

COLORADO DEPARTMENT OF EDUCATION

Presentation to the
Economic Opportunity Poverty Reduction
Task Force

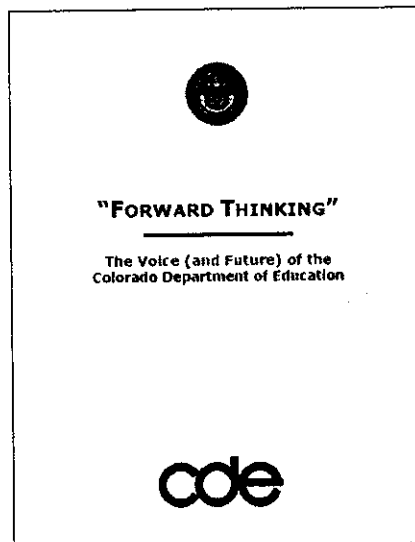
August 18, 2009



Concept Statement:

To create a purpose-driven and dynamic system of educational leadership, service, and support that relentlessly focuses on the learning of ALL students

1. Guidance and support to meet district and school needs
2. Professional development in best practices
3. Tools to eliminate gaps and increase achievement for all students
4. A seamless, collaborative leadership system
5. Efficient and effective use of federal, state and private funds
6. A reliable source for research, data, and analysis
7. A model for building expanded leadership capacity



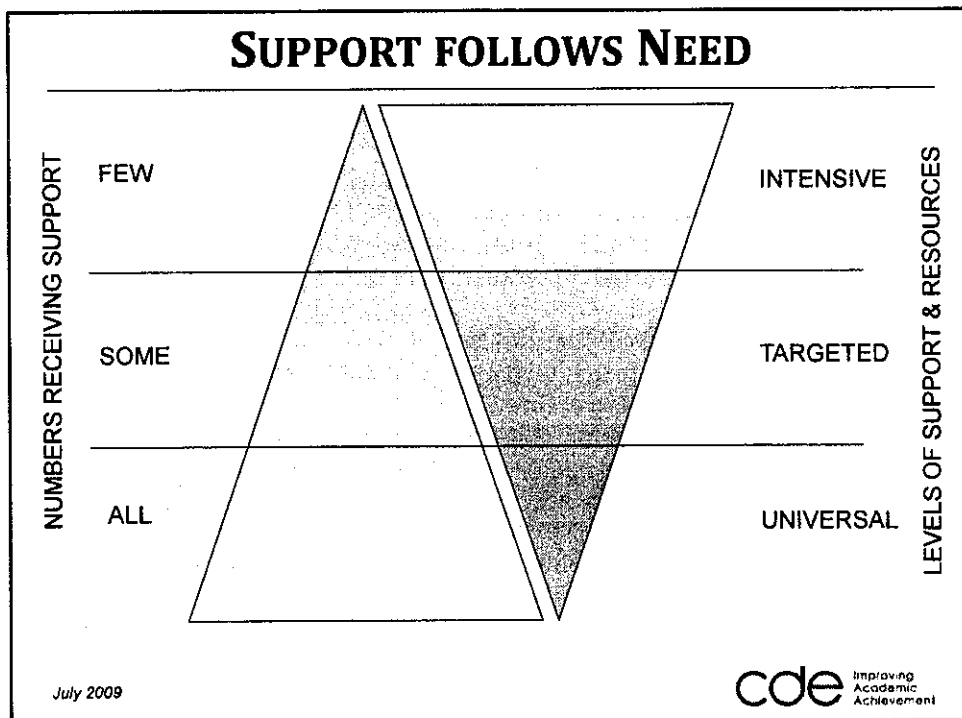
5 NON-NEGOTIABLES

1. Narrowing and eliminating the achievement gap
2. A continued and expanded focus on literacy
3. Ensuring all children quality instruction
4. Continued emphasis on high standards and rigor
5. Graduating college- and/or workforce-ready high school students

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The mission of CDE's Statewide System of Accountability and Support is to build the capacity of districts to produce high performing schools.

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WHAT BUSINESS ARE WE IN?

Maximize student progress toward
postsecondary and workforce readiness

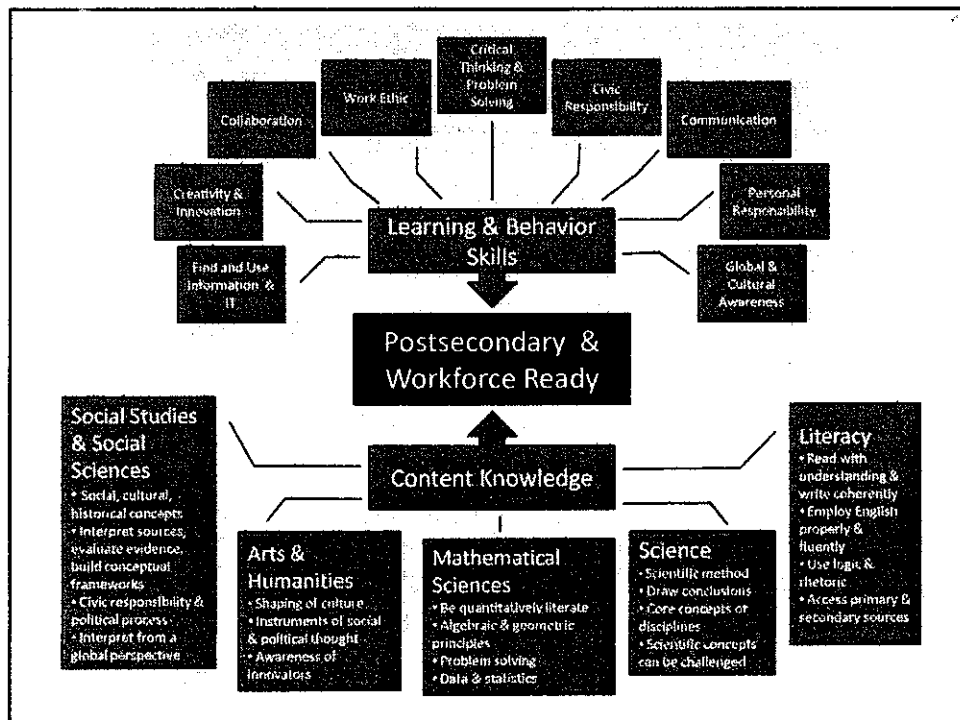
Implies new bright line: **all kids ready by exit**

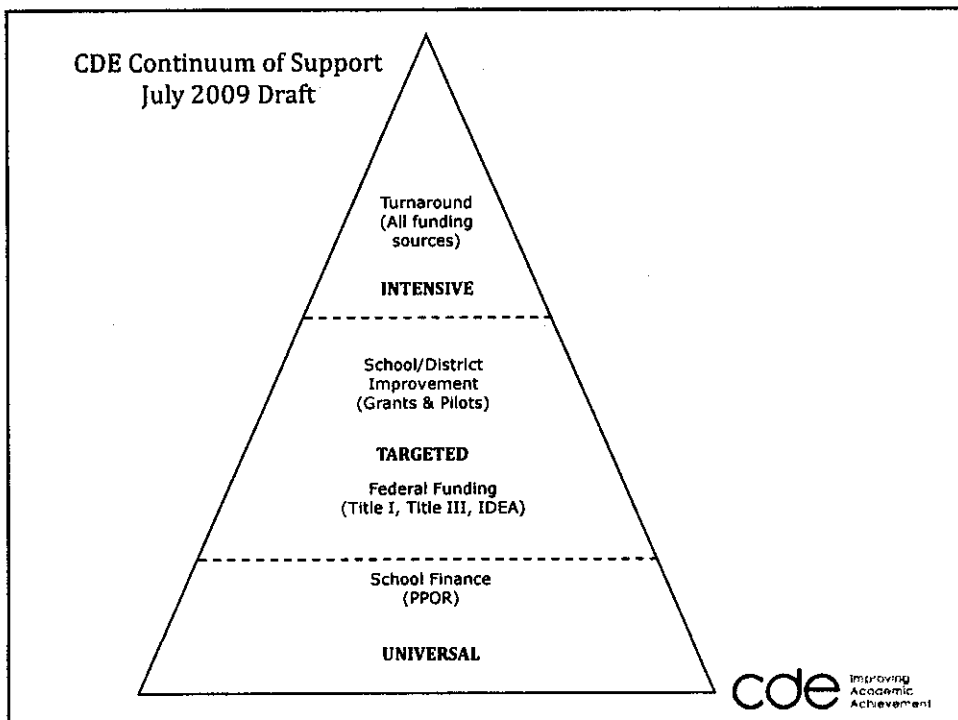
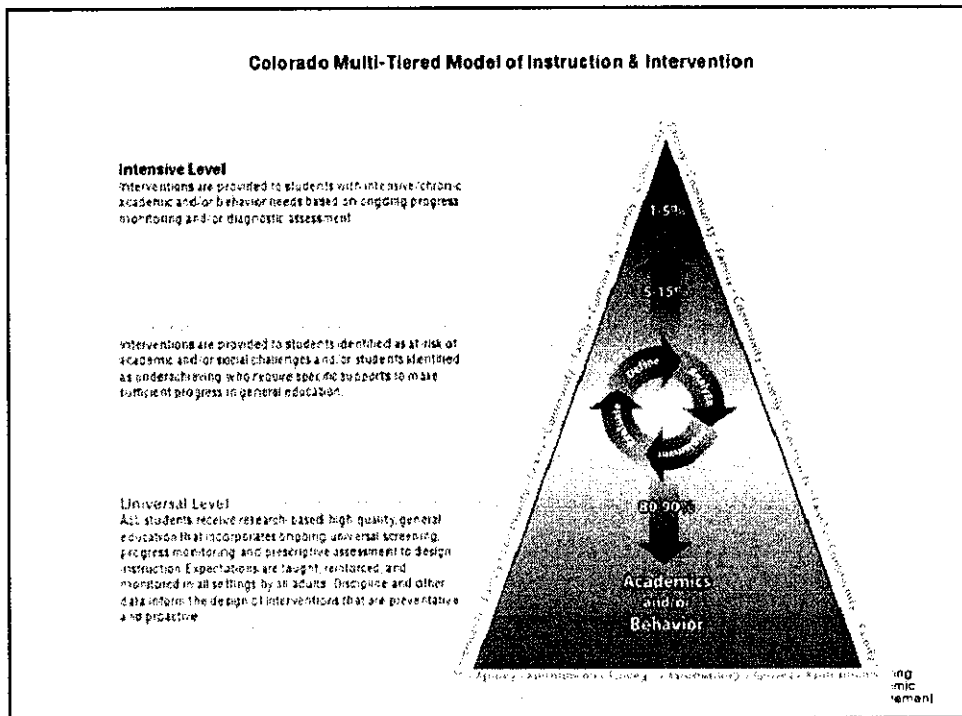
- Requires a definition of readiness and associated standards
 - CAP4K (SB 08-212)
- Requires measurement system that determines how well we are delivering on this goal
 - Education Accountability Act (SB 09-163)

POSTSECONDARY AND WORKFORCE READINESS

Adopted by the State Board of Education/CCHE in June 2009:
 "Postsecondary and workforce readiness" describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy.

Students designated as postsecondary and workforce ready, secondary students shall demonstrate that the following content knowledge and learning and behavior skills have been achieved without the need for remedial instruction or training. This demonstration includes the completion of increasingly challenging, engaging, and coherent academic experiences, and the achievement of proficiency shown by a body of evidence including postsecondary and workforce readiness assessments and other relevant materials that document a student's postsecondary and workforce readiness.





ARRA KEY REFORMS



- Expand and improve **early learning** opportunities.
- Raise **standards** and improve **assessments**.
- Recruit, retain and support **effective educators**, and ensure that they are equitably distributed.
- Build robust **data systems** that track student progress and improve practice.
- Turn around **low-performing schools**, focusing on dropout factories and their feeder schools.
- Expand **college access and completion**.

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SCHOOL IMPROVEMENT GRANTS ARRA 1003 (g)



- Targeting lowest-performing schools with significant resources.
- Same bottom 5% as in SFSF.
- Over \$500,000 currently allowed.
- Aggressive Action- 4 models:

<p>Turnaround Model <i>New Leadership, staff, plan.</i></p>	<p>Close/consolidate Model <i>Close & enroll students elsewhere.</i></p>
<p>Restart Model <i>Restart under new organization.</i></p>	<p>Transformation Model <i>Comprehensive transformation.</i></p>

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TURNING AROUND STRUGGLING SCHOOLS



ARRA

- The Administration is committed to tackling the dropout crisis, and this means turning around our 5,000 lowest-performing schools.
- Support states, districts, and outside organizations in changing conditions so they can successfully implement aggressive strategies, including:
 - Turnarounds with new leaders and staff.
 - Transformations that include:
 - Extended learning time.
 - Using data to identify students at risk of dropping out.
 - Rewarding effective educators willing to work in turnaround schools.
 - Closing schools and restarting them as charters.

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TITLE I

Program Description: State administered, federally-funded grant program that supports supplemental instructional services in reading and math for students most at risk of not meeting academic proficiency standards. Title I funds can be used in support of family literacy programs. Funds are distributed to school districts on a formula basis that considers overall school age population and school age population living in poverty. Districts allocate funds to schools that have relatively high percentages of students receiving free or reduced lunches.

Eligibility: A school district that has in excess of 2% of its school age population living in poverty is eligible to receive Title I funds.

Funding: In FY2010, Colorado will receive over \$140 million in regular Title I funds and \$111 in Title I ARRA stimulus funds.

Measures of Success: During the 2009-10 school year, well over 600 schools will run Title I programs providing intensive instructional services to approximately 200,000 students. An evaluation of the program supports its positive impact on student academic growth, particularly in reading among the lowest performing students.

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TITLE I SCHOOL IMPROVEMENT

Program Description: The Title I program provides financial assistance to schools with high numbers or percentages of poor children to help ensure that all children meet challenging state academic standards. A Title I school that does not make adequate yearly progress is identified for school improvement and is required to implement progressively comprehensive interventions beginning with school improvement planning and supplemental educational services and moving to corrective actions or restructuring.

Eligibility: Schools that do not make adequate yearly progress on state achievement targets in reading and math for all groups of students including: race/ethnicity, English language learners, economically disadvantaged students, and students with disabilities are identified for improvement.

Funding: Title I School Improvement grants are federal funds allocated in the Elementary and Secondary Education Act to support the implementation of effective school improvement strategies.

Measures of Success: In 2008, 24 percent of schools receiving school improvement grants made adequate yearly progress for two consecutive years and are no longer identified for improvement. Schools on Title I improvement that participate in the school improvement grant program are steadily making progress in achievement.



COLORADO PRESCHOOL PROGRAM

Program Description: In 1988, the Colorado General Assembly created the Colorado Preschool Program (CPP) to serve the young children in Colorado who were most vulnerable to starting elementary school unprepared. The legislature responsibly recognized that providing quality early childhood education would ultimately curb dropout rates, help children achieve their full potential, reduce dependence on public assistance and decrease susceptibility to criminal activities (22-28-102 C.R.S.). Children are served in preschool a minimum of 10 hours per week. In addition, CPP funds 2.5 hrs per week per session for teacher planning, child assessment, training, and family support activities. Family involvement and support are required.

Eligibility: The Legislature has determined factors for the program and they include eligibility for free and reduced price meals, homelessness, children in need of language development, children in foster care, parents who have not successfully completed high school themselves, etc.

Funding: State funded through School Finance Formula at .5 FTE per child

Measures of Success: After one year of participation in CPP, children show increases in all developmental areas, social/emotional, physical, cognitive, language, and literacy and achievement gaps are closing between CPP and non-CPP children.



NUTRITION

Program Description: The National School Lunch Program (NSLP) is a federally assisted meal program operating in public schools. It provides nutritionally balanced, low-cost or free lunches to children each school day. The program was established under the National School Lunch Act, signed by President Harry Truman in 1946. Other nutrition programs include: School Breakfast Program, Special Milk Program, Afterschool Care Snack Program, Summer Food Service Program, and Fresh Fruit and Vegetable Program.

Eligibility: Family application – Children from families with incomes at or below 130 percent of the poverty level are eligible for free meals; those with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals; children from families with incomes over 185 percent of poverty pay full price, though their meals are still subsidized to some extent.

Funding: Federal Funds (USDA) \$120 million and State Funds \$4,472,644

Measures of Success: Increase program access and overall program participation. Decrease in category eligibility. Statewide F & R percentage 35.78.



MCKINNEY VENTO HOMELESS EDUCATION

Program Description: Also called the Title X - Education for Homeless Children and Youth Program. The primary focus is to increase educational access, stability and success for students experiencing homelessness.

Eligibility: Technical assistance and funds are provided to school districts and Boards of Cooperative Educational Services serving students PK-12 who lack a fixed, adequate and primary nighttime residence.

Funding: Received \$853K through Title X of No Child Left Behind (for FY10) and \$924K through ARRA funding (for FY10 and FY11). Additional funding is mandated through Title IA homeless set-aside provisions.

Measures of Success: In the 2007-08 school year, 12,302 students were served. This represents an increase of 68% increase since 2003. Significant increases are expected for 2008-09 numbers due to economy and foreclosures. The number of districts identifying students is up 60% since 2003. All districts must comply with McKinney-Vento education provisions. Additionally, the program provides support to 44 districts and 2 BOCES for supplemental programs such as tutoring, professional development, early childhood education programs, mentoring, summer programs, clothing and school supplies.



ADULT & FAMILY LITERACY

Program Description: State-administered federally-funded grant for adult basic education. Formula grant to the State; competitive grants to local providers such as LEAs, community colleges, community-based organizations and libraries.

Eligibility: Must provide educational services below the postsecondary level to community members who: are at least 16 years old; and are not enrolled or required to be enrolled in secondary school under State law; and lack sufficient mastery of basic educational skills to function effectively in society, or do not have a secondary school diploma or its equivalent, or are unable to speak, read, or write the English language.

Funding: In CO FY08, the program received \$6,000,000 in federal funds and \$200,000 from the General Fund.

Measures of Success: Serves 39 programs and over 200 sites. Participant outcomes include improvements in basic literacy skills, increased English proficiency, GED or high school diploma, gains or improvements in employment, enrollment in community college or other post-secondary education, increased ability to participate in their children's education and/or literacy development.

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EVEN START FAMILY LITERACY

Program Description: Helps break the cycle of poverty and illiteracy by improving the educational opportunities of the state's low-income families through the integration of adult literacy, early childhood education, and parenting support into a unified family literacy program. Goals to assist parents in gaining the literacy and parenting skills they need to become full partners in the educational development of their young children from birth through age seven and to assist children in reaching their full potential as learners.

Eligibility: Families eligible to participate in Even Start programs are those in which: there is at least one adult (including teenage parents) who does not possess sufficient mastery of basic educational skills to function effectively in society; who does not have a secondary school diploma or its recognized equivalent level of education; or who is unable to speak, read or write the English language and there are children from birth through seven years of age

Funding: FY10 - Federal funds through Title I, Part B, Subpart 3; \$675,215.00

Measures of Success: In 2007-08 ESFL, through six center-based programs, served 317 families and 420 children.

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DROPOUT PREVENTION

Estimates indicate that the failure of Colorado's residents to finish high school costs our state at least \$ 3.4 billion each year.

Governor Bill Ritter has established a goal of halving the state's dropout rate within 10 years. Presently, 30 percent of Colorado's students fail to graduate within four years of starting high school.

Description: The Colorado Department of Education works to address core factors that influence whether or not students successfully graduate from high school. The focus is on raising achievement and closing achievement gaps, credit recovery, teacher preparedness and instruction, family involvement, and social/emotional/behavioral and health supports.

Measures of Success: In 2007-08, the age of compulsory education in Colorado was raised to 17. The 2007-2008 annual dropout rate improved to 3.8 percent. This is a decrease from the 4.4 percent dropout rate posted in 2006-2007. The dropout rate reflects the percentage of all students enrolled in grades 7-12 who leave school during a single school year.



CLOSING THE ACHIEVEMENT GAP

Program Description: Six districts have partnered with CDE and comprehensive CTAG service providers to eradicate intractable achievement gaps associated with race and income and to share learning with districts across the state. The pilot districts and their providers include:

Eagle Schools – Edison Learning; Greeley-Evans School District 6 - Edison Learning; Roaring Fork School District – McREL; Summit School District – McREL; St. Vrain Valley School District - America's Choice; and Yuma Schools - Edison Learning.

Eligibility: The Colorado Department of Education invited school districts with larger than the state average achievement gaps and evidence of leadership capacity to support effective implementation.

Funding: The Colorado State Legislature allocated \$1.8 million in 2008 and 2009 for the development of a three year pilot program.

Measures of Success: After the first six months of implementation, CSAP scores of students in participating districts show progress. The median growth percentiles of participating students have more than doubled since 2008 and the greatest progress is being made by the lowest performing students.



EXPELLED AND AT-RISK STUDENT SERVICES GRANT PROGRAM

Program Description: Authorized by Colorado Revised State Statute 22-33-205, this program provides educational supports and services for students who have been expelled and funds strategies to prevent suspensions and expulsions. Examples of effective strategies: positive school climate models, skill-building/character education, wraparound models and tutoring.

Eligibility: Technical assistance and funds are provided to school districts, charter, alternative and private, non-parochial schools, eligible facilities and Boards of Cooperative Educational Services.

Funding: In 2008-09, \$6.3 million in state funding (Amendment 23) was appropriated and included awards to 58 sites.

Measures of Success: The Evaluation Report to Colorado Legislature for 2007-2008, showed that of the 7,335 students served, 81 percent experienced positive outcomes including, school completion, continuation of education and re-engagement in school. The evaluation also showed gains in reducing failing grades, improvements in attendance and decreases in discipline referral. Research indicates that poor school attendance, course failure and suspensions are highly predictive that a student will drop out of school.



SCHOOL COUNSELOR CORPS GRANT PROGRAM

Program Description: Fiscal year 2008-2009 was the first year of the Grant program. The goals are to increase the state graduation rate and increase the percentage of students who appropriately prepare for, apply to and continue into postsecondary education.

Eligibility: Funds are awarded to eligible School Districts (on behalf of one or more secondary schools), BOCES, Charter Schools or Institute Charter Schools with the purpose of increasing the availability of effective school-based counseling within secondary schools.

Funding: Funds, \$5 million in all, are being made available through the passage of House Bill 08-1370 and the support of Gov. Bill Ritter's P-20 Council.

Measures of Success: Funded 76.5 new secondary counseling positions in 91 secondary schools. Focus of many of the grantees was on postsecondary preparation programming for the student population and building data collection systems.

Website:

<http://www.cde.state.co.us/cdecomp/SchoolCounselor/SchoolCounselor.htm>



FORWARD THINKING

2009 Forward Thinking Progress Report

Full document can be found at:
www.cde.state.co.us/Communications/download/PDF/FTR2009.pdf



QUESTIONS AND CONTACT INFORMATION

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