



COLORADO DEPARTMENT *of* EDUCATION

Colorado Innovation Schools Act

Submitted to:
Governor John Hickenlooper

House of Representatives Education Committee

Senate Education Committee

By:
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Introduction

The Innovation Schools Act of 2008, (§ 22-32.5-102, C.R.S. et.seq) was created in response to district and school leaders' interest in finding a way for districts to develop and implement innovative practices in a wide variety of areas for the purpose of improving student outcomes. The Act provides a formal process that allows schools to petition their local school boards for waivers from district-level policies and for school boards to petition to the Colorado State Board of Education for waivers from certain state-level laws and regulations that would otherwise apply to the schools and their districts. The Act furthers the belief that educational services must be tailored to meet the needs of the student populations it intends to serve. It also supports the belief that by providing flexibilities to school personnel, such as principals and teachers, they can determine the most effective and efficient manner in which to meet their students' needs, (§22-32.5.102, C.R.S., Legislative Declaration).

The Act must have the support of many stakeholders to be approved, thus suggesting a high level of collaboration and input from various perspectives. It is required that the prospective innovation school receives majority support from teachers, administrators and School Accountability Committee (SAC) members; as well as a statement of the level of support from classified school staff, parents, students and the surrounding community. The plan must ultimately be approved by the local board and if the school wants to receive waiver from state law and regulation, must be approved by the state board. Upon agreement of affected employees at an innovation school, collective bargaining provisions may be waived as well, (§22-32.5-104(3), C.R.S., Innovation plans-submission). Information about the application process and applications from the schools that have applied to be designated as innovation schools can be found on the Colorado Department of Education's (CDE) web site at: <http://www.cde.state.co.us/choice/innovationschools.asp>

In compliance with the reporting requirements provided in §22-32.5-111, C.R.S., the Colorado Department of Education (CDE) has prepared the following report.

This annual report draws from multiple sources including 15 interviews with board members, district administrators, principals and SAC members.

Other sources include:

- The CDE website
- CDE's "2011 Annual Innovation Report" released in March 2011.
- The handbook, "Options for Autonomous Schools in Colorado: A Handbook for School and District Leaders" released in 2009. This handbook was a result of conversations among multiple education reform and business organizations interested in encouraging the development of autonomous schools in Colorado
- The second of three studies being conducted by the Evaluation Center in the School of Education & Human Development at the University of Colorado. This study, "Progress of Innovation Schools in DPS: Year Two of an Evaluation Study", focuses on how innovation status has affected the school climate, workforce composition and student outcomes at the first 19 innovation schools in Denver.

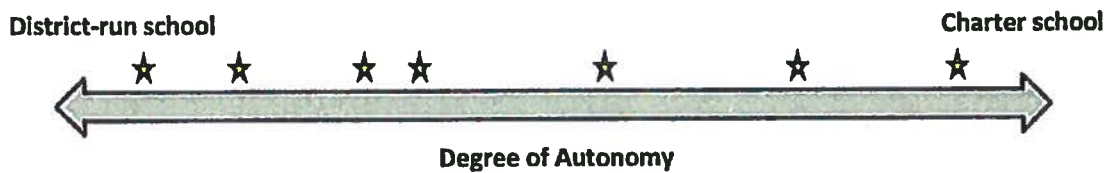
Section 1: Defining Innovation

The Innovation Schools Act of 2008, (§ 22-32.5-102, C.R.S. et.seq) was created in response to district and school leaders' interest in finding a way for districts to develop and implement innovative practices in a wide variety of areas for the purpose of improving student outcomes. These leaders wanted to be able to attain some of the autonomies that charter schools were able to attain through the Charter School Act, (§22-30.5-102), without the

school being as autonomous from the district authorizer as charter schools are. Thus, the Innovation Act provided schools with a formal process to request a varying degree of autonomies from district-level policies and certain state-level laws and regulations.

Exhibit A illustrates this point by showing that innovation schools can have varying degrees of autonomies, and can fall anywhere between a traditional, district-run school and a charter school, depending on the school's specific needs and strategies to increase student achievement. A school may want to waive out of a few district-level policies and state law and regulations regarding personnel practices, for example, but wish to keep everything else the same. Conversely, a different school may wish to have many decisions made at the school-level about, for example, the school calendar, budget management, curriculum and instructional practices and personnel practices. These schools would fall closer on the charter school end of the spectrum.

Exhibit A: Innovation schools-Spectrum of Autonomy



The Act couples with other education reform efforts to further the belief that educational services must be tailored to meet the needs of the student populations it intends to serve. It also supports the belief that by providing flexibilities to school personnel, such as principals and teachers, they can determine the most effective and efficient manner in which to meet their students' needs, (§22-32.5.102, C.R.S., Legislative Declaration).

Application and Review Process

As of January 1, 2013, 37 schools in four districts have been granted innovation status in Colorado. Each of these districts and schools went through the formal process outlined in state law to receive innovation designation. A more detailed profile of Colorado's innovation schools can be found in Section 4 of this report.

Please Note: Innovation schools must comply with all NCLB¹ Highly Qualified and IDEA² requirements. The innovation school's application must also align with any federal or state grant applications they have been approved for, such as the Turnaround Improvement Grant (TIG). To see a complete list of state requirements for innovation applications, reference Appendix A of this report.

¹ No Child Left Behind (NCLB)

Schools authorized by a district that accepts Title I funds must comply with Federal NCLB Highly Qualified requirements, with the exception of charter schools

(<http://www2.ed.gov/policy/elsec/leg/esea02/pg107.html#sec9101>). This means that instructors teaching core content classes must hold a degree, be fully licensed, and demonstrate subject matter competency.

² Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation.

Schools may also seek joint designation as an Innovation School Zone. An Innovation Zone can be made up of two or more schools within a district that share a common interest. Some common interest for schools to create an innovation zone includes:

- **Geographical Boundaries:** There may be a group of schools within a district that serve a similar population due to where the schools are physically located.
- **Feeder System:** Some schools create a zone because the primary schools feed into the same secondary school.
- **Curriculum:** There may be a group of schools that share a similar curriculum and instructional program.

In addition to each school within the zone creating individual applications, the zone application must include additional information. Please reference Appendix A of this report for details.

Once the application is complete, it must go to the local board for approval. After review, the local board may either approve the application and submit it to the State Board of Education for approval or deny the application. If the application is denied, the local board must provide the school with a written explanation as to why the application was denied. The school has the option to amend the application and resubmit for board approval, but unlike charter schools, prospective innovation schools do not have option to appeal to the state board if their application has been denied by the local board.

If the innovation plan is approved, and it is the first innovation school within that district, the school district will be designated a district of innovation. For each innovation application that is approved for that district thereafter, designation as a district of innovation will be affirmed. For every innovation application that is approved, that school will receive innovation status and be designated an innovation school.

Once an innovation application is approved, the local board must review the innovation school's application three (3) years after the innovation plan was approved, and every three years thereafter as long as the school has innovation status. If the local board finds that the academic performance of students enrolled in the innovation school is not improving at a sufficient rate, the board may choose to revoke the school's innovation status. Following the review of an innovation school zone, if a local board finds that one or more schools within the zone are not improving at a sufficient rate, the local board may choose to remove the underperforming school(s) from the zone or revoke innovation status for the entire zone.

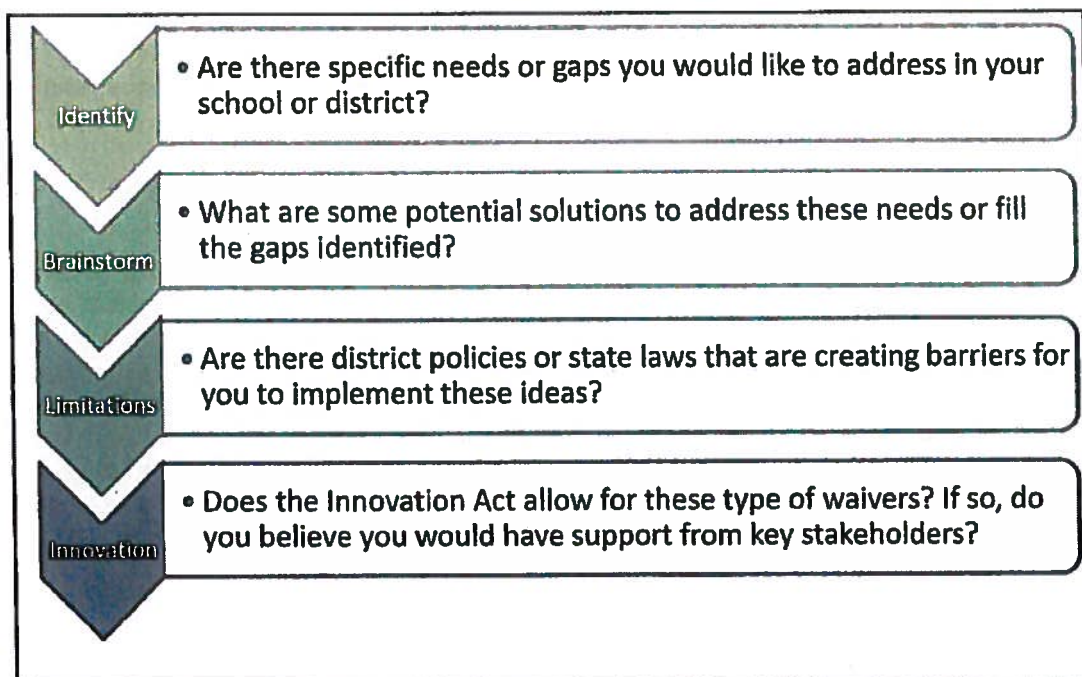
Section 2: Why a district would seek innovation status

Since the Innovation Act is fairly new, with the first innovation schools having gone into their fourth year as a innovation schools at the beginning of the 2012-2013 school year, there have been questions from district and school leaders about what specific reasons a district would seek innovation designation and why a school would seek to receive innovation status. Although a major theme of innovation status is to break down policy barriers in order to implement innovative practices to increase student outcomes, this is not the sole reason to seek innovation status. Districts already have the authority to ask the State Board of Education to approve waivers for certain state laws under §22-2-117, C.R.S., where just like charter schools and innovation schools, they must create a rationale and replacement plan for each waiver they are seeking to show that the school will still be meeting the intent of the law and continue to meet or exceed the state standard.

Innovation status requires schools and districts to create a vision around the autonomies they are seeking, as well as gain support from a variety of stakeholders before receiving approval. As stated in Section 1, innovation applications must prove majority support from teachers, administrators and SAC members as well as a statement of the level of support from parents, students, classified staff and the surrounding community. Unlike a charter application, there is not an appeal process for innovation school plans that are denied at the local level. As such, innovation status requires sufficient support at the local board and district level in order to be approved by the state board of education. So, often times, in order for an application to be approved and a school to receive innovation status, stakeholders at all levels must be willing to communicate and collaborate to create the plan. This puts innovation applications in a unique position to receive feedback from a variety of vantage points and create a comprehensive plan that addresses many stakeholders' concerns. Many current innovation schools held public forums and town hall meetings to inform the community of the innovation application and solicit opinions. Stakeholders valued the innovation process, as it allowed multiple voices to be heard and perspectives included in the generation of the innovation plan. The innovation plan also requires schools to think through the processes and documents that will need to change if these innovations are implemented, as well as what common goal and vision will be made possible by receiving these waivers. The process supports purposeful innovation, meaning that schools are not encouraged to seek innovations to simply be more autonomous from a school district, but instead to implement innovative strategies in order to improve student outcomes.

Exhibit B illustrates how a school or local board could decide if innovation status could benefit the school and district as well as increase student outcomes.

Exhibit B: Deciding to Pursue Innovation Status



Seeking innovation status is an additional option for schools and districts looking to customize learning to meet their students' needs. It is important for school and district leaders to have conversations or do exercises such as the above to decide if innovation is right for them, or if a different reform should be considered. Many questions come from schools and districts regarding the difference between charter schools and innovation schools. A handbook released in 2009, "Options for Autonomous Schools in Colorado: A Handbook for School and District Leaders", breaks down the similarities and differences between charter and innovation schools in Colorado. The handbook can be found at: <http://www.cde.state.co.us/choice/download/AutonomousSchoolsHandbook.pdf>.

While innovation status is a separate reform from other recent reform initiatives affecting Colorado schools and districts, it supports many of these efforts. The Expanded Learning Opportunities (ELO) initiative, led by the Colorado Legacy Foundation (CLF) in partnership with the Colorado Department of Education (CDE), is an innovative teaching and learning platform designed to ignite the unique potential of every child through the creation and delivery of dramatically customized learning experiences.

ELO identifies five elements that work together to service greater learning personalization for every student. Those elements include: giving schools and educators the capacity to know each student well through regular diagnoses, customizable learning maps and data platforms; modularizing content so it is more flexible and is able to be delivered via multiple modalities; maximizing time to enhance student learning and support "anytime, anywhere", allowing students opportunities to progress at their own pace; reimagining human capital to better leverage individual educator skills and interests in support of students' needs; and offering a variety of delivery methods to allow learning experiences to occur inside and outside the classroom. To learn more about ELO, visit: www.colegacy.org/elo.

While the ELO initiative is designed to encourage schools and districts throughout Colorado to reimagine what is possible, some current state and local policies may impede schools' abilities to implement innovative ideas designed to personalize learning for students. However, by allowing schools to waive certain district-level policies and state-level laws, innovation status allows schools to implement new and innovative practices aligned to the ELO vision.

Section 3: Colorado Department of Education's Role in Innovation

Once an innovation application has been approved by the local board, it will go to the Colorado Department of Education for review. Staff in the Innovation, Choice, and Engagement Division conduct the initial review and identify other offices within the department that need to be involved to ensure the application is meeting all state and federal requirements. Other CDE offices that may review the application include, but are not limited to: the Federal Programs Office to ensure that NCLB and Highly Qualified requirements are met; the Exceptional Student Services Office to ensure that federal IDEA requirements are met and there is a plan in the application for students with disabilities; the School Finance Office to ensure that the proposed budget for the innovation school is acceptable; and the District and School Performance Office to ensure that if the school is a grantee of the Turnaround and Improvement Grant (TIG), their innovation application is aligned to their grant requirements.

After the application has been vetted, CDE staff submits the application to the State Board for final approval. Staff will either recommend approval of the application to the board or point out any concerns to consider while they review the application.

In the past two years, CDE has taken a more active role in providing guidance for innovation schools as well as engaging in conversation with potential innovation districts and schools in the early stages of the application

process. This communication helps districts and schools reduce needed revisions during the submission process. CDE guidance and other resources can be found on the CDE website at:

<http://www.cde.state.co.us/choice/innovationschools.asp>. As the number of innovation schools grows in Colorado, there has been increased interest to hold some sort of virtual or face to face convening for innovation leaders so that they can collaborate and learn from each other. CDE will be looking into this possibility in the coming year and will be reaching out to gauge interest in various topics.

Section 4: Innovation Profiles

As stated earlier in this report, there are currently 37 approved innovation applications in four districts across the state of Colorado (Table 1). Innovation Schools currently serve 18,900 students, which is more than double the amount of students last year (8,320). There are two innovation zones in Colorado, one comprised of the two innovation schools in Kit Carson and one in Falcon School District 49 called the POWER Zone. The districts range in size from one of the largest metro districts to one of the smallest rural districts in the state. Table 2 breaks the innovation schools' demographic configurations down a little further, diving into innovation approval dates, school enrollment, and free and reduced lunch statistics.

Out of the schools listed in Table 2, eight have either completed their first three year review by the local school board or will complete the review this year. This review is required by state law pursuant to 22-32.5-110, C.R.S. Those schools include Cole Arts and Sciences Academy, Denver Green School, Manual High School, Martin Luther King Jr. Early College, Montclair, Valdez Elementary School, Whittier K-8 School, and Wasson High School.

Denver County 1, also known as Denver Public Schools, currently has 25 approved innovation schools in the district. Almost 14% of DPS students are served in innovation schools. Montclair School of Academics and Enrichment and Manuel High School were the first approved innovation schools in March 2009. Trevista ECE-8 was most recently approved with innovation designation in September 2012. The majority of DPS innovation schools serve a student population where more than 50% of students qualify for free and reduced lunch

Colorado Springs District 11 has one innovation school, Wasson High Schools, which received innovation designation in August 2010. 66% of Wasson's student population qualifies for free and reduced lunch.

Kit Carson School District is the only school district in Colorado whose entire student population is served by innovation schools. Kit Carson Elementary and Kit Carson Junior-Senior High make up the Kit Carson Zone and serve 110 students.

Falcon school District 49, the newest addition to designated innovation districts, had its first six innovation plans approved by the State Board of Education in June 2012. Five schools (Odyssey Elementary, Ridgeview Elementary, Stetson Elementary, Skyview Middle, and Vista Ridge High School) make up the POWER Zone, an innovation zone created to serve the specific population in the five schools a part of the zone. The elementary and middle schools are also feeder schools for Vista Ridge High School. The schools in the POWER Zone, as well as the other four schools approved for innovation designation in Falcon 49, makes up nearly 45% of the district's student population.

Table 1: Summary of Innovation Schools

| Innovation Districts in 2012 | # of Innovation Schools | # of Innovation Zones | # Students Enrolled | Total District Enrollment | District Rank by Enrollment | % of Students in Innovation Schools | Date Innovation Status Granted |
|------------------------------|-------------------------|-----------------------|---------------------|---------------------------|-----------------------------|-------------------------------------|--------------------------------|
| Denver Public Schools | 25 | 0 | 10,959 | 83,377 | 2 | 13.14% | March 2009 |
| Colorado Springs D11 | 1 | 0 | 977 | 28,993 | 9 | 3.370% | August 2010 |
| Kit Carson | 2 | 1 | 110 | 110 | 169 | 100.00% | March 2011 |
| Falcon District 49 | 9 | 1 | 6,934 | 15,478 | 18 | 44.80% | June 2012 |

Sources: CDE Innovation website, 2012 Pupil Membership, 2012 District Ranking: Pupil Membership, and 2012 Pupil Membership by District and Grade Level.

Table 2: Innovation School Statistics

| Innovation Schools by District | Grades Served | Date Application Approved by State | First full year of Innovation Status | # of years as Innovation School | Innovation Zone | 2012 Student Enrollment | Est. % of District Enrollment | % Free & Reduced Lunch |
|---|---------------|------------------------------------|--------------------------------------|---------------------------------|-----------------|-------------------------|-------------------------------|------------------------|
| Cole Arts and Sciences Academy | PK-8 | Aug 2009 | 2009-10 | 4 | | 578 | 0.70% | 94% |
| Collegiate Prep Academy | 9-10 | June 2011 | 2011-12 | 2 | | 235 | 0.28% | 84% |
| Creativity Challenge Community (C3) | 1-2 | April 2012 | 2012-13 | 1 | | 79 | 0.09% | 16% |
| Denver Center for 21st Century Learning at Wyman | 6-12 | June 2011 | 2011-12 | 2 | | 215 | 0.26% | 70% |
| Denver Center for International Studies at Ford | PK-5 | May 2011 | 2011-12 | 2 | | 676 | 0.81% | 96% |
| Denver Center for International Studies at Montebello | 6-10 | May 2011 | 2011-12 | 2 | | 739 | 0.89% | 48% |
| Denver Green School | PK-8 | April 2010 | 2010-11 | 3 | | 466 | 0.56% | 57% |
| Godsman Elementary | PK-5 | Aug 2011 | 2011-12 | 2 | | 572 | 0.69% | 93% |
| Grant Beacon Middle school | 6-8 | May 2012 | 2012-13 | 1 | | 426 | 0.51% | 86% |
| Green Valley Elementary | PK-5 | Aug 2011 | 2011-12 | 2 | | 709 | 0.85% | 77% |
| High Tech Early College | 9-10 | June 2011 | 2011-12 | 2 | | 245 | 0.29% | 82% |
| Manual High School | 9-12 | March 2009 | 2009-10 | 4 | | 365 | 0.44% | 79% |
| Martin Luther King Jr. Early College | 6-12 | Sept 2010 | 2010-11 | 3 | | 1247 | 1.50% | 88% |
| McAuliffe International School | 6 | March 2012 | 2012-13 | 1 | | 179 | 0.21% | 22% |
| McGlone Elementary | PK-5 | Aug 2011 | 2011-12 | 2 | | 601 | 0.72% | 95% |
| Montclair School of Academics & Enrichment | PK-5 | March 2009 | 2009-10 | 4 | | 485 | 0.60% | 60% |
| Noel Community Arts School | 6-10 | May 2011 | 2011-12 | 2 | | 385 | 0.46% | 89% |
| Summit Academy | 9-12 | Aug 2011 | 2011-12 | 2 | | 224 | 0.27% | 70% |
| Swigert-McAuliffe International School | PK-3 | Aug 2011 | 2011-12 | 2 | | 499 | 0.60% | 7% |
| Trevista ECE-8 at Horace Mann | PK-8 | Sept 2012 | 2012-13 | 1 | | 590 | 0.70% | 93% |
| Valdez Elementary School | PK-5 | June 2010 | 2010-11 | 3 | | 392 | 0.47% | 58% |

| Innovation Schools by District | Grades Served | Date Application Approved by State | First full year of Innovation Status | # of years as Innovation School | Innovation Zone | 2012 Student Enrollment | Est. % of District Enrollment | % Free & Reduced Lunch |
|---------------------------------------|---------------|------------------------------------|--------------------------------------|---------------------------------|-----------------|-------------------------|-------------------------------|------------------------|
| Vista Academy | 6-12 | Aug 2011 | 2011-12 | 2 | | 224 | 0.27% | 81% |
| West Generations Academy | 6-9 | March 2012 | 2012-13 | 1 | | 348 | 0.42% | 97% |
| West Leadership Academy | 6-9 | March 2012 | 2012-13 | 1 | | 180 | 0.22% | 97% |
| Whittler K-8 School | PK-8 | Sept 2010 | 2010-11 | 3 | | 300 | 0.36% | 83% |
| Colorado Springs D11 | | | | | | | | |
| Wasson High School | 9-12 | Aug 2010 | 2010-11 | 3 | | 977 | 3.37% | 66% |
| Falcon District | | | | | | | | |
| Evans International Elementary School | PK-5 | Aug 2012 | 2012-13 | 1 | | 722 | 4.66% | 45% |
| Falcon Middle School | 6-8 | June 2012 | 2012-13 | 1 | | 918 | 5.93% | 18% |
| Horizon Middle School | 6-8 | Sept 2012 | 2012-13 | 1 | | 623 | 4.03% | 42% |
| Odyssey Elementary School | PK-5 | June 2012 | 2012-13 | 1 | POWER | 571 | 3.69% | 41% |
| Ridgeview Elementary School | PK-5 | June 2012 | 2012-13 | 1 | POWER | 692 | 4.47% | 23% |
| Remington Elementary School | PK-5 | Aug 2012 | 2012-13 | 1 | | 560 | 3.62% | 30% |
| Skyview Middle School | 6-8 | June 2012 | 2012-13 | 1 | POWER | 1028 | 6.64% | 27% |
| Stetson Elementary School | PK-5 | June 2012 | 2012-13 | 1 | POWER | 625 | 4.04% | 24% |
| Vista Ridge High School | 9-12 | June 2012 | 2012-13 | 1 | POWER | 1195 | 7.72% | 18% |
| Kit Carson R-1 | | | | | | | | |
| Kit Carson Elem | K-5 | March 2011 | 2011-12 | 2 | Kit Carson | 52 | 47.00% | 35% |
| Kit Carson Jr-Sr HS | 6-12 | March 2011 | 2011-12 | 2 | Kit Carson | 58 | 53.00% | 29% |

Sources: Sources: CDE web site, K-12 Free and Reduced Lunch Eligibility by District and School 2012, and 2012 Pupil Membership by School and Grade Level.

Section 5: Innovations Implemented and Waivers Requested

There are a number of state waivers that innovation schools seek in order to implement their plans. The State Board of Education must approve these state waivers. Additionally, innovation schools can seek waivers from local district policies and collective bargaining agreements. Table 3 identifies which waivers were requested by innovations schools and illustrates the percentage of innovation schools that have been approved for each waiver.

Across the four innovation districts, state waivers regarding time and calendar were the most requested waivers, as 92% of all innovation schools have requested and obtained those waivers. The next most common set of waivers requested is regarding personnel. Of the 24 waivers that have been requested by innovation schools, 15 are about authority to make decisions and meet requirements for school personnel. The ability for the school to have the power and duty to create its own evaluation system for personnel, set its own payment of salaries, create its own employee contracts, and prohibit the ability for the board to be able to transfer the innovation school's staff out or other district staff into the innovation school are among the highest requested personnel waivers.

Waiving the Colorado licensing requirement, §22-63-201, is also highly requested. Please note, according to Federal law (Title IX, Section 9101, Part 23), innovation schools must continue to meet all Highly Qualified

Teacher requirements. This includes the requirement that instructors teaching core content classes³ must hold a valid Colorado teaching license. When an innovation school waives out of the licensing statute, they are only waiving out of the licensing requirement for teachers that instruct non-core classes.

Table 3: Waivers sought by innovation schools

| Statutory Provision Waived | Type of Waiver | # of Colorado Innovation Schools ⁴ | % of Colorado Innovation Schools | % of DPS Innovation Schools ⁵ | % of D11 Innovation Schools ⁶ | % of Kit Carson Innovation Schools ⁷ | % of Falcon D49 innovation schools ⁸ |
|---|----------------|---|----------------------------------|--|--|---|---|
| Sect. 22-32-109(1)(g) (local board duties, handling of moneys) | Budget | 25 | 68% | 100% | 0% | 0% | 0% |
| Sect. 22-32-109(1)(t) (local board duties, educational program and textbooks) | Curriculum | 24 | 65% | 76% | 100% | 0% | 44% |
| Sect. 22-32-109(1)(u) (local board duties-free textbooks) | Curriculum | 1 | 3% | 0% | 0% | 0% | 11% |
| Sect. 22-32-109(1)(aa) (local board duties, content standards, implementation of content standards) | Curriculum | 22 | 60% | 80% | 100% | 0% | 11% |
| Sect. 22-36-101 (Choice of Programs) | Management | 3 | 8% | 0% | 0% | 0% | 33% |
| Sect. 22-9-106 (local board duties, performance evaluations for licensed personnel) | People | 27 | 73% | 92% | 100% | 100% | 11% |
| Sect. 22-32-109(1)(f) (local board duties, selection of personnel and pay) | People | 27 | 73% | 100% | 100% | 0% | 11% |
| Sect. 22-32-109(1)(cc) (local board duties, dress code for employees) | People | 20 | 54% | 80% | 0% | 0% | 0% |
| Sect. 22-32-109(1)(jj) (local board duties, principal training or development) | People | 23 | 62% | 92% | 0% | 0% | 0% |
| Sect. 22-32-110(1)(h) (local board powers, employment termination of school personnel) | People | 25 | 68% | 96% | 100% | 0% | 0% |
| Sect. 22-63-201 (teacher employment license requirements) | People | 26 | 70% | 88% | 100% | 100% | 11% |
| Sect. 22-63-202 (teacher employment contract requirements) | People | 26 | 70% | 92% | 0% | 100% | 11% |
| Sect. 22-63-203 (probationary teachers) | People | 28 | 76% | 92% | 100% | 100% | 22% |

³ Core content classes include: English, reading or language arts; mathematics; science; foreign languages; social studies (civics, government, history, geography, economics); The arts (visual arts, music).

⁴ 37 innovation schools as of January 1, 2013

⁵ 25 innovation schools in Denver Public Schools as of January 1, 2013

⁶ 1 innovation school in Colorado Springs District 11 as of January 1, 2013

⁷ 2 innovation schools in Kit Carson School District as of January 1, 2013. The two schools make up the entire district

⁸ 9 innovation schools in Falcon School District 49 as of January 1, 2013

| Statutory Provision Waived | Type of Waiver | # of Colorado Innovation Schools | % of Colorado Innovation Schools | % of DPS Innovation Schools | % of D11 Innovation Schools | % of Kit Carson Innovation Schools | % of Falcon D49 innovation schools |
|---|----------------|----------------------------------|----------------------------------|-----------------------------|-----------------------------|------------------------------------|------------------------------------|
| Sect. 22-63-203.5 (portability of non-probationary status) | People | 5 | 14% | 8% | 0% | 100% | 11% |
| Sect. 22-63-206 (transfers) | People | 26 | 70% | 92% | 100% | 0% | 22% |
| Sect. 22-63-301 (grounds for dismissal) | People | 24 | 65% | 96% | 0% | 0% | 0% |
| Sect. 22-63-302 (procedure for dismissal) | People | 22 | 60% | 88% | 0% | 0% | 0% |
| Sect. 22-63-401 (salary schedule) | People | 23 | 62% | 92% | 0% | 0% | 0% |
| Sect. 22-63-402 (requirements for disbursement of moneys) | People | 22 | 60% | 88% | 0% | 0% | 0% |
| Sect. 22-63-403 (payment of salaries) | People | 23 | 62% | 92% | 0% | 0% | 0% |
| Sect. 22-32-109(1)(n)(I) (local board duties, schedule and calendar) | Time | 34 | 92% | 100% | 100% | 0% | 89% |
| Sect. 22-32-109(1)(n)(II)(A) (local board duties, hours of teacher-pupil instruction and contact) | Time | 34 | 92% | 100% | 100% | 0% | 89% |
| Sect. 22-32-109(1)(n)(II)(B) (local board duties, school calendar) | Time | 34 | 92% | 100% | 100% | 0% | 89% |

See Appendix B for a full list of waiver requested by innovation schools

Budget

DPS is the only innovation school district that has requested waivers to allow schools to have greater control over their budgets. All 25 DPS innovation schools, including the six innovation schools approved in 2012, requested this waiver, indicating that being able to make budget decisions and align spending with the initiatives to meet student needs at the school level was important. Among other things, flexibilities with the school budget allowed innovation schools to: pay actual instead of the district average for teachers, and reallocate funds to pay for critical positions. Some of the other innovations requested by schools required them to have flexibility with their budgets. For example, if schools received the flexibility to change their calendar to create a longer school day/year, they needed money to be able to pay teachers for working longer or give teachers incentives and stipends for managing extra enrichment activities. Trevista ECE-8 and Creative, Challenge Community (C3), two DPS schools approved for innovation status in 2012, joined other DPS innovation schools in waiving some district central services (e.g. food services, custodial services, security services), so that the school could purchase from private vendors.

Curriculum & Instruction

Schools seek waivers in the area of curriculum and instruction for a variety of reasons. In 2012, C3 joined the Denver Green School in adopting a more project-based, place-based curriculum to increase student/teacher collaboration and field experiences. C3 also adapted their curriculum to the Curiosity Teaching Program which is designed so that teachers have the ability to be more creative.

Grant Beacon Middle School developed community partnerships to increase electives and enrichments, similar to what Wasson High School and Denver Green School did with their applications. According to the CDE's 2011 Innovation Report, Wasson had around 35 partnerships in 2011 that helped them fill out the math and science, art, and law and leadership offerings. Wasson reported that these innovations helped them attract students to a school that was experiencing declining enrollment at one point, and has transformed the perception of the school in positive ways for kids. This year Grant Beacon increased their band, foreign language and music electives, as well as expanded enrichments in drama, dance, STEM and community-led enrichments.

West Leadership Academy is utilizing the College Board Model and Generations Model to assist under-performing, low-income, urban populations to help them catch up so that they can enter the education pipeline.

Most innovation schools choose to continue to use the district curricula. Grant Beacon Middle School did waive out of the district curricula so that they could implement Promethean Whiteboard Interactive Instruction for all core content classes. West Leadership Academy is using the Spring Board Program for Math in grades 9-12 and requiring that all students complete two advanced placement classes. McAulliffe International School decided to implement the Houghton-Mifflin Harcourt Math curriculum as part of their International Baccalaureate program.

Falcon Middle School (FMS) only requested one state waiver and it was in the area of curriculum and instruction. FMS wanted this autonomy so that they could better focus on specific areas, skills and learning styles to meet their students' needs. Falcon Middle School also sought a district waiver so that they could begin to leverage social media beyond the most popular mediums such as Facebook and Twitter, to promote academics. They also itemized extra student fees, and communicated that to parents. This is so that instead of receiving one lump sum, parents can see how much course consumables, and activities cost so that parents can budget accordingly. FMS reported that the school's goal to enhance the use of technology in day-to-day educational experiences to support the new curriculum model was the most positive aspect for the school's families.

Management

Thus far, innovations that do not fit into the common categories of budget, curriculum, people and time are typically just requesting a transfer of power from the board or district level to the school level. For example, three schools from Falcon School District 49; Evans International Elementary School, Remington Elementary School and Horizon Middle School all wrote a replacement plan for §22-36-101 which is about the ability for students to choose into schools. The schools are continuing to fully comply with the choice law, but the school will review and manage choice applications instead of the district.

People and workforce management

The most common innovations sought related to personnel continue to be the ability for the school to have the power and duty to create its own evaluation system, set its own payment of salaries, create its own employee contracts, and prohibit the ability for the board to be able to transfer the innovation school's staff out or other district staff into the innovation school are among the highest requested personnel waivers. School leaders feel it is important for schools to create their own hiring and termination policies in order to hire those that are the best fit for their school and terminate staff when they are not meeting performance expectations. Thus, many innovation schools have their staff employed on an at-will basis or replace probationary status with one year contracts.

As mentioned earlier, innovation schools must continue to meet all Highly Qualified and Licensing requirements for teachers that are teaching core content classes. This is true for any schools authorized by a district that received Federal Title funds. The Kit Carson district decided to decline Title II funds so that they would have greater control of their hiring of teachers and would not necessarily have to adhere to the requirements placed on schools that receive federal funding to hire Highly Qualified teachers.

Time: Schedule and Calendar

Many schools found it necessary to extend their school day and school year in order to effectively implement the innovations outlined in their plan. For example, McAulliffe International School in DPS extended their school year by 24 days and the school day by one hour to help maximize student performance and increase student achievement. Grant Beacon Middle School also extended their school day by five hours a week, giving students 350 additional instructional hours per year in math, writing and reading than traditional middle schools. They also require all 6th graders and any underperforming 7th and 8th graders to participate in a Summer Academy. Summer Academy extends the year by one week for these students and provides them with an additional 30 hours of instruction. West Generations Academy changed their four-credit, 90 day semester courses to 5-day, 54 hour trimesters to provide a longer school year for students and to engage community partners in intersessions to delve deeply into specific content and 21st century skill development. C3 restructured their day so that school personnel could work with students more often in small groups. Trevista ECE-8 changed their schedule to accommodate their English language learners with a customized English Learning Development (ELD) block. It is a commonality between innovation schools in all districts that autonomies in calendar often correlate with autonomies regarding staff, professional development, Professional Learning Communities (PLC), and teacher collaboration.

Falcon School District 49's Innovation Zone, called the POWER Zone, is comprised of five schools: three elementary schools, one middle school and one high school. All of the schools within the zone requested waivers solely from statutes regarding calendar and scheduling. These flexibilities allowed for them to adapt their calendar to increase professional development and teacher collaboration time and have more parent teacher conferences. For the three elementary schools there are days built in when the individual assessments and data collection takes place. This was created so that assessments do not take away from and dilute the quality of instructional time. Falcon 49 also has a high population of military families in their district. The district has noticed in past years that the attendance rate is very low during the Thanksgiving week. Since so many students are absent visiting relatives out of state, the quality of instruction is not as effective because teachers will have to circle back for all of the students who were absent. So, the schools within the POWER Zone built the whole week of Thanksgiving into the calendar as vacation and made up the two days that were school days in past years at a

different time of year. This is a good example of innovation status being able to meet the unique needs of a school's student population.

Section 6: Taking innovation status a step further

Innovation status can be used to fill a specific a need, or schools can use the Innovation Act as a pathway to be truly innovative in various areas involving time, people, money and curriculum. Across the country and within Colorado, there are numerous examples of schools that have implemented innovative ways to engage students and ensure they graduate career-ready and prepared for 21st century opportunities. Through knowing the student well, reimagining human capital, maximizing the use of time, modularizing content, and varying delivery methods, these schools are creating more personalized and engaging learning opportunities for all students.

For example, New Classrooms⁹, currently implemented in three New York City middle school math programs, redesigns the classroom to integrate multiple "modalities" of instruction – live teacher-led lessons, software-based lessons, collaborative activities, virtual tutors, and individual practice – into the same learning space. This design allows educators to effectively differentiate instruction based on each student's unique needs and learning styles. New Classrooms' pioneering learning algorithm generates personalized learning paths (including type of instruction and difficulty of content) for each student based on their current level of knowledge and preferred learning styles.

Carpe Diem¹⁰, which runs five charter school campuses in Arizona and Indiana for grades 6-12, is also personalizing learning experiences for its students. Carpe Diem's academic program is a "hybrid" of on-site teacher-facilitators (coaches) and computer-assisted instruction (CAI), which aims to provide students with more choices and greater ownership over their own education. Carpe Diem creates customized course loads based on each student's experience, skills, and interests. Students can take charge of their learning, progressing at their own pace and with a wide variety of choice in the courses they take.

Within Colorado, several choice schools are also demonstrating what is possible when willing to rethink when, where and how teaching and learning take place and how school could be fundamentally different. Innovation status is one mechanism which can allow schools to implement these kinds of changes.

By reimagining human capital and maximizing the use of time, West Generation Academy (WGA)¹¹, an innovation school in Denver, is reducing class sizes and extending the school day and year; a student who begins middle school at WGA in fall 2012, and graduates in 2019, will receive the equivalent of two additional years of education. The school cut core class size in half without needing more staff than a typical school by ensuring that nearly 90% of full-time professional staff teach classes, and strategically providing the other necessary non-teaching services by creating dual roles for most staff. In addition, by staggering teacher vacations, students benefit from a 200-day school year and teachers from more than 20 days of high caliber training annually, without increasing the number of work days for teachers.

⁹ New Classrooms website: <http://www.newclassrooms.org/>

¹⁰ Carpe Diem website: <http://www.carpediemschools.com/>

¹¹ WGA website: <http://westgenerationacademy.dpsk12.org/>

Rocky Mountain Prep (RMP)¹², also in Denver, is a charter school that serves students from many cultures, many of whom are recent immigrants. They have extended the school day to 7:45-4:30 and expanded the calendar by four weeks. Their focus has been to leverage small group instruction through dividing classes into three rotating activity groups, based on achievement and needs determined weekly : a third with the lead teacher, a third with a teaching fellow (Metro student teachers), and a third working online, using multiple software providers to enhance student engagement. In addition, teachers call parents weekly to develop partnerships with parents, and better understand the needs and interests of students and their families.

Many of the barriers preventing schools from designing schools to provide improved learning experiences, such as budget flexibility and control over professional development decisions, can also be addressed by non-charter schools in Colorado through innovation status.

Section 7: Academic performance and innovation status

One of the purposes of the Innovation Act was to improve educational performance. The Act sought to hold public schools that receive greater autonomy under this article accountable for student academic achievement, as measured by the Transitional Colorado Assessment Program (TCAP), as well as performance results released in the School Performance Framework (SPF).

This section will examine how innovation schools performed on the TCAP, the changes over time, and Median Growth Percentile and Adequate Growth Percentile performance in the Colorado Growth Model.

Data is shown for schools that have been innovation schools for at least one year. Please note, there are a few schools that are not shown due to insufficient data:

- The Denver Center for 21st Century and Summit Academy (DPS) are Alternative Education Campuses (AEC). The law authorizes the Department to conduct a distinct performance review for those schools that meet the definition of an AEC. The state's performance framework for AECs takes into account the unique purposes of the campuses and the unique circumstances of the challenges posed by the students enrolled in the campuses. Data is not available for these two schools. For more information about AECs go to: <http://www.cde.state.co.us/Accountability/StateAccountabilityAECs.asp>. Vista Academy (DPS) is also an AEC and data was available for that school.
- Data was also not available for the Denver Center for International Studies (DCIS) at Ford and Swigert-McAulliffe (DPS).

Table 4 shows pre- and post-innovation status TCAP proficiency scores by grade level at the 24 innovation schools which have been an innovation school for at least one year (minus the schools mentioned above). Numbers shown in bold italic indicate performance as an innovation school.

Innovation schools are performing well below the state average in most cases. In part, this is because Innovation Status is being used as a turnaround strategy in Denver which has the most innovation schools of any district thus far, so it will be interesting to see if these performance rates increase over time, as the turnaround strategies are further implemented. However, when one looks at the innovation schools that have been operating for 3 or more years, the proficiency rates have remained largely the same or declined in most cases. In 2012, only Montclair and Kit Carson E.S. had a higher percentage of proficient students than the state average in Math and

¹² RMP website: <http://www.rockymountainprep.org/>

only Kit Carson E.S and Junior/Senior High School had a higher percentage of proficient students in Reading and Writing than the state.

Please note that four of these schools are using innovation as a turnaround strategy (Green Valley, McGlone, High Tech and DCIS @ Montbello)

Table 4: Students Scoring Proficient or Advance In Innovation Schools

| Percentage of Students Scoring Proficient or Advance in Each Innovation School by School Level | | | | | | | | | | | | | | | | |
|--|-------|------|------|-----------|-----------|-----------|---------|------|------|-----------|-----------|---------|------|------|-----------|-----------|
| School | Level | Math | | | | | Reading | | | | | Writing | | | | |
| | | 2008 | 2009 | 2010 | 2011 | 2012 | 2008 | 2009 | 2010 | 2011 | 2012 | 2008 | 2009 | 2010 | 2011 | 2012 |
| CO State | | * | 54 | 55 | 58 | 55 | * | 68 | 68 | 68 | 69 | * | 55 | 53 | 55 | 54 |
| Colorado Spring D11 | | | | | | | | | | | | | | | | |
| Wasson HS | H | 21 | 20 | 22 | 15 | 17 | 59 | 57 | 50 | 47 | 50 | 37 | 36 | 32 | 30 | 30 |
| Denver County 1 | | | | | | | | | | | | | | | | |
| Cole Acad | E | * | 23 | 31 | 37 | 29 | * | 19 | 24 | 26 | 40 | * | 12 | 18 | 17 | 20 |
| Cole Acad | M | * | 19 | 19 | 29 | 24 | * | 28 | 35 | 33 | 34 | * | 18 | 21 | 29 | 27 |
| Collegiate Prep Aca. | H | * | * | * | * | 20 | * | * | * | * | 30 | * | * | * | * | 22 |
| DCIS @ Montbello | M | * | * | * | * | 33 | * | * | * | * | 43 | * | * | * | * | 27 |
| Denver Green | E | * | * | * | 50 | 64 | * | * | * | 61 | 62 | * | * | * | 39 | 45 |
| Denver Green | M | * | * | * | * | 38 | * | * | * | * | 65 | * | * | * | * | 43 |
| Godsman ES | E | * | * | 31 | 37 | 39 | * | * | 31 | 32 | 35 | * | * | 17 | 19 | 23 |
| Green Valley ES | E | * | * | 37 | 36 | 45 | * | * | 38 | 38 | 45 | * | * | 24 | 25 | 31 |
| High Tech Early College | H | * | * | * | * | 30 | * | * | * | * | 53 | * | * | * | * | 29 |
| Manual HS | H | 5 | 6 | 12 | 15 | 13 | 30 | 38 | 40 | 34 | 36 | 17 | 19 | 17 | 22 | 18 |
| MLK Jr. Early College | M | 23 | 28 | 22 | 21 | 21 | 31 | 28 | 37 | 33 | 34 | 21 | 24 | 23 | 21 | 24 |
| MLK Jr. Early College | H | 15 | 16 | 19 | 23 | 20 | 57 | 64 | 67 | 64 | 59 | 34 | 39 | 28 | 32 | 30 |
| McGlone ES | E | * | * | 29 | 27 | 28 | * | * | 28 | 27 | 28 | * | * | 14 | 15 | 18 |
| Montclair | E | 36 | 54 | 56 | 59 | 57 | 41 | 49 | 54 | 64 | 61 | 22 | 36 | 43 | 49 | 48 |
| Noel Community Arts School | M | * | * | * | * | 28 | * | * | * | * | 28 | * | * | * | * | 20 |
| Valdez Elem | E | 40 | 26 | 32 | 38 | 36 | 27 | 23 | 28 | 36 | 34 | 19 | 16 | 14 | 25 | 21 |
| Vista Academy | M | * | * | * | * | 42 | * | * | * | * | 65 | * | * | * | * | 45 |
| ¹³ Vista Academy | H | * | * | * | * | 5 | * | * | * | * | 31 | * | * | * | * | 10 |
| Whittier K-8 | E | 44 | 33 | 42 | 47 | 42 | 48 | 40 | 39 | 40 | 45 | 29 | 32 | 22 | 33 | 29 |
| Whittier K-8 | M | 44 | 50 | 23 | 36 | 34 | 41 | 34 | 42 | 48 | 47 | 31 | 31 | 27 | 46 | 41 |
| Kit Carson District R-1 | | | | | | | | | | | | | | | | |
| Kit Carson ES | E | * | * | 88 | 91 | 91 | * | * | 87 | 86 | 85 | * | * | 72 | 77 | 74 |
| Kit Carson Junior-Senior High | M | * | * | - | 43 | 49 | * | * | - | 80 | 80 | * | * | - | 66 | 60 |
| Kit Carson Junior-Senior High | H | * | * | 29 | 22 | 17 | * | * | 82 | 77 | 72 | * | * | 68 | 64 | 65 |

Source: CDE Schoolview DataLab, Years 2007-2008, 2008-2009, 2009-2010, 2010-2011, 2011-2012; Filters: Included in school calculations

Note: E= elementary; M = middle school; H = high school. Some cells have asterisks because data was unavailable or insufficient to calculate a adequate growth percentile. Numbers in bold italic indicate percentages as an Innovation school.

¹³ AEC-Alternative Education Campus-For more information, please visit: <http://www.cde.state.co.us/Accountability/StateAccountabilityAECs.asp>

How Much Did Students Grow from One Year to the Next Based on Student Growth Percentiles?

A student growth percentile defines how much relative growth a student has made. The Colorado Growth Model serves as a way for educators to understand how much growth a student makes relative to a student's "academic peers." The Colorado Growth Model essentially compares each student's current achievement to the achievement of students in the same grade throughout the state who had similar CSAP scores in past years, and produces a student growth percentile score. A student growth percentile of 60 indicates the student grew as well or better than 60% of her academic peers. Table 5 displays median growth percentiles for the same 24 schools as in Table 4. The median gives us a growth percentile that characterizes the school as a whole. A median growth percentile of 50 tells us that this school's "average" student grew at the state average.

In Math:

- 16 schools scored above the 50th percentile. Those schools' average student growth was above the average growth state-wide.
- Seven improved their median growth percentile above their last pre-innovation score.
- Six schools have lower median growth percentiles since their last pre innovation score.

In Reading:

- 14 schools scores above the 50th percentile. Those schools' average student growth was above the average growth state-wide.
- Eight consistently improved their median growth percentile above their last pre-innovation score.
- Three schools have consistently lower median growth percentiles since their last pre innovation score.

In Writing:

- 16 schools scores above the 50th percentile. Those schools' average student growth was above the average growth state-wide.
- Eight consistently improved their median growth percentile above their last pre-innovation score.
- Four schools have consistently lower median growth percentiles since their last pre innovation score.

Godsman Elementary School, Green Valley Elementary School and McGlone Elementary School have all show improvement in their median growth percentiles in all three subject areas. While growth in a number of innovation schools exceeds the 50th percentile, there are still more where the growth is below 50% and in a number of schools the average growth is declining each year to levels that are below where they were before seeking innovation status.

Table 5: Median Growth Percentile in Innovation Schools

| Median Growth Percentile in Each Innovation School by School Level | | | | | | | | | | | | | | | | |
|--|-------|------|------|------|------|------|---------|------|------|------|------|---------|------|------|------|------|
| School | Level | Math | | | | | Reading | | | | | Writing | | | | |
| | | 2008 | 2009 | 2010 | 2011 | 2012 | 2008 | 2009 | 2010 | 2011 | 2012 | 2008 | 2009 | 2010 | 2011 | 2012 |
| Colorado Springs D11 | | | | | | | | | | | | | | | | |
| Wasson HS | H | 47 | 53 | 48 | 33 | 37 | 48 | 50 | 39 | 43 | 35 | 52 | 52 | 43 | 40 | 39 |
| Denver County 1 | | | | | | | | | | | | | | | | |
| Cole Acad | E | * | 46 | 56 | 61 | 45 | * | 46 | 47 | 44 | 55 | * | 53 | 37 | 37 | 42 |
| Cole Acad | M | * | 65 | 60 | 69 | 63 | * | 51 | 76 | 57 | 65 | * | 65 | 69 | 65 | 65 |
| Collegiate Prep Aca. | H | * | * | * | * | 69 | * | * | * | * | 51 | * | * | * | * | 58 |
| DCIS @ Montbello | M | * | * | * | * | 65 | * | * | * | * | 45 | * | * | * | * | 52 |
| Denver Green School | E | * | * | * | 47 | 47 | * | * | * | 43 | 43 | * | * | * | 39 | 39 |
| Denver Green School | M | * | * | * | * | 57 | * | * | * | * | 69 | * | * | * | * | 68 |
| Godsman ES | E | * | * | 51 | 51 | 55 | * | * | 48 | 44 | 51 | * | * | 46 | 49 | 52 |
| Green Valley ES | E | * | * | 51 | 47 | 64 | * | * | 47 | 49 | 57 | * | * | 44 | 51 | 58 |
| High Tech Early College | H | * | * | * | * | 77 | * | * | * | * | 78 | * | * | * | * | 71 |
| Manual HS | H | 45 | 58 | 59 | 56 | 56 | 52 | 54 | 53 | 57 | 46 | 80 | 53 | 55 | 57 | 50 |
| MLK Jr. Early College | M | 48 | 50 | 41 | 45 | 45 | 43 | 39 | 50 | 44 | 47 | 43 | 53 | 47 | 42 | 49 |
| MLK Jr. Early College | H | 57 | 53 | 62 | 60 | 60 | 57 | 63 | 64 | 74 | 64 | 57 | 61 | 54 | 61 | 60 |
| McGlone ES | E | * | * | 48 | 53 | 63 | * | * | 50 | 51 | 56 | * | * | 46 | 50 | 64 |
| Montclair | E | 38 | 64 | 59 | 52 | 55 | 59 | 61 | 56 | 67 | 62 | 43 | 56 | 55 | 64 | 63 |
| Noel Community Arts School | M | * | * | * | * | 72 | * | * | * | * | 50 | * | * | * | * | 50 |
| Valdez Elem | E | 42 | 29 | 33 | 72 | 53 | 51 | 42 | 63 | 60 | 63 | 44 | 60 | 57 | 56 | 62 |
| Vista Academy | M | * | * | * | * | 32 | * | * | * | * | 55 | * | * | * | * | 54 |
| Vista Academy | H | * | * | * | * | 27 | * | * | * | * | 28 | * | * | * | * | 27 |
| Whittier K-8 | E | 50 | 41 | 65 | 58 | 59 | 47 | 26 | 37 | 40 | 45 | 51 | 46 | 46 | 48 | 47 |
| Whittier K-8 | M | 91 | 71 | 73 | 72 | 71 | 73 | 52 | 70 | 60 | 67 | 71 | 59 | 53 | 69 | 68 |
| Kit Carson District R-1 | | | | | | | | | | | | | | | | |
| Kit Carson ES | E | * | * | 63 | 62 | 49 | * | * | 52 | 38 | 49 | * | * | 51 | 48 | 51 |
| Kit Carson Junior-Senior High | M | * | * | - | 25 | 29 | * | * | - | 36 | 36 | * | * | - | 45 | 37 |
| Kit Carson Junior-Senior High | H | * | * | 55 | 44 | 56 | * | * | 48 | 44 | 42 | * | * | 49 | 46 | 30 |

Source: CDE Schoolview DataLab, Years 2007-2008, 2008-2009, 2009-2010, 2010-2011, 2011-2012; Filters: Included in school calculations
 Note: E= elementary; M = middle school; H = high school. Some cells have asterisks because data was unavailable or insufficient to calculate a adequate growth percentile. Numbers in bold italic indicate percentages as an innovation school.

Was Adequate Growth Made?

Just as the Median Growth Percentile tells us what the level of growth was for a group of students, Adequate Growth tells us if that was enough growth or not. More specifically, it tells us whether the growth was sufficient for those students to be, on average, on track to reach or maintain proficiency within 3 years or by 10th grade.

Table 6: Adequate Growth In Innovation Schools

| Was Adequate Growth Made? | | | | | | | | | | | | | | | | |
|--------------------------------|-------|------|------|------|------|------|---------|------|------|------|------|---------|------|------|------|------|
| School | Level | Math | | | | | Reading | | | | | Writing | | | | |
| | | 2008 | 2009 | 2010 | 2011 | 2012 | 2008 | 2009 | 2010 | 2011 | 2012 | 2008 | 2009 | 2010 | 2011 | 2012 |
| Colorado Springs D11 | | | | | | | | | | | | | | | | |
| Wasson HS | H | No | No | No | No | No | Yes | Yes | Yes | Yes | Yes | No | No | No | No | No |
| Denver County 1 | | | | | | | | | | | | | | | | |
| Cole Acad | E | * | No | No | No | No | * | No | No | No | No | * | No | No | No | No |
| Cole Acad | M | * | No | No | No | No | * | No | Yes | No | No | * | No | No | No | No |
| Collegiate Prep Aca. | H | * | * | * | * | No | * | * | * | * | No | * | * | * | * | No |
| DCIS @ Montbello | M | * | * | * | * | No | * | * | * | * | No | * | * | * | * | No |
| Denver Green | E | * | * | * | No | No | | | | No | No | | | | No | No |
| Denver Green | M | * | * | * | * | Yes | * | * | * | * | No | * | * | * | * | Yes |
| Godsman ES | E | * | * | No | No | No | * | * | No | No | No | * | * | No | No | No |
| Green Valley ES | E | * | * | No | No | No | * | * | No | No | Yes | * | * | No | No | No |
| High Tech Early College | H | * | * | * | * | No | * | * | * | * | Yes | * | * | * | * | No |
| Manual HS | H | No | No | No | No | No | No | No | No | No | No | No | No | No | No | No |
| MLK Jr. Early College | M | No | No | No | No | No | No | No | No | No | No | No | No | No | No | No |
| MLK Jr. Early College | H | No | No | No | No | No | Yes | Yes | Yes | Yes | Yes | No | No | No | No | No |
| McGlone ES | E | * | * | No | No | No | * | * | No | No | No | * | * | No | No | No |
| Montclair | E | No | No | No | Yes | Yes | Yes | Yes | Yes | Yes | Yes | No | No | No | Yes | Yes |
| Noel Community Arts School | M | * | * | * | * | No | * | * | * | * | No | * | * | * | * | No |
| Valdez Elem | E | No | No | No | Yes | No | No | No | No | No | No | No | No | No | No | No |
| Vista Academy | M | * | * | * | * | No | * | * | * | * | Yes | * | * | * | * | No |
| Vista Academy | H | * | * | * | * | No | * | * | * | * | No | * | * | * | * | No |
| Whittier K-8 | E | No | No | No | No | No | No | No | No | No | No | No | No | No | No | No |
| Whittier K-8 | M | Yes | No | No | No | No | Yes | No | Yes | No | Yes | No | No | No | No | No |
| Kit Carson District R-1 | | | | | | | | | | | | | | | | |
| Kit Carson ES | E | * | * | Yes | Yes | Yes | * | * | Yes | Yes | Yes | * | * | Yes | Yes | Yes |
| Kit Carson Junior-Senior High | M | * | * | - | No | No | * | * | - | Yes | Yes | * | * | - | Yes | No |
| Kit Carson Junior-Senior High | H | * | * | No | No | No | * | * | Yes | Yes | Yes | * | * | Yes | Yes | Yes |

Source: CDE Schoolview DataLab, Years 2007-2008, 2008-2009, 2009-2010, 2010-2011, 2011-2012; Filters: Included in school calculations
 Note: E= elementary; M = middle school; H = high school. Some cells have asterisks because data was unavailable or insufficient to calculate a adequate growth percentile. Numbers in bold italic indicate percentages as an Innovation school.

The Adequate Growth calculation combines Catch Up and Keep Up student data into a single number: for Catch Up students, it uses their Catch Up number, and for Keep Up students it uses their Keep Up number. A student needing to Catch Up had a previous year score in that content area that was below proficient; the growth model tells us the amount of growth that would be needed to get this student scoring at the proficient level within three years: his or her Catch Up growth percentile. Similarly, a student needing to Keep Up had a previous year score in that content area that was above the minimum required for a Proficient rating; the growth model tells us the amount of growth that would be needed to keep this student scoring at the proficient level over three years: his or her Keep Up growth percentile. Combining all the Catch Up and Keep Up numbers for every student and identifying the median gives us the amount of growth that these students, on the whole, needed to meet state goals for student achievement – the Adequate Growth Percentile.

Table 6 compares each school's Median Growth Percentile to the Adequate Growth Percentile needed and tells us whether the MGP was enough to meet or exceed the AGP.

The majority of innovation schools in Table 6 did not meet or exceed AGP in Math and Writing.

- Math: Three (12.5%) of the schools listed in did meet or exceed AGP.
- Reading: Nine (37.5%) of the schools listed in Table 6 did meet or exceed AGP.
- Writing: Four (16.7%) of the schools listed in did meet or exceed AGP.

School Performance

The Colorado School Performance Framework takes into account achievement, growth, and growth gaps to deliver an overall performance rating. Table 7 lists each innovation school's performance rating. Innovation schools not listed did not have a three-year SPF report for 2012. The majority of schools (11 of 18) are on a Performance Plan. Six are on an Improvement Plan and 1 is on Priority Improvement. More detailed performance information can be found at the CDE website by visiting the School View page at: <http://www.schoolview.org/>

Table 7: Innovation School Performance

| Colorado School Performance Framework Ratings from SPF 3-Year Reports 2012 | |
|--|-----------------------------------|
| Colorado Springs D11 | |
| Wasson HS | Priority Improvement Plan |
| Denver County 1 | |
| Cole Arts and Sciences Academy | Improvement Plan |
| Collegiate Prep Academy | Performance Plan |
| DCIS @ Montbello | Improvement Plan |
| Denver Green School | Performance Plan |
| Godsman Elementary School | Performance Plan |
| Green Valley Elementary School | Performance Plan |
| High Tech Early College | Performance Plan |
| Manual High School | Improvement Plan |
| Martin Luther King Jr. Early College | Improvement Plan |
| McGlone Elementary School | Performance Plan |
| Montclair | Performance Plan |
| Noel Community Arts School | Improvement Plan |
| Valdez Elementary School | Performance Plan |
| Vista Academy | Alt. Ed. Campus: Improvement Plan |
| Whittier K-8 | Performance Plan |
| Kit Carson District R-1 | |
| Kit Carson ES | Performance Plan |
| Kit Carson Junior-Senior High | Performance Plan |

Section 8: Case Profiles for Innovation Schools

Case profiles summarize rising themes in innovation schools and feature new and different schools each year. Last year, case profiles were created for Colorado Springs District 11, Denver County 1, and Kit Carson R-1. To view their case profiles, please reference the 2012 Innovation Report at: <http://www.cde.state.co.us/choice/innovationschools.asp>. This year's profiles feature new developments around innovation schools in Falcon School District 49 and Denver Public Schools.

Falcon School District 49

Falcon School District 49 received innovation designation in June 2012. Falcon's local board initiated the conversation to have innovation schools with school-level leadership within the district. Nine innovation schools have been approved by the State Board of Education. Five schools make up the one innovation zone within the district, called the POWER Zone. Falcon plans to create at least two additional innovation zones.

The POWER Zone includes a feeder system of three elementary schools (Ridgeview, Stetson and Odyssey), one middle school (Skyview), and one high school (Vista Ridge). The zone has an Innovation Zone Leader who serves as a liaison between the innovation schools/zone and the school district as well as the local board. At the zone level, there is also a Curriculum/Instruction Specialist that serves as part of the Zone Leadership. Staff structure and roles have also changed at the district level. Since innovation status has been approved, the local board has two direct reports from the central office, the Chief Education Officer and the Chief Business Office. Requests filter through these two reports. The innovation process provided an opportunity for the district to change the reporting structure and change titles to better reflect a system that "had its ear closer to the community".

Falcon 49 staff said that organizing into innovation zones has helped them better serve their students because students in different geographic areas within the district have different needs. Because of this, each zone is distinctly different in its priorities, needs, mission and values.

Most Falcon innovation schools requested waivers from the district calendar so that they could create their own calendar to accommodate more parent-teacher conferences, teacher collaboration time, and professional development for staff. Falcon Middle School (FMS) focused more on autonomies from instruction, allowing for more control around pacing based on relevant, timely data. Evans International, Remington Elementary and Horizon Middle focused more on personnel autonomies than the other Falcon schools, requesting autonomies around hiring and staff maintenance.

Positive aspects of innovation

Innovation status creates a formal process for a variety of stakeholders to collaborate and have buy-in on how a school operates. This is consistent with the rising theme from the 2012 Innovation Report. It has been reiterated by school and district leaders, SAC members and board members that the environment has changed within schools receiving innovation status. Stakeholders at all levels appear to be working with more earnest and enthusiasm, because they were a part of the creation of the plan that is currently in the works.

As mentioned earlier in the report, education leaders interviewed believe that by going through the formal process of becoming an innovation district or school, the root cause of issues surrounding academic achievement and performance is discovered. The formal process and receiving official innovation designation by the State

Board also helps in the day to day implementation of innovations. It has been stated in this report that schools do not have to seek innovation status to receive autonomies. Under 22-2-117, C.R.S. a district can request state waivers on behalf of any school within their district. However, innovation status seems to expedite the process. An example of this is the West Generations Network-Denver. They have a Brooklyn chapter that is trying to implement similar autonomies, but New York State does not have similar innovation legislation to Colorado. The process for implementation has proved to be slower because of this.

Innovation status is also a way to increase decision-making power at the local level, with the educators and stakeholders that are closest to the student and most familiar with the students' needs in that school.

Challenges faced with innovation status

Funding for start-up and implementation costs for innovation schools continues to be a primary theme when innovation leaders are asked about the challenges they face with innovation status. Creating, communicating and implementing a plan takes time and resources. With innovation status being fairly new, school/district leaders often spend time educating colleagues and staff about what innovation status means and most school leaders are working on the innovation application while running a school. When asked what was most needed for start-up and implementation support, respondents answered: professional development and training about innovation status and innovations implemented, legal counsel fees while in the application process, educating all stakeholders of the implications, and creating an implementation process.

Implementation of an innovation plan is also a rising challenge for innovation schools. In some cases, the tax of implementing the innovations requested is more than the school anticipated within its current capacity. In other cases, various district offices did not recognize the implication on how they would manage new school systems when particular innovations were approved.

Many individuals interviewed mentioned that communication and preparation was an underlying challenge for innovation schools. Many times, stakeholders understood the high-level reasons for making changes under innovation status, but did not connect how it would affect them personally. An example is if instruction is being taught differently at a school under innovation status, but a teacher is resistant to make the change in his/her particular classroom. Another example is if a school requests autonomy to contract out for food services and it is approved. After implementation, the school district realizes system changes need to take place at the central office to accommodate this autonomy which requires the district to operate with a different business model.

Innovation Leaders' Opinions: Implementation Success

With 37 innovation schools approved in Colorado, themes to help the probability of success and smooth implementation have risen from innovation leaders and stakeholders in the field.

They include:

- **District Support & Leadership:** Many schools attribute implementation success to the support of their school district. School leaders commented that it is important to have a good partnership with the district to be able to identify where there is opportunity for autonomies within the law and to implement those autonomies once granted.

- **Start-Up Funding:** Since there is not funding available at the state-level for seeking innovation status, many schools found it a necessity to receive start-up and implementation funding from outside sources through grants and donations.
- **Transparency and Accountability:** It is important to create an accountability system in the innovation process to clarify expectations and roles and to create checks and balances between the school and the school district. This system should ensure that both parties are adhering to what is outlined in the innovation application.
- **School Leadership:** Strong leadership at the school level was a primary reason for implementation success for some schools. A succession plan to ensure consistent implementation and fidelity to the innovation plan is critical as leadership changes occur at the school level.
- **Change Management:** Leaders encourage prospective applicants to think through the implications of implementation at the school and district levels. Have a process for deciding which offices, people and systems will be affected or need to change due to an innovation and supports to help them with this transition.

Section 9: Policy Update: Legislative Changes

There were not any legislative changes to the Innovation Act in 2012. That said, interest in innovation status is growing across the state and innovation status is one of the possible interventions that can be used by districts or schools that are facing state intervention due to low performance (as per SB 09-163). When the Innovation Act passed in 2008, there was no funding tied to this legislation. In order for CDE to adequately support innovation schools going forward it is going to need sufficient resources from either the state or other sources to implement the Act and adequately support schools and districts.

Four main items were detailed in the 2012 report:

- The ability for districts to be able to open new schools with innovation status
- Implications of new legislation passed as a result of the Great Teachers and Leaders Bill (SB 10-191) for innovation schools
- Recourse/appeal process for innovation schools
- Turnaround schools receiving majority vote of collective bargaining unit to approve innovation plans.

There is no change in the guidance or status of these items. For more information about them, please reference the 2012 Innovation Report at: <http://www.cde.state.co.us/choice/innovationschools.asp>

Section 10: Additional information requested by the Governor or a member of the General Assembly

Appendix A: Required Components of an Innovation Plan

| Requirement |
|---|
| A statement of the school's mission and why designation as an Innovation School would enhance the school's ability to achieve its mission. (Note that this requires the school to create a mission statement, if it does not already have one.) |
| A description of the innovation/s the school would implement. |
| A description of the improvements in academic achievement that the school expects to achieve as a result of the innovations. For example, a school may expect to see a narrowing in achievement gaps, or a decreased dropout rate, or increased scores on state or local assessments. |
| A list of the programs, policies, and/or operational documents at the school that would be affected by the innovations, and how these would be affected. For example, if a school proposes to extend the school year, that would affect the school's calendar. Other examples of programs/policies/documents that may be affected include the following: <ul style="list-style-type: none"> • the research-based educational program the school would implement; • the length of the school day and year at the school; • student promotion and graduation policies; • assessment plans; and/or • staffing and/or compensation plans |
| The school's prior year budget and a proposed budget, including funding required for all innovations to be implemented. This budget should include all costs associated with innovations, including staffing costs, and information about any local, state, federal or private funds the school anticipates receiving. |
| An estimate of the cost savings and increased efficiencies that the school expects to see as a result of the innovations, if any. |
| Evidence that a majority of the following groups consent to designation as an Innovation School (this may be shown through individual signatures or through the signature of a person authorized to act on behalf of the group, for example): <ul style="list-style-type: none"> • majority of administrators employed at the school; • majority of teachers employed at the school; and • majority of the School Advisory Committee. |
| A statement of the level of support for designation as an Innovation School demonstrated by other persons employed at the school, students and parents of students enrolled in the school, and the community surrounding the school. (Note that this does not require evidence of majority support.) |
| A description of state and district policies that need to be waived before the innovations |

| Requirement |
|---|
| <p>can be implemented, which may include:</p> <ul style="list-style-type: none"> • provisions of state statutes contained in Article 22 of the Colorado Revised Statutes (except those that cannot be waived); • provisions of state regulations adopted by the State Board of Education; and/or • district policies, such as rules adopted by the local board of education or requirements established by district administration |
| <p>A description of the manner in which the innovation school/s shall comply with the intent of the waived statutes or rules and shall be accountable to the state for such compliance.</p> |
| <p>If innovations are related to employment practices and/or staffing plans, a description of how the school(s) will continue to comply with NCLB Title II-A requirements (in those districts receiving Title II-A funding).</p> |
| <p>Statement that the school will continue to comply with all IDEA requirements.</p> |
| <p>A statement as to whether the district will seek a waiver by an innovation school of any of the provisions of the collective bargaining agreement, and a description of any such waiver(s).</p> |
| <p>Any additional information required by the local school board of the school district in which the innovation plan would be implemented</p> |

For schools that are jointly seeking designation as an Innovation School Zone, the innovation plan must include all of the information described above, for each school in the Zone. In addition, the innovation plan for an Innovation School Zone must include:

- A description of how the schools will work together to achieve results that would be less likely if each school worked alone;
- An estimate of any economies of scale that may result from schools implementing innovations jointly; and
- A showing of how each school in the Innovation School Zone solicited input from students, parents, and community members concerning the selection of the schools in the zone and the strategies and procedures that would be used to implement and integrate innovations in schools within the zone.

**Appendix B: Waivers requested-by innovation school
(Document starts on next page)**

COLORADO DEPARTMENT OF EDUCATION

Innovation Schools Waivers

2012-13

Innovation School Approved Waivers Counts

| Statue ID | School Count | Statute Title |
|------------------------|---------------------|---|
| | | Automatic State Waivers |
| 22-63-203 | 28 | Teacher Employment Act-Requirements for probationary teacher, renewal & nonrenewal |
| 22-32-109(1)(b) | 0 | Local Board Duties Concerning Competitive Bidding |
| 22-63-403 | 23 | Teacher Employment Act-Describes payment of salaries |
| 22-63-402 | 22 | Teacher Employment Act-Certificate required to pay teachers |
| 22-63-401 | 23 | Teacher Employment Act-Teachers subject to adopted salary schedule |
| 22-63-302 | 22 | Teacher Employment Act-Procedures for dismissal of teachers |
| 22-63-206 | 26 | Teacher Employment Act-Transfer of teachers |
| 22-9-106 | 27 | Local Board Duties Concerning Performance Evaluations |
| 22-63-202 | 26 | Teacher Employment Act - Contracts in writing, damage provision |
| 22-63-201 | 26 | Teacher Employment Act - Compensation & Dismissal Act-Requirement to hold a certificate |
| 22-33-104(4) | 0 | Compulsory School Attendance-Attendance policies and excused absences |
| 22-32-126 | 0 | Employment and Authority of Principals |
| 22-32-109(1)(n)(i) | 34 | Local Board Duties Concerning School Calendar |
| 22-63-301 | 24 | Teacher Employment Act-Grounds for dismissal |
| 22-32-109(1)(f) | 27 | Local Board Duties Concerning Selection of Staff, and Pay |
| 22-32-110(1)(k) | 0 | Local Board Powers-Policies relating to inservice training and official conduct |
| 22-32-109(1)(n)(ii) | 0 | Local Board Duties Concerning Teacher-Pupil Contact Hours |
| 22-32-109(1)(n)(ii)(A) | 34 | Determine teacher-pupil contact hours |
| 22-32-109(1)(n)(ii)(B) | 34 | Adopt district calendar |
| 22-32-109(1)(t) | 24 | Local Board Duties Concerning Textbooks and Curriculum |
| 22-32-110(1)(ee) | 0 | Local Board Powers-Employ teachers' aides and other noncertificated personnel |
| 22-32-110(1)(h) | 25 | Local Board Powers-Terminate employment of personnel |

COLORADO DEPARTMENT OF EDUCATION

Innovation Schools Waivers

2012-13

Innovation School Approved Waivers Counts

| Statute ID | School Count | Statute Title |
|----------------------|---------------------|--|
| | | Automatic State Waivers |
| 22-32-110(1)(i) | 0 | Local Board Powers-Reimburse employees for expenses |
| 22-32-110(1)(j) | 0 | Local Board Powers-Procure life, health, or accident insurance |
| | | Non-Automatic State Waivers |
| 22-32-109(1)(z) | 0 | Local Board Duties Concerning Child Abuse and Neglect Training |
| 22-32-109(1)(e) | 0 | Local Board Duties Concerning Minutes of Proceedings Open To Public |
| 22-32-109(1)(g) | 25 | Local Board Duties-Return moneys to the treasurer of the district |
| 22-32-109(1)(h) | 0 | Local Board Duties Concerning Bonding of Staff Members |
| 22-32-109(1)(i) | 0 | Local Board Duties Concerning Governmental Accounting Principles |
| 22-32-109(1)(j) | 23 | Local Board Duties-identifying principals that require further training |
| 22-32-109.1(2)(a) | 0 | Conduct and discipline code |
| 22-32-109(1)(u) | 1 | Local Board Duties-Free Textbooks |
| 22-32-109(1)(cc) | 20 | Adopt dress code policy |
| 22-32-109.1 | 0 | Board of education - specific powers and duties - safe schools |
| 22-32-109(1)(k) | 0 | Local Board Duties Concerning Publication of Financial Condition |
| 22-32-109(1)(bb)(i) | 0 | Local Board Duties Concerning Tobacco use |
| 22-32-109(1)(aa) | 22 | Adopt and Implement plan for content standards |
| 22-32-109(1)(a) | 0 | Local Board Duties Concerning Bylaws |
| 22-24-105(1)(d) | 0 | Local Board Duties-ELL Student Programs |
| 22-24-105 | 0 | Local Board-powers and duties-ELL Students |
| 22-11-401(1)(a)(III) | 0 | At least three parents or legal guardians of students enrolled in the school |
| 22-11-210 | 1 | Public Schools-Annual Review |
| 22-1-115 | 0 | School Census - School Age |
| 22-1-112 | 0 | School Year - National Holidays |

COLORADO DEPARTMENT OF EDUCATION

Innovation Schools Waivers

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Innovation School Approved Waivers Counts

| Statue ID | School Count | Statute Title | Non-Automatic State Waivers |
|------------------|---------------------|--|------------------------------------|
| 22-32-109.7 | 0 | Selection of personnel | |
| 22-1-110 | 0 | Alcohol & Controlled Substance Education | |
| 22-32-109.8 | 0 | Fingerprinting | |
| 22-1-110.5 | 0 | Education regarding human sexuality - prior written notice to parent - content standards | |
| 22-63-103(10) | 0 | Teacher Employment-Substitutes | |
| 22-32-109.3 | 0 | Board of education - specific duties - student records | |
| 22-45-103 (1)(f) | 0 | Transportation Fund | |
| 22-60.5-201 | 0 | Types of teacher licenses issued - term | |
| 22-60.5-202 | 0 | Professional teacher licenses - master certification | |
| 22-60.5-213 | 0 | Approved induction programs - initial special services licensees | |
| 22-60.5-301 | 0 | Types of principal licenses issued - term | |
| 22-60.5-304 | 0 | Approved induction programs - initial principal licensees | |
| 22-60.5-306 | 0 | Types of administrator licenses issued - term | |
| 22-60.5-309 | 0 | Approved induction programs - initial administrator licensees | |
| 22-44-112 | 0 | Budget-Transfer of Moneys | |
| 22-61-105 | 0 | Penalty | |
| 22-36-101 | 3 | Choice of programs | |
| 22-63-202(3) | 0 | Teacher temporarily suspended or contract canceled during decrease in teaching positions | |
| 22-63-203(2) | 0 | Probationary teachers - contract renewal and nonrenewal | |
| 22-63-203.5 | 5 | Portability of non-probationary status | |
| 22-63-204 | 0 | Teacher Employment Act- Receiving moneys from sale of goods | |
| 22-63-205 | 0 | Teacher Employment Act-Exchange of teachers out of state or foreign | |
| 22-7-207 | 0 | School Building Advisory Committees | |

COLORADO DEPARTMENT OF EDUCATION

**Innovation Schools Waivers
2012-13**

Innovation School Approved Waivers Counts

| Statute ID | School Count | Statute Title |
|-------------------|---------------------|--|
| | | Non-Automatic State Waivers |
| 22-9-101 | 0 | Licensed Personnel Evaluations |
| 22-9-106(4) | 0 | Local boards of education - duties - principal or administrator license required for evaluations |
| 22-9-107 | 0 | School district personnel performance evaluation councils - duties |
| 22-9-108 | 0 | Evaluator training - universities and colleges - duties |
| 22-61-103 | 0 | Teacher's oath or affirmation |
| 22-32-117 | 0 | Miscellaneous Fees |
| 22-32-109.9 | 0 | Fingerprinting |
| 22-32-110(1)(b) | 0 | Purchase or construct facilities, purchase equipment |
| 22-32-110(1)(g) | 0 | Employ a chief executive officer |
| 22-32-110(1)(ji) | 0 | Require replacement of damaged textbooks/resources |
| 22-32-110(1)(m) | 0 | Fix attendance boundaries |
| 22-32-110(1)(o) | 0 | Local Board Powers-Provision of Textbooks |
| 22-32-110(1)(r) | 0 | Exclude inappropriate or pernicious materials from library |
| 22-32-110(1)(y) | 0 | Local Board Powers-Accept gifts, donations, grants |
| 22-32-110.7 | 0 | Board of education - specific duties - drug testing |
| 22-45-103 | 0 | Accounting & Reporting - Funds |
| 22-32-116.5 | 0 | Extracurricular & Interscholastic Activities |
| CCR 301-81 | 0 | Rules governing standards for individual career and academic plans |
| 22-32-118 | 0 | Summer schools, continuation, evening and community education programs |
| 22-32-119 | 0 | Kindergarten |
| 22-32-120 | 0 | Food Services |
| 22-33-102(1) | 0 | Definition of "Academic Year" |
| 22-33-105 | 0 | Suspensions, expulsion and denial of admission |

COLORADO DEPARTMENT OF EDUCATION

Innovation Schools Waivers

2012-13

Innovation School Approved Waivers Counts

| Statue ID | School Count | Statute Title |
|------------------|---------------------|---|
| | | Non-Automatic State Waivers |
| 22-33-106 | 0 | Grounds for suspension, expulsion and denial of admission |
| 22-33-107 | 0 | Enforcement of Compulsory School Attendance |
| 22-33-108 | 0 | Judicial Proceedings-conduct/discipline |
| 22-35-101 | 0 | Postsecondary Enrollment Options Act provides for dual enrollment credit option |
| 22-35-104...109 | 0 | Post Secondary Enrollment Options |
| 22-32-113(5)(a) | 0 | Transportation of Pupils |

Innovation Schools Report of Approved Waivers

| School # | School Name | Dist # | District Name | Approval | Renewal |
|-----------------|-------------------------------------|--------------------|----------------------|--------------------|----------------|
| 3698 | C3 (Creativity Challenge Community) | 0880 | DENVER COUNTY 1 | 4/1/2012 | |
| | 22-32-109(1)(f) | 22-32-109(1)(g) | 22-32-109(1)(j) | 22-32-109(1)(n)(l) | |
| | 22-32-109(1)(A) | 22-32-110(1)(h) | 22-63-201 | 22-63-202 | |
| | 22-63-203 | 22-63-301 | 22-63-302 | 22-63-401 | |
| | 22-63-402 | 22-9-106 | | | |
| 1785 | Cole Arts and Sciences Academy | 0880 | DENVER COUNTY 1 | 8/1/2009 | |
| | 22-32-109(1)(aa) | 22-32-109(1)(cc) | 22-32-109(1)(g) | 22-32-109(1)(j) | |
| | 22-32-109(1)(l) | 22-32-109(1)(n)(A) | 22-32-109(1)(n)(B) | 22-32-110(1)(h) | |
| | 22-63-201 | 22-63-202 | 22-63-203 | 22-63-301 | |
| | 22-63-302 | 22-63-401 | 22-63-402 | 22-9-106 | |

COLORADO DEPARTMENT OF EDUCATION

Innovation Schools Waivers

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Innovation Schools Report of Approved Waivers

| School # | School Name | Dist # | District Name | Approval | Renewal |
|-----------------|--------------------------------|------------------------|----------------------|-----------------|----------------|
| 1295 | Collegiate Prep Academy | 0880 | DENVER COUNTY 1 | 6/1/2011 | |
| | 22-32-109(1)(cc) | 22-32-109(1)(f) | 22-32-109(1)(g) | 22-32-109(1)(j) | |
| | 22-32-109(1)(n)(i) | 22-32-109(1)(n)(ii)(B) | 22-32-109(1)(t) | 22-32-110(1)(h) | |
| | 22-63-201 | 22-63-203 | 22-63-206 | 22-63-301 | |
| | 22-63-302 | 22-63-402 | 22-63-403 | 22-9-106 | |
| 2205 | DCIS at Ford | 0880 | DENVER COUNTY 1 | 5/1/2011 | |
| | 22-32-109(1)(aa) | 22-32-109(1)(f) | 22-32-109(1)(g) | 22-32-109(1)(j) | |
| | 22-32-109(1)(n)(i) | 22-32-109(1)(n)(ii)(B) | 22-32-109(1)(t) | 22-32-110(1)(h) | |
| | 22-63-201 | 22-63-203 | 22-63-206 | 22-63-301 | |
| | 22-63-302 | 22-63-402 | 22-63-403 | 22-9-106 | |
| 2183 | DCIS at Montbello HS | 0880 | DENVER COUNTY 1 | 5/1/2011 | |
| | 22-32-109(1)(aa) | 22-32-109(1)(f) | 22-32-109(1)(g) | 22-32-109(1)(j) | |
| | 22-32-109(1)(n)(i) | 22-32-109(1)(n)(ii)(B) | 22-32-109(1)(t) | 22-32-110(1)(h) | |
| | 22-63-201 | 22-63-203 | 22-63-206 | 22-63-301 | |
| | 22-63-302 | 22-63-402 | 22-63-403 | 22-9-106 | |
| 2188 | Denver Center for 21st Century | 0880 | DENVER COUNTY 1 | 6/1/2011 | |
| | 22-32-109(1)(aa) | 22-32-109(1)(f) | 22-32-109(1)(g) | 22-32-109(1)(j) | |
| | 22-32-109(1)(n)(i) | 22-32-109(1)(n)(ii)(B) | 22-32-109(1)(t) | 22-32-110(1)(h) | |
| | 22-63-201 | 22-63-203 | 22-63-206 | 22-63-301 | |
| | 22-63-302 | 22-63-402 | 22-63-403 | 22-9-106 | |
| 2125 | Denver Green School | 0880 | DENVER COUNTY 1 | 4/1/2010 | |
| | 22-32-109(1)(aa) | 22-32-109(1)(f) | 22-32-109(1)(g) | 22-32-109(1)(j) | |
| | 22-32-109(1)(n)(i) | 22-32-109(1)(n)(ii)(B) | 22-32-109(1)(t) | 22-32-110(1)(h) | |
| | 22-63-201 | 22-63-203 | 22-63-206 | 22-63-301 | |
| | 22-63-302 | 22-63-402 | 22-63-403 | 22-9-106 | |

COLORADO DEPARTMENT OF EDUCATION

**Innovation Schools Waivers
2012-13**

Innovation Schools Report of Approved Waivers

| School # | School Name | Dist # | District Name | Approval | Renewal |
|-----------------|---------------------------------------|---------------|------------------------|------------------------|--------------------|
| 1618 | Evans International Elementary School | 1110 | FALCON 49 | | 8/1/2012 |
| | 22-11-210 | | 22-32-109(1)(n)(l) | 22-32-109(1)(n)(ii)(B) | 22-32-109(1)(t) |
| | 22-32-109(1)(u) | | 22-63-202 | 22-63-203 | 22-63-203.5 |
| | 22-63-206 | | 22-9-106 | | |
| 2906 | Falcon Middle School | 1110 | FALCON 49 | 6/1/2012 | |
| | 22-32-109(1)(t) | | | | |
| 3478 | Godsman Elementary | 0880 | DENVER COUNTY 1 | 8/1/2011 | |
| | 22-32-109(1)(aa) | | 22-32-109(1)(g) | 22-32-109(1)(j) | 22-32-109(1)(n)(i) |
| | 22-32-109(1)(n)(ii)(A) | | | | |
| 3600 | Grant Beacon Middle School | 0880 | DENVER COUNTY 1 | 5/1/2012 | |
| | 22-32-109(1)(aa) | | 22-32-109(1)(e) | 22-32-109(1)(j) | 22-32-109(1)(n)(i) |
| | 22-32-109(1)(n)(ii)(A) | | 22-32-109(1)(t) | 22-32-110(1)(h) | 22-63-201 |
| | 22-63-202 | | 22-63-206 | 22-63-301 | 22-63-302 |
| | 22-63-401 | | 22-63-403 | 22-9-106 | |
| 3641 | Green Valley Elementary | 0880 | DENVER COUNTY 1 | 8/1/2011 | |
| | 22-32-109(1)(cc) | | 22-32-109(1)(e) | 22-32-109(1)(j) | 22-32-109(1)(n)(i) |
| | 22-32-109(1)(n)(ii)(A) | | 22-32-110(1)(h) | 22-63-201 | 22-63-202 |
| | 22-63-203 | | 22-63-301 | 22-63-302 | 22-63-401 |
| | 22-63-402 | | 22-9-106 | | |
| 2757 | High Tech Early College | 0880 | DENVER COUNTY 1 | 6/1/2011 | |
| | 22-32-109(1)(aa) | | 22-32-109(1)(f) | 22-32-109(1)(e) | 22-32-109(1)(j) |
| | 22-32-109(1)(n)(i) | | 22-32-109(1)(n)(ii)(A) | 22-32-109(1)(n)(ii)(B) | 22-32-110(1)(h) |
| | 22-63-201 | | 22-63-203 | 22-63-206 | 22-63-301 |
| | 22-63-302 | | 22-63-402 | 22-63-403 | 22-9-106 |

COLORADO DEPARTMENT OF EDUCATION

Innovation Schools Waivers

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Innovation Schools Report of Approved Waivers

| School # | School Name | Dist # | District Name | Approval | Renewal |
|----------|--------------------------------------|------------------------|--------------------|------------------------|---------|
| 4102 | Horizon Middle School | 1110 | FALCON 49 | 9/1/2012 | |
| | 22-32-109(1)(n)(i) | 22-32-109(1)(n)(ii)(B) | 22-32-109(1)(t) | 22-36-101 | |
| | 22-63-203 | 22-9-106 | | | |
| 4738 | Kit Carson Elementary School | 0510 | KIT CARSON R-1 | 3/1/2011 | |
| | 22-63-201 | 22-63-203 | 22-63-203.5 | 22-9-106 | |
| 4742 | Kit Carson Junior-Senior High School | 0510 | KIT CARSON R-1 | 3/1/2011 | |
| | 22-63-201 | 22-63-203 | 22-63-203.5 | 22-9-106 | |
| 5448 | Manual High School | 0880 | DENVER COUNTY 1 | 3/1/2009 | |
| | 22-32-109(1)(aa) | 22-32-109(1)(f) | 22-32-109(1)(g) | 22-32-109(1)(j) | |
| | 22-32-109(1)(n)(i) | 22-32-109(1)(n)(ii)(B) | 22-32-109(1)(t) | 22-32-110(1)(h) | |
| | 22-63-201 | 22-63-203 | 22-63-206 | 22-63-301 | |
| | 22-63-302 | 22-63-402 | 22-63-403 | 22-9-106 | |
| 5605 | Martin Luther King Jr. Early College | 0880 | DENVER COUNTY 1 | 9/1/2010 | |
| | 22-32-109(1)(aa) | 22-32-109(1)(g) | 22-32-109(1)(n)(i) | 22-32-109(1)(n)(ii)(A) | |
| | 22-32-109(1)(n)(ii)(B) | 22-32-109(1)(t) | 22-63-202 | 22-63-203 | |
| | 22-63-206 | 22-63-302 | 22-63-401 | 22-63-403 | |
| | 22-9-106 | | | | |
| 5897 | McAuliffe International School | 0880 | DENVER COUNTY 1 | 3/1/2012 | |
| | 22-32-109(1)(aa) | 22-32-109(1)(f) | 22-32-109(1)(g) | 22-32-109(1)(j) | |
| | 22-32-109(1)(n)(i) | 22-32-109(1)(n)(ii)(B) | 22-32-109(1)(t) | 22-32-110(1)(h) | |
| | 22-63-201 | 22-63-203 | 22-63-203.5 | 22-63-206 | |
| | 22-63-301 | 22-63-401 | 22-63-402 | 22-63-403 | |
| | 22-9-106 | | | | |

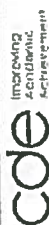
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Innovation Schools Waivers

2012-13

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| School # | School Name | Dist # | District Name | Approval | Renewal |
|-----------------|--|---------------|---|--|----------------|
| 5685 | McGlone Elementary 22-32-109(1)(cc) 22-32-109(1)(n)(ii)(A) 22-63-203 22-63-402 | 0880 | DENVER COUNTY 1 22-32-109(1)(g) 22-32-110(1)(h) 22-63-301 22-9-106 | 22-32-109(1)(n)(i) 22-63-202 22-63-401 | 8/1/2011 |
| 6002 | Montclair School of Academics and Enrich 22-32-109(1)(aa) 22-32-109(1)(n)(i) 22-63-201 22-63-302 | 0880 | DENVER COUNTY 1 22-32-109(1)(f) 22-32-109(1)(ii)(B) 22-63-203 22-63-402 | 22-32-109(1)(g) 22-32-109(1)(t) 22-63-206 22-63-403 | 3/1/2009 |
| 6239 | Noel Community Arts School 22-32-109(1)(aa) 22-32-109(1)(n)(i) 22-63-201 22-63-302 | 0880 | DENVER COUNTY 1 22-32-109(1)(f) 22-32-109(1)(ii)(B) 22-63-203 22-63-402 | 22-32-109(1)(g) 22-32-109(1)(t) 22-63-206 22-63-403 | 5/1/2011 |
| 6483 | Odyssey Elementary School 22-32-109(1)(n)(i) 22-32-109(1)(ii)(A) | 1110 | FALCON 49 22-32-109(1)(n)(ii)(B) | | 6/1/2012 |
| 7317 | Remington Elementary School 22-32-109(1)(aa) 22-32-109(1)(t) | 1110 | FALCON 49 22-32-109(1)(n)(i) 22-63-201 | 22-32-109(1)(ii)(A) 22-32-109(1)(n)(ii)(B) | 8/1/2012 |
| 7339 | Ridgeview Elementary School 22-32-109(1)(n)(i) | 1110 | FALCON 49 22-32-109(1)(n)(ii)(B) | | 6/1/2012 |
| 7960 | Skyview Middle School 22-32-109(1)(n)(i) | 1110 | FALCON 49 22-32-109(1)(n)(ii)(B) | | 6/1/2012 |



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Approval Renewal

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9/1/2012

6/1/2010

22-32-109(1)(i)

22-32-109(1)(j)

22-32-109(1)(k)

22-32-109(1)(l)

22-32-109(1)(m)

22-32-109(1)(n)

22-32-109(1)(o)

22-32-109(1)(p)

22-32-109(1)(q)

22-32-109(1)(r)

22-32-109(1)(s)

22-32-109(1)(t)

22-32-109(1)(u)

22-32-109(1)(v)

22-32-109(1)(w)

22-32-109(1)(x)

22-32-109(1)(y)

22-32-109(1)(z)

22-32-109(1)(aa)

22-32-109(1)(ab)

22-32-109(1)(ac)

22-32-109(1)(ad)

22-32-109(1)(ae)

22-32-109(1)(af)

22-32-109(1)(ag)

22-32-109(1)(ah)

22-32-109(1)(ai)

22-32-109(1)(aj)

22-32-109(1)(ak)

22-32-109(1)(al)

22-32-109(1)(am)

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22-32-109(1)(aq)

22-32-109(1)(ar)

22-32-109(1)(as)

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22-32-109(1)(av)

22-32-109(1)(aw)

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22-32-109(1)(ay)

22-32-109(1)(az)

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22-32-109(1)(bb)

22-32-109(1)(bc)

22-32-109(1)(bd)

22-32-109(1)(be)

22-32-109(1)(bf)

22-32-109(1)(bg)

22-32-109(1)(bh)

22-32-109(1)(bi)

22-32-109(1)(bj)

22-32-109(1)(bk)

22-32-109(1)(bl)

22-32-109(1)(bm)

22-32-109(1)(bn)

22-32-109(1)(bo)

22-32-109(1)(bp)

22-32-109(1)(bq)

22-32-109(1)(br)

22-32-109(1)(bs)

22-32-109(1)(bt)

22-32-109(1)(bu)

22-32-109(1)(bv)

22-32-109(1)(bw)

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22-32-109(1)(bz)

22-32-109(1)(ca)

22-32-109(1)(cb)

22-32-109(1)(cc)

22-32-109(1)(cd)

22-32-109(1)(ce)

22-32-109(1)(cf)

22-32-109(1)(cg)

22-32-109(1)(ch)

22-32-109(1)(ci)

22-32-109(1)(cj)

22-32-109(1)(ck)

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22-32-109(1)(cm)

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22-32-109(1)(co)

22-32-109(1)(cp)

22-32-109(1)(cq)

22-32-109(1)(cr)

22-32-109(1)(cs)

22-32-109(1)(ct)

22-32-109(1)(cu)

22-32-109(1)(cv)

22-32-109(1)(cw)

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22-32-109(1)(dc)

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22-32-109(1)(dh)

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22-32-109(1)(dj)

22-32-109(1)(dk)

22-32-109(1)(dl)

22-32-109(1)(dm)

22-32-109(1)(dn)

22-32-109(1)(do)

22-32-109(1)(dp)

22-32-109(1)(dq)

22-32-109(1)(dr)

22-32-109(1)(ds)

22-32-109(1)(dt)

22-32-109(1)(du)

22-32-109(1)(dv)

22-32-109(1)(dw)

22-32-109(1)(dx)

22-32-109(1)(dy)

22-32-109(1)(dz)

22-32-109(1)(ea)

22-32-109(1)(eb)

22-32-109(1)(ec)

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22-32-109(1)(ei)

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22-32-109(1)(ek)

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22-32-109(1)(em)

22-32-109(1)(en)

22-32-109(1)(eo)

22-32-109(1)(ep)

22-32-109(1)(eq)

22-32-109(1)(er)

22-32-109(1)(es)

22-32-109(1)(et)

22-32-109(1)(eu)

22-32-109(1)(ev)

22-32-109(1)(ew)

22-32-109(1)(ex)

22-32-109(1)(ey)

22-32-109(1)(ez)

22-32-109(1)(fa)

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22-32-109(1)(fh)

22-32-109(1)(fi)

22-32-109(1)(fj)

22-32-109(1)(fk)

22-32-109(1)(fl)

22-32-109(1)(fm)

22-32-109(1)(fn)

22-32-109(1)(fo)

22-32-109(1)(fp)

22-32-109(1)(fq)

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22-32-109(1)(fs)

22-32-109(1)(ft)

22-32-109(1)(fu)

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22-32-109(1)(fx)

22-32-109(1)(fy)

22-32-109(1)(fz)

22-32-109(1)(ga)

22-32-109(1)(gb)

22-32-109(1)(gc)

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22-32-109(1)(gp)

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22-32-109(1)(hi)

22-32-109(1)(hj)

22-32-109(1)(hk)

22-32-109(1)(hl)

22-32-109(1)(hm)

22-32-109(1)(hn)

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22-32-109(1)(hu)

22-32-109(1)(hv)

22-32-109(1)(hw)

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22-32-109(1)(hy)

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22-32-109(1)(ih)

22-32-109(1)(ii)

22-32-109(1)(ij)

22-32-109(1)(ik)

22-32-109(1)(il)

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| School # | School Name | Dist # | District Name | Approval | Renewal |
|----------|--------------------------|------------------------|------------------------|------------------------|---------|
| 8995 | Vista Academy | 0880 | DENVER COUNTY 1 | 8/1/2011 | |
| | 22-32-109(1)(cc) | 22-32-109(1)(g) | 22-32-109(1)(j) | 22-32-109(1)(n)(i) | |
| | 22-32-109(1)(n)(ii)(A) | 22-32-110(1)(h) | 22-63-201 | 22-63-202 | |
| | 22-63-203 | 22-63-301 | 22-63-302 | 22-63-401 | |
| | 22-63-402 | 22-9-106 | | | |
| 8791 | Vista Ridge High School | 1110 | FALCON 49 | 6/1/2012 | |
| | 22-32-109(1)(n)(i) | 22-32-109(1)(n)(ii)(B) | | | |
| 9298 | Wasson High School | 1010 | COLORADO SPRINGS 11 | | |
| | 22-32-109(1)(aa) | 22-32-109(1)(n)(i) | 22-32-109(1)(n)(ii)(A) | 22-32-109(1)(n)(ii)(B) | |
| | 22-32-109(1)(t) | 22-63-201 | 22-63-203 | 22-63-206 | |
| | 22-9-106 | | | | |
| 9693 | West Generations Academy | 0880 | DENVER COUNTY 1 | 3/1/2012 | |
| | 22-32-109(1)(aa) | 22-32-109(1)(f) | 22-32-109(1)(g) | 22-32-109(1)(j) | |
| | 22-32-109(1)(n)(i) | 22-32-109(1)(n)(ii)(B) | 22-32-109(1)(t) | 22-32-110(1)(h) | |
| 9702 | West Leadership Academy | 0880 | DENVER COUNTY 1 | 3/1/2012 | |
| | 22-32-109(1)(aa) | 22-32-109(1)(f) | 22-32-109(1)(g) | 22-32-109(1)(j) | |
| | 22-32-109(1)(n)(i) | 22-32-109(1)(n)(ii)(B) | 22-32-109(1)(t) | 22-32-110(1)(h) | |
| | 22-63-201 | 22-63-203 | 22-63-203.5 | 22-63-206 | |
| | 22-63-301 | 22-63-401 | 22-63-402 | 22-63-403 | |
| | 22-9-106 | | | | |
| 9548 | Whittier K-8 School | 0880 | DENVER COUNTY 1 | 9/1/2010 | |
| | 22-32-109(1)(aa) | 22-32-109(1)(g) | 22-32-109(1)(n)(i) | 22-32-109(1)(n)(ii)(A) | |
| | 22-32-109(1)(n)(ii)(B) | 22-32-110(1)(h) | 22-63-201 | 22-63-202 | |
| | 22-63-203 | 22-63-301 | 22-63-401 | 22-63-402 | |
| | 22-63-403 | | | | |