Data Use for Improved Results

"The research…shows conclusively that formative assessment does improve learning" (DuFour & Marzano p.119)

Pursuant to: **Title I, Part A of the *Elementary and Secondary Education Act***

Thursday, December 19, 2013

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Background

- 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.
- 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. Implementation will be monitored through the ongoing evaluation of Implementation Benchmarks.
- A total of $350,000 is available for distribution to funded LEAs.

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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).
- BOCES are not eligible as an LEA for Title I Part A funds but could apply on behalf of member districts.

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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 on the ongoing use of data for timely instructional adjustments;
  - Creating time for collaboration among school and district staff around effective and timely use of data to adjust instruction; and
  - Creating time and systems to monitor implementation of data analysis at the school level through strong Implementation Benchmarks.

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Allowable Use of Funds (2)

- 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.

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Allowable Use of Funds (3)

- 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.

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Duration of Grant

- Funds must be expended by December 30, 2014. There will be no carryover of funds.

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Evaluation & Reporting

- Programs receiving Data Use for Improved Results Grant funding are required to submit to CDE:
  - A self-evaluation of educators' baseline use of data and implementation benchmarks (completion of column 3 on the Needs Assessment and Reporting Chart); and
  - An annual financial report.

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Review Process

- Applications will be reviewed by CDE staff to ensure they contain all required components.
- 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.

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Submission Process and Deadline

The original application plus four copies must be received at CDE by **Friday, February 14, 2014 at 4 p.m. to:**

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

- In addition to the five 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.

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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

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Required Elements

Part I: **Proposal Introduction**

Part II: ***Needs Assessment & Reporting Chart (Attachment A)***

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

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Part I: Proposal Introduction

- 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.

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Part II: Needs Assessment & Reporting

"Instead of viewing assessment as an absolute measure of a student's proficiency, individual assessments must be considered snapshots taken at a point in time of students' progress toward a specific goal" (DuFour & Marzano p. 119)

- Applicants will complete the second and third columns of the chart located in *Attachment A (page 21)*, which provides a framework for beginning to identify a school's needs relative to this grant.
- 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.

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Self-Evaluation: Baseline Data

Indicator	Pre-Implementation Baseline	Implementation Benchmark
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	
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	

What percentage of teachers are currently engaging in the behavior? What is the current state?

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Self-Evaluation: Baseline Data

Indicator	Pre-Implementation Baseline	Implementation Benchmark
1. A data collection system is in place, and technological support is available for continuous access of the data system.	**70% 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	

What percentage of teachers are currently engaging in the behavior? What is the current state?

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Self-Evaluation: Baseline Data

Indicator	Pre-Implementation Baseline	Implementation Benchmark
1. A data collection system is in place, and technological support is available for continuous access of the data system.	70% 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.	30% of teachers report working in teams for at least 45 minutes per week as measured by teacher survey data 10% of teacher teams report working together for 45 minutes per week as measured by teacher survey data 10% of teachers perceive that they have sufficient time to meet in teams as measured by teacher survey data	Choose Pre-Implementation Baseline Data relevant to your context. These are examples only. Please choose one.

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Driving for Results: Strong Implementation Benchmarks

- Identify clear, quantifiable changes in adult behavior that will result from having completed each action step.
- Help guide turnaround efforts by allowing the school and district to determine whether implementation is on-track or off track.
- Allow Implementation Teams to determine whether the identified supports and changes are in place to accelerate improvement.
- Allow Implementation Teams to use data to identify the need for mid-course corrections.
- Allow Implementation Teams to compare what is versus what ought to be.

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Driving for Results: Implementation Benchmarks

Indicator	Pre-Implementation Baseline	Implementation Benchmark
1. A data collection system is in place, and technological support is available for continuous access of the data system.	70% of teachers report having continuous access to data system as measured by teacher survey data	100% 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.	10% of teacher teams report working together for 45 minutes per week as measured by teacher survey data	What percentage of teachers need to be engaging in the desired behavior in order for implementation to be considered "on-track?"

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Driving for Results: Implementation Benchmarks

Indicator	Pre-Implementation Baseline	Implementation Benchmark
1. A data collection system is in place, and technological support is available for continuous access of the data system.	70% of teachers report having continuous access to data system as measured by teacher survey data	100% 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.	10% of teacher teams report working together for 45 minutes per week as measured by teacher survey data	What percentage of teachers need to be engaging in the desired behavior in order for implementation to be considered "on-track?"

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Driving for Results: Implementation Benchmarks

Indicator	Pre-Implementation Baseline	Implementation Benchmark
1. A data collection system is in place, and technological support is available for continuous access of the data system.	70% of teachers report having continuous access to data system as measured by teacher survey data	100% 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.	10% of teacher teams report working together for 45 minutes per week as measured by teacher survey data	80% of teacher teams report working together for 45 minutes per week as measured by teacher survey data

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Part III: Application Narrative

- 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.

1) Needs Assessment & Establishing Priorities
2) Action Planning
3) Implementation
4) Evaluating Results with Outcome Data
5) Budget Narrative

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Section 1: Needs Assessment & Establishing Priorities

- *The applicant will use the information from Attachment A to develop a Theory of Action that supports improvement of the school's use of data.*
  - 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.
  - B) The type of data used and the process for data collection are clearly identified.
  - C) The Theory of Action/Major Improvement Strategy clearly identifies the planned activities and expected outcomes.

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Section 2: Action Planning

- The applicant will provide a timeline that includes a description of activities to be conducted and the benchmarks that will be used to measure the outcomes.
  - 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.
  - 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.

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Section 3: Implementation

- Based on identified priorities and Theory of Action/Major Improvement Strategy, the applicant will describe action steps necessary to significantly impact student outcomes.
  - A) There is a clear process for the collection and analysis of Implementation Benchmarks.
  - 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.
  - 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.

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Section 4: Evaluating Results

- The applicant will 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) 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.
  - B) Interim/quarterly assessment data that will be used to determine if the school is on-track to meet long-term goals are identified.
  - C) Provides a plan to assess whether to continue, adjust, or end the practices identified in the Theory of Action/Major Improvement Strategies.

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Section 5: Budget Narrative

- A) All expenditures contained in the electronic budget must be 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.
- B) The applicant will describe how the program will leverage support from other school/district programs and initiatives. Additionally the applicant will describe how it will support programs already in place.
- C) The applicant will 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.

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Contact Information

For program questions contact:

Stacy Goodman (goodman_s@cde.state.co.us or 303-866-6298)

Jeff Klein (klein_j@cde.state.co.us or 303-866-6700)

For fiscal/budget questions contact:

Ron Mosness (mosness_r@cde.state.co.us or 303-866-6905)

Marti Rodriguez (rodriguez_m@cde.state.co.us or 303-866-6769)

For RFP specific questions contact:

Kim Burnham (burnham_k@cde.state.co.us or 303-866-6916)

References:

DuFour, R., & Marzano, R (2011) Leaders of Learning: How District, School, and Classroom Leaders Improve Student Achievement. Bloomington, IN: Solution Tree Press

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