gathered through program administration to inform and refine our strategic direction, focus our efforts on the strategies that the data indicates are most tied to student improvement, and inform our ongoing work with districts and schools.

APPENDIX

Performance Measures and Benchmarks for Student Subgroups

Chart 5: Students Receiving Free and Reduced Lunch
Percent of students receiving free and reduced lunch scoring at or above proficient in reading, writing, math, and science by elementary, middle, and high school
(includes student results for CSAP, CSAP-A, Lectura and Escritura)

2006-07		2007-08		2008-09		2009-10		2010-11		2011-12 Interim Target -		2014-15 Final Target	
<i>Reading</i>													
Elementary	49.7%	Elementary	50.3%	Elementary	51.1%	Elementary	52.1%	Elementary	52.0%	Elementary	53.7%	Elementary	58.9%
Middle	43.4%	Middle	46.0%	Middle	46.2%	Middle	50.5%	Middle	49.1%	Middle	53.4%	Middle	66.3%
High	45.3%	High	44.0%	High	47.0%	High	48.2%	High	46.1%	High	47.3%	High	51.1%
<i>Writing</i>													
Elementary	35.1%	Elementary	34.8%	Elementary	36.0%	Elementary	35.7%	Elementary	38.4%	Elementary	40.9%	Elementary	48.3%
Middle	34.6%	Middle	34.2%	Middle	37.1%	Middle	36.4%	Middle	38.4%	Middle	41.3%	Middle	49.8%
High	26.5%	High	24.5%	High	27.8%	High	26.7%	High	28.9%	High	30.6%	High	35.9%
<i>Math</i>													
Elementary	49.5%	Elementary	49.3%	Elementary	49.9%	Elementary	52.2%	Elementary	52.1%	Elementary	54.2%	Elementary	60.2%
Middle	28.6%	Middle	28.8%	Middle	33.5%	Middle	33.3%	Middle	35.6%	Middle	40.8%	Middle	56.5%
High	12.9%	High	13.9%	High	13.4%	High	16.6%	High	16.8%	High	19.6%	High	28.2%
<i>Science</i>													
Elementary	20.9%	Elementary	21.5%	Elementary	23.2%	Elementary	26.2%	Elementary	26.1%	Elementary	29.9%	Elementary	41.5%
Middle	28.3%	Middle	23.7%	Middle	26.7%	Middle	27.8%	Middle	28.5%	Middle	29.8%	Middle	33.5%
High	23.6%	High	24.1%	High	26.8%	High	25.8%	High	26.6%	High	28.9%	High	35.6%

Chart 6: Minority Students
Percent of minority students scoring at or above proficient in reading, writing, math, and science by elementary, middle, and high school
(includes student results for CSAP, CSAP-A, Lectura and Escritura)

2006-07		2007-08		2008-09		2009-10		2010-11		2011-12 Interim Target -		2014-15 Final Target	
<i>Reading</i>													
Elementary	51.2%	Elementary	52.2%	Elementary	53.0%	Elementary	53.2%	Elementary	54.9%	Elementary	57.6%	Elementary	65.8%
Middle	45.6%	Middle	49.0%	Middle	48.9%	Middle	52.7%	Middle	53.0%	Middle	58.5%	Middle	75.0%
High	47.9%	High	47.1%	High	50.1%	High	50.2%	High	50.2%	High	51.9%	High	57.1%
<i>Writing</i>													
Elementary	38.1%	Elementary	38.2%	Elementary	39.1%	Elementary	38.6%	Elementary	42.6%	Elementary	46.0%	Elementary	56.2%
Middle	37.9%	Middle	38.0%	Middle	41.2%	Middle	39.7%	Middle	43.4%	Middle	47.4%	Middle	59.6%
High	30.0%	High	28.3%	High	31.5%	High	29.5%	High	33.4%	High	36.0%	High	43.6%
<i>Math</i>													
Elementary	51.3%	Elementary	51.4%	Elementary	52.1%	Elementary	53.4%	Elementary	55.0%	Elementary	57.8%	Elementary	66.1%
Middle	31.7%	Middle	32.3%	Middle	37.2%	Middle	36.4%	Middle	40.2%	Middle	46.5%	Middle	65.5%
High	15.5%	High	16.9%	High	16.5%	High	19.0%	High	20.8%	High	24.8%	High	36.8%
<i>Science</i>													
Elementary	22.0%	Elementary	23.0%	Elementary	24.7%	Elementary	26.8%	Elementary	28.5%	Elementary	33.4%	Elementary	48.1%
Middle	29.6%	Middle	25.5%	Middle	29.0%	Middle	29.4%	Middle	32.7%	Middle	35.1%	Middle	42.1%
High	25.5%	High	26.3%	High	29.0%	High	27.2%	High	29.9%	High	33.2%	High	43.0%

Chart 7: Students with Disabilities
Percent of students with disabilities scoring at or above proficient in reading, writing, math, and science by elementary, middle, and high school
(includes student results for CSAP, CSAP-A, Lectura and Escritura)

2006-07	2007-08	2008-09	2009-10	2010-11	2011-12 Interim Target -	2014-15 Final Target
<i>Reading</i>						
Elementary 32.2%	Elementary 28.7%	Elementary 27.9%	Elementary 25.4%	Elementary 25.3%	Elementary 27.0%	Elementary 32.2%
Middle 26.1%	Middle 22.7%	Middle 22.9%	Middle 22.1%	Middle 20.7%	Middle 22.1%	Middle 26.1%
High 25.8%	High 20.2%	High 22.0%	High 20.8%	High 19.2%	High 20.8%	High 25.8%
<i>Writing</i>						
Elementary 21.5%	Elementary 18.1%	Elementary 17.8%	Elementary 16.0%	Elementary 16.3%	Elementary 17.6%	Elementary 21.5%
Middle 17.4%	Middle 14.8%	Middle 15.2%	Middle 13.8%	Middle 14.6%	Middle 15.8%	Middle 19.6%
High 13.0%	High 9.5%	High 10.1%	High 9.3%	High 10.0%	High 11.3%	High 15.0%
<i>Math</i>						
Elementary 28.5%	Elementary 28.5%	Elementary 27.4%	Elementary 26.9%	Elementary 26.1%	Elementary 27.4%	Elementary 31.1%
Middle 12.8%	Middle 11.9%	Middle 13.6%	Middle 12.2%	Middle 12.1%	Middle 13.4%	Middle 17.1%
High 4.8%	High 5.4%	High 4.6%	High 5.3%	High 5.3%	High 6.5%	High 10.3%
<i>Science</i>						
Elementary 19.0%	Elementary 18.9%	Elementary 18.3%	Elementary 18.2%	Elementary 16.8%	Elementary 18.0%	Elementary 21.8%
Middle 20.0%	Middle 18.3%	Middle 18.2%	Middle 15.6%	Middle 15.3%	Middle 16.5%	Middle 20.3%
High 15.8%	High 14.7%	High 16.1%	High 14.3%	High 14.4%	High 15.7%	High 19.4%

Chart 8: English Language Learners
Percent of English Language Learners scoring at or above proficient in reading, writing, math, and science by elementary, middle, and high school
(includes student results for CSAP, CSAP-A, Lectura and Escritura)

2006-07	2007-08	2008-09	2009-10	2010-11	2011-12 Interim Target -	2014-15 Final Target
<i>Reading</i>						
Elementary 38.9%	Elementary 41.3%	Elementary 41.7%	Elementary 43.1%	Elementary 43.5%	Elementary 46.9%	Elementary 57.2%
Middle 32.2%	Middle 36.1%	Middle 36.9%	Middle 41.2%	Middle 41.9%	Middle 49.1%	Middle 70.9%
High 33.3%	High 34.7%	High 37.5%	High 37.9%	High 37.7%	High 41.0%	High 50.8%
<i>Writing</i>						
Elementary 27.9%	Elementary 28.3%	Elementary 30.2%	Elementary 31.0%	Elementary 33.5%	Elementary 37.7%	Elementary 50.4%
Middle 26.3%	Middle 26.6%	Middle 31.1%	Middle 29.8%	Middle 33.4%	Middle 38.7%	Middle 54.7%
High 18.4%	High 18.1%	High 20.9%	High 18.6%	High 21.4%	High 23.7%	High 30.5%
<i>Math</i>						
Elementary 43.6%	Elementary 44.7%	Elementary 45.5%	Elementary 47.3%	Elementary 48.4%	Elementary 52.1%	Elementary 63.1%
Middle 25.0%	Middle 26.3%	Middle 31.6%	Middle 31.4%	Middle 34.3%	Middle 41.3%	Middle 62.2%
High 11.1%	High 12.1%	High 11.9%	High 13.9%	High 14.9%	High 17.8%	High 26.3%
<i>Science</i>						
Elementary 12.5%	Elementary 14.0%	Elementary 15.4%	Elementary 18.4%	Elementary 17.9%	Elementary 22.0%	Elementary 34.2%
Middle 20.0%	Middle 16.3%	Middle 19.6%	Middle 20.3%	Middle 22.8%	Middle 24.9%	Middle 31.3%
High 15.1%	High 16.7%	High 19.1%	High 17.0%	High 18.9%	High 21.7%	High 30.2%

Chart 9: National Assessment of Educational Progress
Percent of Colorado 4th and 8th grade students scoring at or above proficient by student subgroup

National Assessment of Educational Progress (NAEP)						
Percent of Colorado 4th and 8th grade students scoring at or above proficient						
	2003	2005	2007	2009	2011	2015 Target
Reading 4th grade						
All students	37%	37%	36%	40%	39%	43%
FRL	19%	20%	17%	19%	19%	23%
Black	18%	18%	18%	17%	18%	23%
Hispanic	18%	17%	15%	18%	18%	23%
ELL	9%	7%	6%	4%	5%	10%
Disability	NA	NA	NA	12%	10%	15%
Math 4th grade						
All students	34%	39%	41%	45%	47%	51%
FRL	14%	20%	21%	24%	28%	33%
Black	12%	18%	20%	23%	21%	28%
Hispanic	13%	18%	19%	24%	26%	30%
ELL	5%	6%	9%	9%	12%	16%
Disability	NA	NA	NA	14%	17%	22%
Reading 8th grade						
All students	36%	32%	35%	32%	40%	46%
FRL	17%	15%	18%	16%	20%	25%
Black	16%	18%	18%	15%	22%	26%
Hispanic	14%	15%	17%	16%	22%	26%
ELL	2%	3%	3%	5%	4%	10%
Disability	NA	NA	NA	5%	5%	10%
Math 8th grade						
All students	34%	32%	37%	40%	43%	47%
FRL	13%	13%	17%	19%	23%	28%
Black	9%	11%	21%	16%	17%	22%
Hispanic	12%	10%	13%	18%	20%	25%
ELL	5%	5%	3%	4%	3%	10%
Disability	NA	NA	NA	9%	6%	10%

**DEPARTMENT OF EDUCATION
FY 2012-13 JOINT BUDGET COMMITTEE HEARING AGENDA**

**Friday, December 16, 2011
9:00 am – Noon**

11:30-11:45 *COLORADO SCHOOL FOR THE DEAF AND THE BLIND (CSDB)*

INTRODUCTIONS AND COMMENTS FROM THE SUPERINTENDANT AND BOARD MEMBERS

- 1. The Joint Budget Committee Staff presentation of CSDB's performance measures focused on the CSDB section of the Department's strategic plan but also discussed a separate strategic plan specific to CSDB. The CSDB portion of the Department's strategic plan appears to have been outdated and did not include measures for some of the objectives. Please explain the CSDB's strategic planning process and provide copies of your most recent strategic plan with the hearing responses, at least two days prior to the hearing. In addition, please discuss the CSDB's specific goals and objectives as they relate to the Department's strategic plan.**

Our strategic planning process was initiated in 2004. Meetings were held with a broad-based group of stakeholders from across the state to include students, parents, CSDB staff, directors of special education, CDE staff, representatives from vocational rehabilitation, public school teachers, and other service providers. The document adopted in June 2006 was a result of those initial planning meetings, as well as small task force meetings in the six focus areas identified in the plan: Statewide and Regional Resource Network, Academic Core, Secondary Job Skills, Transition, Multiple Disabilities, and Early Childhood. During spring 2010, a new Strategic Plan was developed by stakeholders to include members of the CSDB Board of Trustees, the Administrative Team, staff, parents, and service providers from throughout Colorado. The Board of Trustees approved the current three-year Strategic Plan in June 2010. The Strategic Plan identifies a vision, goal, action steps, and data-based outcomes for each of the four areas of focus: Early Education, Academics, Employability, and Outreach. Implementation teams for each of these focus areas continue to meet on a regular basis, the CSDB Board of Trustees receives a progress report from one area at each Board meeting, and progress within each area of the Strategic Plan is updated annually.

- 2. Does CSDB work with the Departments of Human Services and Public Health and Environment to advance collective goals and objectives for young children served by CSDB?**

Yes.

The Colorado Home Intervention Program (CHIP) is a program providing systems

**DEPARTMENT OF EDUCATION
FY 2012-13 JOINT BUDGET COMMITTEE HEARING AGENDA**

**Friday, December 16, 2011
9:00 am – Noon**

coordination of services for young children in Colorado who have hearing losses. CHIP operates under the umbrella of the Outreach Department at the Colorado School for the Deaf and the Blind.

CSDB employees (Colorado Hearing Resources Coordinators) coordinate the identification and referral process for families to receive home intervention services funded and provided by the Community Center Boards and Medicaid.

The Colorado Hearing Resource Coordinators serve on various committees at the local and state levels to ensure effective collaboration and implementation of the services provided in Colorado to children who are deaf/hard of hearing.

The following are specific committees that address services for children birth to three:

Statewide committees:

- Colorado Infant Hearing Advisory
- Cochlear Implant Consortium
- Committee for supporting families who are Spanish-speaking

Regional and local committees (all regions of the state):

- Local Interagency Coordinating Councils – (Community Center Board, Departments of Health, Department of Human Services staff and other local agencies serving young children)
- Regional Early Hearing Detection & Intervention – (Community Center Boards, Department of Health, Human Services agencies and other local agencies serving young children)

Intervention services for young children in Colorado who are blind/visually impaired are provided by CSDB and the Anchor Center in Denver through contractual agreements with the Community Center Boards throughout the state. Staff from CSDB and the Anchor Center work collaboratively through participation in the development and implementation of CSDB's Strategic Plan as well as the provision of training opportunities for staff and parents in Colorado.

11:45-12:00 *COLORADO STATE CHARTER SCHOOL INSTITUTE*

	<ul style="list-style-type: none"> • Establish a task force to identify statewide needs, develop policies, guidelines, and budget, and recommend a timeline for implementation of program components by fall 2010. • The task force will include, but not be limited to stakeholder representatives including parent representatives, adults who are blind/visually impaired, teachers of the blind/visually impaired, Orientation & Mobility, community agencies, and CO-Hear/CHIP. 	<p>The developed plan is presented to the Board and the Superintendent by 2012.</p> <p>In Progress (2011) Due to time and resource constraints, it was decided it would be more efficient to seek input from groups at already occurring meetings (for example, the Southern Region Vision meetings and parent meetings and from within our own Strategic Plan committee) rather than to create a separate task force. One of the needs identified is the need for families to have the opportunity to come together so information, education, and opportunities for networking and parent-to-parent interaction and support can be provided. As a result of this identified need, the “Families Together” group has been started to support families of children who are blind and visually impaired in a group setting with training and opportunities for peer support and networking.</p>
<p>Maintain and enhance program accountability</p>	<ul style="list-style-type: none"> • Determine the percentage of children (0-3) who have participated in the FAMILY Assessment during calendar year 2009. This will include overall numbers for the program and within the following sub-groups: 	<ul style="list-style-type: none"> • Increase the percentage of families who participate in the FAMILY Assessment by an additional 10% in calendar year 2011 and subsequent years.

	<p>combined vision and hearing loss, Spanish-speaking, and unilateral hearing loss.</p> <ul style="list-style-type: none"> • Identify patterns of non-compliance by providers for assessment use by Dec. 2010 and provide targeted training and support to ensure assessments are completed in a timely manner (school year 2010 – 2011) <p>Strategies Implemented:</p> <ol style="list-style-type: none"> a. Assessment paragraph added to the bi-monthly CHIP Facilitator newsletter b. CHIP Facilitators needing additional support in completing the assessment have been identified. c. CO-Hears have met with identified CHIP Parent Facilitators. d. CHIRP and CSDB databases have been reviewed by the CO-Hears and corrections made to ensure accuracy. <ul style="list-style-type: none"> • Through collaboration with other professionals and agencies, adapt an already established assessment, such as the FAMILY Assessment, for use with children (0-3) who are Blind and Visually-impaired (school year 2010 – 2011). • Pilot the assessment battery with a subset of children to evaluate its effectiveness and feasibility (spring 2011) • Develop and populate a database to track student outcomes • Explore developing a common database with other agencies for tracking children who are Blind and Visually-impaired. 	<p>Completed (2011) Several strategies have been implemented to increase the number of assessments completed. As a result, the number of FAMILY Assessments completed during calendar year 2010 for children who are deaf and hard of hearing was 336 compared to 225 assessments completed in the prior year (2009). This is a 50% increase.</p> <ul style="list-style-type: none"> • Report outcome data on at least 50 % of the children in the B/VI program (0-3) by spring 2013. In Progress (2011) The state approved the use of The Oregon Project for Results Matter and this assessment is currently being used by our staff. • Report outcome data on all (100%) of the children in the on-campus preschool programs by spring 2013. Not Yet Addressed (2011)
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	<ul style="list-style-type: none"> • Develop an assessment battery for on-campus preschool programs (2010-2011). This information could be shared with Local Educational Agencies by the Preschool Mentors. • Implement the assessment battery with students (2011-2012 school year) • Develop and populate a database to track student outcomes 	
<p>Examine and address the unique needs of families who live in rural areas, are non-English speaking, or caregivers who are Deaf/Hard of Hearing, Blind/Visually Impaired and/or who have disabilities.</p>	<ul style="list-style-type: none"> • Determine specific areas of need through surveys, focus groups, and analysis of outcome data (2010-2011). • Meet with stakeholders to determine needs and possible interventions to address identified needs. • Compile a summary report of the identified needs (spring 2011) 	<ul style="list-style-type: none"> • Select and implement two strategies directly addressing the identified needs of each group (2011-2012) In Progress (2011) Meetings with stakeholders specific to working with families who are Spanish-speaking have been conducted. This group has met three times thus far to determine what is working for families and identify areas of need. The CO-Hear Program Coordinator is a committee member on the Center for Disease Control Diversity Committee specific to the needs related to Early Hearing Detection and Intervention (EHDI). This committee develops and distributes information nationally specific to the needs of families who are non-English speaking. Currently, this group is reviewing information prior to distribution to families. This work will be another way to address the needs of non-English speaking families within our state.

	<ul style="list-style-type: none"> • Develop strategies for inter-disciplinary collaboration and communication to support families with multiple providers • Facilitate parent to parent support opportunities • Administer a parent survey the first and third year of strategic plan implementation to measure knowledge and satisfaction of services and programs 	<p>The CSDB Early Education Teacher of the Visually Impaired used evaluations that parents filled out at the “Families Together” meetings to formulate the plans for future meetings.</p> <ul style="list-style-type: none"> • Parent awareness and participation in program options increases by 10% from the second survey <p>In Progress (2011) A CHIP Parent Survey has been developed and will be distributed to parents in early fall 2011 (late August/early September). The "Families Together" group had three families from rural areas attend.</p> <p>A “training” on Cortical Visual Impairments was held at the request of several of the families with whom the Early Education Teacher of the Visually Impaired works. These families have children with additional disabilities which make the logistics of childcare difficult. Six families were able to attend.</p>
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Academics

Vision

Students at CSDB will possess the academic knowledge, 21st century skills, and positive self-identity required to pursue their life ambitions academically, professionally, and socially.

Goal	Action Steps	Outcomes (Data-Based)
<p style="text-align: center;">Academics (Reading)</p> <p>Establish ASL/English immersion cohorts (deaf), and literacy cohorts (blind) to provide intensive language/literacy remediation</p>	<p>School for the Deaf:</p> <ul style="list-style-type: none"> • Develop a middle school and high school schedule to accommodate identified language cohort students • Order materials and research professional development opportunities • Establish special services teams to analyze student data, make individualized recommendations for intervention/integration, and adaptations/additions to program as needed <p>School for the Blind:</p> <ul style="list-style-type: none"> • Research methods and curricula to determine an appropriate, adaptable, and comprehensive literacy intervention program complete with standards, assessment tools, and rubrics • Using the Response to Intervention (RtI) framework, identify students who need intervention support, provide the targeted or intensive interventions and assess student progress to use data to drive instructional decision-making • Order materials and research professional development opportunities • Assign a Professional Learning Community (PLC)/RtI team to analyze student data, 	<ul style="list-style-type: none"> • Increased student language and literacy growth that allows cohort students to integrate into and benefit fully from grade appropriate classes; targeted growth to be determined in spring 2011 using spring 2010 and 2011 Adams-50 reading level data for cohort students <p style="color: red;">In Progress (2011) Percentage of cohort students who made growth as measured by WIDA (World-Class Instructional Design and Assessment):</p> <ul style="list-style-type: none"> • Elementary: 100% • Middle School: 100% • High School: 88% <p style="color: red;">Percentage of cohort students who made growth as measured by the Adams-50 reading assessment:</p> <ul style="list-style-type: none"> • Elementary: 89% • Middle School: 83% • High School: 88% <ul style="list-style-type: none"> • Increased student literacy growth that allows cohort students to benefit fully from grade/level appropriate

	make individualized recommendations for intervention, and adaptations/additions to program as needed.	curriculum; targeted growth to be determined in spring 2011 by CSAP and Measures of Academic Performance (MAP) scores Not Yet Addressed (2011)
Academics (Writing) Implement Step Up to Writing curriculum in the Schools for the Deaf and the Blind	<ul style="list-style-type: none"> • Research and schedule professional development opportunities • Inventory and order additional materials as needed • Analyze student data, make individualized recommendations for intervention, and adaptations/additions to program as needed 	<ul style="list-style-type: none"> • Increased writing proficiency measured by CSAP, MAP and Curriculum Based Measurement (CBM) writing assessments; May 2011, 2012, and 2013 In Progress (2011) CSAP writing proficiency data will be available August 2011.
Academics (Math) Expand the use of the Math Lab concept and math progress monitoring tools at the School for the Deaf and the School for the Blind	<ul style="list-style-type: none"> • Train teachers in the math lab concept in order to utilize the time for student math concept development <ul style="list-style-type: none"> • Teachers will use Accelerated Math, and identified students will complete at 10-25 	<ul style="list-style-type: none"> • Increased math proficiency measured by MAP and CSAP assessments; May 2011, 2012 and 2013 In Progress (2011) Percentage of students who made growth as measured by MAP: <ul style="list-style-type: none"> • School for the Deaf Elementary: 90% • School for the Deaf Middle School: 75% • School for the Deaf High School: 73% • School for the Blind (3rd grade-12th grade): 81% • CSAP math proficiency data available August 2011 • Increased student utilization of Accelerated Math: 60% by Dec 2010

	<p>targets each semester with Star Math (School for the Deaf)</p> <ul style="list-style-type: none"> • Pilot Accelerated Math (School for the Blind) • Research and resolve accessibility issues for Accelerated Math 	<p>and 90%; May 2011, 95% by May 2013 School for the Deaf: 81% utilization</p> <ul style="list-style-type: none"> • Outcome data reported on at least 80% of the students from chosen progress monitoring tool by May 2012, 90% by May 2013 In Progress (2011) School for the Blind: Piloted Accelerated Math during 2010-2011 school year
<p>Academics (Portfolios) Develop/adapt a comprehensive portfolio, consisting of sample K-12 student work and assessments for each CSDB student</p>	<ul style="list-style-type: none"> • Designate a team to develop required portfolio contents in the areas of academics, including Access Skills, Expanded Core Curriculum, and technology • Train staff to implement the portfolio system • Team members and program coordinators meet to review portfolio system implementation and effectiveness 	<ul style="list-style-type: none"> • Establish evidence of student growth over time, and increase communication/access/ utilization of information among service providers campus-wide; May 2011, 2012, 2013 Not Yet Addressed (2011)
<p>Academics (Curriculum) Access and adapt curriculum maps which reflect the Revised Standards/21st Century Skills and Readiness Competencies</p>	<ul style="list-style-type: none"> • Teachers will develop/adapt curriculum maps for every subject taught • Teachers will be trained on a web-based program to post their curriculum maps for teacher, service provider, and parent access and ease of use • Teachers will ensure that Access Skills are included in their curriculums for students with additional disabilities 	<ul style="list-style-type: none"> • Establish curriculum maps by May 2011 Completed (2011) Curriculum maps established in all subject areas for the 2010-2011 school year • Align vertical K-12 curriculum and infuse with 21st Century Skills by May 2012 In Progress (2011) Science and PE/Health curriculum teams in place; additional teams to be established fall 2011. Incorporation of 21st Century Skills to begin summer 2011.

<p>Educational Innovation Teachers and Residential Staff will collaborate to establish an Educational Innovation Team to implement cutting-edge educational programs and strategies</p>	<ul style="list-style-type: none"> • Research, identify, and prioritize programmatic innovations/restructuring which address the challenges specific to our students, including potential programs such as: alternative scheduling opportunities flexible staffing; additional skills remediation programs/writing lab; opportunities to integrate the arts • Develop a plan of implementation, administration, data collection, and accountability procedures for identified pilot programs • Analyze data to make adjustments to pilot programs as needed, and expand successful pilot programs school-wide 	<ul style="list-style-type: none"> • Ensure instructional programs and strategies reflect 21st Century Skills and are tailored specifically to our student needs in order to maximize student learning; May 2011, 2012, and 2013 Not Yet Addressed (2011)
<p>Educational Innovation Establish a Peer Tutoring Program</p>	<ul style="list-style-type: none"> • Determine current programs that could benefit from using students as peer tutors and role models • Program representatives hire, train, collect data and evaluate peer tutors • Participating staff meet with Educational Innovation Team and Program Coordinators to review data and make adaptations 	<ul style="list-style-type: none"> • Increased learning opportunities for students and peer tutors as measured by increased participation data; May 2011, 2012, and 2013 Not Yet Addressed (2011)
<p>Educational Innovation Expand the Literacy Around the Clock (LAC) program at the School for the Deaf to include additional after-school and evening literacy opportunities.</p>	<ul style="list-style-type: none"> • Establish a Dorm Literacy Team to oversee program operations, training, and accountability • Develop an expanded Vocabulary Lab schedule to include residential deaf students of advanced reading levels, and determine feasibility of providing day students with after-school/evening literacy services • Meet with Dorm Literacy Team and Lab facilitators (blind) to develop Lab adaptations 	<ul style="list-style-type: none"> • Increased student language and literacy growth as measured by Adams-50 data and data collected using on-going progress monitoring in the Lab; May 2011, 2012, 2013 In Progress (2011) Percentage of students who made growth as measured by Adams-50: 87% Percentage of students who made

	<p>and schedule for blind students</p> <ul style="list-style-type: none"> • Meet to review program, suggest adaptations and develop accountability measures 	<p>growth as measured by Lab data:</p> <ul style="list-style-type: none"> • Long-term memorization: 95% • Fluency: 94% • Semantic networking: 89% <ul style="list-style-type: none"> • Increased student language and literacy growth as measured by Adams-50 – baseline determined by May 2011; 2012, 2013 <p>Not Yet Addressed (2011)</p>
<p>Educational Innovation Teachers and Residential Staff will collaborate to create and implement common Expanded Core Curriculum (ECC) teaching strategies and materials</p>	<ul style="list-style-type: none"> • Establish an ECC Team to oversee program operations and ensure accountability • A Teacher of the Visually Impaired and an Orientation and Mobility Specialist will train the Residential Staff on ECC strategies and accommodations • School for the Blind and Residential Staff will develop or adopt an existing ECC inventory/checklist and evaluate the impact upon students • Provide professional development/ opportunities for individuals to meet stated goals 	<ul style="list-style-type: none"> • Increased communication and consistent use of ECC strategies school-wide, as well as increased student performance as measured by ECC checklists and Individualized Education Plan (IEP) Measurable Outcomes; May 2011, 2012, and 2013. In Progress (2011) School for the Blind teachers and dorm staff communicate using SharePoint “Collaboration School and Residential Site. <p>ECC checklist baseline data established.</p>
<p>Technology Increase all student skill levels in using technology</p>	<ul style="list-style-type: none"> • Assess all students • Develop/adapt K-12 technology curriculum • Implement technology curriculum 	<ul style="list-style-type: none"> • Increased student knowledge on how to use technology necessary to support academic progress as measured by the current 8th grade assessment and technology curriculum assessment; May 2011, 2012, and 2013 <p>Not Yet Addressed (2011)</p>

<p>Technology (School for the Blind) Provide students with assistive technology and training as determined by Individualized Education Plans</p>	<ul style="list-style-type: none"> • Develop/adapt assistive technology assessment and assess student needs annually • Write individual student assistive technology plans • Implement individual technology plans and monitor progress 	<ul style="list-style-type: none"> • Ensure students in the School for the Blind have the skills and knowledge necessary to support academic progress, ECC, and transition goals as measured by individual student progress on technology plan; May 2011, 2012, and 2013 Not Yet Addressed (2011)
<p>Technology Identify and provide daily access to appropriate and current technology</p>	<ul style="list-style-type: none"> • Inventory/check all current technology • Train students on current technology and new technology as it becomes available • Purchase/partner with technology vendors to acquire new technology • Monitor student skill levels in using technology 	<ul style="list-style-type: none"> • Ensure students are prepared with 21st Century Skills as measured by the International Society of Technology in Education-National Educational Technology Standards for Students; May 2011, 2012, and 2013 Not Yet Addressed (2011)
<p>Technology Increase all staff skill levels in using technology and provide professional development</p>	<ul style="list-style-type: none"> • All teachers, program coordinators, IT staff, and media specialist complete a technology skills self-assessment • School for the Blind staff and Residential Staff for the Blind complete an assistive technology assessment • All staff write technology goals and include in evaluation documents to improve skill levels • Provide professional development/opportunities for individuals to meet stated goals 	<ul style="list-style-type: none"> • Increased staff knowledge and skills necessary to model, teach, and assist students with current technology as measured by teacher self-evaluations; May 2011, 2012, and 2013 Not Yet Addressed (2011)

Employability

Vision

All students will acquire the skills necessary to become employable and/or contributing members within their communities.

Goal	Action Steps	Outcomes (Data-Based)
<p>Provide students with work readiness activities</p>	<ul style="list-style-type: none"> • Establish a CSDB Career Center with computers, books, magazines, information boards and work tables, always available, for Preschool – 21 to access throughout the school day. • Provide career exploration workshops for students in grades K-5. • Provide a career exploration class for middle school students. • Establish and implement a job shadow day for high school freshmen. • Expose high school freshmen and sophomores on Graduation Plan II to job seeking and financial skills. • Research and provide consistent assessments on special skills (i.e.: typing, second language, computer skills, etc) for a 	<ul style="list-style-type: none"> • By May 2011, Preschool – 21 year old students will utilize the Career Center for job exploration. In Progress (2011) Program Coordinator ordered appropriate books and materials for all ages to be received by June 30, 2011. • By May 2012, the students will participate in a minimum of 4 workshops. By May 2013, the students will participate in a minimum of 9 workshops. Not Yet Addressed (2011) • By May 2012, the students will complete a quarter-long career exploration class. In Progress (2011) Strategic Team decided class will be called Career/ Self-Awareness Class and the curriculum is called Empower. This curriculum was developed for students who are Blind/Visually Impaired and will be adapted for the students who are Deaf/Hard of Hearing.

	<p>job application.</p> <ul style="list-style-type: none"> • Improve and implement a checklist of job skills students are encouraged to master before exiting the work program for 18-21 year olds. • While following ICAP standards, make several portfolio options available for students to use their 21st Century skills to create, document, and explain a post-high school plan. • Identify and adapt an array of interest inventories. 	<ul style="list-style-type: none"> • By May 2013, all freshman students will be given the opportunity to participate in one job shadow day. Not Yet Addressed (2011) • By May 2013, the students will be introduced to job seeking and financial skills within academic classes or in the career center. Not Yet Addressed (2011) • By May 2012, the high school and post high school students will complete job applications utilizing appropriate assessments. Not Yet Addressed (2011) • By May 2013, high school work program graduates will have completed a professional portfolio outlining acquired job and independent skills. In Progress (2011) Junior Career Awareness classes worked on Independent Career and Academic Portfolio (ICAP) through the College in Colorado website. Senior On-the-Job-Training (OJT) classes completed iTransition portfolios. • By May 2011, all high school students will be placed in appropriate job sites using their completed interest inventories. Completed (2011) using
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		<p>Colorado Career Cluster Model which is used within ICAP, College in Colorado, and the Career Technical Education Program:</p> <ul style="list-style-type: none"> • Business, Marketing & Public Administration – 4 work study; 3 competitive • Agriculture, Natural Resources & Energy – 3 work study • STEM, Arts, Design & Information Technology – 1 work study • Skilled Trades & Technical Sciences – 3 work study; 1 competitive • Health Science, Criminal Justice & Public Safety – 1 work study • Hospitality, Human Services & Education – 15 work study; 2 competitive
<p>Provide students with the skills to be independent</p>	<ul style="list-style-type: none"> • Consistently use a checklist of independent skills related to employment that parents, teachers and dorm staff (if applicable) complete about their student prior to their IEP. • Monitor and document the progress of a high school or post-high school student's ability to live independently. • Establish a series of workshops focusing on 21st Century learning and independent skills 	<ul style="list-style-type: none"> • By May 2013, high school and post-high school students will demonstrate learned independent living skills in their dorm or apartment as measured by a completed checklist of at least a score of satisfactory. In Progress (2011) Strategic Team created checklist of 143 independent living skills. • By September 2011, the middle school students will utilize the career

	<p>for students in the post-high school work program.</p> <ul style="list-style-type: none"> • Identify and adapt a curriculum for the career exploration class in middle school which includes teaching self-determination, awareness, advocacy and the rights and responsibilities of a person with a disability. 	<p>exploration curriculum. In Progress (2011) We ordered and received the curriculum called Empower. It was developed for students who are Blind/Visually Impaired. The Employability Center teacher is in the process of making adaptations for the students who are deaf/hard of hearing.</p>
<p>Provide students with real life work experiences</p>	<ul style="list-style-type: none"> • Establish a work environment on campus which supports students with additional needs. • Create and utilize a brochure, power point and/or portfolio to advertise the Employability Center program to potential employers. • Identify and create job descriptions for on- and off-campus work which will be used by the Employability Center. • Identify and provide at least 1 off-campus job experience for all eligible students in the Employability Center work programs • Expand on the system to contact all post-graduates for follow-up one, three and five years after graduation. • Establish and implement an accessible graph for all students to self-measure their job performance utilizing job coach and employer evaluations. 	<ul style="list-style-type: none"> • By May 2011, applicable students will participate in at least one job in the on-campus work environment. Completed (2011) Students in the Supported OJT and Bridges to Life programs work with Penzey's Spices and Cheyenne Mountain Zoo on campus. • By May 2011, the staff will increase the pool of employers by using the marketing tools. In Progress (2011) Strategic Team and Employability Center Staff finished two brochures (one for students/parents and one for employers) and a video story board that can be linked to the website. • May 2013, eligible students will have one off-campus job experience in which they follow the designated job description. Completed (2011) Employability Center staff completed a binder

	<ul style="list-style-type: none"> • Research and apply money/grant opportunities for work programs 	<p>depicting all current and previous job descriptions. This binder is organized by Career Clusters designated by the ICAP and Career and Technical Education (CTE) standards.</p> <ul style="list-style-type: none"> • By May 2012, post-graduates will have their current information documented to measure the program's success in the following way: 85% one year out of high school, 70% two years out of high school and 55% five years out of high school. In Progress (2011) Employability Center Strategic Team is researching a new process for contacting students. One year has been met. Two and five years is proving to be difficult. • By May 2012, the students will utilize a tool to graph and monitor their job performance over one year's time utilizing job coach and employer evaluations. In Progress (2011) Strategic Team worked in conjunction with CSDB Brailist to develop an self-monitoring chart for all students, including Braille users. It will be piloted fall 2011. • By May 2013, the staff and CSDB grant writer will obtain at least one grant. Not Yet Addressed (2011)
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Outreach		
All eligible children in Colorado, birth to 21, who are identified with a sensory disability, will have increased quality learning experiences and successful integration into their chosen academic, post-secondary and/or community settings through collaboration between the Colorado School for the Deaf and the Blind, school districts, and families.		
Goal	Action Steps	Outcomes (Data-Based)
<p>Distance Education & Distance Learning</p> <ul style="list-style-type: none"> • Develop materials to enhance the understanding of related service personnel about the needs of students who are deaf/HH or blind/visually impaired, including those with additional disabilities. Provide access to these materials through the use of technology and a variety of training options. • Offer options for students across the state to access distance education and support through CSDB. 	<ul style="list-style-type: none"> • Research and/or develop materials related to specified topics and post to the CSDB website. • Develop a plan and timelines for providing distance education options. • Evaluate effectiveness of options offered. 	<ul style="list-style-type: none"> • By June of each year (2011, 2012, 2013), a minimum of three informational documents or videos aimed at enhancing the understanding of educational staff related to the needs of students who are deaf/HH or blind/visually impaired, including those with additional disabilities, will be posted on the CSDB website. <p style="color: red;">Completed (2011) Videos related to the topics of “technology for the Blind/Visually Impaired” (in three segments) and “screen reading software” (in four segments) posted to the website.</p> <p style="color: red;">Informational documents have been posted to the website entitled: “Psychological Assessment Practice with Students who are Deaf/Hard of Hearing” and “Psycho-educational Assessment Practices” for students who are Blind/Visually Impaired.</p>

		<ul style="list-style-type: none"> • By June 2013, CSDB will have a menu of online and/or distance education options listed on the CSDB website and disseminated to school districts and parents throughout the state. Not Yet Addressed (2011)
<p>Parent and Student Support</p> <ul style="list-style-type: none"> • Expand information on the CSDB website for parents of students who are deaf/HH or blind/visually impaired, including those with additional disabilities. • (Blind/VI) - Offer short courses for intensive skill development (Expanded Core Curriculum, daily living skills, orientation and mobility, 	<ul style="list-style-type: none"> • Develop accessible documents including the following: <ol style="list-style-type: none"> 1. Who should parents call? 2. How do parents know if their child is getting what s/he needs in school? 3. Questions parents could ask their IEP team. 4. Information regarding parent training opportunities (such as CDE's "Parents Encouraging Parents"). 5. Translate materials into Spanish and provide information about how Spanish-speaking parents can engage in their child's education. 6. Expand instructional videos on the website. 7. Information about technology and devices. 8. Accessing role models. 9. Mental health needs of students. • Blind/VI <ol style="list-style-type: none"> 1. Survey parents and TVIs to determine the highest prioritized need for courses. 2. Identify providers at CSDB and throughout 	<ul style="list-style-type: none"> • By June 2013, information related to the content identified in the action steps will be included on the CSDB website. In Progress (2011) Informational videos have been posted to the website. Technology loan bank request forms have been updated and posted to the website. • (Blind/VI) - At least two short courses will be offered annually at CSDB or in other regions of the state (sponsored by CSDB) to provide intensive skill development in the Expanded Core Curriculum (ECC). Completed (2011) Short courses offered: <ol style="list-style-type: none"> 1. "Orientation and Mobility" 2. "Independent Living Skills" 3. "Sensory Safari" 4. "Sports Education Camp" 5. Showshoe Weekend (Estes Park)

<p>braille instruction, etc.) for students who are blind/visually impaired enrolled in public schools.</p> <ul style="list-style-type: none"> • (Deaf/HH) - Provide activities and support for students who are D/HH, deafblind, and/or who may have additional disabilities 	<p>the state to develop and provide the training.</p> <ol style="list-style-type: none"> 3. Develop an annual menu of short course offerings and disseminate through the CSDB website and CDE listserv as well as other communication methods. 4. Provide opportunities for students who are blind/VI to interact with adult role models. <ul style="list-style-type: none"> • Deaf/HH) <ol style="list-style-type: none"> 1. Provide opportunities for students who are deaf/HH to interact with adult role models. 2. Expand opportunities for students to engage in socialization activities, including regional student activities and video or phone “pals”. 3. Develop opportunities for students and their families to increase their sign language skills. 	<ul style="list-style-type: none"> • (Deaf/HH) - During each year of the strategic plan, at least one activity will be sponsored and/or offered by CSDB in at least four regions of the state, in each of the action steps (role model activity, student socialization activity, sign language development activity). Completed (2011) <ol style="list-style-type: none"> 1. Education Beyond High School Fair 2. Co-sponsored track and field day (Denver) 3. Bowling events (San LuisValley & Adams 12) 4. Northern Colorado Host Day (provided activities for families) 5. Mountain BOCES Spring Fling (provided activities for families) 6. “Families Together” (0-5 years old)
<p>Professional Development</p> <ul style="list-style-type: none"> • (Blind/VI) - Provide training opportunities for service providers and parents to understand and assist students in developing self-advocacy skills. 	<ul style="list-style-type: none"> • (Blind/VI) <ol style="list-style-type: none"> 1. Research existing curriculums designed to assist students with special needs in understanding their disability and in advocating for their needs. 2. Adapt existing curriculums or develop curriculums focused on the specific needs of students with vision loss and additional disabilities. 3. Develop a plan for training service providers, parents and students. 4. Disseminate information about the trainings. 	<ul style="list-style-type: none"> • (Blind/VI) - Annually, a menu of professional development opportunities sponsored or co-sponsored by CSDB will be listed on the CSDB website. The website “events” session will be updated at least on a monthly basis with relevant trainings that are being planned for parents and educators in the state. Completed (2011) Outreach exhibit tables at: <ol style="list-style-type: none"> 1. CEC Courage to Risk Conference 2. Career Day

<ul style="list-style-type: none"> • (Blind/VI) - Provide training for persons interested in learning braille and/or becoming certified braille transcribers. • (Deaf/HH) - Develop a menu of professional development opportunities for parents and educational staff, including general educators, educational interpreters, etc. (in conjunction with partner agencies) to offer statewide and regional training opportunities on an annual basis. 	<p>5. Evaluate the effectiveness of the trainings and modify the materials and presentation formats as needed.</p> <ul style="list-style-type: none"> • (Blind/VI) <ol style="list-style-type: none"> 1. Revise existing process for supporting persons who want to obtain Library of Congress certification in braille transcription. 2. Develop a plan for supporting district efforts to increase braille acquisition for persons who want to learn braille. 3. Disseminate training opportunities through the CSDB website and other communication methods. • (Deaf/HH) <ol style="list-style-type: none"> 1. Utilize data collected through emails, workshop evaluations and other communications to identify the highest priority needs for training on an annual basis. 2. Engage in conversations with partner agencies (CDE, Hands and Voices, etc.) to develop an annual calendar of events for trainings and workshop opportunities. 3. Implement the trainings and collect evaluation and feedback data about the impact of the trainings and needs for the next year to use in budget planning for each subsequent year. 	<ol style="list-style-type: none"> 3. National Braille Challenge 4. Regional Education Day (Pikes Peak Area) 5. "Passport to Diversity in a Changing World" (Peterson Air Force Base) <p>Co-sponsored and hosted on CSDB campus:</p> <ol style="list-style-type: none"> 1. Orientation and Mobility Conference 2. Colorado School Nurses Conference 3. Facilitated Regional Meetings for Teachers of the Visually Impaired (TVI) 4. Professional development activities provided by Dr. Karen Wolffe for TVIs and parents related to the Expanded Core Curriculum 5. National Braille Challenge <ul style="list-style-type: none"> • (Blind/VI) - CSDB will sponsor or co-sponsor a minimum of one training for persons wanting to learn braille each year during the 2010-2013 strategic plan. <p>Completed (2011)</p> <ol style="list-style-type: none"> 1. Braille formatting training for Library of Congress certified braille transcribers. 2. Braille transcription computer software training held in CIMC.
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	<ul style="list-style-type: none"> • (Deaf/HH) Develop a menu of professional development opportunities for parents and educational staff, including general educators, educational interpreters, etc. (in conjunction with partner agencies) to offer statewide and regional training opportunities on an annual basis. 	<ul style="list-style-type: none"> • (Deaf/HH) - Annually, a menu of professional development opportunities sponsored or co-sponsored by CSDB will be listed on the CSDB website. The website "events" session will be updated at least on a monthly basis with relevant trainings that are being planned for parents and educators in the state. Completed (2011) Outreach exhibit tables at: <ol style="list-style-type: none"> 1. CEC Courage to Risk Conference 2. Career Day 3. School Nurses Conference 4. Regional Education Day (Pikes Peak Area) 5. Passport to Diversity in a Changing World (Peterson Air Force Base) CSDB staff presented at the CDE Cochlear Implant Consortium. Professional development opportunities hosted at CSDB: <ol style="list-style-type: none"> 1. Autism and Deafness Conference 2. Community sign language classes
<p>Technology</p> <ul style="list-style-type: none"> • (Blind/VI) - Provide regional training opportunities to increase the knowledge of educational staff throughout the state about current technology. 	<ul style="list-style-type: none"> • (Blind/VI) <ol style="list-style-type: none"> 1. Collect and prioritize data related to technology use (such as accessing electronic texts) from educational professionals. 2. Collaborate with agencies and 	<ul style="list-style-type: none"> • (Blind/VI) - Each school year during 2010-2013, CSDB will sponsor or co-sponsor a minimum of one training opportunity related to technology use for staff who work with students who are blind or visually impaired in

<ul style="list-style-type: none"> • (Blind/VI) - Expand the technology loan bank for the B/VI to allow providers to explore the use of various devices with students. • (Deaf/HH) - Provide regional training opportunities to increase the knowledge of educational staff throughout the state about current technology as well as expanding the development of instructional videos on the CSDB website. 	<p>organizations that have a role in technology use (CDE, Assistive Technology Partners, etc.) to develop and implement a plan for providing information to educators in the state.</p> <ul style="list-style-type: none"> • (Blind/VI) <ol style="list-style-type: none"> 1. Review the inventory of current devices in the technology loan bank to identify devices needing to be purchased or updated. 2. Identify persons who will coordinate the loan bank and revise the process for district loans, as needed. 3. Develop a timeline for the ongoing purchase and maintenance of equipment over the three year period of this strategic plan. 4. Utilize loan bank equipment at regional trainings to introduce equipment to educational providers. 5. Gather feedback data and analyze results to make program modifications • (Deaf/HH) <ol style="list-style-type: none"> 1. Through the use of data collected from educational staff throughout the state, develop priorities of staff for information needs related to technology use. 2. Work with other agencies and organizations that have a role in technology use (CDE, Colorado Cochlear Implant Consortium, Assistive Technology Partners, etc.) to develop a plan for 	<p>Colorado. Completed (2011) <ol style="list-style-type: none"> 1. APH BookPort Plus training for TVIs 2. Dissemination of available APH webinar postings 3. DAISY format training for TVIs <ul style="list-style-type: none"> • (Blind/VI) - The process for using the technology loan bank will be developed, uploaded to the CSDB website by September, 2010, and updated annually thereafter. Completed (2011) Revised technology loan bank request forms posted to CSDB website. • (Deaf/HH) - Each school year during 2010-2013, CSDB will co-sponsor or sponsor a minimum of one training opportunity related to technology use for students who are deaf or hard of hearing for educators in Colorado. Completed (2010) CSDB hosted a remote site for the state cochlear implant training. </p>
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<ul style="list-style-type: none"> • (Deaf/HH) - Expand the inventory and improve the procedures for the technology and listening device loan banks for the deaf/HH. 	<p>providing information to educators in the state.</p> <ol style="list-style-type: none"> 3. Implement CSDB's responsibilities in the collaborative plan. <ul style="list-style-type: none"> • (Deaf/HH) <ol style="list-style-type: none"> 1. Review the inventory of current devices in the technology and listening loan banks to identify devices needing to be purchased or updated. 2. Identify persons who will coordinate the loan banks and revise the process for district loans, as needed. 3. Develop a timeline for the ongoing purchase and maintenance of equipment over the three-year period of this strategic plan. 	<ul style="list-style-type: none"> • (Deaf/HH) - The inventory, training materials and process for using the technology and listening device loan banks will be revised, based on stakeholder feedback, and uploaded to the CSDB website by September 2011 and updated annually thereafter. Completed (2011) Revised technology loan bank request forms posted to CSDB website.
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**DEPARTMENT OF EDUCATION
FY 2012-13 JOINT BUDGET COMMITTEE HEARING AGENDA**

**Friday, December 16, 2011
9:00 am – Noon**

11:45-12:00 *COLORADO STATE CHARTER SCHOOL INSTITUTE*

INTRODUCTIONS AND COMMENTS FROM THE EXECUTIVE DIRECTOR AND BOARD MEMBERS

1. The Joint Budget Committee Staff presentation of CSI's performance measures focused on the CSI section of the Department's strategic plan. The CSI section of the Department's plan did not include measures associated with some objectives and did not include data for the measures that were in the plan. Please explain whether CSI has a separate strategic planning process. If so, please describe that process and how CSI's goals relate to the objectives presented in the Department's strategic plan. If CSI has a separate strategic plan, then please provide copies with the Department's hearing responses, at least two days prior to the hearing.
 - a. CSI conducted an independent strategic planning process between January and July 2011, under a grant from the National Association of Charter School Authorizers. Rebound Solutions, an external strategic planning/development firm, led the process. The process included a comprehensive situational analysis (including interviews, focus groups and surveys with CSI charter school leaders, charter school movement leaders, national authorization experts, state legislators, foundation leaders, & CDE leadership), statutory and rule review, review of relevant national model authorizer models, best practice gap analysis, staff and board interviews, and development of core objectives complete with specified outcomes and action plans. CSI will provide a current copy of its strategic plan (as of December 2011) as requested.
 - b. CSI has six primary objectives in addition to many secondary objectives and sub-objectives. The first three primary objectives focus on measures of student achievement that are aligned with the CDE's school performance framework system for school accreditation. The second three primary objectives focus on authorizer and business practices and are aligned with CSI's statutory mission and vision and consistent with CDE's mission.
 - c. The aim of CSI's strategic plan is transformation of CSI into a performance management organization focused on increasing student achievement in the portfolio of CSI schools and modeling authorizer practice for district's statewide. The fundamental principles of autonomy and accountability guide this agency's work in all areas and are consistent with the theory of the charter school movement.
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Colorado Charter School Institute
FY 2012-13 Budget Request

Strategic Plan Overview

December 16, 2011

1. INTRODUCTION

The Colorado Charter School Institute (CSI) was created by the Colorado State Legislature in 2004 as an independent state agency to provide charter schools with an alternative to the local school district. CSI is governed by a nine-member Board of Directors. Seven members are appointed by the governor and two by the commissioner of education. CSI began operations in February 2005 approving two charter schools.

Today, CSI serves as the authorizer for 22 schools in locations around the state. In all, institute schools enroll more than 10,500 students as of the 2011-2012 school year. Of those students, 25 percent attend online schools and more than 50 percent are eligible for free and reduced meal benefits. (Colorado average: 40 percent free and reduced meal benefits.)

The statutory authority for CSI is found in CRS 22-30.5-501, et seq. CSI functions can be grouped into two categories:

Authorizer services

In accordance with statute, CSI serves as the authorizer for its portfolio of charter schools providing essential authorizer activities including, but not limited to, evaluating new, renewal, transfer, expansion and replication school proposals, providing annual performance evaluations to ensure high student achievement, accrediting schools and monitoring legal and contractual school compliance (operational, financial, etc.). In addition, CSI is intended to serve as the model authorizer for all Colorado school districts.

“District” services

In accordance with statute, CSI serves as the local educational agency for its portfolio of charter schools and is also considered an administrative unit responsible for monitoring the delivery of federally required student services, such as special education. In accordance with CDE expectations, CSI provides guidance and support to its portfolio of charter schools in regard to all state and federal data submissions, student assessment procedures, food service provision and compliance with law and contract.

2. MISSION STATEMENT

The mission of the Charter School Institute shall be to foster high-quality public school choices offered through Institute charter schools that deliver rigorous academic content and high academic performance in a safe environment and on par with the highest performing schools, including at-risk students.

3. VISION STATEMENT

The vision of CSI is to be a national leader as a highly effective charter school authorizer by building a portfolio of high performing public charter schools through authorizing practices that promote a variety of successful and innovative educational designs, including an emphasis on schools that serve at-risk youth.

Autonomy and Accountability

CSI pursues its vision through the development and execution of model authorizer practices. As supported by national best practice and research, these practices provide a high level of autonomy to each charter school as they implement their educational models with as little interference as possible. In exchange for this high degree of autonomy, CSI provides consistent and meaningful accountability, in accordance with law, rule and policy, in the areas of student performance and school compliance.

4. **OBJECTIVES** *(DRAFT)*

The following primary performance objectives inform the governance and direction of the CSI organization. Additional objectives, sub objectives and action plans provide additional guidance for CSI and can be found in Appendix B.

- a. All CSI schools will achieve an accreditation rating of “Performance” on the CDE School Performance Framework within 5 years of entering the portfolio.
- b. Aggregated CSI school academic proficiency percentages in Reading, Writing and Math will increase annually on the state assessment.
- c. Aggregated CSI school adequate growth percentages in Reading, Writing and Math will increase annually on the state assessment and maintain alignment with overall target achievement.
- d. CSI and all portfolio schools will exhibit fiscal stability.
- e. CSI will implement model authorizer practices.
- f. CSI school leaders will receive exemplary operations services.

5. PERFORMANCE MEASURES *(DRAFT)*

Performance Objective	Subcateg.	Outcome	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
A. All CSI schools will achieve an accreditation rating of "Performance" on the CDE School Performance Framework within 5 years of entering the portfolio. *Eligible schools are defined as those that have been part of the CSI portfolio for at least 5 years		Benchmark			100%	100%	100%	100%
		Actual*	State Framework not yet Developed	State Framework not yet Developed	85.7%	100%		
					Eligible # of schools: 7	Eligible # of schools: 10	Eligible # of schools: 14	Eligible # of schools: 16
B. Aggregated CSI school academic proficiency percentages in Reading, Writing and Math will increase annually on the state assessment. **The CSI portfolio target includes all schools for which CSI is accountable to the state (this excludes only schools transferring authorization from another district to the Institute following the assessment window of the previous year, as historical data from these schools belong to the previous district). A traditional mature school is defined as a non-AEC portfolio school with at least 2 years of CSAP/TCAP data. An alternative education campus (AEC) is defined as a school serving a 95% high-risk student population, as defined by the State. *** This target methodology incorporates historical trends in order to determine aggressive and realistic targets, rather than arbitrary selection: 2012: \bar{x} growth over time + $\frac{1}{2}\sigma$; 2013: \bar{x} growth over time + $\frac{1}{2}\sigma$. To combat negative trends or stagnation, more aggressive targets can be implemented in areas identified for high priority improvement: 2012: \bar{x} change over time + $\frac{1}{2}\sigma$; 2013: \bar{x} growth over time + 2σ .	CSI Portfolio Target**	Benchmark***	Longitudinal data not yet available for projections	Longitudinal data not yet available for projections	Not Available	Not Available	Reading: 72.5% Writing: 59.7% Math: 53.7%	Reading: 75.7% Writing: 62.4% Math: 55.2%
		Actual	Reading: 69.6% Writing: 52.7% Math: 51.4%	Reading: 68.9% Writing: 53.7% Math: 51.0%	Reading: 71.8% Writing: 53.8% Math: 52.6%	Reading: 71.0% Writing: 57.3% Math: 52.7%	Reading: Writing: Math:	Reading: Writing: Math:
	Traditional/ "Mature" School	Benchmark***	Longitudinal data not yet available for projections	Longitudinal data not yet available for projections	Not Available	Not Available	Reading: 76.9% Writing: 64.8% Math: 60.5%	Reading: 82.1% Writing: 69.6% Math: 66.0%
		Actual	Reading: 67.7% Writing: 51.1% Math: 51.7%	Reading: 66.5% Writing: 50.8% Math: 49.3%	Reading: 72.1% Writing: 54.1% Math: 53.9%	Reading: 73.3% Writing: 60.2% Math: 56.9%	Reading: Writing: Math:	Reading: Writing: Math:
	Alt Ed Campus/ "Mature" School	Benchmark**	Alternative Education Campuses not yet a Part of the CSI Portfolio	Longitudinal data not yet available for projections	Longitudinal data not yet available for projections	Not Available	Reading: 44.3% Writing: 25.8% Math: 9.4%	Reading: 49.2% Writing: 28.4% Math: 12.8%
		Actual		Reading: 58.0% Writing: 30.0% Math: 4.1%	Reading: 42.5% Writing: 17.9% Math: 8.5%	Reading: 39.4% Writing: 23.1% Math: 6.0%	Reading: Writing: Math:	Reading: Writing: Math:

Performance Objective	Subcateg.	Outcome	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<p>C. Aggregated CSI school adequate growth percentages in Reading, Writing and Math will increase annually on the state assessment and maintain alignment with overall target achievement.</p> <p>Note: Adequate growth is defined as the level of growth necessary for students to attain or maintain proficiency over a period of three years.</p> <p>**The CSI portfolio target includes all schools for which CSI is accountable to the state (this excludes only schools transferring authorization from another district to the Institute following the assessment window of the previous year, as historical data from these schools belong to the previous district). A traditional mature school is defined as a non-AEC portfolio school with at least 2 years of CSAP/TCAP data. An alternative education campus (AEC) is defined as a school serving a 95% high-risk student population, as defined by the State.</p> <p>*** This target methodology incorporates historical trends in order to determine aggressive and realistic targets, rather than arbitrary selection: 2012: \bar{x} growth over time + $\frac{1}{2}\sigma$; 2013: \bar{x} growth over time + σ. To combat negative trends or stagnation, more aggressive targets can be implemented in areas identified for high priority improvement: 2012: \bar{x} change over time + $\frac{1}{2}\sigma$; 2013: \bar{x} growth over time + 2σ.</p>	CSI Portfolio Target**	Benchmark***	Longitudinal data not yet available for projections	Longitudinal data not yet available for projections	Not Available	Not Available	Reading: 68.4% Writing: 59.2% Math: 40.4%	Reading: 76.8% Writing: 63.7% Math: 44.5%
		Actual	Reading: 63.0% Writing: 50.4% Math: 34.8%	Reading: 65.5% Writing: 53.9% Math: 38.9%	Reading: 70.6% Writing: 52.3% Math: 37.8%	Reading: 64.9% Writing: 55.9% Math: 38.0%	Reading: Writing: Math:	Reading: Writing: Math:
	Traditional/ "Mature" School	Benchmark***	Longitudinal data not yet available for projections	Longitudinal data not yet available for projections	Not Available	Not Available	Reading: 71.1% Writing: 62.4% Math: 42.5%	Reading: 80.8% Writing: 65.6% Math: 42.9%
		Actual	Reading: 61.8% Writing: 49.1% Math: 35.0%	Reading: 62.8% Writing: 50.9% Math: 36.5%	Reading: 71.0% Writing: 52.8% Math: 38.6%	Reading: 66.4% Writing: 58.3% Math: 40.5%	Reading: Writing: Math:	Reading: Writing: Math:
	Alt Ed Campus/ "Mature" School	Benchmark**	Alternative Education Campuses not yet a Part of the CSI Portfolio	Longitudinal data not yet available for projections	Longitudinal data not yet available for projections	Not Available	Reading: 46.4% Writing: 24.4% Math: 10.6%	Reading: 53.2% Writing: 26.5% Math: 15.4%
		Actual		Reading: 61.3% Writing: 49.1% Math: 35.0%	Reading: 44.7% Writing: 19.7% Math: 6.5%	Reading: 39.5% Writing: 22.3% Math: 5.7%	Reading: Writing: Math:	Reading: Writing: Math:
<p>D. CSI and portfolio schools will exhibit fiscal stability through maintenance of a balanced budget.</p>		Benchmark	100%	100%	100%	100%	100%	100%
		Actual	Not Available	Not Available	Not Available	57.9%		

Performance Objective	Subcateg.	Outcome	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
E. CSI will implement model authorizer practices. Overall indicator rating from the National Association of Charter School Authorizers (NACSA) will exhibit a high (90%) level of compliance along with tailored input from additional, in-depth review from NACSA and CDE.		Benchmark	Measurement Tool not yet Available	Measurement Tool not yet Available	Measurement Tool not yet Available	90%	90%	90%
		Actual				95%	Note: This actual reflects the preliminary self-report version of the indicator measurement tool provided by NACSA. This tool will likely be modified and adapted consistent with State Board of Education rule and legislation, where relevant.	
F. CSI school leaders will receive exemplary operations services. Annual aggregated satisfaction levels will increase towards sustained exemplary levels.		Benchmark	Measurement Tool not yet Available	Measurement Tool not yet Available	Measurement Tool not yet Available	Measurement Tool not yet Available		
		Actual						

6. STRATEGIES

Performance Objective	Strategies
<p>A. All CSI schools will achieve an accreditation rating of “Performance” on the CDE School Performance Framework within 5 years.</p>	<ol style="list-style-type: none"> 1. Provide Annual Performance Report and Dashboard containing high level as well as actionable performance based analysis based on historical achievement data (state and school specific, formative and summative). 2. Provide annual target setting analysis to support/validate annual targets contained in Unified Improvement Plans (UIPs). 3. Identify useful measures and metrics for setting interim benchmark targets that align with, support and validate UIP objectives. 4. Provide constructive and real time monitoring of progress towards interim and annual targets.
<p>B. Aggregated CSI school academic proficiency percentages in Reading, Writing and Math will increase annually on the state assessment.</p>	<ol style="list-style-type: none"> 1. CSI will utilize historical trends to statistically project aggressive and realistic achievement targets for individual schools as well as the CSI portfolio. 2. Paired with school-level methodologies, all targets will be annually revisited and negotiated through the use of the Unified Improvement Plan (UIP). 3. Schools with identified achievement gaps will develop targets for these identified subgroups (these include disaggregation by school level, grade, gender, lunch eligibility, ethnicity, disability and language proficiency). 4. Schools who do not meet their annually agreed upon targets will work with CSI to develop seasonal benchmark targets utilizing their interim assessment results.
<p>C. Aggregated CSI school adequate growth percentages in Reading, Writing and Math will increase annually on the state assessment and maintain alignment with overall target achievement.</p>	<ol style="list-style-type: none"> 1. CSI will utilize historical trends to statistically project aggressive and realistic growth targets for individual schools as well as the CSI portfolio. 2. Paired with school-level methodologies, all targets will be annually revisited and negotiated through the use of the Unified Improvement Plan (UIP). 3. Schools with identified growth gaps will develop targets for these specified subgroups (these include disaggregation by school level, grade, gender, lunch eligibility, ethnicity, disability and language proficiency).

	<ol style="list-style-type: none"> Schools who do not meet their annually agreed upon targets will work with CSI to develop seasonal benchmark targets utilizing their interim assessment results.
<p>D. CSI and all portfolio schools will exhibit fiscal stability.</p>	<ol style="list-style-type: none"> Hire and maintain highly qualified financial staff in the CSI office. Implement and follow financial internal controls. Strictly adhere to all state, federal and CDE financial guidance and requirements. Provide thorough, clear and aligned financial guidance to all schools in the form of an online “Finances Toolkit” and in the form of real time, live support. Analyze incoming financial reports and data submissions and provide immediate feedback and guidance to schools accordingly. Communicate transparently and frequently with CDE finance and audit units. Submit complete and accurate financial data to CDE on time.
<p>E. CSI will implement model authorizer practices. Overall indicator rating from the National Association of Charter School Authorizers (NACSA) will exhibit a high (90%) level of compliance along with tailored input from additional, in-depth review from NACSA and CDE.</p>	<ol style="list-style-type: none"> Implement ongoing authorizer practice in accordance with Colorado State Board of Education rules (expected January 2012) and NACSA (12 standards). Optimize authorization and compliance services. (see Appendix B, Section 2 for additional action plan detail) Optimize performance management services. (see Appendix B, Section 2 for additional action plan detail) Evolve and improve Annual Performance Report and Dashboard (Performance Management Framework). (see Appendix B, Section 4 for additional action plan detail) Implement CSI “Virtual Resource Center.” (see Appendix B, Section 5 for additional action plan detail)
<p>F. CSI school leaders will receive exemplary operations services.</p>	<ol style="list-style-type: none"> Establish account management communication and support system. (see Appendix B, Section 2 and Section 3 for additional action plan detail) Complete process and policy inventory to identify inefficiencies, overlap, gaps and drive process improvement. (see Appendix B, Section 3 for additional action plan detail)

	<ol style="list-style-type: none"> 3. Develop and implement charter school operations guidebook (see Appendix B, Section 3 for additional action plan detail) 4. Develop and implement IT strategy, including web site overhaul. (see Appendix B, Section 3 for additional action plan detail) 5. Optimize data submissions processes. (see Appendix B, Section 2 for additional action plan detail) 6. Conduct bi-annual school leaders meetings to determine ongoing school priorities and needs. 7. Develop evaluation tools and processes, including annual client satisfaction surveys, to provide ongoing feedback on internal operations.
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7. EVALUATION OF SUCCESS

CSI’s leadership staff and Board of Directors will use the performance outcomes on these primary objectives to inform its governance of the CSI organization over time. In addition, additional objectives and sub measures for all objectives will contribute to defining the strategic course for CSI and make adjustments.

The CSI board and staff will at least annually review specific targets and make adjustments based on updated information and revised cut points (regarding academic achievement objectives) from the CDE. Staff will rely on statistical measures to ensure that target setting is always driven by aggressive and realistic targets, which are adjusted to reflect the changing composition of the portfolio of schools as it matures and grows.

Specifically in regard to academic status and growth achievement objectives, the portfolio level annual targets are derived to reflect variance in the progress of individual schools towards attainment of “Performance” accreditation ratings. The timeframe for such attainment is school specific and in aggregate will be affected by the composition of the portfolio at the time the targets are calculated. An important part of the mission and vision of CSI is to provide the opportunity for creation of new charter schools and transfer of existing charter schools. Thus, our aggregate (that is, for CSI as a whole portfolio) target setting will appropriately and necessarily be adjusted annually.

2.
Develop
Annual Targets
for CSI and CSI
Schools

Historical achievement and growth trends will be used to annually develop academic targets with each school that aim to monitor progress towards and beyond these minimum accountability standards. This projection methodology incorporates historical trends to determine aggressive and realistic targets for each school, rather than arbitrary selection.

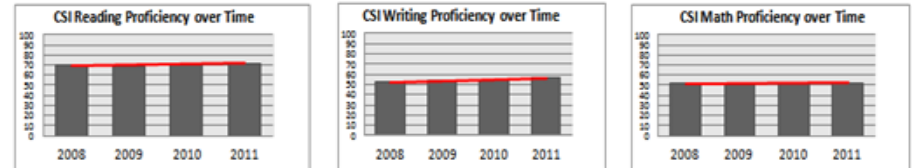
Schools with identified achievement or growth gaps will also develop targets for these specified subgroups.

All schools will annually revisit and negotiate their academic targets with CSI through the use of their Unified Improvement Plan (UIP).

All schools will meet their annual achievement and growth targets.

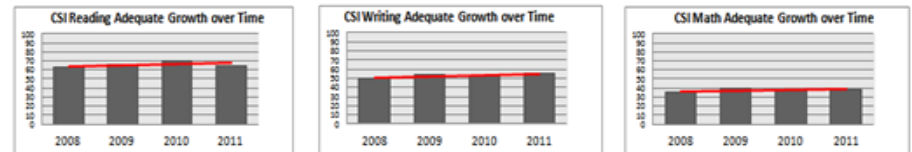
Schools who do not meet their annually agreed upon targets must work with CSI, utilizing their interim assessment results to develop seasonal benchmark targets, in addition to their UIP targets.

CSI Proficiency Trends and Targets



	Percentage of Students Categorized as Proficient/Advanced on the State Assessment											
	Historical Calculations				Target Calculations						Targets	
	2008	2009	2010	2011	8 to 9	9 to 10	10 to 11	Mean	SD	Mean+1/2SD	2012 Target	2013 Target
Reading	69.6	68.9	71.8	71.0	-0.7	2.9	-0.8	0.467	2.1	1.521	72.5	75.7
Writing	52.7	53.7	53.8	57.3	1.0	0.1	3.5	1.533	1.8	2.414	59.7	62.4
Math	51.4	51.0	52.6	52.7	-0.4	1.6	0.1	0.433	1.0	0.954	53.7	55.2

CSI Growth Trends and Targets



	Percentage of Students Making Adequate Levels of Growth on the State Assessment											
	Historical Calculations				Target Calculations						Targets	
	2008	2009	2010	2011	8 to 9	9 to 10	10 to 11	Mean	SD	Mean+1/2SD	2012 Target	2013 Target
Reading	63.0	65.5	70.6	64.9	2.5	5.1	-5.7	0.633	5.6	3.452	68.4	76.8
Writing	50.4	53.9	52.3	55.9	3.5	-1.6	3.6	1.833	3.0	3.320	59.2	63.7
Math	34.8	38.9	37.8	38.0	4.1	-1.1	0.2	1.067	2.7	2.420	40.4	44.5

*This target methodology incorporates historical trends in order to determine aggressive and realistic targets, rather than arbitrary selection: 2011: \bar{x} growth over time + $\frac{1}{2}\sigma$; 2012: \bar{x} growth over time + $\frac{1}{2}\sigma$. To combat negative trends or stagnation, more aggressive targets can be implemented in areas identified for high priority improvement: 2011: \bar{x} change over time + $\frac{1}{2}\sigma$; 2012: \bar{x} growth over time + 2σ .

CSI will be able to monitor school progress towards meeting academic targets, as well as forecast accreditation ratings, through the use of a performance calculator. This calculator (which can be populated with state and statistically aligned interim measure cut points) will result in early identification of schools that may need to devote increased attention to particular subjects or subgroups.

All CSI schools will be on-track towards meeting their UIP targets.

3. Implement Progress Monitoring

CSI Performance Trend Calculator

Enter your data for each metric below:
(if data do not exist for that year- leave blank)

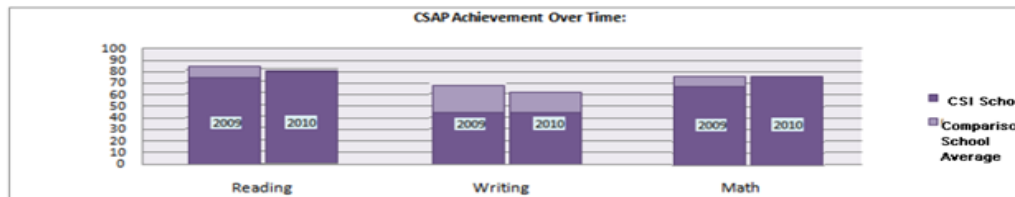
Metric/CSAP	2007	2008	2009	2010	2011	Your current level of performance	Your current status points	Your trend score	Your trend points	Your growth points	Your total points and possible points	
						(see current status chart below)	(see current status chart below)	(current year subtract previous 3-year average)	(see trend chart below)	(see growth point chart below)	(current status points + trend points + growth points)	
						Current Status Points	Trend Score	Trend Points	Growth Points	Total Points	Possible Points	
CSAP Reading	69.6	68.9	71.8	71.0	71.0	1	0.9	1		2	6	
CSAP Writing	52.7	53.7	53.8	52.3	52.7	2	3.9	2		4	6	
CSAP Math	51.4	51.0	52.6	49.9	51.4	1	1.0	1		2	3	
CSAP Science												
Reading MGP		51	53							2	3	
Writing MGP		56	51							2	3	
Math MGP		49	47							2	3	
Reading Growth % Adequate		63.0	65.5	70.6	64.9			-1.5	0		3	
Writing Growth % Adequate		50.4	53.9	52.3	55.9			3.7	2		3	
Math Growth % Adequate		34.8	38.9	37.8	38.0			1.1	1		3	
										19	39	
										% of Possible	48.7%	

* Defined by the percentage of students producing the levels of growth necessary to attain or maintain proficiency over time

Your Current Level (see level chart below)
LEVEL
3
(Improvement)

4. Incorporate Comparative Performance

Where applicable, each CSI school shall be compared to its geographic district, the state of Colorado, and to the CSAP scores of students of at least three schools in Colorado serving similar populations. A set of standardized criteria for selection of the comparison group will include the following demographic characteristics: (1) School Size, (2) Grades Served, (3) Eligibility for Free/Reduced Lunch, (4) Minority Students, (5) Students with Individualized Education Plans, and (6) English-language Learners.



*Comparison school figures are only visible to the extent that they surpass CSI figures

All CSI schools will surpass their geographic district and comparison school performance in at least 2 of the 3 subjects tested annually on the TCAP.

75% of CSI schools will surpass their geographic district OR comparison school performance in all subjects tested on the TCAP.

50% of CSI schools will surpass their geographic district AND comparison school performance in all subjects.

Schools below their geographic district and/or comparison school performance will narrow these performance gaps over time.

APPENDIX B

Objectives, Outcomes and Action Plans developed in the initial CSI strategic plan approved in July 2011.

During the first half of 2011, CSI executed a strategic plan development process which included the development of five process and improvement objectives. The action plans that will drive the fulfillment of these objectives are provided in this appendix. Their content is aligned with and supportive of the primary objectives described above.

1. Leadership and Governance Improvement

a. Components and Outcomes

Component	Specific Outcomes
Board Development	<ul style="list-style-type: none"> • Completion of the following: <ul style="list-style-type: none"> ○ Board Development Committee ○ Updated Board Expectations, Bylaws and Policies ○ Updated Board Terms ○ Board Competency Matrix ○ Board Individual Assessment ○ Board Recruiting Plan ○ Board Committee Structure, Roles and Process ○ Board Member Orientation Packet ○ Board Self Evaluation ○ Board reference manual: includes CSI Mission, History, Legal Status, Operations (including summary of core authorizer and LEA functions), budget and strategic plan, summary of Board duties, obligations and expectations)
Executive Director Performance	<ul style="list-style-type: none"> • Completion of the Executive Director review process for the Board. This includes: <ul style="list-style-type: none"> ○ Establishing clear performance management goals. ○ Board level review processes for setting and agreeing to these goals and objectives. ○ Board level process for reviewing progress against actual goals.
Financial Controls	<ul style="list-style-type: none"> • Updated policies from the Board for reviewing and managing financial information presented by CSI Staff. • Implementation of CFO level reports for the Board to review financial information. • Initiation of an independent financial auditing process.
Board-Level Communication	<ul style="list-style-type: none"> • Development and refinement of Board dashboard reports for core operational functions. • Board meetings conducted within a 2 hour time limit. • Initiation of a Board portal for key resources. • Clear CSI operational support role to support the Board in production of agendas, supporting material, dashboard reports, minutes and other supporting material. • Implementation of the process to use consent agenda items. • Informed Board on Authorization Best Practices
Financial Funding Model	<ul style="list-style-type: none"> • Analysis that determines if CSI should retain or modify the existing financial funding model.

b. Action plans / Strategies

Action	Action Steps
<p>Reframe Board Expectations</p>	<ol style="list-style-type: none"> 1) The Board should evaluate and refine (if necessary) the expectations for serving on the CSI Board of Directors. This should including setting very clear expectations in terms of service. This should include: <ol style="list-style-type: none"> a) Time expectations: Meeting Attendance, Non-Meeting Participation b) Term Limits and Renewals c) Committee Assignments d) Overall time exp e) Officer Assignments f) Conflict of Interest g) CSI vs. Board Roles and Responsibilities 2) Bylaws may need to be updated to reflect these expectations. 3) Every Board member should formally approve these expectations and individually.
<p>Update Board Terms</p>	<ol style="list-style-type: none"> 1) The Board will review all Board Member terms and confirm start/end dates. 2) The Board will quantify the number of Board positions available and the source (Governor/Commissioner) for these appointments. 3) A calendar of Board terms with actions for renewals will be created and shared with the Board.
Action	Action Steps
<p>Establish Board Evaluation Processes – Individual Board Member Assessment</p>	<p>The Board will establish two board evaluation processes. One for measuring the effectiveness of individual board members and a self-evaluation mechanism for measuring the overall Board’s performance. For the individual assessment:</p> <ol style="list-style-type: none"> 1) The Board Chair will speak with the Board Member 60 90 to 120 days prior to term completion and inquire if the Member wishes to renew for another term. If the answer is “no” – then the process stops here. 2) If the answer is yes, the Board Development Committee conducts an individual assessment. 3) This assessment will evaluate the board member’s contribution to the organization. The assessment will also ensure the competency of the Member is still a good fit for the board. 4) The Board Development Committee makes a recommendation to renew or decline renewal to the Board Chair. This is shared by the Board Chair with the Member. 5) If a renewal is recommended, the Board reviews and actions the nomination in the next meeting. 6) Appendix A has sample questions for the Individual Board Member Assessment

<p>Perform Board Gap Analysis and Recruit Membership</p>	<ol style="list-style-type: none"> 1) Working with the Executive Director, the Board will complete a competency analysis to determine the specific skills and areas of expertise on the board. This may include school finances, facilities, management, advocacy policy, legal, communications and marketing, technology and other expertise. It is likely that existing Directors will have some redundancy and the Board will have to determine if this redundancy in capabilities is desired or if natural attrition should be encouraged to refresh Board capacity. 2) The Board will review political and cultural representation with the intention of increasing diversity on the Board. 3) The Board will notify the public about a vacancy through the virtual resource center and through other channels. 4) The Board will identify key competency gaps and redundancy and will produce a recruiting plan outlining the types of desired Directors. 5) This information will be overlaid with the Board Terms and the Individual Board Member Assessment to identify the timing of recruitment and succession planning. 6) Working with the Governor’s Office and the Colorado Department of Education Commissioner, the Board Chair will lead recruitment efforts for viable candidates. 7) This includes process will also include notifying schools to participate and identify potential CSI board candidates. Finally there will be a process for engaging potential board members in committee and other assignments that serve the board.
<p>Action</p>	<p>Action Steps</p>
<p>Establish Board Committee Assignments</p>	<p>The Board will leverage committees to be more effective in administering functions. In addition to the Board Development Committee, the following committees should be structured, staffed, authorized and executed:</p> <ol style="list-style-type: none"> 1) Executive Committee (The Executive, Strategic Planning and Board Development Committees may be a single committee) <ol style="list-style-type: none"> a) Includes the Chair, Vice-Chair, Treasurer and Secretary. b) Manages the Executive Director Performance Review c) Provides senior leadership for the Board. 2) Finance <ol style="list-style-type: none"> a) Responsible for managing fiduciary controls of the operation. This includes ensuring financial information is reviewed regularly. <i>See Financial Controls (next section) regarding this committee’s responsibilities.</i> 3) Strategic Planning <ol style="list-style-type: none"> a) This committee will oversee the strategic planning efforts for the organization. b) This includes ensuring the strategic plan is updated and metrics from the plan are reviewed on a regular basis. c) This committee should review and expect an updated plan from the CSI Executive Director on an annual basis. 4) School Accountability <ol style="list-style-type: none"> a) This committee is focused on implementation and review of the Performance Framework for the portfolio schools. This includes review and engagement of all authorization candidates and processes.

<p>Board Evaluation Process</p>	<p>The Board will produce a process for conducting an annual self-evaluation survey. This process is used to evaluate the overall performance of the board and should generally occur sixty days before the annual board retreat, the board will complete a self-survey assessment.</p> <p>This survey will include several key questions about the board performance and will provide sufficient data for discussion which will be shared at the annual retreat. In addition, a similar survey will be completed by the Executive Director. Both data sets will gauge Board member satisfaction as well as improve the overall effectiveness of the board. Specifically this will help determine the following:</p> <ul style="list-style-type: none"> • Meeting efficiency and effectiveness • Effectiveness of committee structures, roles • Identification of conflicts of interest • Methods to improve communications • Methods to improve financial development • Ways to improve strategic planning <p>In addition, the Board will allow portfolio schools to provide input into the Board's performance on an annual basis.</p>
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2. Improve and Develop Authorizer and Business services

a. Components and Outcomes

Component	Specific Outcomes
Optimize Authorization and Compliance	<ul style="list-style-type: none"> • Defined authorization and compliance standards that align with NACSA standards. • Revised application, renewal and transfer processes and procedures to help ensure that schools accepted and retained in the portfolio exemplify, at minimum, baseline standards of quality. • Categorization of existing schools' maturity levels so go-forward plans and interaction can be targeted. • Increased trust in CSI as a best practices authorizer. • Enhanced assurance to students and their families that their non-traditional school choices are high-quality choices. • Streamlined compliance procedures. • A continuum of sanctions (a ladder of compliance or tiered intervention policy) for under and non-performing schools, giving CSI a range of options other than the current binary choice of keeping a school open or closing it.
Optimize Performance Management	<ul style="list-style-type: none"> • Defined performance milestones (in alignment with the Performance Framework objective (Section 3.4). • Formalized performance management processes and procedures. • Clear accountability for managing school relationships. • Enhanced relationships with schools as a value-added partner. • Established school facing account managers. • A model of performance management for Colorado districts.
Optimize Submissions	<ul style="list-style-type: none"> • Automation of submission processes. • Web-based submissions made available to schools. • Reduced time and resources required for data compilation.
Optimize and Consider Transition for Nutritional and ESS Functions	<ul style="list-style-type: none"> • Identification of areas to improve the nutritional and ESS services. • Identification of services representing candidates for transition from CSI. • Determination of alternative owners for such services. • <i>If transition is deemed as an option</i>, development of a transition plan that considers the interests and concerns of impacted stakeholders. • <i>If transition is deemed as an option</i>, a transition process that reduces risk to stakeholders and students.
Develop Competitive Grants Processes	<ul style="list-style-type: none"> • Determination of the processes appropriate for complying with the new statutes requiring CSI to manage competitive grants • Identification of the process owners, procedures, controls and measures • Implementation of the processes

b. Action plans / Strategies

Action	Action Steps
Define Authorization and Compliance Standards	<ol style="list-style-type: none"> 1) Obtain an understanding of NACSA best practices for model authorizers and compare them to CSI stakeholders’ expectations, statutes and actual practices. 2) Critique and challenge practices falling outside NACSA best practices. 3) Inventory expectations placed on CSI by CDE and others for the authorization and compliance duties. 4) Inventory the duties statutorily required; use the output from the statutory review detailed in section 3.3. 5) Inventory authorization and compliance activities being done by CSI personnel; include relevant activities from all functional areas, including compliance activities done by the Authorization team, ESS team, Assessments Coordinator, Finance and others. 6) Select/define and document go-forward standards. Categorize the standards into logical groupings (e.g., leadership, fiscal management). 7) Determine how the new standards will be phased into operations for both existing and new schools. 8) Incorporate communication of the updated standards into CSI’s broader communications plans described in section 3.3. 9) Develop a mechanism (e.g., inclusion in personnel performance evaluations) to ensure NACSA standards are regularly revisited, with CSI standards modified accordingly and changes systematically communicated to stakeholders.
Evaluate Schools’ Maturity	<ol style="list-style-type: none"> 1) Organize the standards defined above into a checklist with a graduated rating scale or similar tool to evaluate schools against the standards and against one another. (This assessment tool may go beyond the existing dashboard which helps schools understand their own performance. This maturity assessment is meant to augment, as necessary, the dashboard elements with other criteria important for assessing how closely a school helps achieve the goal for a portfolio of high-quality public school choices. Moreover, the assessment should place the school in a matrix of maturity so comparison to optimal standards/levels and to other schools is readily possible.) 2) Using the checklist/similar, review and rate each portfolio school. Strategically assess the results. 3) Determine how the results will be used to facilitate routine interactions as well as to develop strategic improvements with schools. Make the maturity assessment available to key CSI personnel responsible for such interactions. Ideally, strategize a plan for each school. 4) Define a systematic approach for bringing schools along in the maturity continuum. For example, leverage the assessment as part of performance management described further below. 5) Determine how those existing schools failing to meet minimum acceptance/compliance standards to be enforced on new schools will be remediated. 6) Develop a mechanism (e.g., inclusion in schools’ performance management) to ensure maturity evaluation, or comparable, is done on at minimum an annual basis.

Action	Action Steps
<p>Revise Application, Renewal and Transfer Procedures</p>	<p>Although application and renewal procedures were stated to have improved and to now reflect a common approach advocated by CSI, CDE and the League of Charter Schools, there appears to still be gaps increasing the risk for poor and under-performing schools to be accepted and retained in the portfolio. Procedures for transfer schools appear to be minimal.</p> <p>Improvements in application/renewal/transfer procedures may help increase the overall quality of new and existing schools in the CSI portfolio.</p> <ol style="list-style-type: none"> 1) Review and document the processes and procedures for applications/renewals/transfers (collectively referred to herein as “applications”) so the team assigned to this action can start with a common understanding. 2) Compare the existing approach with NACSA best practices and standards agreed from the action above. 3) Recognize the authority provided by the statutes. For example, expectations can be imposed upon schools’ boards of directors. Impacting the schools’ boards is likely to influence favorable outcomes on quality. 4) Candidly evaluate the skill sets required for reviewing the applications against the resources currently assigned to conduct those reviews. (Important gaps were identified as part of this strategic plan’s due diligence.) 5) Design and document the needed changes. 6) Determine how skill set gaps will be fulfilled. (For example, CSI could establish an Advisory Board that assists with the detailed reviews and makes recommendations, with the CSI leadership team and Board still active reviewers and retaining ultimate responsibility.) Ensure all involved are familiar with NACSA best practices and the Colorado statutes. 7) Determine the plan(s) to implement the changes for new schools and for existing schools. 8) Provide new schools with a “starter kit” to jumpstart their assimilation into the portfolio. 9) Ensure consistent, detailed and ongoing communication with new and renewal/transfer applicants are included in CSI’s overall communications strategy. 10) Develop a mechanism for ensuring periodic and at least annual, strategic review of the processes, skill sets involved, metrics and so forth.

Action	Action Steps
<p>Improve Compliance Procedures</p>	<ol style="list-style-type: none"> 1) Leveraging the work done to define the go-forward compliance standards, revise how the compliance procedures are performed. <ol style="list-style-type: none"> a) Eliminate any procedures that do not directly align with the agreed go-forward standards. b) Include compliance activities being done by all functional areas, including those done by the Authorization team, ESS team, Finance, etc. Look for and eliminate duplication of efforts. c) Streamline how the compliance activities are performed. Consider consolidation of efforts. Also consider leveraging the IT strategy work described in section 3.3 to more effectively use technology. d) Evaluate whether process and task owners have the requisite skills to optimize compliance procedures. Make needed changes in ownership. e) Design and document the needed changes. 2) Continue initial discussions with CDE leadership regarding using the results of CSI’s findings to impact the annual ratings CDE gives schools each winter. (The discussions with CDE were started in regards to using the dashboard results to change the ratings. Under the model proposed herein, it is important to use the compliance activity to enforce authorization standards, while keeping the performance management activity beneficial. However if standards or performance doesn’t improve, punitive measures should be leveraged. Thus, a compliance report could be used to influence CDE’s ratings, but such a report should not be the same as what is used for the performance management. Importantly, the tool selected for performance management (e.g., dashboard) should not be used to influence the ratings. Keep in mind that compliance aims to enforce minimum standards; performance management aims to evolve schools to higher quality.) 3) Determine the plan(s) to implement the changes for new schools and for existing schools. 4) Incorporate needed communication into CSI’s overall communications strategy. 5) Develop a mechanism for ensuring periodic and at least annual, strategic review of the processes, skill sets involved, metrics and so forth.
<p>Define Continuum of Sanctions</p>	<ol style="list-style-type: none"> 1) Using the authorization and compliance standards and with input from the schools’ maturity assessment, identify levels of severity for under and non-compliance. There should be enough levels to differentiate among non-compliers. Yet, there should not be so many levels to cause confusion and make the spectrum a bureaucratic farce. 2) Draft what is commonly known as a “ladder of compliance.” 3) Circulate the draft with representatives from key stakeholder groups. 4) Revise and finalize. 5) Determine the plan(s) to implement the ladder for new schools and for existing schools. 6) Incorporate needed communication into CSI’s overall communications strategy. 7) Develop a mechanism for ensuring periodic and at least annual, strategic review of the ladder and the effectiveness of its implementation.

Action	Action Steps
<p>Define Performance Milestones</p>	<ol style="list-style-type: none"> 1) Leverage the authorization and compliance standards defined above as well as the Performance Management Framework recommendations in section 3.4 to draft performance milestones. 2) Inventory performance management activities being done by CSI personnel; include relevant activities from all functional areas. 3) Compare and contrast the draft milestones with actual practices. 4) Critique and challenge practices falling outside the recommended best practices. 5) Select/define and document go-forward performance milestones. Categorize the milestones into logical groupings (e.g., leadership, fiscal management). 6) Determine how the new performance milestones will be phased into operations for both existing and new schools. 7) Incorporate communication of the milestones into CSI’s broader communications plans described in section 3.3. 8) Develop a mechanism (e.g., inclusion in personnel performance evaluations) to ensure the performance milestones are regularly revisited, modified accordingly and changes systematically communicated to stakeholders.

Action	Action Steps
<p>Design Performance Management</p>	<p>As mentioned above, CSI has a unique opportunity with the development of more formalized performance management. Taking the initial efforts with the dashboards, statistical reviews and school consultations to the next level of sophistication can lead to significant benefits for all involved – schools, students, CSI. The action steps below are not meant to be exhaustive but rather to recommend areas of consideration.</p> <ol style="list-style-type: none"> 1) Define performance management processes that formalize periodic reviews (e.g., quarterly or at least semi-annually) with schools. Include input from a diverse mix of schools when devising the processes, as a core objective is to provide valuable intelligence to them. Yet, do not allow the schools' input to dilute consistency with best practices. 2) Include as part of the processes how the information will be shared. For example, sending the actionable intelligence—which is what will ultimately be provided—via an email with little to no follow up or direct discussion is inappropriate. The results of the performance reviews are not ends in and of themselves but rather door openers to engage in dialogue and become a value added partner in helping school leaders do the analysis that such innovators appreciate but do not have the time or resources to regularly do themselves. (Early feedback has indicated most schools welcome the statistical analyses currently being done, particularly when communicated in a spirit of collegiality.) 3) Assess whether sufficient expertise is on staff to grow performance management into a leading area for CSI and a model for other districts. 4) Keep in mind that <i>how</i> the reviews are conducted is as important as the content of the reviews. The goal is to help identify trends, gaps, strengths and emerging issues. Further, the overall goal is for CSI to be in a governance and advisory capacity, <i>not</i> in an operational capacity for the schools. Thus, accountability for taking action on the results of the reviews resides with the schools. CSI, through the authorization, compliance and ladder of compliance, will have the opportunity to respond to schools not meeting the authorization and compliance standards. These performance milestones are meant to help schools evolve beyond the minimum requirements; they are meant to encourage excellence and not be punitive. However, if improvement milestones are not met, then punitive measures should be implemented. 5) Determine the plan(s) to implement the reviews for new schools and for existing schools. 6) Incorporate needed communication into CSI's overall communications strategy. 7) Develop a mechanism for ensuring periodic and at least annual, strategic review of the processes, skill sets involved; metrics and so forth.

Action	Action Steps
<p>Establish Account Managers</p>	<p>The objective of this action is to provide schools with a central point of contact that helps them navigate interaction with CSI, escalate concerns, follow up when more training or clarity is needed and so forth. This action does <i>not</i> mean that only one person at CSI will interact with a given school. Rather, a central owner will keep a pulse on all relevant interaction, help steer CSI to a cohesive strategy for the school, direct concerns to appropriate parties, etc. The role is not meant to add another level of complexity but rather to streamline the interactions for both CSI staff and school personnel.</p> <ol style="list-style-type: none"> 1) Using the results of the schools’ maturity assessment as an indication of the level of effort needed for each school, determine the skills set and number of resources needed for account management across the school portfolio. 2) Devise job descriptions and personnel performance metrics. Include clear definition of how the role is expected to interact with internal CSI staff. 3) Select appropriate personnel for these roles. It may be a singular role in the immediate term if the demands for each school are expected to be minimal. Those selected for the roles should have rigorous dedication to customer service, have charter school expertise and not be afraid to hold schools accountable. There will be times when each account manager will need to be effective in applying what is often described as “tough love.” 4) Incorporate the new roles into CSI operations. 5) Determine the plan(s) to introduce the new role to new schools and existing schools. 6) Incorporate needed communication about the account manager role into CSI’s overall communications strategy. 7) Develop a mechanism for ensuring periodic and at least annual, strategic review of the processes, skill sets involved, metrics and so forth.
Action	Action Steps
<p>Optimize Submission Processes</p>	<p><i>The initiation of this action is dependent on the outcomes of the future CSI IT strategy, further discussed in section 3.3 and through the new website discussed in section 3.5, the CSI Virtual Resource Center.</i></p> <p>Identify and document all needed submissions (what, from who, when, why, where is data sourced, etc.) to start with a common understanding. Gather information from all CSI staff involved in any submissions.</p> <ol style="list-style-type: none"> 1) Collaborate with CDE technical teams to determine how the submissions can be automated. Continue with the design and development of the online tool. 2) Pilot the tool with representative users. Make refinements as necessary. 3) Roll-out the tool across the portfolio. Complement with appropriate communications, training and support. 4) Develop a mechanism for ensuring periodic and at least annual, strategic review of the submission processes, support, effectiveness, efficiency and so forth.

Action	Action Steps
Establish Task Force	<ol style="list-style-type: none"> 1) Identify which stakeholder groups should be represented on a transition plan Task Force. 2) Secure such resources, ensuring they have the requisite expertise, ability to commit and an understanding of expectations for their roles. 3) Formalize how the Task Force will proceed, including a project plan with timelines and ownership.
Identify and Assess Areas for Improvement	<ol style="list-style-type: none"> 1) For both nutritional and ESS programs, the taskforce should identify how the programs could be improved or optimized. 2) Working collaboratively and without assumed conclusions of what is possible, brainstorm to identify possible new owners, as well as any restrictions/complications arising with each. 3) Systematically assign further due diligence for each alternative. 4) Devise an objective approach for assessing the results of the due diligence. 5) Rank and select the alternatives most suitable for each business function and ancillary activity. 6) Determine how the business functions should be improved and if they should be transitioned from CSI.
Develop Optimization or Transition Plan	<ol style="list-style-type: none"> 1) Develop a plan to either optimize or transition the business function. The following elements should be considered: <ol style="list-style-type: none"> a) Needed statutory, rules and policy changes b) Phased sequence c) Timing d) Staffing e) Reporting f) Communications g) Owners h) Milestones i) Etc. 2) Share the plan with all appropriate parties, including leadership in key stakeholder groups.
Plan and Implement Competitive Grants Processes	<ol style="list-style-type: none"> 1) Obtain comprehensive understanding of the new statutes and their ramifications for CSI, portfolio schools, non-portfolio schools, local district and others. 2) Using questions similar to those posed in the introduction to this strategic objective, determine whether the new responsibilities should be performed specifically by CSI. If not, pursue statutory changes. 3) If proceed with CSI, define, develop and implement appropriate processes that foster efficiency, scalability, fiscal responsibility and similar. Solicit input from impacted stakeholders and those with expertise on possible risks. 4) Define processes owners, metrics, deliverables and so forth. 5) Communicate the processes to the CSI portfolio and to the wider range of impacted schools. 6) Roll-out the new processes and closely monitor. Plan to make refinements within the first 3-6 months and periodically thereafter, with at minimum formal strategic assessment annually.

3. Implement Internal Business Best Practices

a. Components and Outcomes

Component	Specific Outcomes
Address Staffing Needs	<ul style="list-style-type: none"> • Defined and documented staff roles and responsibilities • Staffing plan addressing necessary expertise • All staff PDQs and associated performance plans are completed. • Core HR processes aligned to CDE and DPA standards.
Conduct Policy Audit	<ul style="list-style-type: none"> • Identification of all policy and statutory gaps with a plan to mitigate each gap. • Identification and a plan to challenge all policy and statutory requirements that require modification.
Contract/Outsource Back-office Functions	<ul style="list-style-type: none"> • Intergovernmental Agreement (IGA) authorized that outlines the roles and responsibilities between CDE and CSI. • Identified services and functions that should be administered externally through a contract. • Contractual terms in place for identified service providers and partners.
Develop and Implement IT Strategy	<ul style="list-style-type: none"> • Three-year technology plan that is aligned to the larger CDE IT data system components (such as SLDS, SchoolView, etc).
Develop Evaluation Tools and Processes	<ul style="list-style-type: none"> • Tools and processes for evaluating CSI's operational performance and the value of provided services. This may include self-assessments, surveys and other mechanisms to ensure high-quality service delivery.
Improve Communications	<ul style="list-style-type: none"> • Mechanisms for effective internal communication within CSI. • Mechanisms for effective external communication to CSI stakeholders.

b. Action plans / Strategies

Action	Action Steps
Define staff roles and responsibilities	<p>Through the organizational assessment beginning in July 2011, CSI will restructure its staff to be fully aligned with its overall strategic objectives.</p> <ul style="list-style-type: none"> • Steps will include defining individual roles, establishing clear delineations of responsibilities, communicating changes to the impacted staff and at a summarized level across the organization and developing an organizational structure that supports the activities and goals outlined in the strategic plan. • Establish a structure that is directly tied to the organization's overarching strategy. Identify areas of expertise that are currently lacking at the organization (i.e., individuals with extensive charter school experience or public finance expertise). This needs gap analysis will help develop job descriptions for recruiting new talent into the organization. • Once established, communicate the new structure/roles to applicants, portfolio schools and necessary external stakeholders in order to have clear points of contacts.

Action	Action Steps
Recruit or contract to fill need gaps	<ul style="list-style-type: none"> • With clearly defined and documented positions and needed expertise, determine whether such roles can be contracted or require full-time employees. • Initiate outreach/recruitment. For all positions but particularly for new hires, cast the net wide in the search for qualified applicants. Include schools, partners and those across the Colorado education community likely to have strong and capable networks of relevance. • Where possible and particularly for key positions, involve subject matter experts in the interviewing process.
Develop Individual Performance Plans	<ul style="list-style-type: none"> • Once each staff member has clear roles and responsibilities established during the organizational assessment, staff will work together with their appropriate manager to create individual performance plans (IPP) with clear short- and long-term goals, measurable action steps and timing and a clear review process (who will oversee if the employee is reaching his or her goals, how often they will be reviewed, etc.). • Timing: Start August 2011; 6-month process to be in place across the organization. • Sample of a blank IPP template that can be adapted and structured for CSI can be found in the appendix.
Conduct Policy Audit	<ul style="list-style-type: none"> • Over the course of a 1 to 3 month period, conduct an audit of the current statutes, rules and policies under which CSI operates. • The goal of the audit is to identify gaps in operations or statutes/policies that are inhibiting the success of the organization. (Examples include the degree to which CSI serves as the LEA for its schools, the conflicting language around CSI being required to provide services as a district without being as a district, the current funding model, etc.)
Form Recommendations	<ul style="list-style-type: none"> • Where minor procedural changes are needed in operations, implement those changes immediately. • Where more significant changes are needed either to operations or to the wording of the statutes/rules/policies, develop recommendations, supplemented with needed support. • Escalate such items to the Board and involve subject matter experts (e.g., legal counsel) as appropriate. • Work towards expeditious resolution of a go-forward plan: change operations or work to change the statutes/rules/policies.
Implement Policy Plan	<ul style="list-style-type: none"> • Following the audit and summary of recommendations, begin a 1-year Policy Implementation Plan to work closely with the CDE and appropriate legislative bodies to push forward recommended changes to the various statutes and policies.
Assess CDE/ Contractors for Back-Office Support	<ul style="list-style-type: none"> • As part of the organizational assessment work in July 2011, identify how to better utilize CDE, other state agencies and contractors for back offices support functions. • It is believed there are discrete areas where CDE and others could be contracted to implement various functions. (Examples include but are not limited to routine accounting, human resources, IT support, legal reviews, etc.)
Implement the	<ul style="list-style-type: none"> • Meet with CDE and other state agencies to reach agreement on the services that they should provide

Action	Action Steps
Transition of Services	<ul style="list-style-type: none"> • Once it is determined which services should be transferred, begin a 6-month transition period. • Complete an Intergovernmental Agreement with CDE, issue the appropriate RFQs/RFPs for contracted services and finalize other needed service agreements.
Form IT Strategy	<ul style="list-style-type: none"> • Starting in September 2011, undergo a 6-month process to develop a CSI IT strategy that identifies: <ul style="list-style-type: none"> • The overarching strategic plan for which IT services should be provided to portfolio schools (and specifically what support should be phased out) • How CSI will adapt to ensure it is aligned with the CDE IT strategic objectives. • How CSI will better leverage technology to manage internal operations in areas such as data collection, compliance, communication and finance. • What IT systems and infrastructure is required at the school level (i.e., all schools must run on Power Schools) • This objective has a strong correlation to the CSI Virtual Resource Center and the establishment of a new website that will provide portal access and a resource repository for schools, board members and staff (see section 3.5).
Rollout/Pilot IT Initiatives	<ul style="list-style-type: none"> • Initiate implementation of the strategy, securing needed expertise, conducting appropriate testing and refining the approach with the goal of achieving best practice technology use and optimal efficiency.
Design Tools and Processes for CSI Evaluation	<p>The evaluation tools should address the following areas: (1) school evaluation of CSI and (2) CSI's self-evaluation of the continued appropriateness, effectiveness and efficiency of its services and internal operations. The goal should be to not only address gaps but to also identify opportunities for ongoing innovation and continuous improvement.</p> <ul style="list-style-type: none"> • Staff who work most closely with portfolio schools need to contribute to a clear process for helping measure CSI's overall performance through a performance scorecard/checklist. • Internal metrics to consider include the following: <ul style="list-style-type: none"> • Were all checks cut on time? • Did CSI conduct its site visit? • Was the annual performance report submitted on time? • Is the suite of CSI services still relevant? What should be added or discontinued? • How can each service be improved? • To what extent did CSI's performance management contribute to growth in performance? What can be done better? • Overall, how is the performance of the CSI Portfolio? • Additionally, school-based observations (likely based on an annual spring survey) would help rate CSI from a customer perspective: <ul style="list-style-type: none"> • How schools rate CSI's level of support? • Were phone calls/emails returned in a timely manner? • Was the renewal process clear and effective? • Were the performance management sessions and reporting helpful? • What service would schools like to see CSI provide or to facilitate? • Once the evaluation feedback is obtained, consolidated and put into a useable format, prepare annual performance review and ideally, have offsite session to

Action	Action Steps
	<p>review and strategize areas for improvement with the key leadership team (for example, in May/June of each year).</p> <ul style="list-style-type: none"> • Communicate the consolidated feedback to the entire staff. Include discussion of relevant improvements in individual performance evaluation reviews.
Action	Action Steps
<p>Develop Internal Communication Plan</p>	<ul style="list-style-type: none"> • The internal communications plan must address both short-term/quick win items to address current staff and board needs and longer-term strategic shifts to create a transparent and well functioning staff that is respected and trusted by the board. • Immediate action items: • Organize shared network drive to be a central repository of internal documents for all staff <ul style="list-style-type: none"> ○ Recommendation: assign administrative staff to be responsible for setting up initial structure of folders and subfolders with guidance of functional leadership team from various functional areas (compliance, submissions, finance, nutrition, etc.) ○ Network drive should be organized with the goal to be user-friendly, easy to navigate and transparent ○ Once completed, training to all staff on how shared drive is organized and mandate that all internal documents are saved on shared drive in order to be easily accessed by all • Establish a global address book and convert all staff to use same communication platform (i.e., Microsoft Outlook) in order to have access to shared calendars and contacts • Better utilize staff meetings to ensure all staff is clear about the responsibility of all staff members. • Longer-term activities: • Encourage a culture of cooperation, trust and efficiency using mechanism such as weekly organizational progress updates, annual off-site strategy sessions, regular staff interaction and CSI leadership modeling transparency and open dialog. • Create a simple, easily accessible internal timeline of monthly, quarterly, annual activities to keep staff abreast of organizational and staff needs • Automate certain internal communications mechanism such as timesheet submissions, expense reports and other staff requirements. • Establish an internal monthly dashboard to identify red flags for management and the board; this dashboard could include but is not limited to requirements such as: <ul style="list-style-type: none"> • Student count competition rate (fall) • Funds delivered (ongoing) • Site visits compliance (annual) • Annual performance reports (annual) • Financials/audit (ongoing) • Various compliance requirements (ongoing) • Safety requirements (ongoing) • Set expectations at the staff level for what materials are required for monthly board of director meetings; have all materials prepared and ready for leadership review 10 days prior to meeting in order for final documents to be sent to board 1 week prior to meeting.

Action	Action Steps
<p>Develop External Communication Plan</p>	<ul style="list-style-type: none"> • CSI must develop an external communication plan to keep its wide variety of external stakeholders abreast of its overall goals and activities. This is not a one-time communication blast once the strategic plan is finalized but instead a thoughtful approach to disseminating information about CSI at both this critical juncture and going forward as the organization implements the plan, pilots new and innovative services and becomes a statewide resource for charter schools. • The plan should clearly define CSI’s external stakeholders with whom CSI will include in key communications; they may include but are not limited to: portfolio schools and their boards, CDE, key legislators, the League of Charter Schools and other partner organizations, Boards of Cooperative Educational Services (BOCES), Colorado Association of School Boards, Colorado Association of School Executives, local foundations, NACSA and the general education community. • The communications plan will be coordinated with the IT Strategy and CSI Virtual Resource Center to make the new CSI website with portal access become the number one touch point for many of these stakeholders, particularly for schools, board members and staff (see CSI Virtual Resource Center for website details and partnership with the Statewide Internet Portal Authority, SIPA) <ul style="list-style-type: none"> • The website will also allow CSI to begin shifting school communication focus from individual school site visits to webinars, group forums, etc. • CSI should produce an annual report which will be available to the public and shared specifically with CSI Portfolio School leadership. • The external communication plan needs to address short- and long-term goals. • Short-term: Recommend working with PR/marketing expert to begin drafting a press release/Executive Summary of the CSI strategic plan for dissemination. Various versions should be written to address the implications for different stakeholders (i.e., portfolio schools, the League, etc.). The plan should identify which groups should have in-person meetings with CSI leadership to discuss certain portions of the strategy that have implications for the external stakeholder (i.e., CDE). • Additionally, a webinar should take place prior to the beginning of the 2011-2012 school year for all school leaders to address any material changes in the relationship between CSI and its portfolio schools. • Long-term: Begin to transition away from a reactive organization and build in proactive communication mechanisms (press releases, white papers, seminars convening critical stakeholders on particular topics) to build trust and coalitions to strengthen CSI’s reputation and effectiveness as a catalyst for change and innovation in education in Colorado. • Timing: the communication plan should be begin to be drafted concurrently with the operational and organizational assessment to meet short-term goals and allow for efficient dissemination of strategic plan to all stakeholder groups.

4. Improve School Performance management Framework

a. Components and Outcomes

Component	Specific Outcomes
Evolve Performance Management Framework	<ul style="list-style-type: none"> • Performance Management Framework reflecting best practices including: <ol style="list-style-type: none"> a) Increased emphasis on key indicators (e.g., academic accountability, operational stability, compliance) b) Aligned with the missions of the portfolio schools c) Targeted for at-risk students d) Aligned with CSI’s mission and structure e) Balanced to include absolute, comparative and growth measures • Streamlined data collection • Clearly defined measurements for ease of communication with schools and stakeholders

b. Action plans / Strategies

Action	Action Steps	Owner
Evolve Performance Management Framework	<ol style="list-style-type: none"> 1) Obtain a clear, shared understanding of the current Accountability Framework and Dashboard. 2) Review recommended best practices advocated by NACSA, The National Consensus Panel on Charter School Academic Quality and recognized best practice charter school authorizers including Charter Schools Institute, State University of New York. 3) Evolve indicators. See the table that follows below for initial recommendations. These aim to achieve the following: <ol style="list-style-type: none"> a) Place greater emphasis on key indicators (e.g., academic accountability, operational stability, compliance) b) Speak directly to the missions of the portfolio schools (including the measures, targets, data and indicators) c) Accurately reflect performance of at-risk students rather than measure only traditional performance models d) Align with CSI’s mission and structure e) Balanced to include absolute, comparative and growth measures 4) Review, evaluate, design and streamline the data collection processes. <ol style="list-style-type: none"> a) Identify the source for each data element b) Investigate simplification and automation options, including those made available by CDE technology initiatives c) Revise the data collection processes to increase efficiency <p><i>See also the Optimize Performance Management component under the Services strategic objective for recommendations on ‘how’ the supporting processes for the Performance Management Framework should be defined, implemented and communicated.</i></p>	CSI Executive Director, supported by leadership team

5. Build the CSI “Virtual Resource Center”

a. Components and Outcomes

Component	Specific Outcomes
Existing Website Refresh	<ul style="list-style-type: none"> • Establish the basic content management process for the existing website. • Refresh the existing CSI Website to provide accurate and timely information. <ul style="list-style-type: none"> ○ CSI General Information <ul style="list-style-type: none"> ▪ CSI Strategic Plan ▪ News and Announcements ▪ CSI Staff ▪ Information on all CSI portfolio schools ○ CSI Business Process Information <ul style="list-style-type: none"> ▪ Authorization ▪ Submission ▪ Compliance ▪ Current functional area information (Nutrition, ESS, Finance, etc.) ▪ Key Dates ○ Board Information <ul style="list-style-type: none"> ▪ Membership Bios ▪ Terms and Committee Structure ▪ Board Meeting Dates ▪ Bylaws ▪ Minutes
Web Portal Development	<ul style="list-style-type: none"> • The primary and longer-term objective is the design and implementation of a robust web portal (<i>this eventually replaces the interim website</i>) that is easy to access and navigate. • The portal will provide levels of access based upon user authorizations. The site will manage user security and provide appropriate use permissions and access. • The site will provide a wide range of content (see Content Management below). • The site will have the ability to provide transactional services for form completion, data collection and other functions that will be outlined during the requirements definition stage. • This includes the establishment of processes for evaluating and refreshing content as well as the establishment of evaluative processes for reviewing traffic, SEO, usage and user satisfaction.
Content Development	<ul style="list-style-type: none"> • The underlined functions will be new for this portal. This portal will provide access to a host of key information, including and not limited to: <ul style="list-style-type: none"> ○ CSI General Information <ul style="list-style-type: none"> ▪ CSI Strategic Plan ▪ News and Announcements ▪ General Access (Customer Support) ▪ CSI Staff ▪ Information on all CSI portfolio schools ○ CSI Business Process Information <ul style="list-style-type: none"> ▪ Authorization ▪ Submission ▪ Compliance ▪ Current functional area information (Nutrition, ESS, Finance, etc.) ▪ Competitive Grant Application ▪ CSI Forms / Data Submission ▪ Access to e-forms or other systems to input performance data ▪ Key Dates or deadlines

	<ul style="list-style-type: none"> ○ Board Information <ul style="list-style-type: none"> ▪ Membership Bios ▪ Terms and Committee Structure ▪ Board Meeting Dates ▪ Bylaws ▪ Minutes ○ Performance Management (NEW) <ul style="list-style-type: none"> ▪ Performance Management Information (operational and academic) for all CSI portfolio schools ○ Resources (NEW) <ul style="list-style-type: none"> ▪ Dedicated content and links to best practices to help CSI / non-CSI schools improve performance ▪ Certified Partners and Solution Providers ▪ Training and support Materials ▪ Links to useful resources ▪ Strategic links to state initiatives and programs ▪ Grant opportunities ○ Sharing and Collaboration (NEW) <ul style="list-style-type: none"> ▪ Ability for the virtual resource center to allow sharing and collaboration between portfolio schools. <p>● Establishment of a quality assurance process that ensures certified partners continue to meet certification criteria.</p>
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b. Action plans / Strategies

Action	Action Steps
Establish Interim Content Management Process	<ul style="list-style-type: none"> ● CSI needs to identify ownership (may be owned through CDE back-office functions) for the current website. ● CSI needs to formalize the process for content creation, review and updates to the site before simply updating.
Refresh Website	<ul style="list-style-type: none"> ● CSI staff should be assigned responsibilities to update content for the site. High priority areas for immediate updates include (in order of priority): <ul style="list-style-type: none"> ○ Board of Directors Information ○ Board Meeting Schedule ○ Board Minute Minutes and Materials ○ CSI Strategic Plan ○ CSI Staff Director ○ Key Dates and Events ● Lower priority but important content updates include: <ul style="list-style-type: none"> ○ Information on key business processes and services (authorization, renewals, compliance, submissions and other services like nutrition, ESS, etc.). ○ CSI General Information ○ News and Announcements ○ Information on all CSI portfolio schools ○ Board Bylaws

Action	Action Steps
<p>Define Portal Specifications</p>	<ul style="list-style-type: none"> • Upon completion of the business service design efforts, CSI should produce the functional specifications. This includes how the portal will support informational and transactional functions. • Spanning the key business services and processes, the design should outline if and how the Web Portal supports these transactional processes. • This will also include business intelligence (reporting) requirements if these are necessary. • The design also includes additional functions such as social networking and site communication functions. • The specifications should be produced by a qualified web development firm or resource. The Statewide Internet Portal Authority (SIPA) may be able to produce these requirements in a timely manner at a lower cost. • Finally, user experience specifications should be included as part of this process to showcase navigation and highlight functionality. • As with any requirements validation, the requirements should be developed and shared with key stakeholders before technical design or implementation occurs.
<p>Define User Administration (Authorities)</p>	<ul style="list-style-type: none"> • Concurrent to the functional design, user permissions and authorities should be designed. It is assumed specialized user functions will be required and it will be essential to understand group and domain administration before implementation.
<p>Define Technology Architecture / Enterprise Application Integration Requirements</p>	<ul style="list-style-type: none"> • The technology architecture should determine all technical specifications, including: <ul style="list-style-type: none"> ○ Application Platform ○ Hosting / Operations (Cloud or traditional) ○ Data Administration ○ Cyber Security Compliance ○ Capacity and Performance ○ Operational Support (post implementation) ○ Content Management ○ Business Intelligence Platform • In addition, the technology architecture should address integration requirements with other applications or systems in the architecture – such as Power School or other CDE core systems.

Action	Action Steps
Implement the Web Portal	<ul style="list-style-type: none"> • Upon completion of the requirements, technical design and architecture and user administration functions, CSI should initiate a competitive bidding process using the specifications produced. This will result in a qualified vendor who is capable to develop the web portal. • This includes the system development and integration, project management, training and change management aspects of the Portal implementation.
Identify and Catalog Content	<ul style="list-style-type: none"> • Concurrent with the requirements specifications, CSI should be identifying key content which should be available. This includes creating a content site index that outlines the type of content desired in the future site. • The site index will be the starting point for how users navigate to the content. • CSI should use the index to identify the following: <ul style="list-style-type: none"> ○ The content exists and it doesn't require updates. ○ The content exists but it requires updates. ○ The content doesn't exist and must be created by CSI. ○ The content doesn't exist but can be produced by an external entity. ○ The content exists externally and should simply be linked. • Once this is completed, CSI should begin to collect and develop the content. This may require contracts or agreements with the external content providers.
Training Material Development	<ul style="list-style-type: none"> • Effective training content is a vital need for the CSI School Portfolio. CSI should produce a web-based training plan that outlines all the key material required for helping schools navigate the key services. • CSI may desire to engage a specialized training entity or firm for production of the actual content.
Content / Resource Development	<ul style="list-style-type: none"> • Non-training content should be prioritized from the catalog and responsibilities for producing the content should be assigned. • As part of the resource development, CSI should identify a certification process for partners and solution providers that schools may access. For example, schools looking for accounting support would be able to access the Portal and immediately identify certified providers who have been vetted and recommended by CSI. • This process also includes identification of key best practices and other leading resources. • This activity will result in a wide range of resources that can be uploaded or linked within the Portal architecture.
New Content Management Processes	<ul style="list-style-type: none"> • While the Portal is being implemented, CSI will be required to implement new controls and processes for managing the currency of information content. • Engaging in a user ranking system so lower quality or less useful information can be tagged and removed from the site.