cde

Colorado Department of Education

REQUEST FOR INFORMATION

Proposals Due: Monday, March 31, 2008 by 4:00 p.m.

CLOSING THE ACHIEVEMENT GAP
EDUCATIONAL SERVICE PROVIDERS

School Year 2008-2009

For more information contact:
Lynn Bamberry
(303) 866-6813
Fax: (303) 866-6647
E-mail: bamberry_l@cde.state.co.us

Issued by:

cde

Colorado Department of Education
Competitive Grants & Awards
201 E. Colfax Avenue
Denver, Colorado 80203
http://www.cde.state.co.us

Colorado Department of Education
ORGANIZATIONAL COMMITMENT
The Colorado Department of Education dedicates itself to increasing achievement levels for all students through comprehensive programs of education reform involving three interlocking elements: A) High Standards for what students must know and be able to do; B) Tough Assessments that honestly measure whether or not students meet standards and tell citizens the truth about how well our schools serve children; C) Rigorous Accountability Measures that tie the accreditation of school districts to high student achievement.

The Colorado Department of Education does not discriminate on the basis of disability, race, color, religion, sex, national origin, or age, in access to, employment in, or provision of any of CDE's programs, benefits, or activities.

The following persons have been designated to handle inquiries regarding this policy:

Please contact either:

ArtiWinston	*Wendi Kispert*
Colorado Department of Education	*Colorado Department of Education*
1560 Broadway, Suite 1450	*201 East Colfax Avenue*
Denver, CO 80202	*Denver, CO 80203*
Phone: 303-866-6905	*Phone: 303-866-6815*
E-mail: winston_a@cde.state.co.us	*E-mail:Kispert_w@cde.state.co.us*

TABLE OF CONTENTS

Background

The Colorado Department of Education's "Forward Thinking" initiative (http://www.cde.state.co.us/Communications/download/PDF/ForwardThinking.pdf) endeavors to create a purpose-driven system of educational leadership, service, and support that relentlessly focuses on the learning of ALL students

In a way that provides:

1. Guidance and support to meet district and school needs;
2. Professional development in best practices;
3. Tools to eliminate gaps and increase achievement for all students;
4. A seamless, collaborative leadership system with intentional intensity, urgency and impatience;
5. Efficient and effective use of federal, state and private funds;
6. A reliable source for research, data, and analysis envied by all professionals; and
7. A model for building expanded leadership capacity.

Closing the Achievement Gap associated with race and income is non-negotiable in the Colorado Department of Education's Forward Thinking Initiative. As a service to the field, the Colorado Department of Education (CDE) shall develop a list of *Closing the Achievement Gap Providers* with a proven record of closing race and income achievement gaps to work in partnership with Colorado school districts and school sites, to provide model design, curriculum and/or assessment, as well as intensive school support systems to increase student academic achievement and eliminate race and income achievement gaps.

Purpose

The purpose of this Request for Information (RFI) is to select educational service providers that offer research proven educational services for inclusion on the 2008-2009 *Closing the Achievement Gap Provider* list. This is not a competitive grant in that any provider that meets the criteria specified below may be included on the provider list. There is no guarantee that if selected to be on the provider list an organization will be chosen to serve districts or schools. CDE will disseminate to Colorado schools and districts the *Closing the Achievement Gap* Provider List. Districts and schools may voluntarily choose from providers that have expertise and a proven track record in closing and eliminating income and race achievement gaps. This RFI does not include a provision for expenditure of state funds to providers on the list. The list of providers will be maintained by the Colorado Department of Education (CDE) and will indicate which specific areas providers offer for service. CDE recognizes this list is not all inclusive and may not include all potential providers. The list will be updated annually. Each year there will be an opportunity for new providers to apply to be added to the list by demonstrating that their organization and services meet the eligibility requirements. Providers must continue to meet established criteria to remain on the provider list.

The main purpose of the *Closing the Achievement Gap Provider* is to:
- Increase the academic achievement of all students as measured by the State's assessment system and;
- Reduce race and income achievement gaps.

Providers must demonstrate implementation of effective closing the achievement gap services in schools and/or districts in **one or more** of the following areas:

- Curriculum*
- Assessment*
- Instruction*
- Leadership*
- Comprehensive and Effective Planning*
- District Culture
- Student, Family and Community Support
- Professional Growth and Staff Evaluation
- Organization Structure and Resources

***Please Note:** Entities applying as a Comprehensive Service Provider must score at a level 3 on the evaluation rubric in the areas of: Curriculum, Assessment, Instruction, Leadership and Comprehensive Planning. Evidence in other service areas will be noted, but will not be scored.*

The list CDE will develop for districts will catalog providers by category, as well as indicate comprehensive providers who meet criteria in all the areas listed above.

Eligibility Requirements

To be included on the list of *Closing the Achievement Gap Providers*, applicants must meet the following criteria:

- Have data demonstrating effectiveness in increasing student academic achievement and closing race and income achievement gaps.
- Provide educational services that are consistent with state academic standards (Colorado Model Content Standards are available at www.cde.state.co.us/index_stnd.htm).
- Provide service and evaluation that is of high quality, research-based, and specifically designed to increase academic achievement and close achievement gaps in one or more of the areas listed above.
- Be financially sound.
- Have procedures in place for termination of agreement.
- Provide instruction that is secular, neutral and non-ideological.
- Meet all applicable Federal, State, and local health, safety, and civil rights laws.

Eligible Service Providers

The term Provider is defined as a non-profit entity or a for-profit entity. Entities eligible to be included on the list to provide services may include, but are not limited to:
- Commercial vendors;
- Community agencies;
- Individuals;
- Institutions of Higher Education;
- Private companies; and
- Boards of Cooperative Educational Services (BOCES).

Monitoring

The Colorado Department of Education, in cooperation with the applicable school districts, will monitor the quality and effectiveness of the services offered by providers through the state and federal

grants evaluation process and may withdraw approval from providers that fail, for two consecutive years, to contribute to increasing the academic proficiency in schools and/or districts where they provide services or that fail to meet any of the other eligibility requirements or assurances. A violation of any of the above referenced **Responsibilities of Providers** or any of the stipulations in the **Assurances Form** constitutes grounds for immediate removal from the state list.

Review Process

The format outlined below must be followed in order to assure consistent application of the evaluation criteria. The **original plus 4 copies** must be received at CDE by Monday, March 31, 2008 at 4:00 pm. If mailed, the submission must be postmarked no later than Wednesday, March 26, 2008. In addition to the 5 hard copies**, an electronic copy of the proposal must be submitted to bamberry_l@cde.state.co.us**. The electronic version should include all required pieces of the proposal as one document. Proposals will be placed on CDE's website as a resource for districts and parents. Faxes will NOT be accepted. Incomplete proposals will NOT be considered.

The written submission of the proposal will be reviewed by a team of readers with experience in the content areas outline in this Request For Information. Proposals will be scored using the attached rubric. Applicants with successful written proposals, that have met all criteria, may be asked (and must agree) to participate in an in-person interview. These applicants will be notified of the date and time of the interview by Monday, April 9th. The interview will be used to ask follow-up questions and provide any necessary clarification. Each applicant must agree to travel to Denver for an in-person interview (if necessary) with the team of readers the week of April 14th. Please indicate on the *Proposal Form* (p. 8) your 1st and 2nd choice for the in-person interview. Interviews will take place at the Colorado Department of Education (201 E. Colfax Avenue, Denver, CO 80203). The review team will determine a final score once the interview has been completed. This is not a competitive grant in that any provider that meets the eligibility criteria may be included on the provider list. The list will be posted on CDE's website no later than Thursday, May 15, 2008. Applicants that do not meet the qualifications will be notified and may reapply in future years.

Timeline

Week of March 9th	Request for Proposals available on the CDE website
March 31st	Proposal must be received by CDE (postmarked March 26th)
April 2nd -4th	Review of Proposals
April 9th	Notify successful applicants of the in-person interview date
Week of April 14th	In-person interviews at CDE
Week of April 28th	Applicants will be notified of the status of their proposal
May 15th	Detailed information regarding providers will be available to districts

Required Format

- Proposals should only include the RFI required elements outlined below. Do not send the full RFI as part of the organization's proposal.
- All pages must be standard letter size, 8-1/2" x 11" using no smaller than 12 point type.
- Use a document footer with the name of the entity and page numbers.
- Use 1-inch margins.
- Staple the pages of the original and each copy of the proposal. Please do not use tabs, paperclips, rubber bands, binders or report covers.
- Allowable attachments are limited to letters of reference and fee brochures describing the services provided. Please note, an electronic version of the proposal must be submitted. Any attachments must also be sent electronically. Reviewers will not be required to read additional attachments. Attachments such as CDs, videotapes, or other multimedia productions cannot be accommodated.
- Proposals will only be considered complete when they are received as one electronic document in PDF format.

Required Elements

A complete proposal includes:

- ❑ Part I: **Cover Page**
- ❑ Part II: **Narrative** (maximum 5 pages per each area of service/25 page total maximum for comprehensive providers)
- ❑ Part III: **Signed Assurances Form**
- ❑ Part IV: **Required Attachments** (Letters of Reference & Fee Brochure)

Mail on or before Wednesday, March 26th

or

Hand-deliver proposals by 4 p.m. on Monday, March 31st to:

Lynn Bamberry
Colorado Department of Education
Competitive Grants and Awards
201 E. Colfax Avenue, Room 201
Denver, CO 80203

&

Submit an electronic copy of the proposal to:
bamberry_l@cde.state.co.us

Closing the Achievement Gap Educational Service Providers
2008-2009

PART I: COVER PAGE *(Complete and attach as the first page of proposal)*

Name of Entity:

Contact Person for the Proposal:

Mailing Address:

Telephone:	Fax:

Email:

Type of Organization: *Check one box below that best describes your organization*

☐ Boards of Cooperative Educational Services (BOCES)   ☐ Commercial Vendor   ☐ Individual

☐ Community Agency   ☐ Institution of Higher Education   ☐ Private Company

☐ Other _____

Organization is best described as:	☐ **Non-Profit** *or* ☐ **For-Profit**

Age of Firm/Number of Years in Operation:

Levels services will be provided:	☐ **Elementary** ☐ **Middle** ☐ **High School**

Educational Services to be Provided: *Indicate below all major areas of expertise.*

☐ Curriculum	☐ District Culture
☐ Assessment	☐ Student, family and Community Support
☐ Instruction	☐ Professional Growth and Staff Evaluation
☐ Leadership	☐ Organizational Structure and Resources
☐ Comprehensive & Effective Planning	☐ All of the Above (Comprehensive Provider)

Region: *Indicate the educational region(s) where this applicant is willing to provide on-site service.*

☐ Metro   ☐ Pikes Peak   ☐ North Central   ☐ Northeast   ☐ Northwest

☐ West Central   ☐ Southeast   ☐ Southwest

Cost: *Detail the cost of services to be provided.*	**$ Attach a Fee Brochure**

Indicate your 1st and 2nd Choice for the In-Person Provider Interview:

1st Choice	2nd Choice
☐ **April 14th**	☐ **April 14th**
☐ **April 15th**	☐ **April 15th**
☐ **April 16th**	☐ **April 16th**
☐ **April 17th**	☐ **April 17th**

CLOSING THE ACHIEVEMENT GAP PROVIDER
EVALUATION RUBRIC

Part I: **Proposal Form**
Part II: **Narrative**

Qualifications of Provider and Staff	____/10
Areas of Service	
Curriculum*	____/20
Assessment*	____/20
Instruction*	____/20
Leadership*	____/20
Comprehensive and Effective Planning*	____/20
District Culture	____/20
Student, family and Community Support	____/20
Professional Growth and Staff Evaluation	____/20
Organizational Structure and Resources	____/20
Comprehensive Service Provider (all areas)	____/110

Please Note: **Comprehensive Service Providers must score at a level 3 in the areas of: Curriculum, Assessment, Instruction, Leadership and Comprehensive Planning. Evidence in other service areas should be noted, but will not be scored.*

For each area of service chosen, half the score will be determined by data that demonstrates evidence over time of increased student achievement and closing race and income achievement gaps in schools and/or districts with whom you have worked. This data may be provided once and then referenced in subsequent sections.

Part III: **Signed Assurances Form**
Part IV: **Required Attachments** (Letters of Reference & Fee Brochure)

TOTAL POINTS: _____ out of ____ possible
(based on number of areas selected)

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

(2)_____

Weaknesses:
(1)_____

(2)_____

Recommendation: | **Approved_____** | | **Not Approved_____** |

Signature of Reviewer_____ **Date**_____

Closing the Achievement Gap Provider Rubric

Overall Score: **_____/_____**

Part II: Proposal Narrative
Please address the following elements in a narrative that does not exceed 5 pages per proposal area, single-spaced.

Element I: Qualifications of Provider and Staff   10 points

1. Provide an overview of the Qualifications of Staff related to components the provider plans to offer. Provide evidence that demonstrates the staff's skill, knowledge and experience in carrying out activities.

2. Provide a brief overview of the program that will be offered to districts and/or schools. Include a brief history of the program, the process for delivering services, and the structure of the program.

3. Provide references from sites that indicate evidence in closing race and achievement gaps.

Level I 0-1 points	Level II 2-3 points	Level III 4-5 points
• Provider does not submit evidence that qualified staff is in place	• Some documentation provided showing qualified staff is in place.	• Provider has submitted compelling evidence that qualified staff is in place.
• Overview of program is incomplete or does not detail services to be provided to schools, process for delivering services, and/or structure of the program.	• Overview of program is provided, but services offered to district, process for delivering services, and the structure of the program is not clear.	• Program is clearly detailed and services offered to districts, process for delivering services and structure of the program is evident.
• References are not provided.	• References attached but closing on achievement gap unclear.	• Positive references are attached and evidence of closing race and income achievements in previous situations is clear.

Data/Evidence 0-5 points:
For each area of service chosen, half the score will be determined by data that demonstrates evidence over time of increased student achievement and closing race and income achievement gaps in schools and/or districts with whom you have worked. This data may be provided once and then referenced in subsequent sections.
Total for Element: _____/10

Comments:

Element II: Areas of Service 20 points   (for each area of service chosen)

Provider may choose one or more areas for which they desire to be included on the CDE provider list. For each area chosen, provider must provide evidence of a proven track record of working effectively with sites.

Area 1: Curriculum

1. Demonstrate how services will be aligned with Colorado Standards and Assessment Frameworks.
2. Show how provider will work with leadership to provide a standards-based system throughout the district.
3. Explain how the provider will work with the district so that the curriculum provides access to a rigorous academic program for all students.
4. Detail how provider will work with a district to routinely and systematically review and revise the curriculum for all content areas.
5. Demonstrate how provider will help the district analyze the essential knowledge and skills required by content area and grade level and help instructional staff understand the implications for instruction.
6. Clearly show how implementation of the curriculum will be monitored.
7. Illustrate how provider will work with district to promote and support articulation of curriculum across schools and grade levels.

Level I 0-3 points	Level II 4-6 points	Level III 7-10 points
• Provider services do not appear to be aligned with Colorado Standards and Assessment Frameworks.	• A portion of provider services are aligned with Colorado Standards and Assessment Frameworks, or alignment is weak.	• Provider services are clearly aligned with Colorado Standards and Assessment Frameworks.
• Little evidence of plan to promote, monitor and evaluate effective standards based system throughout district.	• Limited support is provided for promoting, monitoring and evaluating standards based practices throughout the district.	• Clearly indicates plan to promote, monitor and evaluate effective standards based system throughout district.
• Limited evidence of a plan that would provide a rigorous academic curriculum.	• A rigorous academic curriculum is available to some students.	• Clear evidence of a system in which all students can access a rigorous academic program.
• No system presented to conduct a regular curriculum review.	• System presented to review curriculum, but the process is sporadic and may not include all content areas.	• System presented to conduct a regular cycle of content area review, curriculum revision, implementation monitoring, and evaluation.

• No clear criteria for analyzing essential skills and knowledge for core content areas or plan to help staff understand implications for instruction.	• Some criteria provided for analyzing essential skills and knowledge for core content areas and may have a plan to help staff understand implications for instruction.	• Clear criteria for analyzing essential skills and knowledge for core content area and plan to help staff understand implications for instruction.
• No specific expectations articulated for instruction that maintains fidelity to curriculum standards.	• General expectations show that instruction will focus on curriculum standards, but has not articulated any specific requirements or guidelines.	• Expectations are clearly articulated for instruction that maintains fidelity to curriculum standards.
• No formal plan for curriculum related discussions among schools, across grade levels and content areas (vertical articulation).	• Plan occasionally shows curriculum related discussions among schools, across grade levels and content areas (vertical articulation) but the effort is not sustained.	• Plan clearly facilitates sustained curriculum related discussions among schools, across grade levels and content areas (vertical articulation).

Data/Evidence	**0-10 points**
For each area of service chosen, half the score will be determined by data that demonstrates evidence over time of increased student achievement and closing race and income achievement gaps in schools and/or districts with whom you have worked. This data may be provided once and then referenced in subsequent sections.	

Total for Area: _____/20

Comments:

Area 2: Assessment
1. Demonstrate how assessments of student learning are aligned with Colorado Standards and Assessment Frameworks.
2. Show how the provider will work with the district to create a comprehensive system of assessment that meets multiple purposes and is coherent, comprehensive, and manageable.
3. Explain how the provider will facilitate a collaborative approach in the design and/or selection of high quality assessments.
4. Detail how the provider will ensure that performance and proficiency standards are clearly defined, communicated, and evident in schools and classrooms.
5. Demonstrate how the provider will ensure training in data analysis for decision-making and that timely access to assessment data is provided to schools, teachers, and departments in a useful format.
6. Clearly show how the provider will ensure that analyzed data are used to improve classroom, school, and district performance.

Level I 0-3 points	Level II 4-6 points	Level III 7-10 points
• Assessments not aligned with Colorado Model Content Standards and Assessment Frameworks.	• Assessments only partially aligned with Colorado Model Content Standards and Assessment Frameworks.	• Clearly demonstrates how assessments are aligned with Colorado Model Content Standards and Assessment Frameworks.
• No system in place for reviewing required system wide testing to ensure that it is a manageable as possible.	• Limited plan for reviewing required system wide testing to ensure that it is as manageable as possible. The review includes at least one of the following: purposes, frequency, timing, or the intended use of results.	• Comprehensive plan presented where leadership regularly reviews required system wide testing to make it as manageable as possible. The review includes a description of the purposes, frequency, and timing of administration and the intended use of results.
• Plan does not solicit involvement or input by school staff members in the design, selection and/or review of district required assessment.	• Plan occasionally, but inconsistently includes involvement and input by school staff members in the design, selection and/or review of district required assessments.	• Plan clearly solicits involvement and input by school staff members in the design, selection and/or review of district required assessments.
• Plan does not indicate that performance expectations for essential skills in the curriculum will be identified.	• Plan indicates being in the process of examining proficiency expectations for essential skills that are external to the system in order to identify characteristics of proficient work.	• Plan clearly articulates proficiency expectations for essential skills that are comparable in rigor to state level expectations.
• Plan demonstrates that few or no staff members who work with data are trained in its analysis and use for decision making.	• Plan demonstrates that some staff members who work with data are trained in its analysis and use for decision making.	• Plan clearly indicates how all staff members who work with data are trained in data analysis and data informed decision making.
• Plan indicates that the district will not monitor how often or how well schools disaggregate and analyze data to identify patterns of	• Plan indicates that the district encourages schools to disaggregate and analyze assessment data to identify patterns of growth and	• Plan clearly shows how district will ensure that schools disaggregate and analyze assessment data to identify patterns of growth

| growth and of achievement gaps at the district level. | achievement gaps, but does not participate in the process. | and achievement gaps. |

Data/Evidence	0-10 points
For each area of service chosen, half the score will be determined by data that demonstrates evidence over time of increased student achievement and closing race and income achievement gaps in schools and/or districts with whom you have worked. This data may be provided once and then referenced in subsequent sections.	

<div style="background-color:black; color:white;">

Total for Area: _____/20

</div>

Comments:

Area 3: Instruction

1. Demonstrate how the provider will emphasize the importance of highly effective, responsive, and rigorous standards-based instruction.
2. Show how provider will help instructional staff members implement and monitor standards using research-informed instructional practices.
3. Explain how the provider will support school administrators and instructional coaches to support, supervise, and/or evaluate instruction.
4. Detail how the provider will promote the use of instructional strategies that meet the varied needs of students.
5. Demonstrate how the provider will assist schools/districts with implementation of appropriate and effective interventions for students who have not yet met learning goals.

Level I 0-3 points	Level II 4-6 points	Level III 7-10 points
• No evidence that highly effective, responsive, rigorous, and standards based instruction is a priority.	• Limited evidence that highly effective, responsive, rigorous, and standards based instruction is a priority.	• Provider clearly demonstrates how they will work with the district to ensure that highly effective, responsive, rigorous, and standards based instruction is the focus in schools and district.
• Proposal shows that research based instructional strategies will rarely be shared with staff and plan for monitoring implementation is incomplete.	• Proposal shows how research based instructional strategies will be shared with instructional staff, but not how implementation will be monitored.	• Proposal clearly shows how research based instructional strategies will be shared with instructional staff and how implementation will be monitored.
• It is not a clear priority that	• Provider presents evidence	• Provider presents evidence

14

schools will provide opportunities for instructional staff to work collaboratively on improving teaching performance.	of how they will work with the district and schools to provide opportunities resources for instructional staff to work collaboratively on improving teaching performance, but does not appear to provide resources for that purpose.	of how they will work with the district and schools to provide opportunities and resources for instructional staff to work collaboratively on improving teaching performance.
• Does not appear there will be opportunities and resources for teacher to collaborate to meet student needs and to close achievement gaps across subpopulations.	• Proposal provides limited opportunities and resources for teacher to collaborate to meet student needs and to close achievement gaps across subpopulations.	• Proposal clearly demonstrates how provider will work with district to provide opportunities and resources for teacher to collaborate to meet student needs and to close achievement gaps across subpopulations.
• Limited or no data will be provided to school to determine the needs of students who are not yet meeting proficiency expectations. No clear selection criteria for research based intervention are provided.	• Proposal indicates that some data will be provided to school to determine the needs of students who are not yet meeting proficiency expectations. No clear selection criteria for research based intervention are provided.	• Provider indicates how they will work with district to ensure that schools have timely and adequate data necessary to determine the needs of students who are not yet meeting proficiency expectations, as well as research-based intervention strategies and models based on clear selection criteria.

Data/Evidence	**0-10 points**
For each area of service chosen, half the score will be determined by data that demonstrates evidence over time of increased student achievement and closing race and income achievement gaps in schools and/or districts with whom you have worked. This data may be provided once and then referenced in subsequent sections.	

Total for Area: _____/20

Comments:

Area 4: Leadership

1. Demonstrate how provider will work with the district to ensure that leadership collaboratively develops and sustains shared beliefs, values and goals focused on improving student achievement.
2. Describe how leadership will ensure that decisions are collaborative, focused on student academic performance and are data-driven.

3. Show how leadership will ensure that all staff members have access to standards-related materials, data, and the training necessary to use them.
4. Explain how leadership will disaggregate data, communicate the information to school, and systematically incorporate the data into improvement planning.
5. Detail how provider will work with leadership to allocate resources, monitor progress, provide organizational infrastructure, and remove barriers to improvement.
6. Demonstrate how provider will work with the district to ensure accountability for effective programs, support systems, initiatives, and teaching practices.
7. Clearly show how provider will work with the district to foster systems of shared responsibility including development of leadership skills throughout the organization.
8. Explain how provider will work with the district to ensure all administrators have a professional growth plan focused on the development of effective leadership skills.

Level I 0-3 points	Level II 4-6 points	Level III 7-10 points
• Provider does not supply information regarding how they will help leadership focus the staff on implementing the priorities and goals of the district by using them as a foundation to improve student achievement.	• Limited information about how provider will help leadership focus the staff on implementing the priorities and goals of the district by using them as a foundation to improve student achievement.	• Provider clearly shows how they will help leadership focus the staff on implementing the priorities and goals of the district by using them as a foundation to improve student achievement.
• Unclear how provider and district leadership will work together to analyze assessment data to support schools in making academic decisions.	• Provider works with leadership to analyze student performance but only sometimes uses the results of that analysis to support schools in making academic decisions.	• Provider clearly explains how they will work collaboratively with district and school leadership to regularly analyze student performance data and information from other sources, use the results of that analysis to support the schools in making informed programmatic and academic improvement decisions.
• Unclear that staff members will have access to Colorado's standards documents or no indication that support will be offered to staff members on how to use standards documents effectively.	• Provider works with district leadership to provide district and school staff members with access to Colorado's standards documents, but provides limited training on how to use the documents effectively.	• Provider emphasizes how they will work with district leadership to ensure that district and school staff members have access to and are trained in the use of Colorado's standards documents, other standards related materials, and data

		resources.
• Evidence provided that district leadership will present data that reflect performance gaps, with little analysis or follow up action.	• Evidence that district leadership will share performance gap data, but there is no system available for implementing district wide strategies for improving programs and enhancing achievement for all student subgroups.	• Clear evidence that district leadership will identify district wide student performance gaps, and engage in deep analysis and collaboratively develop district wide strategies for improving programs and supports that enhance achievement for all student subgroups.

Data/Evidence	**0-10 points**
For each area of service chosen, half the score will be determined by data that demonstrates evidence over time of increased student achievement and closing race and income achievement gaps in schools and/or districts with whom you have worked. This data may be provided once and then referenced in subsequent sections.	

Total for Area: _____/20

Comments:

Area 5: Comprehensive and Effective Planning

1. Demonstrate how the provider will work with the district to use a collaborative process to develop the vision, mission, and goals that will guide decision-making for improvement.
2. Describe the improvement planning processes that will involve collecting, managing, and analyzing a variety of data.
3. Explain how provider will work with districts to ensure district goals for improvement are clear, strategic, and focused on closing achievement gaps and improving student learning.
4. Show how a district improvement plan would include specific action steps.
5. Describe how provider will work with the district so that improvement plans include methods for evaluating the effectiveness of its implementation.
6. Demonstrate how provider will supply evidence that improvement plan is implemented as developed.
7. Clearly show how provider will work with district to demonstrate a commitment to continuous improvement.
8. Explain how the provider will provide guidance and support to schools to develop high quality, school-level improvement plans.

Level I 0-3 points	Level II 4-6 points	Level III 7-10 points
• No effort is made to establish a collaborative process to define the district's vision, mission, and goals.	• Plan indicates a collaborative process will be established that involves school and district staff members in defining the district's vision, mission and goals for the district improvement plan; but it provides a limited role for other stakeholders (e.g., students, parents, community members).	• Provider clearly demonstrates how a collaborative process for developing the district's vision, mission, and goals for the district improvement plan will involve representation of all stakeholder groups.
• Few or no data (e.g., achievement, demographic, perception), are collected and managed (e.g., recorded, saved, displayed, monitored) as part of the process of district improvement planning.	• Plan indicates a limited range of data (e.g., achievement, demographic, perception), are collected and managed (e.g., recorded, saved, displayed, monitored) as part of the process of district improvement planning.	• Plan clearly shows how a full range of data (e.g., achievement, demographic, perception), are collected and managed (e.g., recorded, saved, displayed, monitored) as part of the process of district improvement planning.
• Does not appear goals will be established that will be specific enough to close the learning gaps of student subgroups.	• Method for delineating goals is provided, but may be vague and lack precise methods of measurement.	• Provider clearly delineates how goals for student learning and organization effectiveness will be meaningful, challenging, and specific enough to close learning gaps of student subgroups.
• Specific action plan steps are not included.	• Plan is very general and does not provide specific steps that are designed to accomplish the goals in the district's improvement plan.	• Plan details how action steps are specific and designed to lead to accomplishing the goals in the district improvement plan.
• No plan for systematic monitoring of improvement plan is detailed.	• Plan indicates that plan will be monitored, but not in a systematic way.	• Provider clearly demonstrates how they will work with district staff to ensure that the improvement plan is systematically monitored over time.
• Direction, support and	• Limited evidence provided	• Provider explains how they

resources for effective implementation of district improvement plan not provided.	that shows ongoing direction, support and resources for effective implementation of district improvement plan.	will work with district leadership to provide ongoing direction, support and resources for effective implementation of district improvement plan.
• No plan in place to communicate and demonstrate commitment to continuous improvement.	• Limited plan that will communicate and demonstrate commitment to continuous improvement.	• Provider details a plan that will communicate and demonstrate commitment to continuous improvement.
• No plan to support schools and guide development of effective school improvement plans.	• Few resources detailed to support schools and guide development of effective school improvement plans.	• Applicant demonstrates how they will work with district leaders to provide adequate resources (e.g., a template, data, research, and a process) to schools to support and guide development of effective school improvement plans.

Data/Evidence	**0-10 points**
For each area of service chosen, half the score will be determined by data that demonstrates evidence over time of increased student achievement and closing race and income achievement gaps in schools and/or districts with whom you have worked. This data may be provided once and then referenced in subsequent sections.	

Total for Area: _____/20

Comments:

Area 6: District Culture

1. Demonstrate how provider will promote a safe, orderly and equitable learning environment throughout the district.
2. Show how provider will foster the belief that all children can learn at high levels and motivate staff to produce continuous improvement in student learning.
3. Explain how the provider will demonstrate a commitment to equity and an appreciation for diversity and cultural competency.
4. Detail how the provider will work with district and school leadership to share responsibility for ensuring implementation of high academic and behavioral expectations for all students.
5. Demonstrate how provider will work with district and school leadership to ensure achievement is highly valued and publicly celebrated.
6. Clearly show how provider will foster the work of all district staff as part of a learning community dedicated to raising student achievement and closing achievement gaps.

Level I 0-3 points	Level II 4-6 points	Level III 7-10 points
• Provider does not present policies that would provide a safe, healthy, orderly and equitable learning environment.	• Provider presents limited evidence of working with district leadership to support school leadership in the implementation of policies to provide safe, orderly and equitable learning environments.	• Clearly demonstrates how provider will support district leadership in the implementation of policies to provide safe, healthy, orderly and equitable learning environments.
• Few opportunities provided for teachers and administrators to share innovations that have resulted in higher student achievement and closing of achievement gaps.	• Some opportunities provided for teachers and administrators to share innovations that have resulted in higher student achievement and closing achievement gaps.	• Provider shows how regular opportunities for teachers and administrators will take place to share the actions and innovations that have resulted in higher student achievement and in closing achievement gaps.
• Few actions, policies, or procedures that would indicate a commitment to and appreciation of diversity and cultural competence are presented by provider.	• Articulation of support of policies and procedures that would address commitment to and an appreciation of diversity and cultural competence, but few developed documents are presented by provider.	• Clear explanations of policies and procedures that would address a commitment to and an appreciation of diversity and cultural competence are presented by provider.
• Provider does not detail how they will work with district leadership to set high academic expectations for all students.	• Provider is unclear in detailing how they will work with district and school leadership to set high academic expectations for all students or how resources will be provided to support and ensure student success.	• Provider details how they will work with district and school leadership to set high academic expectations for all students and provide resources and support to ensure student success.
• No information presented to show how district leadership will acknowledge and celebrate achievement of individual student groups at a district and school level.	• Provider presented limited information to show how they will work with district leadership to acknowledge and celebrate the achievement of individual student groups.	• Provider clearly demonstrates how they will work with district leadership to acknowledge and celebrate the achievement of individual student groups.
• Few examples shown of	• Some evidence provided of	• Provider clearly shows

how norms and expectations for collaboration will be established within the district, between schools, and within programs to facilitate commitment to continuous improvement.	how norms and expectations for collaboration will be established, but may not be in all areas within the district, between school and within programs to facilitate commitment to continuous improvement.	how norms and expectations for collaboration will be established within the district, between schools, and within programs to facilitate commitment to continuous improvement.

Data/Evidence	**0-10 points**
For each area of service chosen, half the score will be determined by data that demonstrates evidence over time of increased student achievement and closing race and income achievement gaps in schools and/or districts with whom you have worked. This data may be provided once and then referenced in subsequent sections.	

Total for Area: _____/20

Comments:

Area 7: Student, Family and Community Support

1. Demonstrate how the provider will employ multiple methods and processes for communication with district and school employees, parents, and the community.
2. Show how the provider will work with the district to disseminate achievement and assessment results to all stakeholders on a regular basis.
3. Explain how provider will help the district seek partnerships beyond the district.
4. Detail how the provider will provide guidance and support to districts and schools for working with parents and the community.
5. Demonstrate how the provider will work with the district to ensure that student records are current, complete, and used appropriately.

Level I 0-3 points	Level II 4-6 points	Level III 7-10 points
• No evidence to support a district wide communication plan.	• Provider promotes communication, but does not present a clear district wide plan that employs multiple channels of communication to reach families and the community	• Provider presents a clear district wide communication plan that employs multiple channels of communication to reach families and the community.
• Plan does not ensure that stakeholders receive information (i.e., dates, purposes, results) about state and district-level	• Plan provides adequate but limited information (i.e., dates, purposes, results) to stakeholders about state and district-level testing	• Provider shows a clear plan to ensure that all stakeholders receive or can access information (i.e. dates, purposes, results)

testing and assessment.	and assessment.	about state and district-level testing and assessment.
• No evidence that a plan is in place for provider to work with district leadership to partner with groups that support education.	• Limited evidence provided regarding how provider will work with district leadership to partner with groups that support education.	• Provides clear evidence how provider will work with district leadership to partner with groups that support education efforts (e.g., Junior Achievement, community clubs, library programs, tutors, sports clubs, donations).
• No information provided on how proposal will share information with district and school on effective ways to engage parents and community to support student learning.	• Limited information supplied on how provider will share information with district and school on effective ways to engage parents and community to support student learning.	• Information clearly detailed on how provider will share information with district and school on effective ways to engage parents and community to support student learning.
• No clear procedures for the maintenance, control and monitoring of an accurate student record system.	• Limited evidence of clear procedures to ensure that schools systematically review student records to make sure they are current and are shared appropriately.	• Clear evidence of how provider will work with district to ensure that schools systematically review student records to make sure they are current and are shared appropriately.

Data/Evidence	0-10 points
For each area of service chosen, half the score will be determined by data that demonstrates evidence over time of increased student achievement and closing race and income achievement gaps in schools and/or districts with whom you have worked. This data may be provided once and then referenced in subsequent sections.	
	Total for Area: _____/20

Comments:

Area 8: Professional Growth and Staff Evaluation
1. Demonstrate how the provider will work with district to collaboratively create and monitor the effectiveness of a comprehensive plan for the professional growth of all staff members.
2. Describe how the provider will work with the district to determine professional development priorities based on achievement of data.
3. Show how the provider will work with the district to ensure the quality and effectiveness of all professional development activities.

4. Explain how the provider will work with the district to implement and maintain a comprehensive induction program with focus on Colorado Model Content Standards for new teachers and administrators.
5. Detail how the provider will work with the district to provide a clearly defined evaluation process.
6. Demonstrate how the provider will work with the district to ensure that all professional employees have a professional growth plan linked to the district's evaluation process.
7. Clearly show how the provider will work with the district to effectively use employee evaluation and professional growth plans to improve staff performance.
8. Describe how the evaluation process will be used to provide opportunities for improvement to teachers and administrators needing remediation.

| Level I
0-3 points | Level II
4-6 points | Level III
7-10 points |
| --- | --- | --- |
| • No evidence is provided to identify professional development for needs of staff members or a way to develop a plan to address identified improvement needs in the district. | • Provider may identify some professional development needs in the district but does not use that information to create a comprehensive plan. | • Provider clearly demonstrates collaboration and a systematic approach in working with district leadership and schools to develop long term, continuous support of professional growth needs of all staff and to address identified improvement needs in the district. |
| • Professional development needs of staff are not based on analysis of student achievement data. | • Provider shows how professional development needs of staff are based on limited analysis of student achievement data. | • Provider clearly shows how analysis of student achievement data provides significant input in the determination of the professional development needs of staff. |
| • Professional development offerings appear to be random, with little connection to enhancement of professional practice, academic expectations or student learning. | • Does not appear that professional development will consistently focus on enhanced professional practice or is not tightly aligned with academic expectations and student learning goals. | • Provider demonstrates how professional development will be high quality, focused on enhanced professional practice, updated content knowledge and aligned with academic expectations and student learning goals. |
| • No set structure or specific criteria to identify skills to be addressed by mentors are included. | • Provider plan shows use of Colorado Performance Standards, but little or no guidance on their use. | • Provider explains how mentoring programs will be focused on developing skills addressed in the Colorado Performance Standards. |

• Does not appear provider will work with district to develop professional growth plans or that they will be responsive to findings in the district's evaluation process.	• Limited evidence of how professional growth plans will be an outgrowth or responsive to findings in the district's evaluation process.	• Provider demonstrates how professional growth plans will be an outgrowth or responsive to findings in the district's evaluation process.
• No evidence that professional growth plans of licensed staff identified through the evaluation processes will include goals to improve staff performance	• Limited evidence that professional growth plans of licensed staff identified through the evaluation processes will include goals to improve staff performance	• Provider clearly demonstrates that professional growth plans of licensed staff identified through the evaluation processes will include goals to improve staff performance.
• No information provided on how provider will collaborate with district leadership and school administrators to develop remediation plans that are an integral part of the evaluation process and are focused on improving performance.	• Inconsistent information provided on how provider will collaborate with district leadership and school administrators to develop remediation plans that are an integral part of the evaluation process or are not focused on improving performance.	• Provider clearly demonstrates how they will collaborate with district leadership and school administrators to develop remediation plans that are an integral part of the evaluation process and are focused on improving performance.

Data/Evidence	0-10 points
For each area of service chosen, half the score will be determined by data that demonstrates evidence over time of increased student achievement and closing race and income achievement gaps in schools and/or districts with whom you have worked. This data may be provided once and then referenced in subsequent sections.	
	Total for Area: _____/20

Comments:

Area 9: Organizational Structure and Resources

1. Demonstrate how the district budget development will be aligned with the intent to improve student achievement.
2. Show how provider will work with leadership to analyze funding and other resource requests to be sure they are aligned with improvement plans.
3. Explain how provider will work with district to allocate staff members based on the learning needs of all students.
4. Describe how provider will work with district to provide fiscal resources for professional development of licensed staff based in identified needs.

5. Clearly show how policies and procedures for budget planning and distribution of funds will be put in place.
6. Describe a clearly defined process for equitable and consistent use of fiscal resources.
7. Demonstrate how providers will work with district to ensure that state and federal program resources are allocated and integrated to address student needs identified by the provider, district and/or school.

Level I 0-3 points	Level II 4-6 points	Level III 7-10 points
• Budgets are based on adjustments made to previous year budgets rather than on an analysis or current data.	• A portion of the district budget will be based on perceived priorities; however, priorities are not determined through a formal data analysis.	• Budget priorities are determined through analysis of multiple data including student achievement, demographics, program evaluation and trend analysis.
• Plan shows that budget decisions will not be aligned with the action components of the district and school improvement plans. Expenditures are not monitored or adjusted to meet changing student needs.	• Plan shows that some budget decisions will be aligned with the action components of the district and school improvement plans, but they may not be intentional or informed by data. Expenditures are not regularly monitored or adjusted to meet changing student needs.	• Plan shows that budget decisions will be data informed, intentional, and aligned with the action components of the district and school improvement plans. Expenditures are monitored regularly and adjusted as necessary to meet changing student needs.
• Plan indicates staffing allocations are made with minimal consideration of student needs.	• Plan indicates staffing allocations by the districts will sometimes be influenced by criteria other than student needs.	• Plan clearly demonstrates staffing allocations to schools will be based on school needs, requests and analysis of student performance data. All staff allocations to school are designed to address specific student needs in each school.
• Does not appear provider will work with district to allocate fiscal resources for professional development.	• Plan indicates minimal work with district to allocate resources to schools for support of professional growth.	• Provider clearly shows they will work with the district to allocate fiscal resources to support professional growth and provide assistance to schools to maximize use of

		professional development resources.
• Does not appear that specific district operational procedures for budget planning and distribution of funds will be put in place.	• Evidence that working with district leadership will establish procedures for distribution of funds, but that the procedures may not always be followed.	• Provider clearly explains how they will work with district leadership to implement budgetary procedures to allocate funds to meet the identified needs of students.
• Does not appear there will be budgetary guidance or follow-up to support schools.	• Plan shows limited budgetary guidance, as well as limited follow-up support to schools.	• Plan clearly shows how budgetary guidance will take place and how follow-up support to schools will ensure that the allocation of funds meet identified needs of students.
• Does not appear that categorical funds will be used to support identified student needs.	• Plan indicates categorical funds will not always support identified student needs.	• Plan clearly demonstrates provider will work with district so categorical funds will be allocated to support identified student needs.

Data/Evidence	**0-10 points**
For each area of service chosen, half the score will be determined by data that demonstrates evidence over time of increased student achievement and closing race and income achievement gaps in schools and/or districts with whom you have worked. This data may be provided once and then referenced in subsequent sections.	
	Total for Area: _____/20

Comments:

PART III
SIGNED ASSURANCES FORM

In submitting this proposal to be included on the Colorado Department of Education *Closing the Achievement Gap* Provider List, I certify that:

1. The organization meets all application federal, state, and local health, safety, and civil rights laws.

2. All individuals who will interact with students are fingerprinted and background checked pursuant to CDE teacher licensure procedures.

3. All instruction and content are secular, neutral, and non-ideological.

4. The organization will not disclose to the public the identity of any student eligible for or receiving Educational Services through the provider without the written permission of the parent.

5. The organization is financially stable and will be able to complete services to the student and the school.

6. The organization will begin to offer services in a timely matter.

7. The organization will provide the State and district any information needed to determine the effectiveness of the program. All information will be submitted within the timeframe established by the State.

8. I understand that the organization will be removed from the State list of providers in the event that it is unable to enact the elements described in the Request for Proposal.

9. I understand that a Performance Agreement which addresses acceptable business practices with regards to *Closing the Achievement Gap* Services in Colorado has been developed.

_____
Signature of Authorized Representative, Title

_____   _____
Print Name and Title   Date