



*Colorado Department of Education*

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# **REQUEST FOR INFORMATION**

**Proposals Due:** Friday, December 11, 2009 by 4:00 P.M.

**School Turnaround  
EDUCATIONAL SERVICE PROVIDERS  
School Year 2009-2010**

**For more information contact:**  
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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:*

*Arti Winston  
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Denver, CO 80203  
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E-mail: winston\_a@cde.state.co.us*

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## **Background**

The Colorado Department of Education (CDE) is committed to supporting sustainable efforts to turn around chronically low performing schools identified for improvement, corrective action or restructuring under the Title I of the Elementary and Secondary Education Act (ESEA). Recently, the U.S. Department of Education (USDOE) announced an opportunity for states and school districts to access unprecedented resources for reforms that increase graduation rates, reduce dropout rates, improve instructional quality, and create a challenging learning environment where students excel academically. Only the most rigorous interventions that hold the promise of rapid improvement for student achievement will be implemented under the terms of the school improvement grants made possible through the American Recovery and Reinvestment Act (ARRA).

CDE is seeking information from educational service providers that offer research proven services to assist schools in implementing effective, intensive, turnaround interventions and measuring their progress toward achievable, sustained outcomes.

## **Purpose**

This Request for Information (RFI) invites responses from organizations that are interested in assisting the CDE and local districts by providing assistive services to leaders and teachers in eligible schools. We are also seeking to identify organizations that are interested in serving as comprehensive providers to eligible schools, through assistance on multiple aspects of school operations.

Organizations that are selected as a result of this process will be included on the 2009-2010 list of School Turnaround Providers. The purpose of the list is to provide a resource for districts that choose to:

- Partner with CDE in the implementation of one of the four intervention models provided in the draft guidance for the use of Federal Title I 1003(g) funds;
- Increase the academic achievement of all students attending the targeted school(s) as measured by the state's assessment system; and
- Utilize the support and services from state-approved Turnaround Providers in their efforts to accomplish the above.

CDE will disseminate the School Turnaround Providers list to Colorado schools and districts to support their selection of Turnaround Providers for identified schools. It is expected that providers that are included on the 2009-2010 list will be available to assist eligible schools during the 2009-2010 school year. Inclusion on the list does not, however, guarantee that an organization will be chosen to serve districts or schools. Similarly, this RFI process does not carry an award of state or federal funds. Providers must continue to meet established criteria to remain on the list.

Districts that choose to work with a provider(s) on the list will thereafter enter into a performance-based contract with the provider that outlines clear, measurable outcomes for all aspects of the provider's assistance. Continuation of services to a district will be contingent upon the provider's ability to meet or exceed the performance expectations specified in the contract.

## **Eligible Service Providers**

Eligible entities include for-profit and non-profit organizations such as:

- Education Management Organizations
- Charter school operators or Charter Management Organizations
- Institutions of Higher Education
- Boards of Cooperative Educational Services (BOCES)
- Other companies, groups or organizations that have a prior history of successfully raising student performance through services provided to public schools.

## Eligibility Requirements

In its response to this RFI, a School Turnaround provider is required to:

- Demonstrate its capacity to offer services that have been shown to be effective in increasing achievement;
- Demonstrate that its services are aligned with state academic standards (Colorado Model Content Standards are available at [www.cde.state.co.us/index\\_std.htm](http://www.cde.state.co.us/index_std.htm));
- Demonstrate the organization or group's strong fiscal health;
- Provide a detailed budget estimate for provision of services; and
- Pledge that instructional programs will be secular, neutral and non-ideological.

In addition, those applicants that are included on the provider list should be prepared to make several commitments in their contracts or Memoranda of Understanding with eligible districts. The actual terms of any Memorandum of Understanding between a local school district and a provider will be subject to negotiation among the parties, and are required to include, at a minimum, the following elements:

- Reasons and procedures to terminate services;
- Produce and share quarterly achievement data disaggregated in chart and table form that demonstrates the effectiveness of services in increasing student academic achievement;
- Maintain open enrollment for all district students; and
- Meet all applicable Federal, State, and local health, safety and civil rights laws.

## Colorado's Turnaround Framework

The Colorado Department of Education believes that all students should have equal access to quality educational opportunities. Despite the best efforts of hard working leaders and teachers, some schools in our state are failing to provide these opportunities. It would be ethically irresponsible for the Department of Education to respond with anything less than swift and decisive action on behalf of the children in failing schools. With measured impatience, CDE intentionally restructured its continuum of services to better support struggling schools. Now, in part through funds provided through the American Recovery and Reinvestment Act (ARRA), CDE is poised to partner with school districts in the development of a comprehensive approach to dramatically improve the state's persistently lowest performing schools. Research has proven in order to improve schools; there are five areas in which schools must be highly competent:

- Organizational Management and Leadership
- Academic Performance
- Learning Environment
- Financial Management
- Comprehensive Planning

These five areas form the basis for the Colorado Turnaround Framework, and are described in greater detail below:

### Organizational management and instructional leadership

Highly skilled leadership embedded throughout an organization is the key to sustainable improvement efforts. Successful schools have leaders who can unite individuals around common goals while supporting them with sufficient resources and training to achieve them. Likewise, successful organizations are able to provide appropriate resources for the ongoing development of its leaders and a menu of resources that allow them to focus on the work of student achievement.

### Academic performance

All leaders and providers in turnaround schools will be held accountable for achieving rapid improvements in student learning. Providers will need a thorough understanding of standards based education, inclusive of the selection and periodic review of culturally relevant and rigorous curriculum, research-proven instructional strategies, and assessments intended to inform teachers on student learning. In an effective

school, achievement results are systematically monitored and interventions immediately employed to prevent failure.

### Learning environment

Creating a positive learning environment is best approached by the unified efforts of the entire school community and employs the resources of all invested stakeholders. It will take the collaborative efforts of the district, school, community, external partners and CDE to redesign successful schools that support the holistic needs of all children. Successful schools also employ fair and meaningful evaluation processes while instituting professional development and deploying resources that foster a high performing professional community.

### Financial management

The appropriate management of financial resources to support school improvement work will result in academic gains. Successful educational organizations are fiscally responsible in the execution of publicly funded monies and seek additional resources, when necessary to enhance the goals of the school.

### Comprehensive planning

“Those who fail to plan, plan to fail.” The ability to create a cohesive strategic plan that aligns resources with research proven improvement actions is one of the most challenging efforts in improving schools. There will always be numerous, competing needs and seldom enough resources to address them all. Successful schools engage stakeholders in a process of continual improvement where decisions are based on data and challenging but achievable goals are monitored, evaluated and celebrated when achieved.

## **Application Process and Timeline**

The selection of approved providers will be data based and evidence focused. Along with a brief narrative of the organization’s approach for serving schools, applicants must submit documentation describing the manner in which the organization applies the strategies it promotes. The application process will have five components:

1. CDE will host an applicant training in mid December 2009 to review the application requirements and answer any questions potential providers may have about the process.
2. Applicants must submit their proposals to the CDE by December 11, 2009. Full application details appear on pages 7-8. In their proposals, applicants will be asked to describe their plan for implementing effective services in raising student achievement across each relevant area of the Colorado State Turnaround Framework:
  - Organizational Management and Instructional Leadership
  - Academic Performance
  - Learning Environment
  - Financial Management
  - Comprehensive Planning

Applicants will also be asked to provide a brief narrative description of their history of effectiveness in each of the relevant areas and produce artifacts/data that demonstrate their effectiveness in schools/districts in which they have worked.

3. Applicants must follow the format outlined below (see pages 7-8) to assure consistent application of the evaluation criteria. The **original plus four (4) paper copies** must be received at CDE by Friday, December 11, 2009 at 4:00PM. In addition to the five (5) hard copies, applicants must **submit an electronic copy of the proposal to mickens\_v@cde.state.co.us**. Please include the following in the subject line of your email: “Turnaround RFI: [Provider Name].”

The electronic version should include all required sections of the proposal as one document. The proposals submitted by providers through this process will be available on the CDE website as a resource for districts and parents. Faxes will NOT be accepted. Incomplete proposals will NOT be considered.

4. A team of readers with experience in the content areas outlined in this Request For Information (RFI) will review the proposals using the evaluation rubric included in the RFI. The review process is standards-based, not competitive. Any and all providers whose proposals demonstrate their eligibility for the Turnaround Providers list will be included on that list.
5. CDE will make the list of approved providers available to districts by December 28, 2009. The list will be posted on the CDE website no later than Tuesday, January 5, 2010. Applicants determined not to meet program eligibility requirements through the review process will be notified in writing and may reapply in future years.

<b>Summary Timeline</b>	
<b>Week of November 23rd</b>	Request for Information available on the CDE website
<b>December 1st</b>	Application Training
<b>December 11<sup>th</sup></b>	Proposals must be received by CDE
<b>December 18<sup>th</sup></b>	Review of Proposals
<b>December 28<sup>th</sup></b>	Applicants will be notified of the status of their proposal
<b>January 5th</b>	Detailed information regarding providers will be available to districts

### **Monitoring**

The Colorado Department of Education, in cooperation with school districts, will monitor the quality and effectiveness of Turnaround Providers. CDE may remove from the list of approved Turnaround Providers any provider(s) that fails to demonstrate progress toward increased academic proficiency in the schools and/or districts in which it provides services. CDE may immediately remove from the Turnaround Providers list any provider(s) that fails to meet eligibility requirements (see previous section), or any of the stipulations set out in the Assurances (page 20). CDE will monitor all providers on the list or those in sites providing turnaround.

### **Required Application Format**

- Proposals should address 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 continuous 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.
- All attachments must be included in the electronic version of the proposal. Attachments such as CDs, videotapes or other multimedia productions cannot be accommodated.
- Proposals will only be considered complete when submitted as a single electronic document in PDF format.

## **Required Elements**

A complete proposal includes:

- ❑ Part I: **Cover Page.**
- ❑ Part II: **Narrative** (maximum two (2) pages per each area of service/10 page total maximum for comprehensive providers).
- ❑ Part III: **Signed Assurances Form.**
- ❑ Part IV: **Appendices A – F.**

**Proposals due by 4 p.m. on Friday, December 11th to:**

**Vernita Mickens  
Colorado Department of Education  
Competitive Grants and Awards  
201 E. Colfax Avenue, Room 201  
Denver, CO 80203**

*And*

**Submit an electronic copy of the proposal to:  
mickens\_v@cde.state.co.us**



**TURNAROUND PROVIDERS LIST  
REVIEWER CONTROL SHEET**

**Part I: Proposal Form**

<b>Part II: Narratives</b>	<b>Points Awarded</b>
Organizational Management & Leadership	____/10    ____
Academic Performance	____/20    ____
Learning Environment	____/10    ____
Financial Management	____/10    ____
Comprehensive Planning	____/50    ____

*Data/artifacts are requested within each area of service. Part II includes detailed scoring rubrics for each area.*

**Part III: Signed Assurances Form**

**Part IV: Required Appendices**

**TOTAL POINTS: \_\_\_\_ out of \_\_\_\_ possible**

**Recommendation:**

**Approved** \_\_\_\_\_

**Not Approved** \_\_\_\_\_

## **Turnaround Schools Educational Service Providers 2009-2010**

### **Part II: Proposal Narratives and Evidence of Practices**

*Please address the following elements in a narrative that does not exceed two (2) pages per area, single-spaced.*

#### **Element I: Organizational Management and Leadership **10 points****

Provide a brief overview of the organization, including a description of your experience turning around low-performing schools, your theory of change for transforming a school and related research base, the strengths of your leadership team with relevant qualifications, and the manner in which you plan to support leadership at the school level, how you build collective support for reform and how you use data to make decisions. Be concise but thorough in your explanations. In addition, submit the following artifacts for review in Appendix A:

#### **All Provider Applicants:**

1. For organizations that will be contracting out the implementation of certain elements of the turnaround framework to other service providers, provide a list of the partnering organizations, a description of their role, and a summary of their experience in the relevant area.
2. A detailed timeline of activities/interventions that you will implement prior to the opening of the school, during the first 90 days, and with regularity throughout a 3 year term.
3. If applicable, a list of interview questions and description of the process that will be used to select the school leader.
4. List of organizational resources available to school sites.

*In Addition to the Documents Requested Above, Turnaround and Restart Provider Applicants must provide the following documentation:*

5. A list of the unique, innovative and/or research-based elements of your approach. Provide a brief description of each
6. If applicable, a copy of the proposed master schedule for the school.
7. Copy of typical staffing allocation with adult-student ratios. Provide both academic and non-academic positions. (For grade levels served; assume 200 - 400 students.)
8. If applicable, a copy of your technology plan for the school.
9. You may include one other relevant document that makes your case for efficacy in this area.

<b>Level I</b> <b>0 points</b>	<b>Level II</b> <b>1 point</b>	<b>Level III</b> <b>2 - 3 points</b>
<ul style="list-style-type: none"> <li>• Limited or no experience in turning around schools</li> <li>• Theory of transformational change and process lacks substance and/or proven research base.</li> <li>• The organization has little or no experience in turning around schools or increasing achievement of low performing schools.</li> <li>• Presents little or no evidence that the provider has a plan to focus staff on shared beliefs and values for implementing school priorities to improve student achievement.</li> <li>• Presents little or no evidence that that the school leadership analyzes student performance data in making academic improvement decisions.</li> <li>• Little or no evidence that supports professional growth for school leadership.</li> </ul>	<ul style="list-style-type: none"> <li>• Some experience in turning around schools; extensive experience working with schools on improvement.</li> <li>• Theory of transformational change and process is articulated in detail but lacks a proven research base.</li> <li>• The organization has some experience in turning around schools or increasing achievement of low performing schools.</li> <li>• Describes generally how the provider assists school/district leadership to focus staff on shared beliefs and values for implementing school/district priorities to improve student achievement.</li> <li>• Describes generally how the provider works with school/district leadership to analyze student performance data in making academic improvement decisions.</li> <li>• Describes generally how professional growth for school leadership is fostered.</li> </ul>	<ul style="list-style-type: none"> <li>• Substantial experience in turning around schools and working with schools on improvement.</li> <li>• Theory of transformational change and process is articulated in detail but significant evidence is provided of a proven research base.</li> <li>• The organization has significant experience in turning around schools and increasing achievement of low performing schools.</li> <li>• Describes a specific, well-conceived plan for assisting school/district leadership to focus staff on shared beliefs and values for implementing school/district priorities to improve student achievement.</li> <li>• Describes a specific, well-conceived plan for working with school/district leadership to regularly and collaboratively analyze student performance data and information from other sources in making informed programmatic and academic improvement decisions.</li> <li>• Describes a specific, well-conceived plan for supporting professional growth for school leadership that addresses teaching, learning and improved student performance.</li> </ul>

**Total for Organizational Management and Leadership Narrative: \_\_\_\_/3**

<b>Data/Evidence</b>		<b>0-7 points</b>
<b>Level I</b> <b>0-2 points</b>	<b>Level II</b> <b>3 – 4 points</b>	<b>Level III</b> <b>5 - 7 points</b>
<ul style="list-style-type: none"> <li>• Presents little or no evidence that demonstrates proven capacity to open a well designed school with adequate planning and resources.</li> <li>• Provides little or no evidence of a structure or plan to foster academic discussions among peers, across grade levels and content areas (vertical articulation).</li> </ul>	<ul style="list-style-type: none"> <li>• Presents some evidence that demonstrates proven capacity to open a well designed school with adequate planning and resources.</li> <li>• Describes a structure for fostering academic discussions among peers, across grade levels and content areas (vertical articulation), which is not sustainable.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents clear and compelling data that demonstrates a proven capacity to open a well designed school with adequate planning and resources.</li> <li>• Presents a specific, well-conceived structure and plan to facilitate and sustain academic discussions amongst peers, across grade levels and content areas (vertical articulation).</li> </ul>

**Total for Organizational Management and Leadership Data/Artifacts: \_\_\_\_/7**

**Total for Section: \_\_\_\_/10**

Provide a brief overview of the services that will be provided to improve student academic performance, including a description of the proposed curricula, if applicable; the curriculum review process, how you assist staff with maintaining fidelity, the instructional program, assessment tools; and the overall approach to monitoring and evaluating practices with data including gap analysis. (No more than 2 pages, please.) In addition, submit the following artifacts for review in Appendix B:

**All Provider Applicants:**

1. Curriculum maps (one for elementary, middle and/or high depending upon grades proposed) that identify the course outcomes and clear alignment with the Colorado State Standards.
2. If a new curriculum is proposed, evidence that it is research- proven.
3. Sample assessment schedule/calendar populated with dates of data review.
4. Copy of the form(s) used to provide feedback to instructors on effective practices.
5. Pre and Post assessment data of 3 schools in which you have provided services in the past 3 years (Must be based on state standardized test data).

*In Addition to the Documents Requested Above, Turnaround and Restart Provider Applicants Provide the following documentation:*

1. If you plan to administer student assessments, a short description of assessments used, their purpose, and proof of alignment with Colorado standards.
2. Individualized student plan from one of your current/previous ELL students, one of your current/previous special education students, and one of your current/previous accelerated students.
3. Up to 3 additional documents that demonstrate your efficacy in this area.

Forms and/or processes for assessing student performance and needs upon enrollment.

Level I 0-1 point	Level II 2-3 points	Level III 4-5 points
<ul style="list-style-type: none"> <li>• Proposed curricula are not aligned or are only weakly aligned with Colorado Standards and Assessment Frameworks.</li> <li>• Provides little or no evidence of a system or process for conducting a regular curriculum review.</li> <li>• Provides little or no evidence of a plan to promote fidelity of instruction to curriculum standards.</li> <li>• Presents no or limited evidence that a process is in place to determine assessment quality.</li> <li>• Provides little or no evidence that staff members who work with data are trained in its analysis and use for decision making; no explanation of how data are made available in a timely fashion or useful format.</li> <li>• Presents little or no evidence that</li> </ul>	<ul style="list-style-type: none"> <li>• Most curricula are aligned with Colorado Standards and Assessment Frameworks.</li> <li>• Describes a system or process for conducting a review of curriculum that is sporadic and may not include all content areas.</li> <li>• Describes how instruction will focus on curriculum standards, but fails to articulate specific requirements or guidelines to promote fidelity to curriculum.</li> <li>• Only some assessments require valid, unbiased and reliable demonstrations of what students should know and be able to do, engage students and respond to varied learning needs.</li> <li>• Describes how some staff members who work with data are trained in data analysis and use for decision making; provides limited explanation of how data</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum is clearly and comprehensively aligned with Colorado Standards and Assessment Frameworks.</li> <li>• Describes a comprehensive and well-conceived system or process for conducting a regular review of curriculum, including content area review, curriculum revision, implementation monitoring and evaluation.</li> <li>• Sets out clear expectations for maintaining fidelity of instruction to curriculum standards; describes a specific and well-conceived plan (guidelines and/or processes) to meet these expectations.</li> <li>• Process ensures that assessments involve valid, unbiased and reliable demonstrations of what students should know and be able to do, engage students and</li> </ul>

<p>instructional staff implements and monitor standards using research-informed instructional practices.</p> <ul style="list-style-type: none"> <li>• Presents little or no evidence that staff members have access to Colorado’s standards documents or that staff receive support in how to use the documents effectively.</li> <li>• Presents little or no evidence that school analyzes performance gap data, plan improvement strategies or consider accountability measures.</li> </ul>	<p>are made available in a timely fashion and useful format</p> <ul style="list-style-type: none"> <li>• Describes in general terms how provider supports the school in using instructional strategies that meet the needs of all learners, including practices that allow high expectations to be realized by all students.</li> <li>• Describes generally how the school staff members access Colorado’s standards documents and provides training on how to use the documents effectively.</li> <li>• Describes generally how the school analyzes performance gap data; however, process for implementing systemic strategies to improve programs and enhance achievement for all student subgroups and accountability measures are limited.</li> </ul>	<p>respond to varied learning needs.</p> <ul style="list-style-type: none"> <li>• Describes a specific plan for training all staff members who work with data in data analysis and data informed decision making; provides compelling explanation of how data are made available in timely fashion and useful format.</li> <li>• Describes a specific and effective plan for supporting the school/district in using instructional strategies that meet the needs of all learners, including practices that allow high expectations to be realized by all students.</li> <li>• Describes a specific, well-conceived plan for ensuring that the school staff have access to and are trained in the use of Colorado’s standards documents and related materials.</li> <li>• Describes a specific, well-conceived plan for helping the schools disaggregate data and engage in deep analysis to identify academic achievement gaps and collaboratively develop systemic strategies for improving programs and enhancing achievement for all student subgroups; describes specific accountability measures for implementation.</li> </ul>
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**Total for Academic Performance Narrative: \_\_\_\_/5**

<b>Data/Evidence</b>			<b>0-15 points</b>
<b>Level I 1 - 5 points</b>	<b>Level II 6 – 10 points</b>	<b>Level III 11 - 15 points</b>	
<ul style="list-style-type: none"> <li>• Presents little or no evidence of experience or capacity to promote, monitor and evaluate an effective standards-based system throughout school.</li> <li>• The curriculum fails to articulate essential skills and knowledge in core content areas.</li> <li>• Assessments are not aligned with Colorado Model Content Standards and Assessment Frameworks.</li> <li>• Presents little or no evidence of a system-wide approach to testing that is comprehensive, coordinated and manageable.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents some evidence of experience or capacity promoting, monitoring and evaluating standards based-practices throughout a school.</li> <li>• Some essential skills and knowledge in core content areas are articulated in most of the curriculum.</li> <li>• Some assessments are aligned with Colorado Model Content Standards and Assessment Frameworks.</li> <li>• Evidence of a general or limited approach of system-wide testing that incompletely addresses frequency and timing of</li> </ul>	<ul style="list-style-type: none"> <li>• Presents specific, comprehensive and well-designed evidence in promoting, monitoring and evaluating an effective standards-based system throughout a school.</li> <li>• Clear and comprehensive curriculum with essential skills and knowledge in core content areas; Includes a well-conceived plan to help staff understand implications for instruction</li> <li>• Assessments are clearly and comprehensively aligned with Colorado Model Content Standards and Assessment Frameworks.</li> </ul>	

<ul style="list-style-type: none"> <li>• Presents little or no evidence of how provider works with the school to provide opportunities or resources for instructional staff to work collaboratively on improving teaching performance.</li> <li>• Presents little or no evidence of services/structures/capacity to meet the needs of students who are performing at less than proficient levels.</li> <li>• Presents little or no evidence of services/structures/capacity to meet the needs of students who are performing at advanced levels.</li> <li>• Presents little or no evidence that demonstrates increased student achievement over time in schools.</li> <li>• Provides little or no evidence of how the provider supports the school in monitoring data disaggregation and analysis to identify patterns of growth.</li> <li>• Presents little or no evidence that demonstrates capacity to increase student achievement.</li> </ul>	<p>assessment administration and the intended use of results.</p> <ul style="list-style-type: none"> <li>• Presents general evidence of how the provider helps instructional staff implement standards using research-informed instructional practices; little emphasis on planning and monitoring.</li> <li>• Presents general or limited evidence of services/structures/capacity to address the needs of students who are not yet meeting proficiency expectations</li> <li>• Presents some data that demonstrates increased student achievement but limited longitudinal data is available.</li> <li>• Demonstrates how the provider encourages school to disaggregate and analyze assessment data to identify patterns of growth.</li> <li>• Presents some data that demonstrates capacity to increase student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Presented evidence of a comprehensive and coordinated approach to assessment in which each assessment serves a specific purpose and administration of system-wide testing is manageable. Plan addresses frequency and timing of assessment administration and the intended use of results.</li> <li>• Presented a specific and effective plan for instructional staff to plan, implement and monitor standards using research-proven instructional practices.</li> <li>• Presents evidence of a specific plans/structures/capacity for ensuring the school has a coherent approach to curriculum, instruction, assessment and interventions to address the needs of ELL, advanced, and struggling students who are not yet meeting proficiency expectations.</li> <li>• Presents clear and compelling data that demonstrates increased student achievement over time in schools</li> <li>• School disaggregates and analyzes assessment data to identify patterns of growth.</li> <li>• Presents clear and compelling data that demonstrates capacity to increase student achievement</li> </ul>
<p><b>Total for Academic Performance Data/Artifacts: ____/15</b></p>		
<p style="text-align: right;"><b>Total for Section: ____/20</b></p>		

**Element III: Learning Environment**

**10 points**

Provide a brief overview of your organization’s approach to promoting a positive learning environment for all students. Identify how you support leadership in this area, how innovation is promoted, how high expectations are fostered, how achievement is celebrated, how learning communities are reinforced, and how decision about professional development are made. Articulate the culturally responsive practices that are integral to the program design. Describe how the social and emotional needs of students will be addressed through programs, resources, and services. Please include the school’s plan for supporting the academic success of homeless students as defined in the McKinney-Vento Act. Describe any advisory councils or committees that will be established for both staff and students. (No more than 2 pages, please.) In addition, submit the following artifacts that are included in your organization’s approach for review in Appendix C:

- Copy of typical school professional development plan with description of evaluation process
- New teacher induction plan
- Up to 3 additional documents that demonstrate your efficacy in this area

*In Addition to the Documents Requested Above, Turnaround and Restart Provider Applicants Provide the following documentation:*

- A sample student progress report (for grade levels served)
- Schoolwide Student Management plan (for grade levels served)
- Copy of the Family and Community Involvement plan
- Copy of teacher evaluation form and process
- Copy of student/parent/teacher policy handbooks

<b>Level I 0-1 point</b>	<b>Level II 2 points</b>	<b>Level III 3 points</b>
<ul style="list-style-type: none"> <li>• Presents little or no evidence of a process to implement procedures to provide a safe, healthy, orderly and equitable learning environment.</li> <li>• Presents little or no evidence of opportunities for teachers and administrators to share innovations that have resulted in higher student achievement.</li> <li>• Presents little or no evidence of how the school leadership sets high academic expectations for all students.</li> <li>• Presents little or no evidence that school leadership acknowledges and celebrates the achievement of individual student groups.</li> <li>• Presents little or no evidence that the school fosters a learning community dedicated to student achievement.</li> <li>• Provides little or no evidence that professional development activities of staff are based on analysis of student achievement data.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes generally how provider works with school/district leadership to implement procedures to provide safe, orderly and equitable learning environments.</li> <li>• Describes general opportunities for teachers and administrators to share innovations that have resulted in higher student achievement.</li> <li>• Describes generally how the school leadership will set high academic expectations for all students and allocate resources to ensure student success.</li> <li>• Describes generally how the school leadership acknowledges and celebrates the achievement of individual student groups.</li> <li>• Describes generally how the school fosters a learning community dedicated to student achievement.</li> <li>• Provides some evidence that professional development activities of staff are based on limited analysis of student achievement data.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes a specific, well-conceived plan for supporting school/district leadership to use learning environment data to implement procedures to provide safe, healthy, orderly and equitable learning environments.</li> <li>• Describes a specific plan for providing regular opportunities for teachers and administrators to share actions and innovations that have resulted in higher student achievement.</li> <li>• Presents a specific plan for school leadership to set high academic expectations for all students and allocate resources to ensure student success.</li> <li>• Presents a specific plan for effectively acknowledging and celebrating the achievement of individual student groups.</li> <li>• Presents established protocols and expectations for collaboration as a learning community and use learning communities as a vehicle to foster collective commitment to continuous improvement.</li> <li>• Provides specific evidence that analysis of student achievement data provides significant direction in the determination of the professional development activities of staff.</li> </ul>
<b>Total for Learning Environment:</b> _____/3		
<b>0-7 points</b>		
<b>Level I 0-2 points</b>	<b>Level II 3 - 4 points</b>	<b>Level III 5 - 7 points</b>
<ul style="list-style-type: none"> <li>• Presents little or no evidence of actions or procedures that address a commitment to and appreciation of diversity and cultural competence.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents evidence of general procedures and strategies that address commitment to and an appreciation of diversity and cultural competence.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents specific evidence of effective procedures and strategies that build commitment to and an appreciation of diversity and cultural</li> </ul>

<ul style="list-style-type: none"> <li>• Presents little or no evidence of a professional development plan to address improvement needs</li> <li>• Little or no evidence of structures and processes that will promote high academic and behavioral expectations for all students.</li> <li>• No plan for celebrating achievement.</li> <li>• Lack of evidence to support policies, plans and structures that support a positive learning environment for students and staff.</li> <li>• Presents little or no evidence that school partners with groups that support education.</li> <li>• Presents little or no evidence that school engages parents and community to support student learning.</li> <li>• Presents little or no evidence that there are organizational policies, procedures, and structures that will foster a positive learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents a professional development plan that is not based on identified improvement needs and is not developed as part of a long-term comprehensive plan.</li> <li>• Has some structures/processes and policies that promote high academic and behavioral expectations.</li> <li>• Some evidence that achievement is recognized.</li> <li>• Some policies, plans and structures that support a positive learning environment but not consistently thread throughout the culture of the school.</li> <li>• Presents evidence that school works with groups that support education.</li> <li>• Presents evidence that school generally engages parents and community to support student learning.</li> <li>• Presents some documents that suggest the organization has some policies, procedures, and organizational structures that promote a positive learning environment.</li> </ul>	<p>competence.</p> <ul style="list-style-type: none"> <li>• Describes professional development offerings that are high quality, focused on enhanced professional practice and updated content knowledge and aligned with academic expectations and student learning goals.</li> <li>• Demonstrates the use of structures/processes that implement high academic and behavioral expectations for all students.</li> <li>• Achievement is highly valued and publicly celebrated.</li> <li>• Presents evidence of specific policies, plans and structures that support a positive learning environment for students and staff.</li> <li>• Presents a specific, well-conceived plan for working with leadership to partner effectively with groups that support education.</li> <li>• Presents a specific, well-conceived plan for identifying and employing effective strategies to engage parents and community to support student learning.</li> <li>• Presents sound documentation of policies, procedures, and structures that support a positive learning environment.</li> </ul>
<b>Total for Learning Environment Data/Evidence: ____/7</b>		<b>Total for Section: ____/10</b>

**Element V: Financial Management**

**10 Points**

There is no narrative requested in this section, however, the following artifacts are required to be submitted in Appendix D:

**All Turnaround Providers**

- Provide a compendium of services offered and an accompanying cost structure

*In Addition to the Document Requested Above, Turnaround and Restart Provider Applicants must provide the following documentation:*

- Provide a projected 3 year budget for a school. (Include a separate budget for each level you are applying to serve) The projected budget should detail the number of students and grades proposed for each of three years, given the grade levels you choose to serve. Assume estimated per pupil funding will be \$6800/student. Include a brief narrative. (No more than 2 pages please) that identifies how the per pupil funding will be used. Discuss how the core Turnaround programs are supported by the proposed budget.

Level I 0-4 points	Level II 5 – 7 points	Level III 8 - 10 points
<p>The costs contained in the fee brochure are not referenced in the narratives or aligned with their proposed design. The costs are vague or unreasonable in relation to the proposed design.</p> <ul style="list-style-type: none"> <li>• Presents little or no evidence that provider has capacity to determine resource allocations, create an effective organizational infrastructure and provide services focused on increased achievement.</li> </ul>	<p>Some costs contained in the fee brochure are referenced in the narratives and aligned to the proposed design. Most of the costs are reasonable; some are questionable.</p> <ul style="list-style-type: none"> <li>• Budget presents generally how provider will determine resource allocations, creating organizational infrastructure and providing interventions and services focused on increased student achievement</li> </ul>	<p>All costs contained in the fee brochure are referenced in the narratives and aligned to the proposed design. The costs are reasonable given the activities proposed.</p> <ul style="list-style-type: none"> <li>• Presents a specific, well-conceived plan for supporting school leadership to allocate resources equitably and create an organizational infrastructure that provides research-based interventions and services.</li> </ul>
<p><b>Total for Financial Management/Evidence: ____/10</b></p>		

**Element IV: Comprehensive Planning**

**50 Points**

Provide a short narrative that discusses a school improvement project you have coordinated within the past two years. Discuss the identified needs of the school, how those needs were identified, the goals that were determined, the interim targets that were monitored, and whether or not you were able to meet the goals. Outline steps taken to accomplish the goals, resources used, how the goals were communicated, strategies employed, how families were involved, and how results were communicated. If goals were not met, please discuss why that occurred. (An applicant will not necessarily lose points because the goals were not met.) In addition, submit the following artifacts for review in Appendix E:

**All Turnaround Providers**

- Provide an example of the comprehensive plan proposed for the school improvement project you discussed in the narrative.

Narrative should support the plan presented. Both are rated integrally.		
Data/Evidence		0-50 points
Level I 0 - 16 points	Level II 17 - 33 points	Level III 34 - 50 points
<ul style="list-style-type: none"> <li>• Goals for student learning and organizational effectiveness are insufficiently meaningful and lack challenge.</li> <li>• Little or no evidence of an improvement planning process that includes specific action steps, time targets, needed resources and and/or designated responsibilities.</li> <li>• Presents little or no evidence of plans for implementation and/or systematic monitoring for effectiveness.</li> <li>• Identifies no process for regular communication and feedback with all stakeholders.</li> <li>• Presents little or no evidence that highly effective, responsive, rigorous, and standards-based instruction is a priority.</li> <li>• Little or no evidence of clear criteria for selecting interventions and models, or of processes for monitoring their effectiveness.</li> <li>• Presents little or no evidence of a school/district wide communication plan.</li> <li>• Presents little or no evidence that stakeholders and parents receive information about state and district-level testing and</li> </ul>	<ul style="list-style-type: none"> <li>• Goals for student learning and organizational effectiveness are vague and lack specific expectations to provide substantive improvement and precise methods of measurement. The number and types of goals may not be manageable, attainable or systemically aligned.</li> <li>• Little or no evidence of improvement planning process to identify specific steps designed to accomplish goals. Plan addresses specific time targets, needed resources or designated responsibilities in a vague or inconsistent manner.</li> <li>• Plan is very general in terms of how implementation of the improvement plan will be monitored or effectiveness of strategies.</li> <li>• Limited process for regular communication and feedback to ensure commitment to continuous improvement.</li> <li>• Describes in general terms how provider works with the school/district to promote highly effective, responsive, rigorous and standards-based instruction.</li> <li>• Sets out some selection criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Delineates goals for student learning and organizational effectiveness that are meaningful, challenging and substantive enough to increase achievement. Goals are manageable, attainable and systemically aligned.</li> <li>• A thorough improvement plan that details specific action steps designed to lead to accomplishing the plan’s goals is provided. Plan includes time-specific targets, needed resources and designates responsibility for implementation.</li> <li>• A specific plan is provided that offers direction, support, and resources to the school to ensure effective implementation and systematic monitoring over time.</li> <li>• A robust and effective process for regular communication and feedback to all stakeholders to ensure commitment to continuous improvement is provided.</li> <li>• Describes a specific and effective plan for working with the school/district to ensure that highly effective, responsive, rigorous and standards-based</li> </ul>

<p>assessment and student achievement and progress.</p>	<p>for determining research-based intervention strategies and models and limited provisions for monitoring their effectiveness.</p> <ul style="list-style-type: none"> <li>• Describes generally how school communicates with families and the community about removing barriers to learning.</li> <li>• Presents a general plan for how stakeholders receive information about testing and assessment results, and how parents have access to information about their child's achievement.</li> </ul>	<p>instruction occurs.</p> <ul style="list-style-type: none"> <li>• Describes research-based intervention strategies and models based on clear selection criteria; includes a process for monitoring strategies and programs for effectiveness.</li> <li>• Describes a specific communication plan that identifies and employs multiple channels of communication to reach families and the community to remove barriers to learning.</li> <li>• Describes a specific plan to ensure that all stakeholders receive in-depth and timely information about testing and assessment results, and that parents have access to information about their child's achievement and academic progress.</li> </ul>
<p><b>Total for Comprehensive Plan: ____/50</b></p>		
<p style="text-align: right;"><b>Total for Section: ____/50</b></p>		

**PART III**  
**SIGNED ASSURANCES FORM**

In submitting this proposal to be included on the Colorado Department of Education Turnaround Providers list, I certify that:

1. The organization meets all applicable federal, state, and local health, safety, and civil rights laws.
2. All individuals who will interact with students will be fingerprinted and background checked pursuant to CDE teacher licensure procedures.
3. All instruction and curricular content provided is secular, neutral and non-ideological.
4. The organization will comply with all FERPA regulations and 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 or guardian.
5. The organization is financially stable and will have the resources required to complete all contracted services to schools and/or districts.
6. The organization is willing to begin providing services, if required, in a timely matter in preparation for the 2010-2011 school year.
7. The organization will provide CDE and district any information needed to determine the effectiveness of its program within the timeframe established by CDE.
8. The organization may be removed from the CDE list of approved providers in the event that it is unable to enact the elements described in its RFI response.

\_\_\_\_\_  
Signature of Authorized Representative

\_\_\_\_\_  
Printed Name and Title

\_\_\_\_\_  
Date

## APPENDIX A

- ❑ For organizations that will be contracting out the implementation of certain elements of the turnaround framework to other service providers, provide a list of the partnering organizations, a description of their role, and a summary of their experience in the relevant area.
- ❑ A detailed timeline of activities/interventions that you will implement prior to the opening of the school, during the first 90 days, and with regularity throughout a 3 year term.
- ❑ If applicable, a list of interview questions and description of the process that will be used to select the school leader.
- ❑ List of organizational resources available to school sites.

*In addition to the documents requested above, Turnaround and Restart Provider Applicants must provide the following documentation:*

- ❑ A list of the unique, innovative and/or research-based elements of your approach. Provide a brief description of each
- ❑ If applicable, a copy of the proposed master schedule for the school.
- ❑ Copy of typical staffing allocation with adult-student ratios. Provide both academic and non-academic positions. (For grade levels served; assume 200 - 400 students.)
- ❑ If applicable, a copy of your technology plan for the school.

## APPENDIX B

### All Provider Applicants:

- ❑ Curriculum maps (for grade levels served) that identify the course outcomes and clear alignment with the Colorado State Standards.
- ❑ If a new curriculum is proposed, evidence that is research- proven.
- ❑ Sample assessment schedule/calendar populated with dates of data review.
- ❑ Copy of the form(s) used to provide feedback to instructors on effective practices.
- ❑ Pre and Post assessment data of 3 schools in which you have provided services in the past 3 years (Must be based on state standardized test data).

*In Addition to the Documents Requested Above, Turnaround and Restart Provider Applicants Provide the following documentation:*

- ❑ If you plan to administer student assessments, a short description of assessments used, their purpose, and proof of alignment with Colorado standards.
- ❑ Individualized student plan from one of your current/previous ELL students, one of your current/previous special education students, and one of your current/previous accelerated students.
- ❑ Forms and/or processes for assessing student performance and needs upon enrollment.

## APPENDIX C

- ❑ Copy of typical school professional development plan with description of evaluation process
- ❑ New teacher induction plan

*In addition to the documents requested above, Turnaround and Restart Provider Applicants must provide the following documentation:*

- ❑ A sample student progress report (for grade levels served)
- ❑ School wide Student Management plan (for grade levels served)
- ❑ Copy of the Family and Community Involvement plan
- ❑ Copy of teacher evaluation form and process
- ❑ Copy of student/parent/teacher policy handbooks

## APPENDIX D

### All Turnaround Providers

- ❑ Provide a compendium of services offered and an accompanying cost structure; or
- ❑ Fee Brochure

*In addition to the document requested above, Turnaround and Restart Provider Applicants must provide the following documentation:*

- ❑ Provide a projected 3 year budget for a school. (Include a separate budget for each level you are applying to serve) The projected budget should detail the number of students and grades proposed for each of three years, given the grade levels you choose to serve. Assume estimated per pupil funding will be \$6800/student. Include a brief narrative. (No more than 2 pages please) that identifies how the per pupil funding will be used. Discuss how the core Turnaround programs are supported by the proposed budget.

## APPENDIX E

### All Turnaround Providers

- Provide an example of the comprehensive plan proposed for the school improvement project you discussed in the narrative.

## **APPENDIX F**

- Letters of reference