



Colorado Turnaround Schools – Rays of Hope

With our partners:



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Introduction

Those concerned with our public schools often focus on the failures. They are numerous and should never be tolerated. Even accepting the compromise of mediocrity signals a foreclosure on the promise of tomorrow.

Still, our attention to the shortfalls should not blind us to successes where they can be found. With the recent release of the first Transitional Colorado Assessment Scores, we can better judge the early results for targeted Turnaround schools funded through the U.S. Department of Education's School Improvement Grants.

There is good news to share. It should be both celebrated and examined, so that the building blocks of success can be introduced more broadly. It's still early in the game, but we're learning what is working, and what is not.

The 2010 Denver Plan formalized the intent of Denver Public Schools to "focus on turnaround strategies in our low-performing schools and welcome high-quality new programs and schools." Two years later, intention matched with execution is yielding results.

Prioritizing the considerable challenge of fixing some chronically underperforming schools is producing positive change for the Denver Summit Schools Network in the city's Far Northeast – one of the two Denver schools networks receiving federal turnaround funding. Dedicating staff within DPS to School Turnaround, and teaming with experienced outside partners, underscores the seriousness of the district's commitment.

In tackling turnaround, the greatest – and most important – challenge posed in public education, Denver's attitude and approach is worthy of emulating. Westminster 50 joins Denver's Far Northeast schools as another positive story worth telling.

This report highlights the significant progress seen two years into Colorado's participation in federally funded school turnaround efforts, offering recommendations that can be applied elsewhere. It also acknowledges where little has been accomplished; the situation in Pueblo, for example, is bleak. But the evidence convinces us that, while moving a school from intensive care to recovery is difficult, best practices married to district and community-level commitment - supported by adequate funding - can put the rescue of many more troubled schools well within reach.

Figure 1 compares the observed growth rates witnessed at Colorado districts' Turnaround schools to better illustrate the disparity in some schools' progress. The blue values represent every subject in every school in which students' observed growth met or surpassed the state average of 50 percent during the years when they received School Improvement Grants. The red values represent every subject in every school in which students' observed growth fell behind this benchmark. Districts with a greater percentage of blue values—such as the DPS Far Northeast network and Westminster 50—are on the right track to seeing students reach proficiency. Districts with a higher percentage of red values—including Pueblo 60 and Center—will fail to raise students to proficiency levels if the trend continues.

Figure 1: Colorado Turnaround Schools' Observed Growth by District: 2011 to 2012

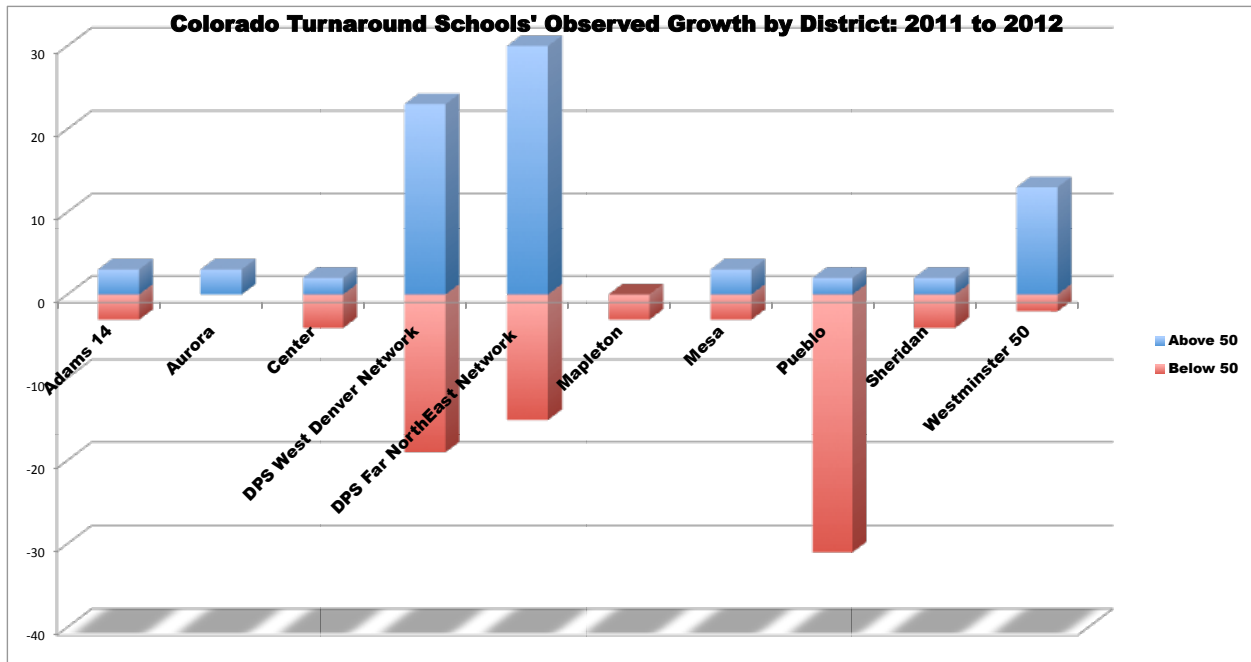
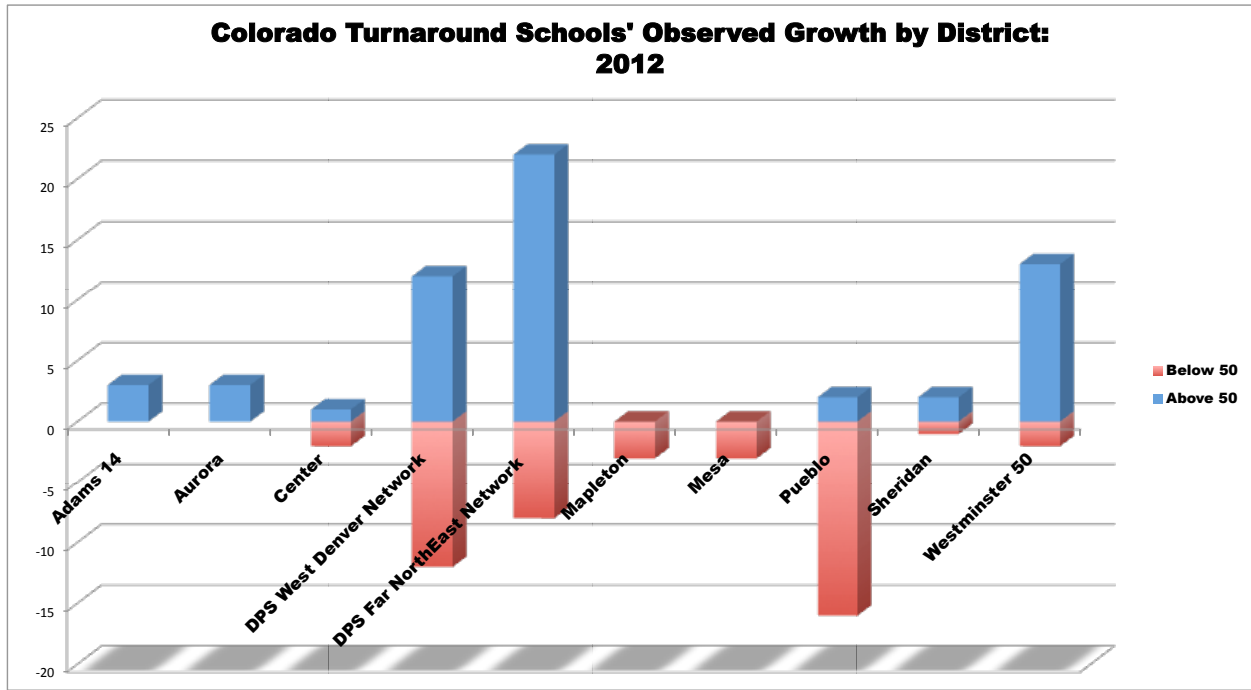


Figure 2 gives a snapshot of the observed growth data for just 2012 to show which districts have growth scores that are improving versus those districts that continue to fail to meet the state averages.

Figure 2: Colorado Turnaround Schools' Observed Growth by District 2012



Background

Many labels have been slapped on the nation's lowest performing schools, from dropout factories to failing schools. But under the federal Elementary and Secondary Education Act, the bottom five percent have been officially termed persistently low-performing schools. There is no question that our nation's poorest performers need to reverse course. Students in these schools deserve nothing short of the very best they can be given.

President Lyndon B. Johnson's vision for "A Great Society" gave wings to the Elementary and Secondary Education Act of 1965 (ESEA), which remains even today the most significant source of federal spending on education. Nearly 20 years later, President Ronald Reagan's National Commission on Education acknowledged that greater progress was still needed, lamenting "a rising tide of mediocrity that threatens our very future as a Nation and a people."¹

Despite such urgency voiced historically from both sides of the political divide, the country's leadership in the new millennium is still challenged to reform and strengthen America's public education system.

¹ A Nation At Risk, *The National Commission on Excellence in Education*. 1983 pg 5

ESEA was reenacted in 2001 under President George W. Bush as No Child Left Behind, creating the “Turnaround schools” nomenclature. More importantly, it generated the funds to tackle the challenges facing the nation. This paper tracks \$51.5 million distributed through School Improvement Grants (SIG) targeting the lowest performing schools in Colorado. Since 2010, Turnaround schools have been eligible for money through ESEA. A large number of Colorado schools submitted proposals and successfully secured some of these dollars with which to work toward their transformation.

We realize that fixing chronically low-performing schools is the biggest job we face in education, a venture fraught with failure. However, a small, but growing, number of examples where schools made significant gains or were replaced by higher performing schools shows that it can be done. By highlighting these successes and learning from failures, we will be better prepared to tackle the large number of ongoing turnaround challenges in Colorado.

Timeline for flow of dollars from Washington, D.C. to Colorado schools

August 2009

U.S. Department of Education (DOE) announces \$3.5 billion grant to low-performance schools

April 2010

U.S. DOE announces Colorado to receive nearly \$40 million for turnaround efforts

April - August 2010

Eligible Colorado districts/schools identified, encouraged to apply through a competitive process

August 2010

Colorado Department of Education (CDE) announces 19 schools selected for turnaround grants in the first round (Cohort I). Every applicant receives funding.

November 2010

Denver Public Schools (DPS) Board approves Montbello/Noel turnaround plans for Far North East Denver (which were among the 19 schools selected in August)

May 2011

CDE receives another \$7.5 million in a second installment of turnaround funding (Cohort II)

May - August 2011

Schools eligible to apply for Cohort II identified, encouraged to apply through the competitive process

August 2011

CDE announces eight schools selected for turnaround grants in Cohort II. All applicants receive funding

April 2012

CDE receives \$6 million for third round of turnaround schools

April - June 2012

Districts and schools eligible to apply for Cohort III identified, encouraged to apply through the competitive process

August 2012

Districts and schools receiving funding announced. Six of eight applicants receive funding

Federal Policy

In 1998, the federal government began offering dollars to many of the lowest performing schools through the Comprehensive School Reform (CSR) program. The program continued to be authorized through the ESEA. The funds available through CSR were funneled to 7,000 of the lowest achieving schools in the U.S. Of these, 15 percent demonstrated dramatic improvement. In 2007, the program was reworked, evolving into the SIG initiative. Under President Barack Obama, the SIG program placed a renewed focus on our nation's lowest performing schools.

Through the American Recovery and Reinvestment Act of 2009 the U.S. Department of Education received \$3.5 billion to fund school turnaround efforts. The Department of Education structured the SIG initiative so that the money was available to states based on their percentage of Title 1 funds. States then distributed the grant funding to eligible Local Education Agencies (LEA or districts), then to the schools. Grant allocation was based on a competitive application process and need.

Once successfully approved for turnaround funds, schools could use grant money to implement one of the following models:

- Turnaround Model: The LEA replaces the principal and rehires no more than 50 percent of the staff, gives the principal greater autonomy, and implements other prescribed and recommended strategies.
- Restart Model: The LEA converts or closes a school and reopens under a charter school operator, charter management organization, or education management organization.
- School Closure Model: The LEA closes the school and enrolls the students in high achieving schools within the LEA.
- Transformation Model: The LEA replaces the principal (except in specified situations), implements a rigorous staff evaluation and development system, institutes comprehensive instructional reform, increases learning time, and applies community-oriented school strategies while providing greater operational flexibility and support for the school.

Which Schools are Eligible?

Federal policy dictated that funds passed through the Department of Education be distributed first to State Education Agencies (SEA). The SEAs would then sub-

grant 95 percent of those dollars to LEAs and schools. Colorado determined eligibility based on the following criteria:

Tier I: Any Title I school in improvement, corrective action, or restructuring that:

- Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five percent of secondary schools in the state that are eligible for, but do not receive, Title I funds, whichever number is greater; or
- Is a high school that had a graduation rate as defined in 34 C.F.R 200.19(b) that is less than 60 percent over a number of years.

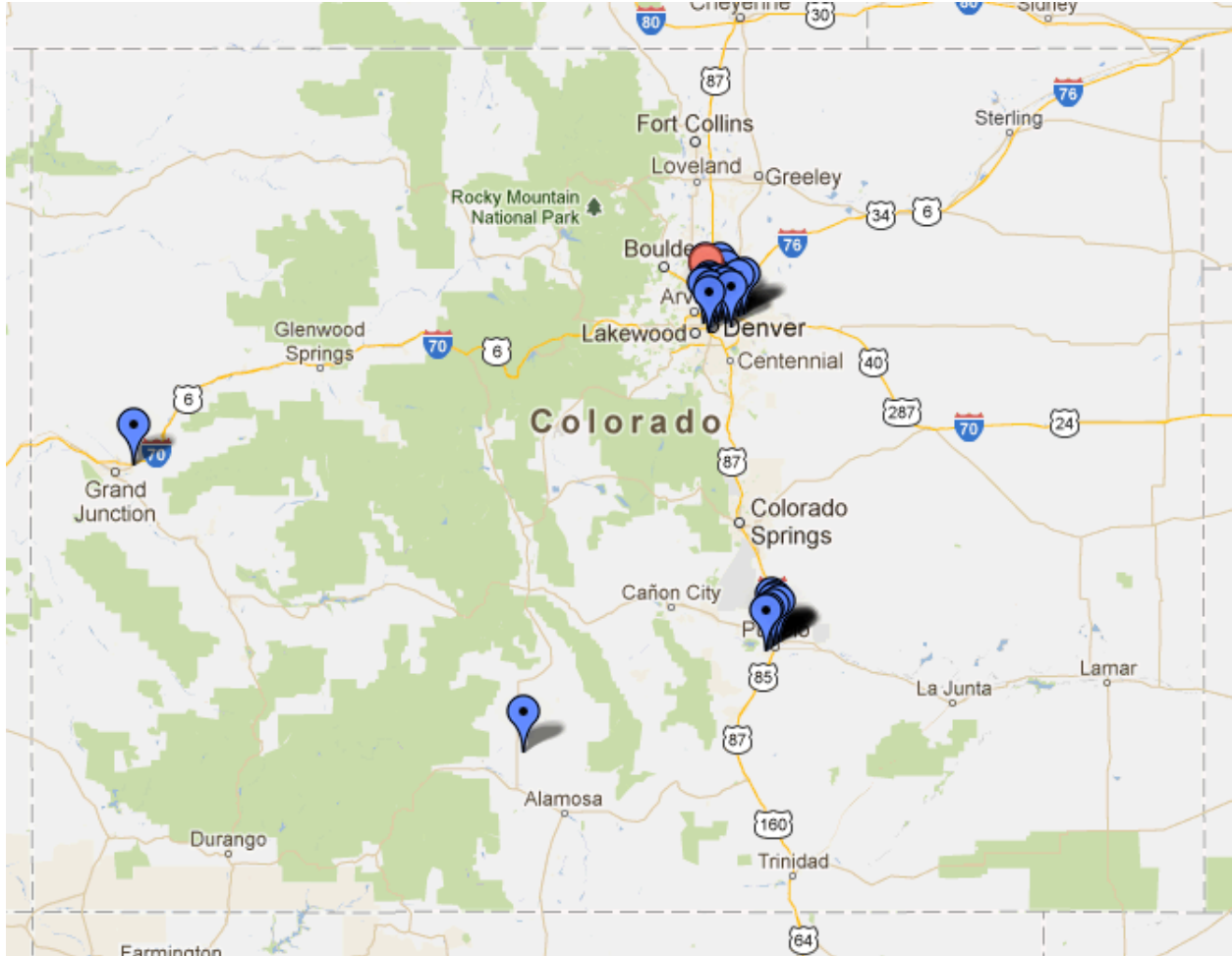
Tier II: Any secondary school that is eligible for, but does not receive, Title I funds that:

- Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five percent of secondary school in the State that are eligible for, but do not receive, Title I funds, whichever number is greater; or
- Equally low-performing middle and high schools that are receiving Title I funds are included
- As well as high schools eligible but not receiving Title I funds with persistently low graduation rates.

Tier III: All other Title I schools in Improvement.

Eligibility determinations for each cohort are made based on 2009-2010 assessment results. Every applicant for the first round of Colorado SIG program received funding.

Map of Colorado SIG Recipient schools



**SIG Funded Schools
Cohort I:**

Cohort I - Tiered Intervention Grant 2010				
District	School	Total Grant	Vendor	Model in Use
Adams 14	Hanson Elementary	\$2,010,180	West Ed, RMC Denver, Consultant	Transformation
Center	Haskin Elementary	\$1,666,515	Focal Point, LindaMood Bell	Transformation

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Denver Public Schools	Gilpin Elementary	\$1,260,033	Consulting, Evaluator, Effective Associates, Community Resources Inc.	Turnaround
	Greenlee Elementary	\$2,256,517	Coaching, Consulting, Marketing, National Center for Time and Learning, Community Resources Inc.	Turnaround
	Lake Middle School	\$2,083,232	Center for Data Driven Reform in Education, Classworks, Consulting, City Year, Coaching	Restart and Turnaround
	Montbello High School	\$3,388,350	Center for Data Driven Reform in Education, Consulting, Facilitating, Project Green, National Center for Time and Learning, City Year, SLOP training, FAST, APEX Blueprint	Transformation
	Noel Middle School	\$2,776,580	Center for Data Driven Reform in Education, City Year, National Center for Time and Learning, Lifebound, Doris Dempsey, Coaching	Transformation
	North High School	\$3,106,922	Center for Data Driven Reform in Education, Classworks, Consulting, City Year, Coaching	Transformation
	Phillips Elementary School	Closure		Closure
	Rishel Middle School	Closure		Closure
	Skyland	Closure		Closure
Sheridan	Fort Logan	2,388,570	National Center on Time and Learning, University of Virginia, Flippen Group, Focal Point	Turnaround
Mesa County 51	Clifton Elementary	\$2,598,111	Evans Newton Inc.	Transformation
Pueblo 60	Central High School	\$2,799,228		Transformation

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	Freed Middle School	\$2,063,811	Global Partnership Schools	Turnaround
	Pitts Middle School	\$2,159,601		Turnaround
	Risley Middle School	\$2,103,975		Turnaround
	Roncalli Middle School	\$2,212,131		Transformation
	Youth and Family Academy*	\$1,578,681		Transformation

* Youth and Family Academy was awarded \$450,961 in its year 1 allocation but its year-two allocation was not renewed and the remaining dollars were not allocated.

Cohort II:

Cohort II - Tiered Intervention Grant 2011				
District	School	Total Grant	Vendor	Model in Use
Aurora Public Schools	Fulton Elementary	\$1,136,100	TBD	Transformation
Mapleton	Meadow Community School	\$945,000	National Literacy Coalition, McREL, Coaching	
Pueblo 60	Spann Elementary	\$621,600	Global Partnership Schools	Transformation
Denver Public Schools	Trevista	\$1,300,000	National Center on Time and Learning, Effective Associates	Transformation
Westminster 50	Fairview Elementary	\$760,200	Evans Newton Inc. McREL, National Literacy Coalition, Consultant	Transformation
	Francis M Day Elementary	\$762,300		Transformation
	Mesa Elementary	\$907,200		Transformation
	Sherrelwood Elementary	\$567,000		Transformation
	Westminster Elementary	\$470,400		Transformation

THE SIG GRANTS, THE SIG SCHOOLS' PERFORMANCE

In order to assess how the schools are improving over time we look at growth and the percentage of students who are proficient or advanced in reading, writing and math.² Using this standard we will color code the tables below as a visual demonstration of improvement under Turnaround grants. We compare the sum of students' growth across grade levels the year before schools received Turnaround dollars and our most recent year's data, 2012. In Cohort I we compare 2012 data to 2010 data and in Cohort II we compare 2012 data to 2011 data. Also, in the case that a school is being phased in to replace another school we compare the phased-in schools' 2012 data to the 2010 data of the school being replaced. Schools that made considerable improvement of 30 points or more will be shown in GREEN. And schools showing little discernible improvement - less than 10 points - will be colored RED.

Highlighting Key

Red	<p>Sum of Observed growth improvement less than 10 points.</p> <p>Ex. In 2012 Haskin students showed observed growth of 40, 42 and 38 = 120</p> <p>In 2010 at Haskin students scored 36, 36 and 40 = 116</p> <p>$120 - 116 = 4$ point improvement in sum of observed growth</p>
Green	<p>Sum of Observed growth improvement more than 30 points.</p> <p>Ex. In 2012 at North High School students showed observed growth of 53, 63 and 55 = 171</p> <p>In 2010 at North High School students scored 46, 44 and 49 = 139</p> <p>$171 - 139 = 32$ point improvement in sum of observed growth</p>

² All data for 2011 and earlier was found using the CDE's Datalab tool (<http://elm.cde.state.co.us/datalabreport.htm>). Status numbers were calculated using the "Included in State Calculations" exclusions tab while Growth numbers were calculated using the "Included in School Calculations" exclusions tab. All 2012 data was mined from the CDE release in early August. www.cde.state.co.us/assessment/CoAssess-DataAndResults.asp CDE has only released the percent of students testing at Proficient or Advanced by grade level at each school. For this report we calculated the percent Proficient or Advanced by running a weighted average for each school.

We also highlight where schools are making observed growth at or above 50. This is a simple way of pointing out where a school or group of students is beginning to outperform their peer group and in most cases exceeding their pre-turnaround grant performance. Reaching this mark is a step in the right direction as students' observed growth will need to meet adequate growth if students are to reach proficiency in a timely manner.

Funding Key

*	Asterisks are used to indicate years that schools received SIG funding in tables below.
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The definitions for observed and adequate growth used in this report come from CDE and are outlined below.³ We understand that there are limitations to growth and that the goal for all students needs to be proficiency, graduating college and career readiness. However, growth acts as a leading indicator while status is a lagging indicator and we hope that the growth we highlight leads to an increase in the percentage of students who reach proficiency.

Observed Growth

Observed growth is a measure of one student's academic performance as compared to his or her peers (students across the state whose previous achievement level was similar). Simply put, growth is a comparison of members of a student's academic peer group. If a student's observed growth is 66 that indicates that he or she performed as well as or better than 66 percent of his or her peer group.

Adequate Growth

Adequate growth is the goal that students need to meet in order for them to be, on average, on track to reach or maintain proficiency. If a student's adequate growth is 56 that indicates that he or she needs to perform as well as or better than 56 percent of his or her peer group in order to reach or maintain proficiency.

ADAMS 14 SCHOOL DISTRICT (COMMERCE CITY) - TOTAL \$2,010,180

Adams 14 and Hanson Elementary School both stand out in Cohort 1, as they scored above 50 percent in all three subjects in 2012, and surpassed adequate growth in two subjects. This seems to be another school where the reforms

³ Colorado Department of Education – Colorado Growth Model Frequently Asked Questions. <http://www.schoolview.org/GMFAQ.asp>

instituted in 2011 have begun to take hold. The Adams 14 SIG application indicates that it focused dollars on a math, language and literacy coach as well as intensive professional development and coaching provided by WestED. At the same time Hanson received the 21st Century Learning Community Learning Center grant, enabling it to provide two days per week of targeted interventions in math and reading.

Year	School	READING		WRITING		MATH		Sum Observed Growth
		Observed/Adequate Growth	% Prof/Adv	Observed/Adequate Growth	% Prof/Adv	Observed/Adequate Growth	% Prof/Adv	
Adams 14								
2012*	Hanson Elementary	63/61	44.6	75/70	31.16	58.5/73	37.4	197
2011*		39/59	32.4	40/69	22.3	42/78	26.8	120
2010		47/55	37.4	48/72	23.5	57/81	32.5	152
2009		45/55	28.1	45/63	22.3	30.0/74	20.7	120

AURORA PUBLIC SCHOOLS - TOTAL \$1,136,100

Aurora’s Fulton Elementary also exhibited signs of success with observed growth over 50 percent in all three subject areas. Fulton Elementary staff focused on professional development as well as aligning their curriculum with standards and helping teachers understand what proficiency looks like in everyday student learning.

Year	School	READING		WRITING		MATH		SUM of Observed Growth
		Observed/Adequate Growth	% Prof/Adv	Observed/Adequate Growth	% Prof/Adv	Observed/Adequate Growth	% Prof/Adv	
Aurora Public Schools								
2012*	Fulton Elementary	59/62	38.54	62/69	27.89	53/74	41.9	174
2011		47/59	30	43/61	24	45/68	36	135
2010		53/55	37	53/68	29	40/63	42	146
2009		29/57	34	35/60	29	38/60	43	102

CENTER SCHOOL DISTRICT - TOTAL \$1,666,515

While Center has shown some improvement from the dismal growth scores in the 20-and 30-percent range, the school still has much work to do with only three instances of 12 where the school beat the state observed growth rate of 50 percent after two years of turnaround.

Center's application was centered around aligning curriculum through curriculum maps and training its leaders and teachers on how to align practice to curriculum. Further professional development was sought for data analysis and literacy interventions.

Year	School	READING		WRITING		MATH		Sum Observed Growth
		Observed/Adequate Growth	% Prof/Adv	Observed/Adequate Growth	% Prof/Adv	Observed/Adequate Growth	% Prof/Adv	
Center								
2012*	Haskin Elementary	52.5/54	51	49/68	22.46	39/66	44.9	141
2011*	Haskin Elementary	43/61	34.8	47/66	23.5	54/69	39.1	144
2010	Haskin Elementary	38.0/56	30.5	46/77	20.5	50/74	29.9	134
2009	Haskin Elementary	39.0/52	33.3	33/64	20.5	28/71	25.8	100

DENVER PUBLIC SCHOOLS DISTRICT - TOTAL \$14.9 million

Through the first cohort of funding, Denver Public Schools received close to \$15 million dollars in federal aid to improve nine public schools. Denver Public Schools closed three schools and focused the SIG funding to implement the turnaround or replacement model at the remaining six.

School	Turnaround Actions
Gilpin Elementary	Moved to a Montessori model and hired a new principal and staff.
Greenlee Elementary	Hired a new principal and staff.
Lake Middle School	Two new school models replace Lake Middle School over a three year phase-out. Phase in of West Denver Prep (STRIVE) and Lake International School.
Noel Middle School	Three new school models replace Noel Middle School over a three year phase-out. Phase in of Noel Community Arts (6-12), KIPP Montbello, and Denver Center for International Studies (6-12).
Montbello High School	Four new schools replace Montbello High School over a four year phase-out. Phase in of Collegiate Prep Academy, Noel Community Arts (6-12), Denver Center for International Studies (6-12), and High Tech Early College.

North High School	Hired a new principal and replaced many staff with new academic plan. North replaced the first “turnaround” principal hired in 2008, with a new principal in 2011,
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Denver Public Schools leveraged the SIG funds to raise an additional \$4.2 million in philanthropic funding. A portion of this funding will go to support turnaround at four additional elementary schools (Green Valley, McGlone, Oakland and Ford) to help strengthen feeder patterns and provide more high quality choices in Far Northeast Denver. Funding will also go to support other initiatives across the FNE turnaround network. Beginning in the 2011 school year, the non-federally funded schools took these significant actions:

School	Turnaround Actions
Green Valley Elementary	New Principal and staff
McGlone Elementary	New Principal and staff
Oakland Elementary	SOAR at Oakland replaces Oakland Elementary with phase two-year phase out.
Ford Elementary	Denver Center for International Studies replaces Ford Elementary with two-year phase out.

DPS also used SIG and foundation support to establish an office of School Turnaround, providing additional targeted support to the schools undergoing turnaround. Schools in the Far NE were placed into regional networks: the Denver Summit Schools Network for schools in Far NE Denver and the West Denver Network for schools in West Denver. Each network has its own professional development program, a separate link to the district, and additional support not available to DPS schools outside of the network.⁴ These supports include weekly school observations, principal coaching and help with data analysis.

Several partnerships with outside contractors were also established to provide coaching on hiring, leadership, school culture and data analysis. The most significant partnerships formed are with the Blueprint Schools Network for the Summit schools, and the Metro Center for Urban Education for the West Denver Network.

Blueprint Schools was created at the Education Innovation Laboratory at Harvard University. Its approach is based upon a study of 100 high-performing, high-poverty charter schools and includes a focus on:

⁴ Denver Public Schools Tiered Intervention Grant, May 2010, pg. 12

- Excellence in leadership and instruction
- Increased instructional time
- No-excuses school culture of high expectations
- Frequent assessments to improve instruction
- Daily tutoring in critical growth years

Blueprint worked with the Summit network and its schools to provide coaching on school culture and improvement, while supporting the implementation of daily math tutoring at grades 4, 6 and 9. Targeted students at the elementary level received 45 minutes of daily math tutoring in 1:3 ratios. At the secondary level, targeted students received one hour of daily math tutoring in 1:2 ratios. The New York University-based Metro Center for Urban Education teamed with select West Denver Network schools to develop better school diagnostic tools and targeted interventions. Both Blueprint and the Metro Center for Urban Education visited schools monthly and provided them with supportive feedback.

DPS: TWO TURNAROUND NETWORKS

The Denver results are divided into the Summit Schools Network (Far NE Denver) and the West Denver Network Schools both because of geography and the fact that the networks utilize separate school turnaround partners.⁵

WEST DENVER NETWORK:

Only two of the six schools in the West Denver Network showed significant overall growth: North High School and STRIVE Prep-Lake (formerly West Denver Prep). Trevista's Middle School and Lake Middle School have shown some growth scores over 50 percent, which indicates that students are learning more over time.

Less than half of the grades and subjects measured in the West Denver Network have shown growth above the state average of 50 percent. Greenlee has yet to achieve an observed growth score above 50 percent, whereas Gilpin showed some growth in 2011 but the most recent scores indicate the school has fallen back. In 2012, after receiving over \$1 million in SIG funding, North High School has shown some improvement. But Gilpin and North have steep hills to climb; for there to be any hope of their students reaching proficiency by graduation, these schools will have to have growth scores far above 60 percent.

⁵ Colorado Department of Education – Colorado Growth Model Frequently Asked Questions. <http://www.schoolview.org/GMFAQ.asp>

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Year	School	READING		WRITING		MATH		Sum Observed Growth
		Observed/Adequate Growth	% Prof/Adv	Observed/Adequate Growth	% Prof/Adv	Observed/Adequate Growth	% Prof/Adv	
West Denver Network								
2012*	Gilpin Elementary	41/62	29	30/74	19.64	11.5/87	17	82.5
2011*		44/63	29	52/69	11.54	66/81	19.23	161
2010		52/64	29.00	57/85	16.99	49/90	17.76	158
2009		52/70	21	52/80	13.37	54/90	14.04	158
2008		49/71	25	50/88	15.04	43/90	15	142
2012*	Greenlee	42/57	37.87	41/72	18.93	42/77	30.6	125
2011*		36/58	31	46/63	23.43	39/62	35.23	121
2010		45/61	32	37/81	19.93	35/83	28	117
2009		38/62	29.00	46/73	20.86	41/79	31.25	125
2008		30/60	26.60	43/79	16.55	34/85	24	107
2012*	Lake Intl.	50/62	38.04	47/76	31.88	42/84	30.1	139
2011*		35/64	36	45/71	32.24	60/80	46.00	140
2012*	Lake Middle	48.5/67.5	26	62/80	22.7	46/98	17.9	156.5
2011*		53/70	34.00	59/84	23.75	53/95	22.81	165
2010		61/60	36.00	51/85	19.40	58/95	22.43	170
2009		39/61	25.00	49/79	20.07	43/92	16.85	131
2008		45/66	26.00	45/85	16.00	33/94	13.00	123
2012	WDP at Lake	63.5/57	47	61.5/70.5	34.35	79/80	50.1	204
2011		63/64	50.00	74/68	50.00	88/81	63.54	225
2012*	North	53/60	43.79	63/93	23.63	55/99	9.97	171
2011*		54/66	32.00	49/94	14.98	51/99	9.92	154
2010		46/70	29.00	45/96	11.09	50/99	8.60	141
2009		44/78	26.75	52/96	13.15	40/99	4.79	136
2008		39/85	23.00	46/98	11.72	5.29	5.00	126
2012*		50.5/60.5	32.89	45/68	23.56	35/76	32.88	130.5
2011		44/70	24.00	49/80	18.23	46/86	23.24	139

2010	Trevista Elem**	45/62	30.00	51/83	18.78	46/87	24.88	142
2009		43/64	26.00	54/75	19.57	45/86	22.41	142
2012	Trevista Middle**	57.5/70.3	21.13	64/88	23.20	65/97	16	186.5

**Trevista was included because it had applied for funds for Turnaround receiving preliminary approval. It hired new instructional deans. However, upon further review, its application was sent back to DPS for improvement. In February of 2012 the DPS Board of Education approved a new plan, and as a result Trevista will receive full funding (\$1.3 million over three years) for a Turnaround plan which will be fully implemented this year. It is currently a member of DPS's West Denver Network.

DENVER SUMMIT SCHOOLS NETWORK (FAR NORTHEAST):

Seven out of the 11 turnaround schools in the Summit Schools Network showed growth, with some demonstrating significant growth over 2011. In their first year of operation, DCIS at Montbello, DCIS at Ford and KIPP Montbello all achieved growth over 50 percent in two subject areas for the 2012 school year. Green Valley Elementary, McGlone, Noel Community Arts School, High Tech Early College and Collegiate Preparatory Academy attained observed growth over 50 percent in all three subjects.

High Tech Early College, McGlone Elementary and Green Valley Elementary all recorded significant growth scores, with some being in the range of 70 percent and above. This is the first time targeted Turnaround schools managed by DPS have shown such robust growth scores.

Clearly, it is still early. But the first year's results indicate most of the turnaround efforts in Far NE Denver are working. In contrast to the schools replacing them, the two schools being phased out - Montbello High and Noel Middle School - continue to manifest very low achievement in spite of new principals and programming. The drop-off in overall performance at Montbello is not excused by its phase-out status, and the scores for Noel also show little promise for its sunset years.

It should be noted that other district resources were concentrated in the Far NE including a new in-network transportation system and choice-in methodology allowing students easier access to their preferred schools. The "Success Express" hub transportation system allowed all students to choose different schools with different schedules and have access to extended learning time for the entire

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school day. Students from the same location or family could easily choose and get to different schools and programs. The new school choice system also enabled every family or student to choose the school that best met their needs through one school match process. These strategies likely contributed to the district's success.

		READING		WRITING		MATH		
Year	School	Observed/ Adequate Growth	% Prof/ Adv	Observed/ Adequate Growth	% Prof/ Adv	Observed/ Adequate Growth	% Prof/ Adv	Sum Observed Growth
Denver Summit Schools Network								
2012*	Collegiate Preparatory Academy	51/74	27.68	58/95	18.75	69/99	17	178
2012	DCIS at Montbello	44.5/55	43.48	52/76	26.52	64.5/90	32.17	161
2012	High Tech Early College	78/62	51.04	71/90	27.08	76.5/98.5	28.42	225.5
2012	KIPP Montbello College Prep	53/67	35.35	42.5/73	23.2	76.5/79.5	47.47	171
2012*	Montbello	25.5/95	17.67	32/99	6.51	30/99	5.04	87.5
2011*		50/84	23.42	50/97	10.19	57/99	6.94	157
2010		49/82	27.25	45/97	8.11	53/99	6.08	147
2009		50/68	31.70	56/92	14.76	46.0/99	4.98	152
2008		59/83	31	60/97	11.74	59/99	6.37	178
2012*	Noel	42/66	24.76	52/84	23.81	34/97	13.80	128
2011*		44/68	29.73	49/79	21.62	34.0/89	21.91	127
2010		52.0/59	36.97	46/82	22.76	45.0/90	25.52	143
2009		37/60	25.07	53/79	22.59	40/87	21.94	130
2008		49/62	32	48/82	18	40/93	17	137
2012*	Noel Community Arts School	50/73	28.42	50/86	19.13	72/96	26.32	172
2012	McGlone	65/66.5	35.61	64/76	18.23	80.5/83.5	35.23	209.5
2011		54/70	24.15	49/71	15.61	68/76	23.85	171
2010		50/60	25.23	56/77	15.60	44/76	23.85	150
2009		48/65	33	44.0/71	12.25	48/72	30.97	140
2008		54/69	27	42/77	11.00	58/83	27.00	154

A + D e n v e r R e p o r t

2012	Green Valley Elementary School	66/52	55.17	65/62	40.30	83/72	60.98	214
2011		55.01/55	43.80	58.0/58	29.45	50.0/68	38.85	163
2010		49/51	38.06	53.0/69	25.28	58/73	38.29	160
2009		36/52	34.77	38/59	20.31	39/67	30.74	113
2008		50/54	41	42/65	26	61/74	41	153
2012*	DCIS at Ford	48/62.5	31.03	51/75	18.39	59/82	38.92	158
2011	Ford	38/62	27	25/63	13	43/71	32	106
2010		43/65	23	16	16	65/79	33	156
2009		43/61	26	45/66	16	44/75	24	132
2008		52/63	30	51/71	20	54/73	33	157

MAPLETON SCHOOL DISTRICT - TOTAL \$945,000

Mapleton's Meadow Community School did not see any signs of success in these scores. Its scores indicated a serious decline from 2011 school performance, despite the infusion of nearly one million dollars.

Year	School	READING		WRITING		MATH		Sum Observed Growth
		Observed/Adequate Growth	% Prof/Adv	Observed/Adequate Growth	% Prof/Adv	Observed/Adequate Growth	% Prof/Adv	
Mapleton								
2012*	Meadow Community School	45.5/52	38	49/70	27.71	42/74	30.33	136.5
2011		49/58	38	62/75	24	53/85	28	164
2010		50/56	35.3	49/79	16	37/87	21	136.5
2009		41/60	26	35/72	15	31/82	18	107

MESA COUNTY SCHOOL DISTRICT - TOTAL \$2,598,111

Mesa used its funds at Clifton Elementary to hire two intervention specialists. Additionally, all teachers were slated to go through intensive professional

development that included focused attention on standards-based instruction, data-based decision making and best practices.

Year	School	READING		WRITING		MATH		Sum Observed Growth
		Observed/Adequate Growth	% Prof/Adv	Observed/Adequate Growth	% Prof/Adv	Observed/Adequate Growth	% Prof/Adv	
Mesa County								
2012*	Clifton Elementary	36/40	61.34	47/58.5	34.53	49/58	66.32	132
2011*	Clifton Elementary	58.0/46	64.7	57/54	42.3	77/59	69.6	192
2010	Clifton Elementary	68/43	53.0	51.0/66	23.8	66/66	47.5	185
2009	Clifton Elementary	43/52	43.3	30/66	21.4	16/62	26.9	89

PUEBLO 60 SCHOOL DISTRICT - TOTAL \$12,410,707

Pueblo 60 received funding for six schools. Spann Elementary—one of the six—was closed in June 2012 due to low enrollment and poor achievement, after receiving what was to be \$594,000 spread over three years. Central High School was the only school to achieve observed growth above 50 percent. This occurred in 2012 in two of three subjects. All other Pueblo 60 schools showed no discernible improvement, with several schools actually registering a downturn. Over 95 percent of the students in the Pueblo SIG schools showed academic growth rates less than the state’s median observed growth, and many of them were far below.

Pueblo spent more than \$4 million on Global Partnership Schools (GPS) as its sole turnaround provider. That total was expected to reach more than \$7.3 million before the relationship with GPS was discontinued this summer and year three funds were not distributed to the provider. GPS coached principals and professional development for teachers. GPS also supported the school district in overseeing school budgets so as to leverage resources to maximize student achievement.

Shortly after the release of TCAP scores in August 2012, the editorial board of the Pueblo Chieftain called for dramatic changes which included firing GPS and bringing in new charter schools.

“It’s time for sweeping changes there. The City Schools Board of Education should move immediately to place those schools under

charters...The district needs to hire principals for the five troubled schools who have the backgrounds and experience to hire the best teachers they can find and then provide strong leadership for their faculties.”⁶

“The Pueblo City Schools Board of Education should vote when it meets later this month to not renew its contract with GPS. No matter where the money came from, the district shouldn’t be spending even more for dismal results.”⁷

In fact, in a letter dated Aug. 23, 2012, GPS notified Pueblo 60 that it would cut short its relationship with the district at the conclusion of its contract, Sept. 30, 2012, opting not to seek an extension of their agreement for a third and final year. In that letter, the GPS executive director asserted that turning around failing schools requires three to five years.⁸

		READING		WRITING		MATH		
Year	School	Observed/ Adequate Growth	% Prof/ Adv	Observed/ Adequate Growth	% Prof/ Adv	Observed/ Adequate Growth	% Prof/ Adv	Sum Observed Growth
Pueblo 60								
2012*	Central High	53/41	55.37	56/79	36.21	37.5/99	8.64	147
2011*	Central High	42/46	46.3	40/80	29.9	36.0/99	7.6	118
2010	Central High	40/36	45.7	43/81	27.7	33.0/99	8.2	116
2009	Central High	42/30	48.2	37/68	26.9	23/99	5.3	102
2012*	Freed Middle	31/43	46.48	29/68	24.77	21/78	18	81
2011*	Freed Middle	27.0/45	41.6	32/66	30.6	30/78	26.5	89
2010	Freed Middle	34/36	51.0	32/69	31.3	36/84	23.6	102
2009	Freed Middle	31.0/38	46.2	27/56	33.3	19.0/75	24.5	77
2012*	Risley Middle	37/54	40.56	36/75	22.53	18/90	10.70	91

⁶ Time for charters (August 12, 2012) *Pueblo Chieftain*

⁷ GPS must go (August 12, 2012) *Pueblo Chieftain*

⁸ Education Consultant Exits Contract with Pueblo City Schools (August 28, 2012) *Pueblo Chieftain*

A + D e n v e r R e p o r t

2011*	Risley Middle	23/56	33.5	27/74	25.4	23/88	14.4	73
2010	Risley Middle	31/42	40.7	30/73	25.2	21/82	13.5	82
2009	Risley Middle	33/44	40.6	35/62	29.1	22/74	17.7	90
2012*	Lemuel Pitts Middle	33/44	47.84	27/65	29.16	20/81	20.72	80
2011*	Lemuel Pitts Middle	32/46	41.8	37/68	32.6	22/80	21.1	91
2010	Lemuel Pitts Middle	34/38	46.8	29/66	28.2	24.0/84	19.4	87
2009	Lemuel Pitts Middle	29.0/36	46.0	23.0/54	32.2	18/75	22.5	70
2012*	Roncalli Middle	30/41	47	29/64	30.92	12/74	21.11	71
2011*	Roncalli Middle	32/41	48.8	31.0/56	38.6	35.0/73	37.2	98
2010	Roncalli Middle	36/33	57.3	41/57	42.2	37/74	32.8	114
2009	Roncalli Middle	32/31	54.5	32.0/47	43.9	27.0/68	35.8	91
2012*	Spann Elementary	29/38	51.46	28/55	28.85	33/65	47.11	90
2011		39/51	39	48/61	25	49/72	38	136
2010		28/45	40	30/71	20	25/68	33	83
2009		11/33	39	13/40	21	5/41	29	29

SHERIDAN SCHOOL DISTRICT - TOTAL \$2,380,000

After receiving its second year of SIG funding Fort Logan Elementary has begun to show strong improvement. In 2012 the school posted growth scores higher than it had previously achieved in all subjects for the past three years including growth above 50 in two subjects.

Fort Logan's application focused upon four main areas of improvement: teacher effectiveness, culture, leadership capacity and opportunity gaps. Fort Logan conducted evaluations to improve teaching and leadership, resulting in over 60 percent of its staff being replaced by 2010 - including the principal. Fort Logan expanded the school day by 90 minutes for Tuesdays, Wednesdays and

Thursdays, providing students increased learning opportunities. Fort Logan also enlisted the support of external providers including the National Center for Time and Learning, the Flippen Group, Focal Point, and the University of Virginia for a sum of \$358,953.

		READING		WRITING		MATH		
Year	School	Observed/ Adequate Growth	% Prof/ Adv	Observed/ Adequate Growth	% Prof/ Adv	Observed/ Adequate Growth	% Prof/ Adv	Sum Observed Growth
Sheridan								
2012*	Fort Logan Elementary (Sheridan Elem)	55/53	46.28	50/63	29.83	48/66	45.42	153
2011*		38/56	39	31/56	26	47/56	53	116
2010		42/42	44	38/62	26	26/58	48	106
2009		31/45	48	36/57	28	30/57	55	97

WESTMINSTER 50 SCHOOL DISTRICT - Total \$3,467,100

All Westminster 50 schools used the Transformation model, targeting funds for rigorous professional development. Two to three years prior to receiving these funds, Westminster 50 spent time instituting a standards-based system of reform, and performance-based promotion. Many of these schools started to show success under this system. The professional development was targeted to help teachers continue to adapt to this new model. In 2012, three of Westminster’s schools – Fairview, Francis Day and Mesa – showed growth over 50 percent in all subjects, along with a few instances where observed growth exceeded the level of adequate growth. The two other schools to receive funding – Sherrelwood and Westminster – each exhibited growth over 50 percent in two of three subject areas.

		READING		WRITING		MATH		
Year	School	Observed/ Adequate Growth	% Prof/ Adv	Observed/ Adequate Growth	% Prof/ Adv	Observed/ Adequate Growth	% Prof/ Adv	Sum Observed Growth
Westminster 50								
2012*	Fairview Elementary	61/56	46	63/65	31	51/66	47	175
2011		49/56	42	44/57	25	43/61	48	136
2010		30/44	35	31/59	19	21/59	43	82
2009		35/51	37	30/56	26	31/63	43	96
2012*	Francis Day Elementary	59/70	35	56/70	15	63/81	37	178
2011		46/60	28	45/56	25	48/70	29	139
2010		36/50	26	28/62	17	28/68	29	92

A + D e n v e r R e p o r t

2009		50/55	34	39/63	21	40/77	30	129
2012*	Mesa Elementary	63/57	44.5	65/66	30	75/67	57	203
2011		69/56	41	54/63	26	70/71	48	193
2010		29/49	32	32/65	22	35/64	34	96
2009		36/48	42	40/50	27	30/59	35	106
2012*	Sherrelwood Elementary	55/60.5	39.5	59/72	19	49/74	40	163
2011		38/64	29	39/65	14	39/74	24	116
2010		28/54	34	30/68	23	20/68	30	78
2009		46/47	38	44/57	21	41/64	45	131
2012*	Westminster Elementary	52/61	44	47/71	25	56/74	44	155
2011		37/60	27	34/66	13	57/71	34	128
2010		44/49	30	47/64	17	43/64	28	134
2009		52/58	35	35/64	13	32/69	30	119

FUTURE FUNDING

The Colorado Department of Education has indicated that the continued appropriation of funds to Turnaround schools in Cohort 1 will be based on the School Performance Framework ratings. In a letter from Deputy Commissioner Keith Owen to superintendents in districts receiving SIG funds, he clarified how CDE will determine whether funding will continue. He wrote:

1. If the school made the SPF target for overall percentage of points earned, funding for the subsequent year will be approved.
2. If the school did not make the SPF target for overall percentage of points earned, but is not declining, the magnitude of the trend will be examined. The school may submit additional data to be reviewed before making a final determination regarding subsequent year funding.
3. If the school's SPF overall percentage of points earned has declined, the school will not be funded for a subsequent year. ⁹

The calculations for targeted SPF targets were created with the goal for a school rated Turnaround to move to Priority Improvement within five years, or, for a school rated Priority Improvement to move to Improvement within five years.

⁹ Keith Owen, Colorado Department of Education, July 10, 2012

According to CDE the continued appropriation of dollars for the second year of Cohort II dollars was contingent less on early performance results and more on schools' ability to show they have fully implemented their plans with fidelity.

GENERAL OBSERVATIONS AND RECOMMENDATIONS

Support for turnaround at the state level is critical to the success of individual districts. It's also important that the CDE maintain its credibility in the process by not merely recognizing, but also acting decisively, when focused salvage efforts yield little.

Accordingly, the state should withdraw federal grant money when there are no signs of progress after two years, investing instead where it's more likely to make a difference. There should also be full transparency of outside organizations that have partnered with districts in turnaround efforts, such as Blueprint and Metro Center for Urban Education. CDE can also have a role here, by providing ratings of such providers, and publishing costs to taxpayers. Additionally, the state needs far better monitoring mechanisms for turnaround, both to praise districts that deliver and to punish those failing to get the job done.

Districts, too, have much to learn from the first two years of Colorado's federally backed turnaround efforts. School boards and administrators around the state would be well advised to pay attention to what's going on in Denver, considering new school strategies by way of charters and innovation utilizing focused school design. There is also a need for improved metrics for measuring school culture, enabling districts to intervene earlier on turnarounds, where appropriate.

We have noticed that many of the most radical approaches to school turnaround that include the "turnaround" and "restart" models have had the most success. This is particularly true for middle and high schools where the existing low-performing school cultures are very difficult to escape without a new school. Research on middle and high school improvement has shown that there are very few (if any) examples of successful high school turnarounds that did not rebuild a school from the ground up while phasing out the low-performing school over a few years - unless there was capacity in existing nearby higher performing high schools. The results from the Summit Schools Network in Far NE Denver strongly support these more radical approaches.

The success of Denver's Far Northeast Network along with other Colorado transformation efforts such as in Mapleton have demonstrated the importance of substantive ongoing community engagement for every part of the community from faculty, students, parents and the larger community. Any

serious turnaround effort requires that the community understand the current status of the school and why there is a need for a turnaround. Turnaround efforts also require regular updates with the community about status of the turnaround and where the school is relative to leading and trailing improvement targets for the school. While it may not always be possible to have complete community buy-in to a radical turnaround, it is critical that each district, the Colorado Department of Education and any turnaround partners commit to a genuine effort and provide the needed resources. The work done in the year prior to the far NE Denver turnaround effort helped to contribute to the first year's success of the turnaround efforts there. Other districts and CDE should apply Denver and Mapleton's lessons on community engagement.

Overall CDE should ensure that community outreach involves more than the mere, occasional calls for public meetings. CDE can also help provide communities and parents with straightforward and approachable data-based information that highlight the successes, challenges or failures, and needed or intended improvements at Turnaround schools. One critical component of any community engagement process is the needed attention to breaking down and translating complicated and the often opaque education language used for school accountability and improvement efforts. All involved must be honest and direct with the community at all times on what is working and is not so that the community is able to support any turnaround effort. Effective community engagement is necessary at all levels from the state, district and school to ensure that most everyone is moving in the same direction in any community's turnaround effort.

State Recommendations

The Colorado Department of Education's school turnaround office must quickly transition from an emphasis on compliance to an office with a laser focus on district and school improvement. CDE should be proactive in engaging with school boards and local community leaders to ensure that schools undergoing school turnaround are, in fact, improving.

1. **Portfolio Grant Management:** CDE should manage SIG grants like any other effective investor by closely monitoring progress and providing additional funding only when schools have shown progress. If schools are getting worse, funding should be withdrawn. Those schools that show no gains or loss should have their funding suspended until they have revised plans to CDE's satisfaction. SIG and all other competitive grant funding from CDE should only be provided to districts and schools that have viable plans. CDE should no longer finance all or nearly all districts seeking funding. Capacity for carrying out plans should supersede need in funding decisions. CDE should have the SIG

- funding cycle better align with funding and staffing cycles in districts. It makes no sense to give schools money if they do not have a reasonable amount of time to hire the best and brightest while also ensuring that schools have the time to develop an effective plan. Last, CDE should be able to provide a metric for a district and school's return on investment related to all turnaround funds, including SIG.
2. **Annual Report Card and Evaluation of SIG schools:** CDE should issue an annual report showing the results from SIG funded schools with a description of their efforts. All leading and trailing indicators of school performance should be included. The report should also include the assessment by CDE on schools' original proposals, and a reflection on what did and did not work for each SIG school. Evaluations should also include the additional costs per student as related to a particular school turnaround effort.
 3. **Interim Assessments:** CDE should require that all schools receiving SIG funds utilize a state approved interim assessment so that the school, district and CDE can monitor progress over the year. Ideally, there would be a common interim assessment for all SIG schools.
 4. **School Culture Indicators and Evaluation:** CDE needs to quickly develop a robust measure of school culture. It should utilize a survey of school staff, students and families along with additional observation tools to gauge the school community's understanding, commitment and behavior related to the school's turnaround efforts. Numerous examples from effective turnaround efforts across the country reveal that turnaround schools can and should develop a strong school culture within the first three months of operation, where all adults in the school are reinforcing a clear set of expectations to students.
 5. **Sharing Best Practices:** CDE should be a convener and disseminator of best practices and key factors of success. It's important to highlight the vendors that have been most successful, as well as the practices and areas of focus in which those vendors specialize. It should be made clear whether these practices have been successful in rural, or urban environments, or both. In this way CDE can serve as a "What Works Clearing House" for those schools which are just beginning the turnaround process and for those that applied unsuccessfully. CDE should identify and boldly promote common elements of successful districts and schools.
 6. **Partnering with Education Community:** CDE needs to partner with CASE, CASB and other organizations to pass on useful information to

school board members, school leaders and teachers so that none need reinvent the wheel.

7. **Ensuring Sustainability:** CDE needs to request that districts and schools have a plan for financial and improvement sustainability. These plans for sustainability should be public and show that districts and schools have an understanding of the root causes that led to poor performance, how they have solved these problems and how they will continue to improve without additional federal or other dollars. CDE should ensure that any costs incurred during the Turnaround process are startup investments for training or new schools or programs so that none of the SIG or other outside funding is required beyond the term of the grant.
8. **Ability to Act:** CDE should have the full authority to act within one or two years to intervene in a school or district if the school has not shown any progress. We know that most turnarounds fail and that most successful turnarounds show results within the first year. CDE needs to have a wide array of tools beyond the ability to remove funding for a particular school so that the school will improve. CDE must have the ability to remove accreditation, appoint a consultant or have CDE oversee management of the school if it is not making progress.

School District Recommendations

School Districts play a critical role in managing the development of the school turnaround process. School boards and school district administration need to have the tools to regularly monitor and quickly readjust school turnaround efforts. Community engagement can play a huge role in whether a turnaround effort is successful. Districts therefore need to be transparent, with regular updates to the community on progress and plans for schools going through this process.

Effective school planning for improvement and the diagnosis of the root causes for a school's failure are both key to a school's recovery. A strong school leader whose vision is student-centered, with a commitment to do whatever is necessary, is paramount to any successful turnaround.

Other recommendations:

1. **Effective Partner and Consultant Management:** All districts should have performance clauses for SIG contractors enabling districts to better manage the quality of partner consulting. Contractor amounts and services should be transparent to both CDE and the public.

2. **Annual Public Meeting on School Turnarounds:** Districts should hold an annual public meeting with school board members, CDE and parents to openly discuss the state of improvement at schools receiving SIG funding.
3. **School Leadership:** Countless studies and results from past turnaround efforts point to the importance of the school principal. Districts should be prepared to put off any turnaround effort until the right school leader is in place. Districts also need to be prepared to replace leaders quickly if the school shows no signs of progress. When possible, districts should prioritize candidates for principal who demonstrate not only experience in leadership for school turnaround but also familiarity with the schools's surrounding community and population.
4. **Outside Partners:** Districts should utilize local and state partners to provide increased support, transparency and accountability for school turnarounds. Regular school and classroom visits with a variety of observation tools for school feedback should be employed.
5. **Evaluation:** Districts or CDE should use outside evaluator to provide quarterly reports on school progress. These reports should be made public after being shared with CDE. Annual evaluations should include qualitative and quantitative analysis of the school along with how the root causes are being addressed.
6. **Learning:** District leaders should be regularly visiting successful schools in and outside their districts to better understand what is undergirding successful schools. District and school leaders should also be familiar with the latest research on turnaround schools from organizations including West Ed, Mass Insight, Public Impact and others. The University of Virginia has a well-regarded set of seminars and degree programs that districts should utilize. Schools that are continuing to struggle should use successful SIG schools as models for improvement including school visits and utilizing their Unified Improvement Plan when considering their own root causes for struggle and strategies for success.

CONCLUSION:

These results are an indicator of the success derived from the hard work being undertaken at Turnaround schools across Colorado, but it is also clear not every district's strategy is working. Both Westminster and Denver are on the road to transforming some of the state's lowest performing schools. Those districts should be commended for confronting significant challenges, and executing on the tough decisions that give them an opportunity for positive lasting outcomes.

When the next school performance framework is issued in the late fall, we will have a better indication of how these schools are doing.

In a paper issued by Donnell-Kay Foundation and Public Impact¹⁰ it was noted that research derived from many sectors indicated that turnaround succeeds only 30 percent of the time. That paper argued for rigorous monitoring and rapid retry if turnarounds were not successful, writing, “In the education setting, with its broader restrictions over staffing, budgeting and operations, the success rate may be even lower. It is particularly important, therefore, to track early in the effort – as CDE is planning to do in SIG schools. Even more important, however, is a commitment to act on the data that those indicators reveal.”¹¹ With the DPS turnaround schools acting as either innovation or charter schools they have freed themselves from some of the most cumbersome restrictions - but the point is salient nonetheless.

With such a short time passed since the beginning of this program, and with Cohort II only reflecting one year of data, we cannot be certain whether these successes can be sustained over time. Additionally, because these grants delivering significant sums of money are just three years in length, it's critical that the application of such significant funding be matched by close scrutiny.

Finally, it is important to highlight that nearly all Colorado turnaround schools (including the most successful highlighted in this report) have failed to produce “adequate growth scores” necessary to get most students to proficiency. While this is a high bar, it is a standard that the state and district must remind the public of if we are ever to get most students to the standards set by the state of Colorado. Clearly we all have much to learn and do in getting more students to succeed. While some in the education community may imagine they have the luxury of taking the long view, the reality is that Colorado's children have but one crack at each year of the K-12 learning experience. Where turnaround is working, progress should be celebrated and its components noted, so that they may be replicated elsewhere. Where turnaround is failing, there should be no delay in pulling the plug. For the sake of today's students, we, too, must utilize our lessons learned.

¹⁰ Kowal, J and Ableidinger, J (2011) School Turnarounds in Colorado: Untangling a Web of Supports for Struggling Schools *Public Impact, for the Donnell-Kay Foundation*

¹¹ pg. 21