COLORADO DEPARTMENT *of* EDUCATION

REQUEST FOR PROPOSAL

Proposals Due: Friday, February 14, 2014 by 4:00 p.m.
***Webinar: Thursday**, December 19, 2013 from 9:00 – 10:00 a.m.*

DATA USE FOR IMPROVED RESULTS

PURSUANT TO: Title I, Part A of the *Elementary and Secondary Education Act*

FUNDED BY: U.S. DEPARTMENT OF EDUCATION, OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

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For RFP specific questions contact:
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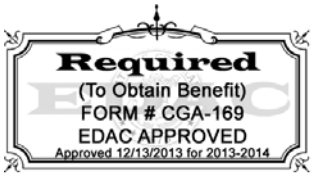

Colorado Department of Education
Office of Federal Program Administration
1560 Broadway, Suite 1450, Denver, CO 80203

Data Use for Improved Results Grant - Overview REQUEST FOR PROPOSAL *Proposals Due: Friday, February 14, 2014*	
Introduction	The Office of Federal Program Administration at CDE is issuing this Request for Proposals (RFP) to local education agencies (LEAs) to reallocate Title I, Part A dispersement funds not drawn down by distribution grantees.
Purpose	The purpose of this grant is to provide additional funds to Title I schools so that they can engage in activities that support their increased use of data to adjust and improve instruction. The expected outcome of this grant is for educators to become more effective in adjusting instruction for students to promote better outcomes for students and/or develop systems for the monitoring of implementation benchmarks.
Available Funds	Approximately $350,000 is available for distribution to funded LEAs. An LEA may apply for no more than $50,000.
Eligible Applicants	Applicants for Data Use for Improved Results funding are LEAs applying on behalf of: • All Title I Schools with Priority Improvement or Turnaround (PITA) Plan Types. Eligibility will be prioritized in the following order: • Title I schools that are not Focus Schools; and • Title I schools that do not participate in the Tiered Improvement Grant (TIG). Refer to **Attachment A** for a listing of eligible schools. BOCES are not considered an LEA for Title I Part A funds and therefore cannot be the fiscal agent for this competitive application**.** However, an LEA identified as fiscal agent for this grant may assign fiscal responsibilities to a BOCES as defined in P.L. 107-110, Sec. 2403 (2) within the eligible partnership. If the LEA would like to assign fiscal responsibilities to a BOCES to apply for and administer the grant on its behalf, funds can be signed over to the BOCES with completion of the District Assignment of NCLB Competitive Grant Funds and Assurances form on page 13. **Please note:** All districts to be served through this grant must provide contact information and signatures on page 10 and initials of agreement on the District Assignment of NCLB Competitive Grant Funds and Assurances form on page 13.

Allowable Use of Funds	**Awarded funds must primarily be used for the following purposes :** • Professional development provided by experts in the field of data analysis and how to use it to adjust instruction in a timely way; • Creating time for the development of implementation benchmarks and systems to monitor these benchmarks; and • Creating time for collaboration among school and district staff around effective and timely use of data to adjust instruction. Awarded funds could be used to: • Create networks among districts to further enhance the use of data and implementation benchmarks; • Build capacity to enhance and sustain effective use of data; and • Provide coaching on the effective use of data to drive effective classroom instruction. The structure of the grant permits a district to apply on behalf of a group of Title I schools assigned a plan type of Priority Improvement or Turnaround; a group of districts to apply as part of a network; or a single district on behalf of an individual school. Funds **may not** be used for: • The purchase of data systems; and • Subscriptions to data collection tools. Note: Funds may be used to **supplement not supplant** any funds currently being used for the purpose of this grant.
Duration of Grant	Funds must be expended by **December 30, 2014**. There will be no carryover of funds.
Evaluation & Reporting	Programs receiving Data Use for Improved Results Grant funding are required to submit to CDE: • A self-evaluation of educators' improved use of data and implementation benchmarks (completion of column 3 on the Needs Assessment and Reporting Chart – Attachment B); and • An annual financial report.
Review Process	Applications will be reviewed by CDE staff to ensure they contain all required components. Note: This is a competitive process – <u>applicants must score at least 60 points out of 86 points possible to be approved for funding.</u> There is no guarantee that submitting a proposal will result in funding or funding at the requested level. All application decisions are final. Applicants that do not meet the qualifications will be notified and may reapply in future grant applications. Applicants will be notified of award by Friday, March 14, 2014.
Technical Assistance	An application training webinar will be held on December 19, 2013 from 9:00-10:00 a.m. To register for this technical assistance opportunity, please email CompetitiveGrants@cde.state.co.us.

Submission Process and Deadline

The **original plus 4 copies** must be received at CDE by **Friday, February 14, 2014** at 4:00 pm. In addition to the 5 hard copies**, an electronic copy of the proposal and electronic budget must be submitted to: CompetitiveGrants@cde.state.co.us**. The electronic version should include all required pieces of the proposal as one document. Faxes will not be accepted. Incomplete or late proposals will not be considered.

Application materials and budget are available for download on the CDE Website at: http://www.cde.state.co.us/FedPrograms/ti/a.asp.

Proposals will be due **by 4 p.m.** on **February 14, 2014** to:

Colorado Department of Education
Competitive Grants and Awards
1560 Broadway, Suite 1450
Denver, CO 80202

&

Submit an electronic copy of the proposal and electronic budget to:
CompetitiveGrants@cde.state.co.us

APPLICATION FORMAT

- The total narrative (Part III) of the application may not exceed 8 pages
- All pages must be standard letter size, 8-1/2" x 11" using 12-point font and single-spaced
- Use 1-inch margins
- Number all pages
- The signature page must include original signatures of the lead organization/fiscal agent
- Successful applicants will be required to submit disclosure and assurance pages with original signatures
- Staple the pages of the original and each copy of the proposal. Please do not use paperclips, rubber bands, binders or report covers

REQUIRED ELEMENTS

The format outlined below **must be followed** in order to assure consistent application of the evaluation criteria. **See evaluation rubric for specific selection criteria needed in Part III (pages 15 – 20).**

Part I: **Proposal Introduction (not scored)**
Cover Page
Certification and Assurances Form
District Assignment of Federal Grant Funds and Assurances Form
Executive Summary ***(no more than 1 page)***

Part II:	**Needs Assessment & Reporting Chart *(Attachment B)***
Part III:	**Application Narrative**
	Section 1: Needs Assessment & Establishing Priorities
	Section 2: Action Planning
	Section 3: Implementation
	Section 4: Evaluating Results with Outcome Data
	Section 5: Budget Narrative
	Electronic Budget

Budget Instructions and Budget Form

Complete the proposed budget and budget narrative at:
http://www.cde.state.co.us/FedPrograms/ti/a.asp.

When the applications have been reviewed, final grant amounts will be determined and a more detailed budget may be required. The final budget will comply with the application review comments and the proposed budget. Please remember that no grant funds can be obligated or spent until a final budget has been received and approved by CDE.

Examples of the types of expenses that may be included in each object category are listed below for guidance only. Your budget narrative should provide enough detail so that the appropriate object category can be confirmed.

Support Program. Support service programs are those activities which facilitate and enhance instruction. Support services include school-based and general administrative functions and centralized operations for the benefit of students, instructional staff, other staff, and the community.

(100) Salaries - Amounts paid for personal services for both permanent and temporary employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the school district/agency/organization.

(200) Employee Benefits - Amounts paid on behalf of employees; generally those amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, never the less are part of the cost of personal services. Workers' compensation premiums should not be charged here, but rather to object (0500 other purchased services).

(300) Purchased Professional and Technical Services – Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of auditors, consultants, teachers, etc.

(500) Other Purchased Services – Amounts paid for services rendered by organizations or personnel not on the payroll of the district (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

(600) Supplies – Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Items that do not contribute to a district's fixed assets, as evaluated by the district's fixed assets policy, may be coded as supply items, or may be coded as Non-Capital Equipment. Items that contribute to a district's fixed assets must be coded as equipment. All computers must be entered as equipment. Include all supplies, food, books and periodicals, and electronic media materials here.

(800) Other Expenses – Amounts paid for goods and services not otherwise classified above. Some expenditures may cross object category lines. For example, professional development and evaluation

may include salaries, purchased services (printing) and supplies/materials. The budget narrative should identify these elements so that a total cost of the activity can be determined.

Indirect Costs – Indirect costs are those elements of costs necessary in the provision of a service which are of such nature that they cannot be readily or accurately identified with the specific service.

School Districts Only: School districts may budget indirect costs only if they are designated as the fiscal agent. The indirect cost rate used varies by district. Your district budget office should provide this rate to you, or you may access it by going to CDE's web page and linking to School Finance.

Data Use for Improved Results Grant
2013-14

PART I: COVER PAGE *(Complete and attach as the first page of proposal)*	
Name of Lead Local Education Agency (LEA)/Organization:	
Mailing Address:	
Title I, Part A Authorized Representative:	
Telephone:	E-mail:
Signature:	
Program Contact Person:	
Mailing Address:	
Telephone:	E-mail:
Signature:	
Fiscal Manager:	
Telephone:	E-mail:
Signature:	
Region: *Indicate the region(s) this proposal will directly impact*	
☐ **Metro** ☐ **Pikes Peak** ☐ **North Central** ☐ **Northwest** ☐ **West Central** ☐ **Southwest** ☐ **Southeast** ☐ **Northeast**	
Amount Requested: *Indicate the amount of funding you are requesting.*	
$	

Please note: If grant is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

Part IA: LEA/School Information & Signature Page

(Complete and attach after cover page for each school participating. Copy tables as needed.)

District Signatures	
District Name:	
School Board President Signature:	
Superintendent Signature:	
District Membership: *Indicate the total number of students within the district*	

School Information (*Include school level information and principal signature for each school participating. Attach additional pages directly after this page.)*	
School Name:	
Principal Name:	
Telephone:	**E-mail:**
Principal Signature:	

School #2	
School Name:	
Principal Name:	
Telephone:	**E-mail:**
Principal Signature:	

School #3	
School Name:	
Principal Name:	
Telephone:	**E-mail:**
Principal Signature:	

Part IB: Certification Form *(Complete and attach after cover page)*

Data Use for Improved Results Grant

The School Board President and Board- Appointed Authorized Representative must sign below to indicate their approval of the contents of the application, and the receipt of program funds.

On _____ (date) , 2014, the Board of (district) _____ hereby applies for and, if awarded, accepts the state funds requested in this application. In consideration of the receipt of these grant funds, the Board agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The Board also certifies that all program and pertinent administrative requirements will be met. These include the Office of Management and Budget Accounting Circulars, and the Department of Education's General Education Provisions Act (GEPA) requirement. In addition, the Board certifies that the district is in compliance with the requirements of the federal Children's Internet Protection Act (CIPA), and that no policy of the local educational agency prevents or otherwise denies participation in constitutionally protected prayer in public schools. In addition, school districts that accept the **Data Use for Improved Results Grant** funding agree to the following assurances:

1. The applicant will annually provide the Colorado Department of Education such information as may be required to determine if the grantee is making satisfactory progress toward achieving the goals of the grant. This includes the submission of pre-/post- test scores and State Assigned Student ID (SASID) numbers.
2. The applicant will serve students participating in the identified program for a minimum of 20 hours in each subject area (math/reading) identified.
3. The applicant will recruit and hire the most highly effective teachers to participate in the program.
4. If the number of projected students to be served is not the actual number of students served, the applicant will revise the budget to reflect the change in the number of students served and will return any remaining funds.
5. The applicant will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
6. Funded projects will maintain appropriate fiscal and program records and fiscal audits of this program will be conducted by the grantees as a part of their regular audits. The program is also subject to regular CFIRS monitoring, as appropriate.
7. Funds will be used to **supplement** and **not supplant** any money currently used to provide services.
8. If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
9. The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.

Name of School Board President	Signature of School Board President
Name of District Superintendent	Signature of District Superintendent
Name of District Title I Authorized Representative	Signature of District Title I Authorized Representative

Part IC: District Assignment of Federal Grant Funds and Assurances

(If applicable, complete the information below. Indicate the assignment of the DISTRICT funds to a BOCES/CONSORTIUM and provide all required signatures/initials)

Grant Program: Data Use for Improved Results

The LEA identified as fiscal agent for this grant may assign fiscal responsibilities to a BOCES as defined in P.L. 107-110, Sec. 2403 (2) within the eligible partnership. Complete the form below to indicate who will now become the fiscal agent for this grant award.

_____ **School District** hereby authorizes the _____ **BOCES** to act as Fiscal Agent to apply for Title I, Part A Reallocated grant funding and administer the grant on behalf of _____ **School District**.

School District Authorized Representative: _____

District Name: _____ District Code: _____

School District Authorized Rep. Signature: _____

Assign these funds to: _____

BOCES Authorized Representative: _____

BOCES Authorized Rep. Signature: _____

Phone: _____ E-mail: _____

If a consortium of districts, each district Authorized Representative must provide initials of understanding/agreement authorizing the BOCES to act as the fiscal agent to apply for these funds and administer the grant. (Additional rows may be added)

District: _____ Initials: _____

District: _____ Initials: _____

District: _____ Initials: _____

In consideration of the receipt of these grant funds, the LEA agrees that the General Assurances form for all federal funds and the terms therein are specifically incorporated by reference in the forthcoming application. The LEA also certifies that all program and pertinent administrative requirements will be met. This includes the Education Department General Administrative Regulations (EDGAR), the Office of Management and Budget (OMB) Accounting Circulars, and the Department of Education's General Education Provisions Act (GEPA) requirements. Further, by agreeing to the assignment of any Data Use for

Improved Results funds to a BOCES/Consortium, the LEA(s) will provide relevant information and/or data as requested by the BOCES/Consortium in order for the BOCES/Consortium to fulfill its responsibilities related to the administration and accountability of these funds.

Signature of President of Lead LEA District School Board Date

BOCES Authorized Representative Signature of Acceptance Date

Data Use for Improved Results Funds
2013-14 Grant
Evaluation Rubric

Part I:	**Proposal Introduction**	No Points
Part II:	**Needs Assessment & Reporting**	No Points
Part III:	**Application Narrative**	
	Section 1: Needs Assessment & Establishing Priorities	/21
	Section 2: Action Planning	/14
	Section 3: Implementation	/15
	Section 4: Evaluating Results with Outcome Data	/21
	Section 5: Budget Narrative	/15
	Electronic Budget	
	Total	**/86**

GENERAL COMMENTS: *Please indicate support for scoring by including overall strengths and weaknesses. These comments are used on feedback forms to applicants.*

Strengths:

-
-

Weaknesses:

-
-

Required Changes:

-
-

Recommendation: **Funded ____** **Not Funded ____**

Request for Proposal Selection Criteria & Evaluation Rubric

Part I: Proposal Introduction — No Points

- ✓ **Cover Page**
- ✓ **Signed Certification and Assurances Form**
- ✓ **Signed District Assignment of Federal Grant Funds and Assurances form** (if applicable)
- ✓ **Executive Summary**
  Provide a brief description (no more than 1 page) of the proposed project. This summary does not count toward the 8-page narrative page limit.
- ✓ **Table of Contents**
  Place a table of contents after the Executive Summary.

Part II: Needs Assessment & Reporting — No Points

Complete the second column of the chart located as ***Attachment B*** *(page 21)*, which provides a framework for beginning to identify a school's needs relative to this grant. The third column will be completed by the school at the end of the grant award period. A school may choose to just assess itself on one of the benchmarks in each category, as opposed to all the implementation benchmarks associated with each indicator.

Part III: Application Narrative — 86 Points

The following criteria will be used by reviewers to evaluate the application as a whole. In order for the application to be recommended for funding, it must receive at least 60 points out of the 86 points possible and all required parts must be addressed. An application that receives a score of 0 on any required part(s) within the narrative will not be funded.

Section 1: Needs Assessment & Establishing Priorities	**Inadequate** (information not provided)	**Minimal** (requires additional clarification)	**Adequate** (clear and complete)	**Excellent** (concise and thoroughly developed)
After completing Attachment B, use this information to develop a Theory of Action that supports improvement of the school's use of data. • Summarize your findings from Attachment A regarding your school's use of data. Identify both the strengths and challenges revealed. Identification of these gaps will form the basis for your proposal. • Describe your school's overall plan for closing the gaps revealed on Attachment A. This should include the connection between planned activities and expected outcomes. For example,				
a) The needs assessment and reporting chart has been completed, so that it is clear the areas where the areas of need lie for the school in terms of data use and implementation benchmarks.	0	2	5	7

b) The type of data used and the process for data collection are clearly identified.	0	2	5	7
c) The overall plan clearly identifies the planned activities and expected outcomes.	0	2	5	7
Reviewer Comments:				
			TOTAL POINTS	**__/21**

Section 2: Action Planning	**Inadequate** (information not provided)	**Minimal** (requires additional clarification)	**Adequate** (clear and complete)	**Excellent** (concise and thoroughly developed)
Based on your priorities and overall plan, describe action steps necessary to significantly impact student outcomes. • Use the table below to organize activities and identify Implementation Benchmarks. Implementation Benchmarks should identify clear, quantifiable changes in adult behavior/classroom practice that will result from having completed the action step. During implementation, your Implementation Benchmarks will help you to determine whether implementation is on-track or off-track.				
a) A timeline is provided that includes a description of activities to be conducted and the benchmarks that will be used to measure the outcomes. **For Example:** **Strategies /Activities** | **Implementation Benchmarks** | **Timeline** | **Person(s) Responsible** | | | | | | | |	0	2	5	7
b) Specific actions are identified and explained that demonstrate how the district and school will sustain reforms after the funding period ends (e.g., professional development, trainer of trainer models, district commitment of continuation resources).	0	2	5	7

Reviewer Comments:	
TOTAL POINTS	**___/14**

Section 3: Implementation	**Inadequate** (information not provided)	**Minimal** (requires additional clarification)	**Adequate** (clear and complete)	**Excellent** (concise and thoroughly developed)
Create a plan that describes how data will be used to track implementation. • Describe how you will collect and analyze Implementation Benchmark data on a regular basis in order to determine whether the improved use of data is affecting the way instruction is delivered. • Describe the role implementation data will play in the allocation of resources related to your Theory of Action/Major Improvement Strategies. How will you determine whether there is a need for additional support (follow up coaching, additional training, etc.) to reach an Implementation Benchmark? • Describe how Implementation Benchmarks will be communicated to staff. How will progress toward Implementation Benchmarks be communicated?				
a) There is a clear process for the collection and analysis of Implementation Benchmarks.	0	1	3	5
b) There is a clear process for data collection and analysis to be used in determining if additional supports are needed to meet the expected outcomes.	0	1	3	5
c) There is a clear process in place, or plan to put process in place, to communicate with staff about Implementation Benchmarks and progress made towards effective use of them.	0	1	3	5
Reviewer Comments:				
TOTAL POINTS				**___/15**

Section 4: Evaluating Results	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
Identify student achievement targets that will be impacted, as well as the data that will be used to evaluate the degree to which targets were met. a) Identify the long term goals for student performance that can be expected if the Theory of Action/Major Improvement Strategy is effectively implemented. How will long-term goals for student performance be measured? b) Identify the interim/quarterly assessment data that will be used to determine whether the school is on-track to meet the long-term goals for student performance. c) Identify how student performance data will be used to evaluate the impact of changes in adult behavior/classroom practice that have been outlined in the Action Planning portion of this RFP. How will this data help to determine whether to continue, adjust, or end the practices identified?				
a) Identifies the long term goals for student performance that can be expected if the Theory of Action/Major Improvement Strategy is effectively implemented and how these will be measured.	0	2	5	7
b) Interim/quarterly assessment data that will be used to determine if the school is on-track to meet long-term goals are identified.	0	2	5	7
c) Provides a plan to assess whether to continue, adjust, or end the practices identified in the Theory of Action/Major Improvement Strategies.	0	2	5	7
Reviewer Comments:				
			TOTAL POINTS	___/**21**

Section 5: Budget Narrative	**Inadequate** (information not provided)	**Minimal** (requires additional clarification)	**Good** (clear and complete)	**Excellent** (concise and thoroughly developed)
a) All expenditures contained in the electronic budget are described in the budget narrative and connected to project activities. The costs of the proposed project (as presented in the electronic budget and budget narrative) are reasonable and the budget sufficient in relation to the objectives, design, scope and sustainability of project activities.	0	1	3	5
b) Describe how the program will leverage support from other school/district programs and initiatives. Additionally, describe how it will support programs already in place.	0	1	3	5
c) Demonstrate how the funds awarded under the program will be used to supplement the level of funds available for authorized programs and activities, and will **not supplant** federal, state, local, or non-federal funds.	0	1	3	5
Reviewer Comments:				
			TOTAL POINTS	**____/15**

District Number	District Name	School Number	School Name	Title I Program Code	2013 SPF Official Rating	Focus	TIG	Priority
0020	ADAMS 12 FIVE STAR SCHOOLS	2918	Federal Heights Elementary School	SW	Priority Improvement	2012-2013	N/A	N/A
0020	ADAMS 12 FIVE STAR SCHOOLS	4000	Hillcrest Elementary School	SW	Turnaround	2012-2013	N/A	N/A
0020	ADAMS 12 FIVE STAR SCHOOLS	6376	North Star Elementary School	SW	Priority Improvement	N/A	N/A	N/A
0020	ADAMS 12 FIVE STAR SCHOOLS	8310	STEM Launch	SW	Priority Improvement	N/A	N/A	N/A
0020	ADAMS 12 FIVE STAR SCHOOLS	8842	Thornton Elementary School	SW	Priority Improvement	2012-2013	N/A	N/A
0020	ADAMS 12 FIVE STAR SCHOOLS	5814	Thornton Middle School	SW	Priority Improvement	2012-2013	N/A	N/A
0030	ADAMS COUNTY 14	1426	Central Elementary School	SW	Priority Improvement	2012-2013	N/A	N/A
0030	ADAMS COUNTY 14	2308	Dupont Elementary School	SW	Priority Improvement	N/A	N/A	N/A
0030	ADAMS COUNTY 14	6534	Hanson Elementary School	SW	Priority Improvement	N/A	Cohort 1 - Not funded	Yes
0030	ADAMS COUNTY 14	5982	Monaco Elementary School	SW	Priority Improvement	N/A	N/A	N/A
0030	ADAMS COUNTY 14	7500	Rose Hill Elementary School	SW	Turnaround	2012-2013	N/A	N/A
0180	ADAMS-ARAPAHOE 28J	0914	Boston K-8 School	SW	Priority Improvement	2012-2013	N/A	N/A
0180	ADAMS-ARAPAHOE 28J	0914	Boston K-8 School	SW	Priority Improvement	2012-2013	N/A	N/A
0180	ADAMS-ARAPAHOE 28J	1948	Crawford Elementary School	SW	Priority Improvement	2012-2013	N/A	N/A
0180	ADAMS-ARAPAHOE 28J	6728	Paris Elementary School	SW	Priority Improvement	2012-2013	N/A	N/A
0180	ADAMS-ARAPAHOE 28J	7558	Sable Elementary School	SW	Priority Improvement	N/A	N/A	N/A
0180	ADAMS-ARAPAHOE 28J	9514	Wheeling Elementary School	SW	Priority Improvement	N/A	N/A	N/A
1620	AGUILAR REORGANIZED 6	0066	Aguilar Junior-Senior High School	SW	Priority Improvement	2012-2013	N/A	N/A
1620	AGUILAR REORGANIZED 6	0066	Aguilar Junior-Senior High School	SW	Priority Improvement	2012-2013	N/A	N/A
0100	ALAMOSA RE-11J	0368	Alamosa Ombudsman School of Excellence	SW	Turnaround	N/A	N/A	N/A
0100	ALAMOSA RE-11J	0368	Alamosa Ombudsman School of Excellence	SW	Turnaround	N/A	N/A	N/A
1490	BETHUNE R-5	0832	Bethune Elementary School	TA	Priority Improvement	2012-2013	N/A	N/A
0480	BOULDER VALLEY RE 2	4496	Justice High Charter School	TA	AEC: Priority Improvement (See Alternative Education	N/A	N/A	N/A
0970	CALHAN RJ-1	1210	Calhan Elementary School	TA	Priority Improvement	N/A	N/A	N/A
0640	CENTENNIAL R-1	1396	Centennial Middle School	SW	Priority Improvement	2012-2013	N/A	N/A
8001	CHARTER SCHOOL INSTITUTE	1877	Colorado Provost Academy	SW	Priority Improvement	N/A	N/A	N/A
8001	CHARTER SCHOOL INSTITUTE	8929	Pikes Peak Prep	SW	Priority Improvement	N/A	N/A	N/A
8001	CHARTER SCHOOL INSTITUTE	8929	Pikes Peak Prep	SW	Priority Improvement	N/A	N/A	N/A
8001	CHARTER SCHOOL INSTITUTE	8929	Pikes Peak Prep	SW	Priority Improvement	2012-2013	N/A	N/A
8001	CHARTER SCHOOL INSTITUTE	1376	Scholars To Leaders Academy	SW	Turnaround	2012-2013	N/A	N/A
8001	CHARTER SCHOOL INSTITUTE	1376	Scholars To Leaders Academy	SW	Turnaround	2012-2013	N/A	N/A
8001	CHARTER SCHOOL INSTITUTE	4699	The New America School	SW	AEC: Priority Improvement (See Alternative Education	N/A	N/A	N/A
8001	CHARTER SCHOOL INSTITUTE	9785	Youth and Family Academy	SW	AEC: Priority Improvement (See Alternative Education	N/A	N/A	N/A
8001	CHARTER SCHOOL INSTITUTE	9785	Youth and Family Academy	SW	AEC: Priority Improvement (See Alternative Education	N/A	Cohort 1 - Not funded	No
2560	CHERAW 31	1538	Cheraw Elementary School	TA	Turnaround	2012-2013	N/A	N/A
1010	COLORADO SPRINGS 11	8457	Jack Swigert Aerospace Academy	SW	Turnaround	2012-2013	N/A	N/A
1010	COLORADO SPRINGS 11	5988	Monroe Elementary School	SW	Priority Improvement	N/A	N/A	N/A
1010	COLORADO SPRINGS 11	7228	Queen Palmer Elementary School	SW	Priority Improvement	N/A	N/A	N/A
0770	CROWLEY COUNTY RE-1-J	2054	Crowley County Ward Middle School	SW	Priority Improvement	N/A	N/A	N/A
2730	DEL NORTE C-7	8960	Underwood Elementary School	SW	Priority Improvement	N/A	N/A	N/A
0880	DENVER COUNTY 1	0220	Amesse Elementary School	SW	Turnaround	2013-2014	N/A	N/A
0880	DENVER COUNTY 1	0418	Ashley Elementary School	SW	Priority Improvement	2012-2013	N/A	N/A
0880	DENVER COUNTY 1	6350	Bruce Randolph School	SW	Priority Improvement	N/A	N/A	N/A
0880	DENVER COUNTY 1	6350	Bruce Randolph School	SW	Priority Improvement	N/A	Cohort 4 - Funded	No
0880	DENVER COUNTY 1	9496	Castro Elementary School	SW	Priority Improvement	2012-2013	N/A	N/A
0880	DENVER COUNTY 1	1400	Centennial K-8 School	SW	Turnaround	2012-2013	N/A	N/A
0880	DENVER COUNTY 1	1400	Centennial K-8 School	SW	Turnaround	2012-2013	N/A	N/A
0880	DENVER COUNTY 1	1528	Cheltenham Elementary School	SW	Turnaround	2013-2014	N/A	N/A
0880	DENVER COUNTY 1	1748	Colorado High School	SW	AEC: Turnaround (See Alternative Education Campus SPF)	2012-2013	N/A	N/A
0880	DENVER COUNTY 1	1846	Columbine Elementary School	SW	Turnaround	2012-2013	N/A	N/A
0880	DENVER COUNTY 1	5844	Contemporary Learning Academy High School	SW	AEC: Turnaround (See Alternative Education Campus SPF)	2013-2014	N/A	N/A

District Number	District Name	School Number	School Name	Title I Program Code	2013 SPF Official Rating	Focus	TIG	Priority
0880	DENVER COUNTY 1	2205	DCIS at Ford	SW	Priority Improvement	N/A	Cohort 3 - Funded	No
0880	DENVER COUNTY 1	2188	Denver Center For 21st Learning at Wyman	SW	AEC: Turnaround (See Alternative Education Campus SPF)	N/A	N/A	N/A
0880	DENVER COUNTY 1	2188	Denver Center For 21st Learning at Wyman	SW	AEC: Turnaround (See Alternative Education Campus SPF)	N/A	N/A	N/A
0880	DENVER COUNTY 1	2789	Escuela Tlatelolco School	SW	Turnaround	2012-2013	N/A	N/A
0880	DENVER COUNTY 1	2789	Escuela Tlatelolco School	SW	Turnaround	2012-2013	N/A	N/A
0880	DENVER COUNTY 1	2789	Escuela Tlatelolco School	SW	Turnaround	2012-2013	N/A	N/A
0880	DENVER COUNTY 1	2880	Fairview Elementary School	SW	Turnaround	2013-2014	N/A	N/A
0880	DENVER COUNTY 1	3000	Florence Crittenton High School	SW	AEC: Turnaround (See Alternative Education Campus SPF)	2013-2014	N/A	N/A
0880	DENVER COUNTY 1	3426	Gilpin Elementary School	SW	Turnaround	N/A	Cohort 1 - Not funded	Yes
0880	DENVER COUNTY 1	3655	Greenlee Elementary School	SW	Turnaround	N/A	Cohort 1 - Funded	Yes
0880	DENVER COUNTY 1	8054	Henry World School Grades 6-8	SW	Priority Improvement	N/A	N/A	N/A
0880	DENVER COUNTY 1	4494	Justice High School Denver	SW	AEC: Priority Improvement (See Alternative Education	N/A	N/A	N/A
0880	DENVER COUNTY 1	4656	Kepner Middle School	SW	Turnaround	2013-2014	N/A	N/A
0880	DENVER COUNTY 1	5255	Lake International School	SW	Turnaround	N/A	Cohort 1 - Not funded	Yes
0880	DENVER COUNTY 1	5448	Manual High School	SW	Turnaround	N/A	N/A	N/A
0880	DENVER COUNTY 1	5644	Maxwell Elementary School	SW	Priority Improvement	N/A	N/A	N/A
0880	DENVER COUNTY 1	5995	Montbello High School	SW	Turnaround	N/A	Cohort 1 - Not funded	Yes
0880	DENVER COUNTY 1	6188	Munroe Elementary School	SW	Priority Improvement	2012-2013	N/A	N/A
0880	DENVER COUNTY 1	6308	North High School Engagement Center	SW	AEC: Turnaround (See Alternative Education Campus SPF)	N/A	N/A	N/A
0880	DENVER COUNTY 1	7163	P.R.E.P. (Positive Refocus Education Program)	SW	AEC: Turnaround (See Alternative Education Campus SPF)	2013-2014	N/A	N/A
0880	DENVER COUNTY 1	7163	P.R.E.P. (Positive Refocus Education Program)	SW	AEC: Turnaround (See Alternative Education Campus SPF)	2013-2014	N/A	N/A
0880	DENVER COUNTY 1	7188	P.U.S.H Academy	SW	AEC: Turnaround (See Alternative Education Campus SPF)	N/A	N/A	N/A
0880	DENVER COUNTY 1	7246	Respect Academy at Linclon	SW	AEC: Turnaround (See Alternative Education Campus SPF)	N/A	N/A	N/A
0880	DENVER COUNTY 1	7861	Sims Fayola	SW	Priority Improvement	N/A	N/A	N/A
0880	DENVER COUNTY 1	7861	Sims Fayola	SW	Priority Improvement	N/A	N/A	N/A
0880	DENVER COUNTY 1	7992	Smiley Middle School	SW	Turnaround	N/A	N/A	N/A
0880	DENVER COUNTY 1	8053	SOAR at Green Valley Ranch	SW	Turnaround	N/A	N/A	N/A
0880	DENVER COUNTY 1	8131	SOAR at Oakland	SW	Turnaround	N/A	N/A	N/A
0880	DENVER COUNTY 1	8132	Southwest Early College Charter School	SW	Priority Improvement	N/A	N/A	N/A
0880	DENVER COUNTY 1	8145	Summit Academy	SW	AEC: Turnaround (See Alternative Education Campus SPF)	2013-2014	N/A	N/A
0880	DENVER COUNTY 1	8909	Trevista ECE-8 at Horace Mann	SW	Turnaround	N/A	Cohort 2 - Funded	Yes
0880	DENVER COUNTY 1	8909	Trevista ECE-8 at Horace Mann	SW	Turnaround	N/A	Cohort 2 - Funded	Yes
0880	DENVER COUNTY 1	9050	Valverde Elementary School	SW	Priority Improvement	N/A	N/A	N/A
0880	DENVER COUNTY 1	8817	Venture Prep Middle School	SW	Turnaround	N/A	N/A	N/A
0880	DENVER COUNTY 1	9348	West Career Academy	SW	AEC: Turnaround (See Alternative Education Campus SPF)	N/A	N/A	N/A
0880	DENVER COUNTY 1	9693	West Generations Academy	SW	Turnaround	N/A	N/A	N/A
0880	DENVER COUNTY 1	9693	West Generations Academy	SW	Turnaround	N/A	Cohort 3 - Funded	No
0880	DENVER COUNTY 1	9408	West High School	SW	Turnaround	N/A	Cohort 3 - Funded	No
0880	DENVER COUNTY 1	9739	Wyatt Academy	SW	Turnaround	N/A	N/A	N/A
0880	DENVER COUNTY 1	9739	Wyatt Academy	SW	Turnaround	N/A	N/A	N/A
1350	EAST GRAND 2	4277	Indian Peaks Charter School	TA	Priority Improvement	N/A	N/A	N/A
1150	FREMONT RE-2	6858	Penrose Elementary School	SW	Priority Improvement	N/A	N/A	N/A
1220	GARFIELD 16	3578	Bea Underwood Elementary School	SW	Priority Improvement	N/A	N/A	N/A
1330	GILPIN COUNTY RE-1	1632	Gilpin County Elementary School	TA	Priority Improvement	N/A	N/A	N/A
3120	GREELEY 6	1384	Centennial Elementary School	SW	Priority Improvement	N/A	N/A	N/A
3120	GREELEY 6	2414	East Memorial Elementary School	SW	Turnaround	2013-2014	N/A	N/A
3120	GREELEY 6	4438	John Evans Middle School	SW	Priority Improvement	N/A	N/A	N/A
3120	GREELEY 6	5412	Madison Elementary School	SW	Priority Improvement	2012-2013	N/A	N/A
3120	GREELEY 6	6774	Martinez Elementary School	SW	Priority Improvement	2012-2013	N/A	N/A
3120	GREELEY 6	0054	Romero Elementary School	SW	Priority Improvement	N/A	N/A	N/A
3120	GREELEY 6	0054	Romero Elementary School	SW	Priority Improvement	N/A	N/A	N/A

District Number	District Name	School Number	School Name	Title I Program Code	2013 SPF Official Rating	Focus	TIG	Priority
0980	HARRISON 2	1000	Bricker Elementary School	SW	Turnaround	N/A	N/A	N/A
1600	HOEHNE REORGANIZED 3	4044	Hoehne Elementary School	TA	Priority Improvement	N/A	N/A	N/A
1390	HUERFANO RE-1	0063	Peakview School	SW	Priority Improvement	N/A	N/A	N/A
1390	HUERFANO RE-1	0063	Peakview School	SW	Priority Improvement	N/A	N/A	N/A
1540	IGNACIO 11 JT	4252	Ignacio Elementary School	SW	Priority Improvement	2012-2013	N/A	N/A
1420	JEFFERSON COUNTY R-1	4422	Jefferson High School	SW	Priority Improvement	2012-2013	N/A	N/A
1420	JEFFERSON COUNTY R-1	6237	New America School	SW	AEC: Priority Improvement (See Alternative Education	N/A	N/A	N/A
1420	JEFFERSON COUNTY R-1	6474	O'Connell Middle School	SW	Priority Improvement	N/A	N/A	N/A
1420	JEFFERSON COUNTY R-1	6848	Pennington Elementary School	SW	Priority Improvement	N/A	N/A	N/A
1420	JEFFERSON COUNTY R-1	8223	Stevens Elementary School	SW	Turnaround	N/A	N/A	N/A
1420	JEFFERSON COUNTY R-1	8432	Swanson Elementary School	SW	Priority Improvement	N/A	N/A	N/A
1420	JEFFERSON COUNTY R-1	9515	Wheat Ridge 5-8	SW	Priority Improvement	N/A	N/A	N/A
1420	JEFFERSON COUNTY R-1	9515	Wheat Ridge 5-8	SW	Priority Improvement	N/A	N/A	N/A
3110	JOHNSTOWN-MILLIKEN RE-5J	5896	Milliken Elementary School	TA	Priority Improvement	2012-2013	N/A	N/A
3090	KEENESBURG RE-3(J)	9347	Weld Central Middle School	TA	Priority Improvement	N/A	N/A	N/A
1510	LAKE COUNTY R-1	4901	Lake County Middle School	SW	Turnaround	2013-2014	N/A	N/A
1510	LAKE COUNTY R-1	4901	Lake County Middle School	SW	Turnaround	2013-2014	N/A	N/A
1510	LAKE COUNTY R-1	9486	Westpark Elementary School	SW	Turnaround	2012-2013	N/A	N/A
0010	MAPLETON 1	0504	Welby Montessori School	SW	Turnaround	2012-2013	N/A	N/A
1130	MIAMI YODER 60 JT	5870	Miami-Yoder Junior High School	SW	Turnaround	N/A	N/A	N/A
2035	MONTEZUMA-CORTEZ RE-1	4546	Kemper Elementary School	SW	Priority Improvement	2012-2013	N/A	N/A
2035	MONTEZUMA-CORTEZ RE-1	5436	Manaugh Elementary School	SW	Turnaround	2012-2013	N/A	N/A
2035	MONTEZUMA-CORTEZ RE-1	5836	Mesa Elementary School	SW	Turnaround	2013-2014	N/A	N/A
0550	NORTH CONEJOS RE-1J	4836	La Jara Elementary School	SW	Priority Improvement	N/A	N/A	N/A
2840	NORWOOD R-2J	6418	Norwood Elementary School	TA	Priority Improvement	N/A	N/A	N/A
2690	PUEBLO CITY 60	0756	Benjamin Franklin Elementary School	SW	Turnaround	N/A	N/A	N/A
2690	PUEBLO CITY 60	0822	Bessemer Elementary School	SW	Turnaround	2012-2013	N/A	N/A
2690	PUEBLO CITY 60	0822	Bessemer Elementary School	SW	Turnaround	2012-2013	N/A	N/A
2690	PUEBLO CITY 60	0954	Bradford Elementary School	SW	Priority Improvement	N/A	N/A	N/A
2690	PUEBLO CITY 60	3206	Heroes Academy	SW	Turnaround	2013-2014	N/A	N/A
2690	PUEBLO CITY 60	4302	Irving Elementary School	SW	Priority Improvement	2012-2013	N/A	N/A
2690	PUEBLO CITY 60	5916	Minnequa Elementary School	SW	Turnaround	N/A	N/A	N/A
2690	PUEBLO CITY 60	6770	Park View Elementary School	SW	Priority Improvement	N/A	N/A	N/A
2690	PUEBLO CITY 60	4376	Risley International Academy of Innovation	SW	Priority Improvement	N/A	Cohort 1 - Funded	Yes
2690	PUEBLO CITY 60	7481	Roncalli STEM Academy	SW	Turnaround	2013-2014	N/A	N/A
2700	PUEBLO COUNTY 70	9130	Vineland Elementary School	SW	Priority Improvement	N/A	N/A	N/A
1180	ROARING FORK RE-1	2063	Crystal River Elementary School	SW	Priority Improvement	N/A	N/A	N/A
2530	ROCKY FORD R-2	5114	Jefferson Intermediate School	SW	Priority Improvement	2012-2013	N/A	N/A
2530	ROCKY FORD R-2	7442	Rocky Ford Junior/Senior High School	TA	Priority Improvement	N/A	N/A	N/A
2530	ROCKY FORD R-2	7442	Rocky Ford Junior/Senior High School	TA	Priority Improvement	N/A	N/A	N/A
0123	SHERIDAN 2	7842	Sheridan High School	SW	Priority Improvement	N/A	N/A	N/A
0580	SOUTH CONEJOS RE-10	0250	Antonito Junior High School	SW	Priority Improvement	N/A	N/A	N/A
2780	SOUTH ROUTT RE 3	8120	South Routt Elementary School	TA	Priority Improvement	N/A	N/A	N/A
0470	ST VRAIN VALLEY RE 1J	6404	Northridge Elementary School	TA	Priority Improvement	N/A	N/A	N/A
1580	TRINIDAD 1	2944	Fisher's Peak Elementary School	SW	Priority Improvement	N/A	N/A	N/A
1828	VALLEY RE-1	1321	Campbell Elementary School	SW	Priority Improvement	N/A	N/A	N/A
3080	WELD COUNTY RE-1	4852	Pete Mirich Elementary School	TA	Priority Improvement	N/A	N/A	N/A
0070	WESTMINSTER 50	2876	Fairview Elementary School	SW	Priority Improvement	N/A	Cohort 2 - Funded	Yes
0070	WESTMINSTER 50	7305	Iver C. Ranum Middle School	SW	Priority Improvement	N/A	N/A	N/A
0070	WESTMINSTER 50	5388	M. Scott Carpenter Middle School	SW	Priority Improvement	N/A	Cohort 4 - Funded	No
0070	WESTMINSTER 50	9462	Westminster Elementary School	SW	Priority Improvement	N/A	Cohort 2 - Funded	Yes

District Number	District Name	School Number	School Name	Title I Program Code	2013 SPF Official Rating	Focus	TIG	Priority
3210	WRAY RD-2	9729	Buchanan Middle School	SW	Priority Improvement	N/A	N/A	N/A

Needs Assessment & Reporting Chart

Complete the second of the chart below (identify percentage for Implementation Benchmark and percentage of staff currently meeting this benchmark), which provides a framework for beginning to identify a school's needs relative to this grant. The third column will be completed by the school at the end of the grant award period. A school may choose to just assess itself on one of the benchmarks in each category, as opposed to all the implementation benchmarks associated with each indicator. Be sure to include this chart when submitting the RFP.

Indicator	Pre-Implementation Baseline/Beginning of Grant	Implementation Benchmark/ End of Grant
1. A data collection system is in place, and technological support is available for continuous access of the data system.	➢ XX% of teachers report having continuous access to data system as measured by teacher survey data	➢ XX% of teachers report having continuous access to data system as measured by teacher survey data
2. The school dedicates sufficient time (e.g. 45 minutes each week) for teams to work together as part of the regular daily schedule.	➢ XX% of teachers report working in teams for at least 45 minutes per week as measured by teacher survey data ➢ XX% of teacher teams report working together for 45 minutes per week as measured by teacher survey data ➢ XX% of teachers perceive that they have sufficient time to meet in teams as measured by teacher survey data	➢ XX% of teachers report working in teams for at least 45 minutes per week as measured by teacher survey data ➢ XX% of teacher teams report working together for 45 minutes per week as measured by teacher survey data ➢ XX% of teachers perceive that they have sufficient time to meet in teams as measured by teacher survey data

Indicator	Pre-Implementation Baseline/Beginning of Grant	Implementation Benchmark/ End of Grant
3. A data protocol that teachers readily understand and are used consistently. Use of the protocol results in informed instructional changes/adjustments when the data demonstrates changes are necessary at the student, classroom, and/or school level.	➢ XX% of teacher teams that implement data protocol as measured by administrator observation data ➢ XX% of teacher team meetings that result in identification of necessary instructional adjustments as measured by administrator observation data ➢ XX% of teachers who report that they understand and consistently use the data protocol as measured by teacher survey data ➢ XX% of teacher teams that report that team meetings result in identification of necessary instructional adjustments as measured by teacher survey data	➢ XX% of teacher teams that implement data protocol as measured by administrator observation data ➢ XX% of teacher team meetings that result in identification of necessary instructional adjustments as measured by administrator observation data ➢ XX% of teachers who report that they understand and consistently use the data protocol as measured by teacher survey data ➢ XX% of teacher teams that report that team meetings result in identification of necessary instructional adjustments as measured by teacher survey data

Indicator	Pre-Implementation Baseline/Beginning of Grant	Implementation Benchmark/ End of Grant
4. Teams use data, and the data are disaggregated by trends for whole group, sub- groups, and individual students.	➢ XX% of teachers who report having access to data that provides trends for whole group, subgroups, and individual students as measured by teacher survey data ➢ XX% of teacher teams that analyze data at the whole group, subgroup, and individual student level as measured by administrator observation data ➢ XX% of teacher teams that report analyzing data at the whole group, subgroup, and individual student level as measured by teacher survey data	➢ XX% of teachers who report having access to data that provides trends for whole group, subgroups, and individual students as measured by teacher survey data ➢ XX% of teacher teams that analyze data at the whole group, subgroup, and individual student level as measured by administrator observation data ➢ XX% of teacher teams that report analyzing data at the whole group, subgroup, and individual student level as measured by teacher survey data
5. Team discusses instructional strategies based on an analysis of the data and commits to action steps.	➢ XX% of teacher teams that discuss instructional strategies as measured by administrator observation data ➢ XX% of teacher teams that commit to instructional action steps based on data analysis as measured by administrator observation data ➢ XX% of teacher teams that report using data to identify and commit to instructional action steps as measured by teacher survey data	➢ XX% of teacher teams that discuss instructional strategies as measured by administrator observation data ➢ XX% of teacher teams that commit to instructional action steps based on data analysis as measured by administrator observation data ➢ XX% of teacher teams that report using data to identify and commit to instructional action steps as measured by teacher survey data

Indicator	Pre-Implementation Baseline/Beginning of Grant	Implementation Benchmark/ End of Grant
6. Administrators demonstrate an understanding of the importance of data meetings, always attend a portion of the meetings, and regularly participate while in attendance.	➢ XX% of teachers who report that their administrator always attends at least a portion of data meetings and regularly participates while in attendance based on teacher survey data ➢ XX% of teachers who perceive that their administrator demonstrates an understanding of the importance of data meetings based on teacher survey data	➢ XX% of teachers who report that their administrator always attends at least a portion of data meetings and regularly participates while in attendance based on teacher survey data ➢ XX% of teachers who perceive that their administrator demonstrates an understanding of the importance of data meetings based on teacher survey data
7. Teams look at data, value the discussions during their team time, and express a sense of urgency for improving student achievement.	➢ XX% of teachers who report that their team regularly looks at data as measured by teacher survey data ➢ XX% of teachers who report that they value the data team discussions as measured by teacher survey data ➢ XX% of teachers who report that they feel a sense of urgency for improving student achievement as measured by teacher survey data	➢ XX% of teachers who report that their team regularly looks at data as measured by teacher survey data ➢ XX% of teachers who report that they value the data team discussions as measured by teacher survey data ➢ XX% of teachers who report that they feel a sense of urgency for improving student achievement as measured by teacher survey data

DATA USE FOR IMPROVED RESULTS GRANT 2013-14
TITLE I, PART A REALLOCATED FUNDS

Each school district awarded a Data Use for Improved Results Grant for 2013 as part of the Title I; Part A Reallocated Funds must submit a performance report to CDE on or before January 1, 2015 following completion of the program. Submit report via email to Trish Boland at boland_t@cde.state.co.us.

Provide feedback on the following four questions. The report should not include more than 5 type-written pages.

1. Discuss how planned activities/strategies did or did not occur as planned.

2. Discuss how this grant led to successes and how the LEA will continue to build on these successes.

3. Discuss any pitfalls or lessons learned that you would share with another LEA doing the same work.

4. Provide advice to CDE on how it can continue to support an LEA in its Supplemental Summer School efforts. Should this type of grant opportunity be offered again?

5. Please complete the following table:

	Projected	Actual
Number of K-12 students served through the use of this grant:		
Start and end dates of program services:		