



COLORADO

Department of Education

School Transformation Grant 2024 Funding Cycle Legislative Report

Submitted to:

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

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Executive Summary

In 2018, H.B. 18-1355 modified the state’s accountability law, creating the School Transformation Grant (STG) program. Schools and districts on performance watch can apply for grant funds to support leadership development activities, educator professional development, to implement activities geared towards instructional transformation, or to plan or implement one of the restructuring options that state law requires for schools and districts with persistent low performance.

This report will cover the funding summary for the School Transformation Grant (STG) 2024 grantees (awarded funds in February 2025 for implementation from 2025 to 2027). This report will include a description of the use of funds, an overview of grantees, and other updates to the grant. **Figure 1** shows the application and State Board of Education approval timelines for STG 2024 grantees.

	STG 2024 Grantees
EASI application opened	September 2024
Outreach & support events	October - November 2024
Application deadline	December 2024
Funding decisions	January 2025
State Board of Education approved awards	February 2025

Figure 1: STG 2024 Timeline

The total award of STG funds for the 2024 grant cycle, across the three-year distribution period (FY2025 through FY2027), is \$6.9M. CDE allocates some of each fiscal year's award to previous obligations and sets aside portions of future allocations for new awards because of the multi-year nature of the grant.



Introduction

History

In 2018, H.B. 18-1355 modified the state's accountability law, renaming and expanding the School Turnaround Leadership Development (STLD) grant program by creating the School Transformation Grant (STG) program (C.R.S. 22-13-103). In addition to leadership development activities, schools and districts on performance watch (either on the Accountability Clock or On Watch¹) can apply for grant funds to support educator professional development, to implement activities geared towards instructional transformation, or to plan or implement one of the restructuring options that state law requires for schools and districts with persistent low performance. Thus, School Turnaround Leadership Development became one of several support program routes funded through the School Transformation Grant.

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

Eligibility and Allowable Grant Initiatives

Schools and districts implementing Turnaround or Priority Improvement plans were eligible for funding in the 2024 School Transformation Grant funding cycle. As outlined in 1 CCR 301-95, section 2.02(1), the State Board of Education awards School Transformation Grants to eligible districts or charter schools for the following initiatives:

- Identifying and recruiting both practicing and aspiring school turnaround leaders;
- Participating in turnaround leadership development programs offered by identified providers;
- Providing educator professional development;
- Providing services, support, and materials to transform instruction;
- Planning for and implementing one or more of the following rigorous school redesign strategies, including:
 - Converting a district public school to a charter school;
 - Seeking innovation school status;
 - Replacing the school's operator or governing board;
 - Contracting with an external management partner; and/or
 - Closing a public school or revoking the charter for a charter school.

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

The support services available through the School Transformation Grant each map back to one or more of the initiatives above. These services are categorized into four different routes, outlined below:

- **Exploration Supports Route**
 - School Holistic Review
 - Language Learner Partnership
 - Diagnostic Review for Alternative Education Campuses and Online Schools
 - District Strategic Planning
- **District Designed and Led Improvement Strategies Route**
- **Offered Services Route**
 - Accountability Pathways
 - Colorado Multi-Tiered System of Supports (COMTSS)
 - Connect for Success
 - School Turnaround Leadership Development Program
 - School Transformation Network
 - Rigorous Action through Redesign
- **Other Services Route**
 - Facilitated Board Training for School Improvement
 - School Transitions

Available Funding

In fiscal year 2024-25, the School Transformation Grant received an annual appropriation of \$7.1M. Because districts apply for up to three years of activities through the grant (for multi-year supports and interventions), each year some of the annual allocation is already obligated to previously made grant awards, and some is obligated to new awards. CDE allocates some of each fiscal year's award to previous obligations and sets aside portions of future allocations for new awards because of the multi-year nature of the grant. As it has in previous years, CDE also made awards in the 2024 funding cycle for future years, contingent on available funds.

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

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

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

Funding Summary

School Transformation Grant 2024 Grantees

Through the Empowering Action for School Improvement (EASI) application, and with help from across the Department, the School Quality & Support Division facilitated the annual grant review process from December 2024 to January 2025 to review applications for School Transformation Grant funding. In total, 48 districts and charter schools applied during the application window of September 2024 to December 2024 for funding through either STG or federal school improvement dollars.

Thirty district applications were recommended for funding by CDE for a total of \$6,862,034 in awards via state funding. The State Board of Education approved the recommended awards during the [February 2025 board meeting](#)². As a reminder, additional districts and schools were funded through federal funds, but those are not included in this report. **Figure 2** maps the districts receiving funds in 2024 through the School Transformation Grant (note that the Charter School Institute also received funding but is not represented on the map).

Colorado School District Map

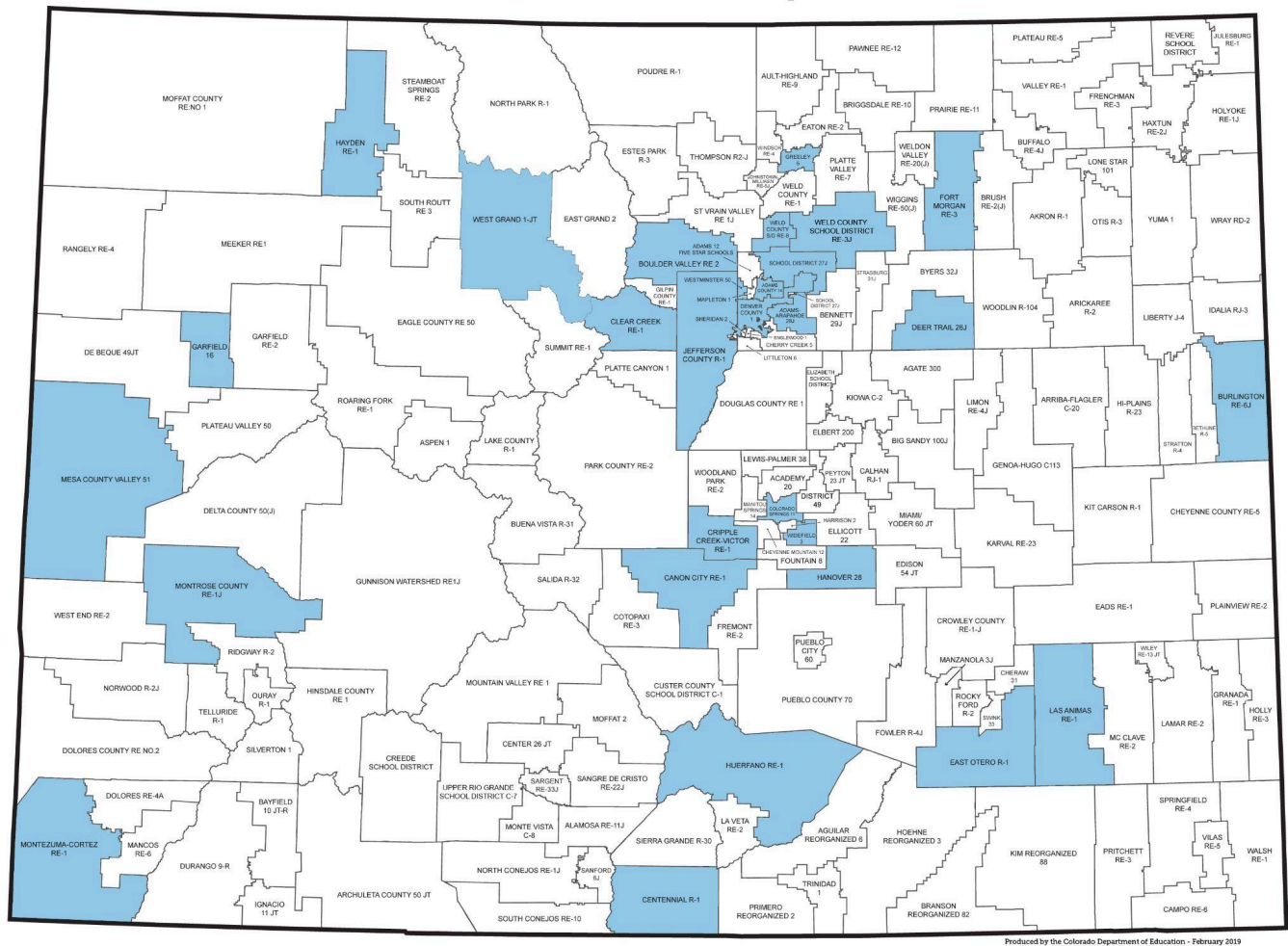


Figure 2: Map of STG 2024 Grantees

² Note that awards approved by the state board during the February 2025 meeting have been slightly adjusted to respond to changing circumstances at a school or district.



The award totals for STG 2024 grantees are listed by district in **Figure 3**. These totals are the sum of all single- and multi-year awards each district will receive. More information about each route begins on page 11. For a more detailed breakdown of awards, including the year-by-year award amounts and support program routes, see [Appendix A: School Transformation Grant 2024 – Full Award Breakdown](#).

District	Total Award Amount	District	Total Award Amount
Adams County 14	\$760,000	Greeley 6	\$270,000
Adams-Arapahoe 28J	\$880,000	Hanover 28	\$180,000
Boulder Valley Re 2	\$94,834	Hayden RE-1	\$180,000
Burlington RE-6J	\$180,000	Huerfano Re-1	\$180,000
Canon City RE-1	\$180,000	Jefferson County R-1	\$80,000
Centennial R-1	\$180,000	Las Animas RE-1	\$65,000
Charter School Institute	\$255,200	Mesa County Valley 51	\$180,000
Clear Creek RE-1	\$220,000	Montezuma-Cortez RE-1	\$100,000
Colorado Springs 11	\$414,000	Montrose County RE-1J	\$80,000
Cripple Creek-Victor RE-1	\$80,000	School District 27J	\$200,000
Deer Trail 26J	\$248,000	Weld County School District RE-3J	\$160,000
Denver County 1	\$415,000	Weld Re-8 Schools	\$180,000
East Otero R-1	\$100,000	West Grand 1-JT	\$180,000
Fort Morgan Re-3	\$320,000	Westminster Public Schools	\$240,000
Garfield 16	\$180,000	Widefield 3	\$80,000
		Grand Total:	\$6,862,034

Figure 3: Sum of STG 2024 Awards by District

In the 2024-25 fiscal year, approximately \$725,000 of School Transformation Grant funding was retained by the Department for program implementation, including staff salaries, contracts with external evaluation partners, operating costs, and staff travel to support grantees.



Historical Funding - School Transformation Grant 2018-2024

The 2024 School Transformation Grant cycle is in its seventh grant cycle since the program was established via H.B. 18-1355. **Figure 4** below outlines the total award amounts by fiscal year for the seven STG grant cycles that have been completed (2018 through 2024). Funding totals year to year vary due to the fact that CDE allocates some of each fiscal year's award to previous obligations and sets aside portions of future allocations for new awards.

Grantee Year	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027	Total Award
2018	\$ 1,899,366	\$ 1,480,910	\$ 816,320	-	-	-	-	-	\$ 4,196,596
2019	\$ 2,653,704	\$ 1,765,958	\$ 1,353,502	\$ 210,000	-	-	-	-	\$ 5,983,164
2020	-	\$ 1,195,798	\$ 1,498,610	\$ 1,450,956	\$ 120,000	-	-	-	\$ 4,265,364
2021	-	-	\$ 823,900	\$ 1,033,896	\$ 766,850	\$ 240,000	-	-	\$ 2,864,646
2022	-	-	-	\$ 2,460,146	\$ 2,520,990	\$ 2,427,625	\$ 210,000	-	\$ 7,618,761
2023	-	-	-	-	\$ 2,364,000	\$ 2,364,550	\$ 2,199,750	-	\$ 6,928,300
2024	-	-	-	-	-	\$1,736,434	\$2,806,167	\$2,319,433	\$6,862,034

Figure 4: STG 2018-2024 Awards

Advisory List of Providers

Overview

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

In June 2024, the department released its sixth School & District Support Request for Information (RFI). Submissions were solicited in the following categories:

- **Diagnose & Plan Partners**
 - District Strategic Planning (holistic or targeted at one or more key district systems)
 - School Holistic Reviews and Improvement Planning
- **Implementation Partners**
 - Improvement Implementation Support (school and district levels)
 - School Turnaround Leadership Development
 - Accountability Pathways Partners (formerly Management Partners)

School Turnaround Leadership Development (STLD) program providers also had to apply under Improvement Implementation Support in order to become a qualified STLD provider.

For more information about these categories, see the full [2024-25 School and District Support Request for Information](#).

In September 2024, after completing the evaluation process, the department published the 2024 School & District Support Advisory List of Providers. The full Advisory List can be found in [Appendix B: 2024 School & District Support Advisory List of Providers](#), or on the [CDE website](#). In the summer of 2025, the department plans to run another School & District Support RFI process. This means that an updated Advisory List of Providers will be available during the next round of School Transformation Grant funding in 2025.



Routes and Services Overview

The following sections provide background on the services that are available for funding through the School Transformation Grant via the Empowering Action for School Improvement (EASI) Application. These services are organized into four different routes: Exploration Supports, District Designed and Led, Offered Services, and Other Services.

Each section includes a background on the route and service, as well as schools and districts that received a grant award for participation from the 2024 School Transformation Grant funding cycle. Please note that there are also schools and districts that received federal funding for the same services. These schools and districts are not included in this report.

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

Exploration Supports Route

Route Overview

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

School Holistic Review

Overview

The School Holistic Diagnostic Review is ideal for schools that would benefit from an external eye taking a comprehensive look at the school system to identify areas for improvement. LEAs are awarded funds on behalf of their schools to work with a CDE-approved and -trained partner to conduct a school-based diagnostic review. External partners will provide the following services:

- Conduct a comprehensive, evidence-based review and corresponding report organized by the Colorado Four Domains for Rapid School Improvement detailing how the school's infrastructure supports culture and climate shift, instructional transformation, talent management and leadership for rapid improvement.
- Facilitate a staff debrief, including key findings from the review, high-level observations, opportunities for improvement, and a timeline for next steps for turnaround work.

Awardee Summary

During the 2024 STG funding cycle, 13 school-level awards were granted for the School Holistic Review service, totaling \$1,015,000. The detailed award amounts can be found in **Figure 5**.

School Holistic Review				
STG 2024 Grantees				
District	Participating School	Route	Service	Total Award
Cripple Creek-Victor RE-1	Cresson Elementary School	Exploration	School Holistic Review	\$80,000
Denver County 1	Ashley Elementary School	Exploration	School Holistic Review	\$80,000
Denver County 1	Highline Academy Northeast	Exploration	School Holistic Review	\$80,000
Denver County 1	John H. Amesse Elementary	Exploration	School Holistic Review	\$55,000
Fort Morgan Re-3	Green Acres Elementary School	Exploration	School Holistic Review	\$80,000
Jefferson County R-1	Rose Stein International Elementary	Exploration	School Holistic Review	\$80,000
Montrose County RE-1J	Black Canyon High School	Exploration	School Holistic Review	\$80,000
Weld County School District RE-3J	Lochbuie Elementary School	Exploration	School Holistic Review	\$80,000
Weld County School District RE-3J	Weld Central Middle School	Exploration	School Holistic Review	\$80,000
Westminster Public Schools	Colorado Sports Leadership Academy	Exploration	School Holistic Review	\$80,000
Westminster Public Schools	Fairview PK-8	Exploration	School Holistic Review	\$80,000
Westminster Public Schools	Josephine Hodgkins Leadership Academy	Exploration	School Holistic Review	\$80,000
Widefield 3	James Madison Charter Academy School	Exploration	School Holistic Review	\$80,000
Grand Total:				\$1,015,000

Figure 5: School Holistic Review - STG 2024 Grantees

Language Learner Partnership

Overview

The Language Learner partnership is facilitated by CDE's Office of Culturally and Linguistically Diverse Education (CLDE) and District Improvement Strategy Office (DISO). Through the Language Learner Partnership, the district/school:

- Establishes a common understanding among partners of the current programmatic and data context of the district in terms of providing language instruction educational programs for multilingual students
- Leverages and builds upon current district data analysis practices to reveal strengths and areas of growth in terms of outcomes for ML students
- Reviews implementation of current programming and determine clear strengths, areas of growth, and likely root causes
- Creates or refines district vision for serving ML students
- Determines high-leverage and feasible adjustments to program(s), instruction, and/or supplemental services for the current school year and plan for the following school year
- Develops a district/school implementation tool to monitor and track progress toward meeting ML programmatic implementation activities within the district system.

Awardee Summary

There were no awards made for the Language Learner Partnership service in the 2024 School Transformation Grant cycle.

Diagnostic Review for AECs and Online Schools

Overview

The Diagnostic Review and Planning for Alternative Education Campuses (AECs) and online schools is ideal for these school models that are working to prioritize improvement efforts. The support is meant to provide feedback to support the school's improvement efforts, to help the school prioritize efforts, and to provide opportunities to understand strategy implementation in their specific context. The service is designed based on the unique needs and focus of AECs and online schools and has multiple options to connect review and analysis to planning and implementation.

- Self-Assessment: Using a CDE tool (described below) designed specifically for AECs and online schools, school leadership teams conduct a self-assessment to guide their work.
- On-Site Diagnostic Review: A team of 2-3 CDE staff and in most cases a current school leader partner with school and district leadership conduct a diagnostic review examining the design, ongoing operations, and practices of the school through review of materials, interviews of staff, students, families, and observations.
- Formal Report, Prioritization, and Implementation Planning: CDE provides a formal report, supports prioritization, and assists with development of an implementation and improvement plan including short cycle plans and the UIP.
- Connection to other Alternative Education Campuses or online schools, which may include:
 - Webinars and phone calls to share practices
 - Structured site visits to observe and explore strategies

Awardee Summary

There were no awards made for the Diagnostic Review for AECs and Online Schools service in the 2024 School Transformation Grant cycle.

District Strategic Planning

Overview

The District Strategic Planning option is ideal for districts seeking to diagnose and strengthen district systems that are necessary to support sustainable school improvement in one or more identified schools. These district systems may include: Talent Management, Instructional Infrastructure, Turnaround Leadership development, and/or Culture and Climate. District Strategic Planning EASI grantees should focus on strategic planning related to one or more of these systems and districts should work with a CDE approved external provider.

District Strategic Planning includes funding for working with a CDE-approved external provider and for completing the following activities:

- Systems review and diagnostic activities
- Stakeholder engagement
- Prioritization and improvement planning
- Early Implementation

Awardee Summary

During the 2024 STG funding cycle, two district-level awards were granted for the District Strategic Planning service, totaling \$155,000. The detailed award amounts can be found in **Figure 6**.



District Strategic Planning				
STG 2024 Grantees				
District	Participating School	Route	Service	Total Award
East Otero R-1	District	Exploration	District Strategic Planning	\$90,000
Las Animas RE-1	District	Exploration	District Strategic Planning	\$65,000
Grand Total:				\$155,000

Figure 6: District Strategic Planning - STG 2024 Grantees

District Designed and Led Route

Route Overview

The District Designed and Led (DDL) route of the Empowering Action for School Improvement (EASI) application encourages districts to initiate and expand support for schools in need of improvement. This route includes two services including Implementation Support and Major Improvement Strategy. Both DDL options are designed to support improvement implementation efforts. Implementation Support as a service is designed for districts and their schools that have a demonstrated need that can be met through a clearly defined district led improvement implementation effort.

Implementation Support

Overview

DDL - Implementation Support as a service is designed for districts and their schools that have a demonstrated need that can be met through a clearly defined district led improvement implementation effort.

Districts are encouraged to initiate and expand supports for schools in need of improvement. This route is a good fit for districts and schools that have invested in a comprehensive needs assessment, solid planning, and are ready for implementation or that have seen positive results and would like to expand programming. To be awarded funds under this service, proposals must demonstrate that the LEA and school(s) are building from established processes for the cross-cutting elements, including stakeholder engagement, improvement planning, use of evidence-based interventions (EBI), evaluation, and reporting. Grantees must either have had a recent external diagnostic review from another EASI support or a provider.

Awardee Summary

During the 2024 STG funding cycle, three district- and school-level awards were granted for the District Designed and Led Implementation Support service, totaling \$439,100. The detailed award amounts can be found in **Figure 7**.

District Designed and Led Implementation Support				
STG 2024 Grantees				
District	Participating School	Route	Service	Total Award
Charter School Institute	Prospect Academy	District Designed & Led	Implementation Support	\$79,100
Charter School Institute	Ricardo Flores Magon Academy	District Designed & Led	Implementation Support	\$120,000
Fort Morgan Re-3	District	District Designed & Led	Implementation Support	\$240,000
Grand Total:				\$439,100

Figure 7: District Designed and Led Implementation Support - STG 2024 Grantees

Major Improvement Strategy

Overview

DDL - Major Improvement Strategy as a service is designed for districts and their schools that have a demonstrated need that can be served through the implementation of one of [CDE's Major Improvement Strategy \(MIS\) Guides](#). Current guides include:

- Attendance Strategy Guide 2.0



- Coaching Strategy Guide 2.0
- Data Driven Instruction Strategy Guide 2.0
- Family-School-Community Partnerships (FSCP) Strategy Guide 2.0
- High Dosage Tutoring Strategy Guide 2.0
- Professional Learning Communities (PLC) Strategy Guide 2.0
- Trauma-Informed Education Strategy Guide 2.0
- Ninth Grade Success Strategy Guide 2.0

To be awarded funds under this service, proposals must demonstrate a need for the selected improvement strategy through any of the following: recent external diagnostic review, recent internal district review, recent S-CAP review, or relevant school or district-level data trends in the last three years.

Awardee Summary

During the 2024 STG funding cycle, eight district- and school-level awards were granted for the District Designed and Led Major Improvement Strategy service, totaling \$1,338,000. The detailed award amounts can be found in **Figure 8**.

District Designed and Led Major Improvement Strategy				
STG 2024 Grantees				
District	Participating School	Route	Service	Total Award
Burlington RE-6J	Burlington Middle School	District Designed & Led	Major Improvement Strategy	\$180,000
Canon City RE-1	McKinley Elementary School	District Designed & Led	Major Improvement Strategy	\$180,000
Deer Trail 26J	District	District Designed & Led	Major Improvement Strategy	\$248,000
Greeley 6	Heath Middle School	District Designed & Led	Major Improvement Strategy	\$90,000
Hayden RE-1	Hayden Middle School	District Designed & Led	Major Improvement Strategy	\$180,000
Huerfano Re-1	Peakview School	District Designed & Led	Major Improvement Strategy	\$180,000
Montezuma-Cortez RE-1	Children's Kiva Montessori School	District Designed & Led	Major Improvement Strategy	\$100,000
West Grand 1-JT	West Grand Elementary and Middle School	District Designed & Led	Major Improvement Strategy	\$180,000
Grand Total:				\$1,338,000

Figure 8: District Designed and Led Major Improvement Strategy - STG 2024 Grantees

Offered Services Route

Route Overview

The Offered Services route contains services run by the Colorado Department of Education aimed at improving school systems. Services may include a comprehensive approach that includes diagnostic review, planning, and implementation phases.

Accountability Pathways

Overview

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

- A **school** that is in Year 4 or 5 of Priority Improvement or Turnaround or a school that has had an action directed by the State Board of Education
- A **LEA** that is in Year 4 or 5 of Priority Improvement or Turnaround that has had an action directed by the State Board of Education.

Eligible schools and LEAs are strongly encouraged to apply for the Accountability Pathways route in Year 4 in anticipation of state board hearings during Year 5. If a school or LEA transitions to Year 4 On Watch or Year 4 On Hold, funds may be used to support early action activities. Schools or LEAs that advance to Year 5 plus shall use funds for activities associated with state board-directed action.

Awardee Summary

During the 2024 STG funding cycle, eight district- and school-level awards were granted for the Accountability Pathways service, totaling \$1,700,000. The detailed award amounts can be found in **Figure 9**.

Accountability Pathways				
STG 2024 Grantees				
District	Participating School	Route	Service	Total Award
Adams County 14	District	Offered Services	Accountability Pathways	\$400,000
Adams-Arapahoe 28J	Aurora Central Campus	Offered Services	Accountability Pathways	\$200,000
Adams-Arapahoe 28J	Gateway High School	Offered Services	Accountability Pathways	\$200,000
Adams-Arapahoe 28J	Hinkley High School	Offered Services	Accountability Pathways	\$200,000
Adams-Arapahoe 28J	North Middle School	Offered Services	Accountability Pathways	\$100,000
Colorado Springs 11	Mitchell High School	Offered Services	Accountability Pathways	\$200,000
Denver County 1	Abraham Lincoln High School	Offered Services	Accountability Pathways	\$200,000
School District 27J	Otho E Stuart Middle School	Offered Services	Accountability Pathways	\$200,000
Grand Total:				\$1,700,000

Figure 9: Accountability Pathways - STG 2024 Grantees

Colorado Multi-Tiered System of Supports

Overview

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

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

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

Awardee Summary

There were no awards made for the COMTSS service in the 2024 School Transformation Grant cycle.

Connect for Success

Overview

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

In 2018, CDE added four new high achieving schools to the study: a rural elementary school, a middle school, a high school, and an alternative education campus (AEC). The same methodology was used to identify practices

that contribute to the success of the schools. Although three of the four schools were secondary schools, many of the same trends were noted across the second round of high achieving schools as evidenced in the first study.

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

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

Awardee Summary

During the 2024 STG funding cycle, one school-level award was granted for the Connect for Success service, totaling \$180,000. The detailed award amounts can be found in **Figure 10**.

Connect for Success				
STG 2024 Grantees				
District	Participating School	Route	Service	Total Award
Colorado Springs 11	Eastlake High School of Colorado Springs	Offered Services	Connect for Success	\$180,000
Grand Total:				\$180,000

Figure 10: Connect for Success - STG 2024 Grantees

School Turnaround Leadership Development Program

Overview

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

Grantees are required to use funding to:

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

An “identified provider” is a public or private entity that offers a high-quality turnaround leadership development program for Colorado educators that has been approved for inclusion on the 2024 Advisory List of

Providers. Eligible STLD providers identified through the School & District Support RFI process are listed in **Figure 11**.

Eligible School Turnaround Leadership Development Providers: 2024
Accelerate Institute <ul style="list-style-type: none"> - Leadership Academy Plus Program BES (build. excel. sustain.) <ul style="list-style-type: none"> - Lens Leadership Program - School Leadership Coaching Generation Schools Network <ul style="list-style-type: none"> - Turnaround Leadership Program LiberatEd Way <ul style="list-style-type: none"> - Job Embedded Leadership Development McRel International <ul style="list-style-type: none"> - Balanced Leadership for Student Learning Relay Graduate School of Education <ul style="list-style-type: none"> - National Principal Academy Fellowship - National Principal Supervisor Academy - Instructional Leader Professional Development Program - Inclusive School Leadership Institute - Regional Support The Center for Model Schools TNTP (formerly known as The New Teacher Project) <ul style="list-style-type: none"> - Single School Site Support Leadership Development University of Virginia (UVA) <ul style="list-style-type: none"> - Partnership for Leaders in Education WestEd <ul style="list-style-type: none"> - Transformation Leadership Coaching Program

Figure 11: Eligible STLD Providers

Awardee Summary

During the 2024 STG funding cycle, three school-level awards were granted for the School Turnaround Leadership Development service, totaling \$184,934. The detailed award amounts can be found in **Figure 12**.

School Turnaround Leadership Development				
STG 2024 Grantees				
District	Participating School	Route	Service	Total Award
Boulder Valley Re 2	Columbine Elementary School	Offered Services	School Turnaround Leadership Development	\$94,834
Charter School Institute	Colorado Military Academy	Offered Services	School Turnaround Leadership Development	\$56,100
Colorado Springs 11	Jack Swigert Middle School	Offered Services	School Turnaround Leadership Development	\$34,000
Grand Total:				\$184,934

Figure 12: School Turnaround Leadership Development - STG 2024 Grantees

Impact Surveys

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

various formats during this grant program including participant submissions and surveys. **Figure 13** outlines the responses from individuals who participated during the 2023-24 school year. Respondents were prompted with the question, “How has participation in the provider program affected the following at your school or district?”.

Leadership for Rapid School Improvement				
	Decreased	No Change	Increased	Not Applicable
Systems thinking and design thinking	0%	7%	93%	0%
Effective systems for goal setting and progress monitoring	0%	12%	84%	4%
Distributive leadership	2%	33%	63%	2%
Developing an effective instructional leadership team (ILT)	2%	30%	67%	2%
Strategic communication (communicating vision and priorities)	4%	26%	70%	2%
Time management and prioritization	0%	37%	61%	2%
Talent Management				
	Decreased	No Change	Increased	Not Applicable
Recruiting and hiring talented staff	5%	54%	37%	4%
Developing talent	5%	12%	79%	4%
Effective observation & feedback and coaching	2%	14%	84%	0%
Quality of professional development	2%	14%	83%	2%
Supports for new teachers	2%	33%	65%	0%
Effective performance management	4%	26%	70%	0%
Instructional Transformation				
	Decreased	No Change	Increased	Not Applicable
Effective instructional practices	0%	11%	89%	0%
Effectively implementing standards-based curricula	0%	28%	72%	0%
Rigor of student work	0%	25%	75%	0%
Equitable outcomes for students	0%	25%	74%	2%
Effective use of data to plan and prepare for instruction	0%	14%	86%	0%
Collaborative structures to support review and use of data	0%	19%	79%	2%
Rigor and alignment of assessments	0%	28%	70%	0%
Effective MTSS processes for identifying and supporting students	5%	40%	51%	4%
Strategically utilizing schedule and staff to best meet student needs	0%	26%	74%	0%
Culture & Climate Shift				
	Decreased	No Change	Increased	Not Applicable
Parent and community involvement	2%	56%	33%	9%
Staff demonstration of increased high expectations for all students	2%	25%	72%	2%
Positive culture and climate of school	11%	23%	67%	2%
Equitable engagement and behavioral outcomes for students	2%	37%	61%	0%

Figure 13: School Turnaround Leadership Development - 2023-24 Impact Surveys (n=57 participants)

School Transformation Network

Overview

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

The Network uses the Four Domains for Rapid School Improvement framework to support schools in developing a rigorous improvement plan around four research-based conditions to improve school performance and student achievement:

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

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

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

Awardee Summary

During the 2024 STG funding cycle, nine school-level awards were awarded for the School Transformation Network service, totaling \$1,620,000. The detailed award amounts can be found in **Figure 14**.

School Transformation Network				
STG 2024 Grantees				
District	Participating School	Route	Service	Total Award
Adams County 14	Adams City High School	Offered Services	School Transformation Network	\$180,000
Adams County 14	Central Elementary School	Offered Services	School Transformation Network	\$180,000
Adams-Arapahoe 28J	Park Lane Elementary School	Offered Services	School Transformation Network	\$180,000
Centennial R-1	Centennial School	Offered Services	School Transformation Network	\$180,000
Garfield 16	Bea Underwood Elementary School	Offered Services	School Transformation Network	\$180,000
Greeley 6	Maplewood Elementary School	Offered Services	School Transformation Network	\$180,000
Hanover 28	Prairie Heights Elementary School	Offered Services	School Transformation Network	\$180,000
Mesa County Valley 51	Rocky Mountain Elementary School	Offered Services	School Transformation Network	\$180,000
Weld Re-8 Schools	Fort Lupton High School	Offered Services	School Transformation Network	\$180,000
Grand Total:				\$1,620,000

Figure 14: School Transformation Network - STG 2024 Grantees

Rigorous Action through Redesign

Overview

The Rigorous Action through Redesign is intended to support Local Educational Agencies (LEAs) and schools with deep school design intended to address systemic issues impacting school performance and create sustained improvement for schools in Years 2-3 on the state accountability identification system or for schools reaching Years 3 or more on the federal accountability identification system.

School redesign, in the context of this grant, is a process facilitated by a CDE approved external partner that includes a deep comprehensive review of the existing school systems and structures (e.g. people, time, resources, school model, alignment to Four Domains for Rapid School Improvement) driven by a representative school-design team. Participating schools should expect to spend 12-18 months on comprehensive design work and an additional 12 months on early implementation and prototyping identified new school design priorities. Therefore, funding would be available for design development and implementation up to 2.5 years.

Note that engaging in school redesign does not necessarily mean that a school is required to consider or adopt a new school model, although that may be an outcome for some participating schools.

Awardee Summary

During the 2024 STG funding cycle, one school-level award was awarded for the Rigorous Action through Redesign service, totaling \$220,000. The detailed award amounts can be found in **Figure 15**.

Rigorous Action through Redesign				
STG 2024 Grantees				
District	Participating School	Route	Service	Total Award
Clear Creek RE-1	Clear Creek Middle School	Offered Services	Rigorous Action through Redesign	\$220,000
Grand Total:				\$220,000

Figure 15: Rigorous Action through Redesign - STG 2024 Grantees

Other Services Route

Route Overview

The Other Services route encompasses all other services offered through EASI. Currently, the Facilitated Board Training for School Improvement and School Transitions are the two services in this route.

Facilitated Board Training for School Improvement

Overview

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

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

The primary objectives of the program include: 1) increased understanding of effective governance practices and board member roles and responsibilities, 2) increased board member understanding and support of district improvement efforts, and 3) a developed action plan for improving academic outcomes.

The program is designed to take place over the course of a year. This time frame may be adjusted depending on the specific needs of the participating board and superintendent. The program is built upon a variety of professional development opportunities, including a self-assessment, the exploration of case studies, independent readings, group activities, and development of an action plan to lead change across the district and/or differentiated for specific schools. Training related to effective governance and board member responsibilities is also offered.

Overall, the program relies on individual work outside of board meetings including readings and reflection. Facilitated discussion occurs once a month for approximately thirty minutes which may be done during board meetings. The total estimated time to participate is about twelve hours throughout the year. For those boards that receive additional governance training, it is anticipated that an additional two to six hours of focused training occurs during the early phase of program participation.

Awardee Summary

During the 2024 STG funding cycle, one district-level award was granted for the Facilitated Board Training for School Improvement, totaling \$10,000. The detailed award amounts can be found in **Figure 16**.



Facilitated Board Training for School Improvement				
STG 2024 Grantees				
District	Participating School	Route	Service	Total Award
East Otero R-1	District	Other Services	Facilitated Board Training	\$10,000
Grand Total:				\$10,000

Figure 16: Facilitated Board Training for School Improvement - STG 2024 Grantees

School Transitions

Overview

School closures and consolidations are challenging for students, staff, and families at both the closing and receiving schools. School Transitions offers support focused on ensuring that students, staff, and families are welcomed and successfully integrated into a new school community following the closure or consolidation of schools. Funds for School Transitions are specifically targeted at the implementation of one or more of the core components outlined in [CDE's Family, School, Community Partnership Strategy Guide 2.0 \(FSCP\)](#).

Awardee Summary

There were no awards made for the School Transitions service in the 2024 School Transformation Grant cycle.

Grant Updates

Legislative Updates

House Bill 25-1278

On May 23, 2025, Governor Jared Polis signed [H.B. 25-1278](#), “*Education Accountability System*” into law. Amongst many other changes to the current statewide accountability system, this bill expanded the use of School Transformation Grant funds to support local education providers to pursue bold solutions in providing educator professional development and to transform instruction in schools required to adopt priority improvement or turnaround plans, including but not limited to:

- management restructuring;
- creating a pipeline for leadership and education development;
- asset restructuring;
- collaborative problem-solving;
- designing budgetary expectations for school turnaround plans and implementing a funding sustainability plan;
- distributing resources to the schools most in need; and
- ensuring the school district plan details the allocation of resources to address school district needs.

Senate Bill 25-218

On April 25, 2025, Governor Jared Polis signed [S.B. 25-218](#), “*Permissible Colorado Department of Education Uses of School Transformation Grants*” into law. This bill authorizes the department to expend money appropriated for the School Transformation Grant to contract with a public or private entity to provide permissible grant uses to multiple school districts or charter schools that are eligible for a grant. Additionally, the bill included a technical fix to continue to allow the department to use School Transformation Grant funding on costs incurred in administering the grant program and to staff the CDE-provided school transformation services like the Transformation Network.

Department staff will begin implementation of this bill into School Transformation Grant operations, and will provide further updates on implementation in next year’s legislative report.

Evaluation Update

Current Evaluation Work

Starting on July 1, 2024, the School and District Transformation Unit has engaged in an evaluation partnership with the University of Colorado’s Center for Assessment, Design, and Research and Evaluation (CADRE), building upon the previous evaluation work conducted. The new evaluation is focused on three key objectives:

- Learning from extant literature regarding the role of state education agencies in supporting, guiding, and facilitating school improvement through and in partnership with a school district;
- Learning from the literature and a purposive sample of districts to inform programmatic improvements and elevate key features that appear to build and sustain capacity to support district work with low performing schools; and
- Carrying out quantitative analyses on monitoring outcomes for schools receiving funding from the School Transformation Grant that legislative reporting requirements.



In part, this evaluation partnership will serve to update the [previously conducted evaluation of STG from 2022](#). In 2021-22, CADRE examined student and school outcomes from 2015 to 2019 for schools participating in Connect for Success, School Transformation Network, or the School Turnaround Leadership Development programs funded by the STG. The updated evaluation will analyze how schools participating in the aforementioned supports in 2023-24 compared to other peer schools who did not participate in the STG supported school improvement services. Due to the adjustments in state assessments and accountability ratings related to the pandemic, the report is expected to provide a baseline understanding that will be built upon in the 2025-26 evaluation cycle. The final baseline report on the quantitative component of the evaluation partnership is expected in June 2025.



Conclusion

In the 2024 cycle, the School Transformation Grant distributed \$6.9M to 30 LEAs to support schools or districts that were on the Accountability Clock. School-level support was awarded for 43 schools, in addition to district-level strategies. The most frequent service funded through the grant this cycle was a school holistic review by an external, CDE-approved and trained partner to identify areas of improvement. Thirteen schools received a one-year award to undergo a holistic external diagnostic review. Other frequent awards, many of which are multi-year, were for funding in two different services under District Designed & Led (11 total schools), for participation in the School Transformation Network (9 schools), and for support from CDE's Accountability Pathways services (8 schools).

As the educational and policy context for school performance and transformation evolves, CDE has prioritized continuous improvement through an external evaluation in partnership with the Center for Assessment, Design, Research, and Evaluation (CADRE) at the University of Colorado Boulder. CDE also will provide implementation updates for legislation affecting School Transformation Grant funds in next year's legislative report.



Appendix A: School Transformation Grant 2024 - Full Award Breakdown

District Name	School Name	Route	Service	FY2025	FY2026	FY2027	Total Award
Adams County 14	Adams City High School	Offered Services	School Transformation Network	\$20,000	\$80,000	\$80,000	\$180,000
Adams County 14	Central Elementary School	Offered Services	School Transformation Network	\$20,000	\$80,000	\$80,000	\$180,000
Adams County 14	District	Offered Services	Accountability Pathways	-	\$400,000	-	\$400,000
Adams-Arapahoe 28J	Aurora Central Campus	Offered Services	Accountability Pathways	-	\$100,000	\$100,000	\$200,000
Adams-Arapahoe 28J	Gateway High School	Offered Services	Accountability Pathways	-	\$100,000	\$100,000	\$200,000
Adams-Arapahoe 28J	Hinkley High School	Offered Services	Accountability Pathways	\$100,000	-	\$100,000	\$200,000
Adams-Arapahoe 28J	North Middle School	Offered Services	Accountability Pathways	-	\$100,000	-	\$100,000
Adams-Arapahoe 28J	Park Lane Elementary School	Offered Services	School Transformation Network	\$20,000	\$80,000	\$80,000	\$180,000
Boulder Valley Re 2	Columbine Elementary School	Offered Services	School Turnaround Leadership Development	\$5,334	\$50,167	\$39,333	\$94,834
Burlington RE-6J	Burlington Middle School	District Designed & Led	Major Improvement Strategy	\$20,000	\$80,000	\$80,000	\$180,000
Canon City RE-1	McKinley Elementary School	District Designed & Led	Major Improvement Strategy	\$20,000	\$80,000	\$80,000	\$180,000
Centennial R-1	Centennial School	Offered Services	School Transformation Network	\$20,000	\$80,000	\$80,000	\$180,000
Charter School Institute	Colorado Military Academy	Offered Services	School Turnaround Leadership Development	\$56,100	-	-	\$56,100
Charter School Institute	Prospect Academy	District Designed & Led	Implementation Support	\$10,000	\$38,000	\$31,100	\$79,100
Charter School Institute	Ricardo Flores Magon Academy	District Designed & Led	Implementation Support	\$20,000	\$50,000	\$50,000	\$120,000
Clear Creek RE-1	Clear Creek Middle School	Offered Services	Rigorous Action through Redesign	\$20,000	\$100,000	\$100,000	\$220,000
Colorado Springs 11	Eastlake High School of Colorado Springs	Offered Services	Connect for Success	\$20,000	\$80,000	\$80,000	\$180,000
Colorado Springs 11	Jack Swigert Middle School	Offered Services	School Turnaround Leadership Development	-	\$34,000	-	\$34,000
Colorado Springs 11	Mitchell High School	Offered Services	Accountability Pathways	-	\$100,000	\$100,000	\$200,000
Cripple Creek-Victor RE-1	Cresson Elementary School	Exploration	School Holistic Review	\$80,000	-	-	\$80,000
Deer Trail 26J	District	District Designed & Led	Major Improvement Strategy	-	\$124,000	\$124,000	\$248,000
Denver County 1	Abraham Lincoln High School	Offered Services	Accountability Pathways	-	\$100,000	\$100,000	\$200,000
Denver County 1	Ashley Elementary School	Exploration	School Holistic Review	\$80,000	-	-	\$80,000
Denver County 1	Highline Academy Northeast	Exploration	School Holistic Review	\$80,000	-	-	\$80,000
Denver County 1	John H. Amesse Elementary	Exploration	School Holistic Review	\$55,000	-	-	\$55,000



District Name	School Name	Route	Service	FY2025	FY2026	FY2027	Total Award
East Otero R-1	District	Exploration	District Strategic Planning	\$90,000	-	-	\$90,000
East Otero R-1	District	Other Services	Facilitated Board Training	\$10,000	-	-	\$10,000
Fort Morgan Re-3	District	District Designed & Led	Implementation Support	\$40,000	\$100,000	\$100,000	\$240,000
Fort Morgan Re-3	Green Acres Elementary School	Exploration	School Holistic Review	\$80,000	-	-	\$80,000
Garfield 16	Bea Underwood Elementary School	Offered Services	School Transformation Network	\$20,000	\$80,000	\$80,000	\$180,000
Greeley 6	Heath Middle School	District Designed & Led	Major Improvement Strategy	\$20,000	\$35,000	\$35,000	\$90,000
Greeley 6	Maplewood Elementary School	Offered Services	School Transformation Network	\$20,000	\$80,000	\$80,000	\$180,000
Hanover 28	Prairie Heights Elementary School	Offered Services	School Transformation Network	\$20,000	\$80,000	\$80,000	\$180,000
Hayden RE-1	Hayden Middle School	District Designed & Led	Major Improvement Strategy	\$20,000	\$80,000	\$80,000	\$180,000
Huerfano Re-1	Peakview School	District Designed & Led	Major Improvement Strategy	\$20,000	\$80,000	\$80,000	\$180,000
Jefferson County R-1	Rose Stein International Elementary	Exploration	School Holistic Review	\$80,000	-	-	\$80,000
Las Animas RE-1	District	Exploration	District Strategic Planning	\$10,000	\$55,000	-	\$65,000
Mesa County Valley 51	Rocky Mountain Elementary School	Offered Services	School Transformation Network	\$20,000	\$80,000	\$80,000	\$180,000
Montezuma-Cortez RE-1	Children's Kiva Montessori School	District Designed & Led	Major Improvement Strategy	\$20,000	\$40,000	\$40,000	\$100,000
Montrose County RE-1J	Black Canyon High School	Exploration	School Holistic Review	\$80,000	-	-	\$80,000
School District 27J	Otho E Stuart Middle School	Offered Services	Accountability Pathways	\$100,000	-	\$100,000	\$200,000
Weld County School District RE-3J	Lochbuie Elementary School	Exploration	School Holistic Review	\$80,000	-	-	\$80,000
Weld County School District RE-3J	Weld Central Middle School	Exploration	School Holistic Review	\$80,000	-	-	\$80,000
Weld Re-8 Schools	Fort Lupton High School	Offered Services	School Transformation Network	\$20,000	\$80,000	\$80,000	\$180,000
West Grand 1-JT	West Grand Elementary and Middle School	District Designed & Led	Major Improvement Strategy	\$20,000	\$80,000	\$80,000	\$180,000
Westminster Public Schools	Colorado Sports Leadership Academy	Exploration	School Holistic Review	\$80,000	-	-	\$80,000
Westminster Public Schools	Fairview PK-8	Exploration	School Holistic Review	\$80,000	-	-	\$80,000
Westminster Public Schools	Josephine Hodgkins Leadership Academy	Exploration	School Holistic Review	\$80,000	-	-	\$80,000
Widefield 3	James Madison Charter Academy School	Exploration	School Holistic Review	-	\$80,000	-	\$80,000
Total				\$1,736,434	\$2,806,167	\$2,319,433	\$6,862,034



Appendix B: 2024 School & District Support Advisory List of Providers

CDE has concluded its 2024-2025 RFI review, and the providers who were successful in that process are now included on our Advisory List. Schools and districts with low-performing schools are encouraged to consider the providers on the list across the five categories below. CDE reviewed all application materials using our published rubrics and a “body of evidence” approach that included review of application forms and narrative, authentic work samples, evidence of prior impact, and references. Based on this review, all approved providers met CDE’s quality criteria and provided concrete evidence of their ability to improve outcomes for students in low-performing schools. In addition, some providers met the quality standards at the highest level. These providers are noted as “approved with distinction”. Each provider was required to submit an Organization Overview (Form A), as well as a service-specific form (Forms B, C, D, E, F). CDE reviewed all applications. Additionally, each provider was required to submit supporting work documents. All forms and supporting work documents can be viewed via the hyperlinks in the table below.

Approved providers also had the opportunity to participate in an optional and supplemental process to identify up to three field-validated expertise areas. Expertise areas were field-validated using feedback from educators and partners who work directly with each participating provider. The field-validated expertise areas include: ELA instruction (rigor, engagement), ELL/MLL models (especially in rural/small districts), Family School Community Partnerships, High school design and evidence based improvement strategies for high schools, Math instruction (conceptual understanding, rigor, engagement), Rural school improvement, SEL/school culture/behavioral supports, Special education models and effective service design, Strategies for closing opportunity gaps (students of color, students qualifying for FRL, students with special needs), Strategies for Improving Quality and Rigor of Instruction, Student Engagement, Whole school redesign (people, time, money, curriculum, school model). Providers noted with “exceptional expertise” are those that the field indicated exceptional knowledge and impact in the respective expertise area.



Provider	Provider Overview	Supporting Work Documents	District Strategic Planning	School Holistic Review and Improvement Planning	Improvement Implementation Support	School Turnaround Leadership Development (STLD)	Accountability Pathways Partners
2Partner Mathematics Consulting	Provider Overview	Folder			Approved - District Approved - School		
Accelerate Institute	Provider Overview	Folder			Approved with Distinction - School	Approved	
Achievement Network	Provider Overview	Folder	Approved	Approved	Approved - District Approved - School		Approved
Attuned Education Partners	Provider Overview	Folder	Approved with Distinction	Approved	Approved - District Approved with Distinction - School		
AVID Center	Provider Overview	Folder			Approved with Distinction - School		
Baiza and Associates Consulting LLC	Provider Overview	Folder		Approved	Approved		
BES (build. excel. sustain.)	Provider Overview	Folder		Approved	Approved - School	Approved	
Center for High School Success	Provider Overview	Folder			Approved with Distinction - School		
Center for Resilience + Well-Being at University of Colorado Boulder	Provider Overview	Folder			Approved		



Provider	Provider Overview	Supporting Work Documents	District Strategic Planning	School Holistic Review and Improvement Planning	Improvement Implementation Support	School Turnaround Leadership Development (STLD)	Accountability Pathways Partners
Coaction Collective	Provider Overview	Folder			Approved - District		
Cognia, Inc.	Provider Overview	Folder	Approved	Approved with Distinction			
Colorado Education Initiative	Provider Overview	Folder	Approved with Distinction	Approved with Distinction	Approved with Distinction - School		
Colorado League of Charter Schools	Provider Overview	Folder		Approved with Distinction			
Ed Direction ³	Provider Overview	Folder	Approved	Approved	Approved - School		
Education Resource Strategies, Inc.	Provider Overview	Folder	Approved with Distinction		Approved with Distinction - District		
Empower Schools	Provider Overview	Folder	Approved with Distinction				Approved
Generation Schools Network	Provider Overview	Folder	Approved	Approved	Approved - District Approved - School	Approved	Approved - District Approved - School

³ Ed Direction has merged with MGT. Ed Direction is an approved provider for 2024-25, but MGT's materials, work products, and references have not been vetted by CDE. Districts are encouraged to request additional information, as needed, directly from MGT.



Provider	Provider Overview	Supporting Work Documents	District Strategic Planning	School Holistic Review and Improvement Planning	Improvement Implementation Support	School Turnaround Leadership Development (STLD)	Accountability Pathways Partners
Huron Studer Education	Provider Overview	Folder			Approved		
iLearn Collaborative	Provider Overview	Folder		Approved			
Instruction Partners	Provider Overview	Folder	Approved with Distinction		Approved		
Instructional Empowerment, Inc.	Provider Overview	Folder		Approved	Approved		
JS Education Partners	Provider Overview	Folder			Approved		
KL Consulting	Provider Overview	Folder			Approved		
Kristy Khoury Consulting	Provider Overview	Folder		Approved			
LiberatED Way	Provider Overview	Folder	Approved with Distinction	Approved with Distinction	Approved with Distinction - District Approved with Distinction - School	Approved	
Lit	Provider Overview	Folder	Approved		Approved with Distinction - District		



Provider	Provider Overview	Supporting Work Documents	District Strategic Planning	School Holistic Review and Improvement Planning	Improvement Implementation Support	School Turnaround Leadership Development (STLD)	Accountability Pathways Partners
Marzano Academies	Provider Overview	Folder		Approved	Approved		
Mass Insight Education & Research, Inc.	Provider Overview	Folder	Approved with Distinction	Approved with Distinction	Approved with Distinction - District Approved with Distinction - School		
McREL International	Provider Overview	Folder		Approved with Distinction	Approved with Distinction - School	Approved	
Momentum Strategy & Research	Provider Overview	Folder		Approved with Distinction			
New Teacher Center	Provider Overview	Folder			Approved with Distinction - District		
ONWARD Education Consulting	Provider Overview	Folder		Approved with Distinction	Approved - School		
PEBC	Provider Overview	Folder			Approved - School		
Precision P3 School Improvement	Provider Overview	Folder		Approved	Approved - School		
Relay Graduate School of Education	Provider Overview	Folder			Approved with Distinction - District Approved with Distinction - School	Approved	Approved - School



Provider	Provider Overview	Supporting Work Documents	District Strategic Planning	School Holistic Review and Improvement Planning	Improvement Implementation Support	School Turnaround Leadership Development (STLD)	Accountability Pathways Partners
SchoolWorks	Provider Overview	Folder	Approved	Approved	Approved with Distinction - School		
Special Education Leader Fellowship	Provider Overview	Folder		Approved			
STRIVE Inc	Provider Overview	Folder	Approved	Approved with Distinction	Approved		
Talent Development Secondary at Tides Center	Provider Overview	Folder			Approved - School		
Teaching Lab	Provider Overview	Folder			Approved - School		
The Center for Model Schools, a division of Houghton Mifflin Harcourt Publishing Company	Provider Overview	Folder	Approved	Approved	Approved with Distinction - District Approved - School	Approved	
The Impact Team	Provider Overview	Folder		Approved	Approved		
TNTP, Inc.	Provider Overview	Folder	Approved with Distinction	Approved with Distinction	Approved with Distinction - District Approved with Distinction - School	Approved	Approved - District Approved with Distinction - School
Transcend Inc.	Provider Overview	Folder			Approved - School		



Provider	Provider Overview	Supporting Work Documents	District Strategic Planning	School Holistic Review and Improvement Planning	Improvement Implementation Support	School Turnaround Leadership Development (STLD)	Accountability Pathways Partners
Transformation Leaders Network	Provider Overview	Folder		Approved			
University of Chicago Network for College Success	Provider Overview	Folder		Approved	Approved		
University of Virginia Partnership for Leaders in Education	Provider Overview	Folder			Approved with Distinction - District Approved with Distinction - School	Approved	
Visionary Educational Consultancy	Provider Overview	Folder	Approved	Approved	Approved - School		
Waterfall Learning LLC	Provider Overview	Folder			Approved - School		
WestEd	Provider Overview	Folder		Approved	Approved with Distinction - School	Approved	

Participation in the field-validated expertise area process was optional for providers. This information serves only as supplemental information to the RFI process and should not be treated as a comprehensive list of the expertises of approved providers.

Field Validated Expertise Areas	
Expertise Area	Expert Providers
ELA instruction (rigor, engagement)	Achievement Network (<i>Exceptional</i>) Attuned Education Partners JS Education Partners Lit (<i>Exceptional</i>) STRIVE Inc Teaching Lab (<i>Exceptional</i>)
ELL/MLL models (especially in rural/small districts)	Ed Direction ⁴
Family School Community Partnerships	Coaction Collective (<i>Exceptional</i>)
High school design and evidence based improvement strategies for high schools	Colorado Education Initiative Momentum Strategy & Research Talent Development Secondary at Tides Center (<i>Exceptional</i>) STRIVE Inc
Math instruction (conceptual understanding, rigor, engagement)	2Partner Mathematics Consulting (<i>Exceptional</i>) Achievement Network (<i>Exceptional</i>) Instruction Partners (<i>Exceptional</i>) KL Consulting New Teacher Center Teaching Lab
Rural school improvement	Colorado Education Initiative Empower Schools ONWARD Education Consulting Transcend Inc. (<i>Exceptional</i>) Waterfall Learning LLC
SEL/school culture/behavioral supports	ONWARD Education Consulting Transcend Inc. Colorado Education Initiative
Special education models and effective service design	Relay Graduate School of Education ONWARD Education Consulting

⁴ Ed Direction has merged with MGT. Ed Direction is an approved provider for 2024-25, but MGT's materials, work products, and references have not been vetted by CDE. Districts are encouraged to request additional information, as needed, directly from MGT.



Field Validated Expertise Areas	
Expertise Area	Expert Providers
Strategies for closing opportunity gaps (students of color, students qualifying for FRL, students with special needs)	Accelerate Institute Center for High School Success Empower Schools Instructional Empowerment, Inc. Talent Development Secondary at Tides Center The Impact Team
Strategies for Improving Quality and Rigor of Instruction	AVID Center Cognia, Inc. McREL International Transformation Leaders Network (<i>Exceptional</i>) 2Partner Mathematics Consulting Marzano Academies New Teacher Center Relay Graduate School of Education The Impact Team Teaching Lab
Student Engagement	Instructional Empowerment, Inc. (<i>Exceptional</i>) Marzano Academies
Whole school redesign (people, time, money, curriculum, school model)	Transcend Inc.