



2026-27 School and District Support Request for Information

Distributed by:
Colorado Department of Education

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Introduction

The Colorado Department of Education (CDE) invites partners to join the state's effort to transform schools to ensure all students in Colorado thrive. For the 2026-27 Request for Information (RFI) cycle, CDE is seeking providers who can partner with schools and districts in one or more of the following service areas:

Diagnose & Plan Partners

- School Holistic Reviews and Improvement Planning
- District Strategic Planning

Implementation Partners

- Improvement Implementation Support (school and district levels)
 - School Turnaround Leadership Development (STLD)
- Targeted Professional Learning
- Accountability Pathway Partners

Note: School Turnaround Leadership Development (STLD) providers must also apply and be approved under Improvement Implementation Support to be considered under STLD.

The RFI process results in CDE listing approved providers on the [CDE Advisory List of Providers](#). The CDE Advisory List of Providers creates a centralized location for information about organizations who have a track record of success aligned to the Four Domains that are willing and available to partner with Colorado schools and districts. Although the list is used as a general resource to find education partners, it is also used in concert with the Empowering Action for School Improvement (EASI) grant. The EASI grant awards funds specifically to schools and districts identified as needing improvement as indicated through state and federal accountability identifications.

CDE is committed to creating an equitable educational environment where all students and staff in Colorado thrive. To realize this vision, CDE is looking for expert partners who are willing to work with school and district leaders and teams to design innovative and community-relevant school improvement solutions. Leaders across the state - in urban, suburban and rural communities - need partners who are willing to collaborate and can add expertise and capacity to schools engaged in improvement efforts.

Purpose & Use of CDE Advisory List of Providers

Submissions received during the RFI process result in approved provider listed on the CDE Advisory List of Providers in one or more service areas. The primary purpose is to create and maintain an inventory of high-quality, proven school and district improvement partners that can be used as a part of Performance Watch and ESSA CS, TS and A-TS schools' processes and/or for schools/districts interested in more rigorous school improvement activities.

Approved providers in specific service areas are also connected to grant funded improvement efforts through the EASI grant. The specific purpose and use of provider lists by service area include:

- **School Holistic Reviews and Improvement Planning & District Strategic Planning:** The EASI grant provides funding opportunities to eligible schools and districts to participate in school holistic reviews and strategic planning. For these two EASI grant funded opportunities, grantees must work with an approved provider for the diagnostic review component of the grant support.
- **Improvement Implementation Support:** Several other EASI grant supports encourage, but do not require, schools and districts to work with providers to enhance and/or facilitate the implementation of specific improvement efforts. This would include EASI grant services such as, but not limited to, District Designed & Led-Implementation Support and District Designed & Led- Major Improvement Strategy.
- **School Turnaround Leadership Development (STLD):** The EASI grant provides funding opportunities for eligible schools and districts to participate in a program to develop turnaround leadership competencies. STLD funding through the EASI grant is limited to approved STLD programs.
- **Targeted Professional Learning:** The EASI grant provides funding opportunities for eligible schools to

participate in a highly structured and established professional learning offering focused on specific CDE Four Domains indicators (3.1: Vision for Instruction & 3.3 Assessment Systems and Data Culture). The underlining purpose of this service area and EASI grant support is to support CDE's Strategic Priority of Accelerating Student Outcomes¹.

- **Accountability Pathway Partners:** Provide information to districts and to the State Board of Education on available external management providers that can work with schools and districts that reach the end of Performance Watch (formerly the Accountability Clock). The EASI grant additionally awards funds to support any school or district that reaches the end of Performance Watch to support the implementation of any resulting State Board of Education directed action order.

Limitations of CDE Advisory List of Providers

The CDE Advisory List of Providers has notable and purposeful limitations. There are three key limitations applying providers should be aware:

- Approved providers listed on the advisory list do not constitute an exclusive or exhaustive list of high-quality external providers. Colorado schools and districts, the State Board of Education, and any other interested parties may still choose to contract with a provider not included on CDE's Advisory List of Providers.
- The RFI process does not prevent a district from conducting a request for proposal (RFP) or replace the requirement of a RFP as outlined in district, state, or federal procurement policies or regulations.
- For schools or districts at the end of Performance Watch subject to State Board of Education Directed Action, selecting a provider from the list does not guarantee that the State Board of Education will approve that provider and/or statutory pathway. When reviewing a proposal, the State Board generally seeks to ensure the selected provider is the right fit and the statutory pathway selected is significantly rigorous to positively and urgently impact student performance.

Additional details related to the limitations of the CDE Advisory List of Providers can be found in the Provider Acknowledgement section of [Form A](#).

State Accountability & Colorado's Performance Watch Process

Colorado's accountability system is based upon the philosophy that schools and districts not meeting state expectations would benefit from receiving increased support and monitoring. State expectations are evaluated through the School and District Performance Frameworks, which examine student performance in achievement, growth, and postsecondary workforce readiness. Under these frameworks, the two lowest ratings are Priority Improvement or Turnaround, and years spent with these ratings are referred to as Performance Watch.

Colorado's state accountability law states that schools and districts cannot remain in Priority Improvement or Turnaround (i.e., on Performance Watch) for more than five consecutive years before the State Board of Education must direct significant action. After receiving two consecutive Priority Improvement or Turnaround ratings, a school or district must receive an Improvement rating or higher for two consecutive years to exit Performance Watch.

For those schools and districts that reach year five on Performance Watch- or for those wanting to take [early action](#) - the [pathway options](#) outlined in statute include full or partial management of a school or district, converting district-run schools to charter schools, converting district-run schools to community schools, seeking innovation status, closing schools, or other actions that are comparable to or that have a more significant effect than the other pathways. For charters, the pathways in statute differ and include changes to the operator or governing board or revocation of the charter.

Schools may also be identified for Comprehensive, Targeted or Additional Targeted Support and Improvement (CS, TS, A-TS) under the federal Every Student Succeeds Act (ESSA). Whether a school is identified by the state's accountability system, the federal system, or both, CDE recognizes that each school has different needs based

¹ CDE Strategic Plan 2025-2028 is available at <https://www.cde.state.co.us/communications/strategic-plan>.

on the context in their communities. CDE's goal is to work with each district and school to understand their needs and invest in strategies to help them progressively improve student performance and maintain their improvement on the state performance frameworks.

RFI Components & Details

CDE is interested in receiving RFI responses from providers with a wide range of expertise areas related to the service areas identified above and to the Four Domains for Rapid Improvement (see Appendix C for additional information). All providers in the application process are asked to outline the organization's approach, capacity, areas of expertise, and track record of success. Providers may apply to as many service areas as applicable based on their expertise and track record, but each service area is evaluated independently.

Returning Providers

A streamlined renewal process will be used in the 2026-27 RFI cycle for returning providers in most service areas and for field-validated service areas. Providers approved in 2025-26 for District Strategic Planning, School Holistic Review and Improvement Planning, Improvement Implementation Support, School Turnaround Leadership Development, and Accountability Pathways Partners will only be asked to submit updated Form A and Form E-School Turnaround Leadership Development (if applicable) for renewal. Targeted Professional Learning, the service area added in 2025-26, will require full review to remain on the approved list. CDE has shifted targeted Four Domains indicators and tightened requirements to align with needs of the EASI grant.

Service Areas

Providers with a strong alignment to CDE's Four Domains for Rapid Improvement (see Appendix C for additional information) with a track record of success who offer services in one or more of the service areas listed below are encouraged to apply. All providers in the application process are asked to outline the organization's approach, capacity, areas of expertise, and track record of success within the last four academic years. Then, providers may apply to one or more service areas provided the organization is able to demonstrate the minimum criteria of each service area. Below is a list of each available service area including details related to required components and deliverables:

School Holistic Review and Improvement Planning

High-quality providers for School Holistic Review and Improvement Planning can provide schools with comprehensive needs assessments or diagnostic reviews and support them in adopting strong improvement planning practices. Diagnostic reviews must demonstrate a strong alignment to [CDE's Four Domains for Rapid School Improvement](#) and high-quality stakeholder engagement practices. Improvement planning supports must show a clear and effective approach to transforming diagnostics into actionable school improvement plans. Providers must demonstrate a track record of success in the services offered and must submit a sample (or appropriately redacted original) diagnostic review report with the RFI application.

District Strategic Planning

Providers for District Strategic Planning can provide school districts or local education agencies with a strategic plan that is either holistic or targeted at one or more key district systems. High-quality providers for District Strategic Planning can conduct the diagnostic review work with a strong alignment to [CDE's Four Domains for Rapid District Improvement](#) and have a demonstrated track record of success. Additionally, providers must demonstrate the ability to create a final strategic plan report for a district as demonstrated through a work product from the field of education.

Improvement Implementation Support

Improvement Implementation Support providers offer services geared to support implementation of school or district improvement efforts. Providers either offer a comprehensive approach to implementation support or

target specific areas of school or district improvement. At a minimum, providers must have a strong alignment to one or more of the domains in the Four Domains for Rapid School Improvement with a track record of success with schools or districts.

School Turnaround Leadership Development (STLD)

High-quality STLD providers offer a leadership development program focused on building turnaround leadership competencies aligned to the Four Domains for School Improvement. Offerings in STLD must be focused on leadership development of school leaders, district leaders, principal supervisors, or other developing school leaders (e.g. deans, assistant principals) rather than more general leadership implementation support efforts. Programming may range from one to three years of leadership development support. Additionally, STLD providers must have a track record of success or evidence of impact from the specific leadership development program. For a provider to be approved for STLD, the organization must also apply and be approved under Improvement Implementation Support. Additional information regarding the STLD program and currently identified providers are available on [CDE's STLD webpage](#).

Targeted Professional Learning

Targeted Professional Learning is soliciting professional development options that fit a particular need based on CDE's strategic priorities and limitations of the EASI grant. In this service area, providers must demonstrate that a particular professional learning option has a strong alignment to the identified Four Domains indicator, a track record of success from the last four years, and meet the minimum professional learning structure requirements. Professional learning offerings must be structured for K-12 school-level staff, standardized offerings rather than customized options, independent of implementation support components, and able to be delivered in a short duration within one academic year (single day sessions, multi-day learning series, conferences, annual convenings, course, or intensive workshops). Highly customized or site-specific professional learning offerings or those that require multi-year durations are not well aligned to this service area.

CDE has identified two targeted professional learning areas as aligned to CDE's Four Domains for Rapid School Improvement. The identified target areas were selected based on CDE's strategic priorities as outlined in CDE's Strategic Plan 2025-28. For this RFI cycle, Targeted Professional Learning must address one of the areas below:

- Domain 3: Instructional Transformation- 3.1 Vision for Instruction
- Domain 3: Instructional Transformation- 3.3 Assessment Systems and Data Culture

Providers may submit the form for Targeted Professional Learning up to three times for three different professional learning offerings. Due to EASI grant needs and learnings from the initial offering of this service area added in 2025-26, streamlined renewals **will not** be accepted for Targeted Professional Learning. Returning providers seeking to remain on the approved list must reapply.

Accountability Pathway Partners

Accountability Pathways Partners have a strong alignment to CDE's Four Domains for Rapid School Improvement with a track record of success working with transforming schools and/or districts and a clear theory of action and scope and sequence. Accountability Pathways Partners can function as partial to full management partners with schools or districts making decisions that impact schools, such as instructional and staffing decisions, and on broader initiatives such as board training, support and development, financial and operational support and planning, policy work, and community engagement at either the school or district levels. Interested providers should review Appendix B- Considerations for Accountability Pathways Partners for additional details.

Quality Criteria, Service Expectations, & Rating Types

CDE has outlined the quality criteria and service expectations for each of the service areas in the rubrics for each service area. These rubrics are posted on the [CDE RFI Process for Providers](#) webpage or directly [here](#). Providers who are interested in responding to this RFI should review these rubrics to understand the scope, quality criteria,

minimum requirements, and CDE's service expectations for each service area.

Each service area is evaluated independently and will receive a separate rating based on the review process. Providers can expect a final rating type of "Not Approved", "Approved", or "Approved with Distinction" for each service area. A provider's service area application may be rated as "Not Approved" if the minimum requirements are not met or if the overall rubric score does not meet the minimum criteria for approval. A rating of "Approved" indicates the minimum criteria was met and the overall rubric score met the minimum criteria. Ratings of "Approved with Distinction" indicate high scores across references, narrative responses, and work products per the rubric. **All RFI ratings are considered final. CDE does not offer an appeal process or the submission of additional information to change a rating type.** Providers who receive "Not Approved" ratings will not have information publicly posted. Providers are able, however, to take feedback received during the notification process and reapply in the next RFI cycle.

RFI Review Process

CDE invests a notable amount of time and expertise in the review of the RFI submissions as a service to Colorado schools and districts. Below is a general description of the comprehensive review process:

1. **Prescreening-** All applications are prescreened immediately after submission. Prescreening is conducted to ensure applications are complete, meet minimum requirements for approval, and are ready for CDE review teams. During the prescreening process, applications may be classified as incomplete or failing to meet the minimum requirements of a particular service area. These applications will receive a "Not Approved" rating and will not proceed to the comprehensive review process.
2. **RFI Service Area Team Norming & Training-** Each year, CDE reviewers receive training and a score norming session on the RFI review process
3. **Independent Review-** CDE staff with expertise in the respective service area and/or school and district improvement strategies independently review all assigned applications.
4. **RFI Service Area Team Score-** CDE reviewers meet in small review teams of 2-4 reviewers for each service area with one facilitator who is on the RFI Core Team. Reviewers discuss the application and establish team scores on each component of the rubric.
5. **RFI Core Team Review-** The RFI Core Team incorporates reference scores and assigns final rating types based on a body of evidence approach.
6. **Provider notification-** All providers will receive notice of the outcome of the RFI submission.

Note: All RFI ratings are considered final. CDE does not offer an appeal process or the submission of additional information to change a rating type.

Field-Validated Expertise Areas

In addition to service areas, providers may elect to indicate up to three expertise areas and submit references to support the selected areas of expertise. This is an optional process for providers. This supplemental information is posted for providers approved for at least one RFI service area. Information is being provided in response to school and district requests to indicate providers with demonstrated content expertise.

The field-validation of expertise areas relies solely on references. For each identified expertise area, references are asked to complete a content-specific reference survey. The reference surveys ask individual references to evaluate the provider's content knowledge and impact in the expertise area. At least three completed surveys must be received rating the provider, on average, as having "above average" to "exceptional" expertise in the respective expertise area.

Note: Providers who were approved in a field-validated expertise area in 2025-26 will be renewed for 2026-27. Providers may be approved and listed for up to a total of three expertise areas.

Field-Validated Expertise areas include:

- Alternative education school designs (AEC focus)
- Community Schools
- English Language Arts (ELA) Instruction (rigor, engagement)

- English Learner (EL)/Multilingual Learner (ML) Models
- Family, School, and Community Partnerships
- High school design (evidence-based improvement strategies for high schools)
- Math instruction (conceptual understanding, rigor, engagement)
- Postsecondary and Workforce Readiness
- Rural school improvement
- School operations and finance
- Special education models and effective service design
- Strategies for closing opportunity gaps (students of color, students qualifying for FRL, students with special needs)
- Strategies for improving quality and rigor of instruction (e.g. curriculum implementation, ensuring grade level rigor in instruction, alignment to assessment strategy, etc)
- Student Engagement, Behavior Supports, & SEL
- Talent development (management and strategic staffing structures)
- Whole school redesign (people, time, money, curriculum, school model)

Provider Acknowledgements

Provider Acknowledgements are a required component of the RFI application for all providers as part of the Form A submission. The aim of the Provider Acknowledgement document is to clearly outline the parameters of the CDE Advisory List of Providers, Field-Validated Expertise Areas, and expectations as an approved provider if services are funded through the EASI Grant. Providers are asked to review, acknowledge, and submit this form as part of the Form A submission.

References

References are a required component of the RFI application. In the application process, providers are asked to provide 4-6 references. If a provider opts to participate in the optional field-validated expertise area, references are also required. The reference surveys used for the service areas and the field-validated expertise areas are different. To avoid multiple reference surveys to one individual, do not duplicate references across the RFI reference section and the optional field-validated expertise areas.

At CDE's discretion, individual references may be added or removed for a provider. If a provider was approved in 2025-26 and provided services supported by the EASI grant, CDE will add school or district contacts as references for a respective provider. References may be removed if included in more than one area for a provider or if the email address is invalid. CDE will not send more than one reference survey to a single individual. CDE will not allow CDE staff members with either direct or indirect involvement in the RFI review process to serve as a reference on behalf of a provider.

Providers must have a minimum of three complete and positive references to get approved for service area(s) and three complete references to get approved for each field-validated expertise area. To increase the number of complete references, providers should consider the following:

- If possible, providers should supply more than the minimum number of references.
- Providers should not list an individual reference more than once or include CDE staff members as a reference as these will be removed.
- Providers should inform individuals if they are listed as a reference for the RFI process and kindly request that they complete the reference survey. Reference surveys will be sent by July 24, 2026, and must be completed by August 7, 2026. All providers will be notified when the reference surveys are released.
Note: It is possible for reference surveys, sent by email, to end up in a spam folder.
- Providers should double-check and verify email addresses for references. CDE will try to remedy any email address issues, but if an email address is invalid the reference will be removed.

Application Process

The following sections outline the process, timeline, and instructions for applying. The process and requirements

are the same for both new and returning providers. For support in any aspect of the RFI process, providers should contact Lindsay Cox (Cox_L@cde.state.co.us or 720-990-7851).

Overview of Process & Timeline

1. **Review the CDE School & District Support RFI Overview 2026-27**
2. **Attend webinar for potential providers (optional)**- An optional webinar for interested providers will be offered on **Tuesday, June 16th, from 11:00-12:00pm MDT**. Please [register for the event](#) to receive a calendar invite and link to join via Microsoft Teams. The webinar will also be recorded and posted on the website.
3. **Submit Provider Intent Form**- If your organization intends to apply for this RFI, please complete this brief [Provider Intent Form](#) by **Friday, June 26th, 5:00 pm MDT**. Information from the form will be used to assist CDE in planning for the review process.
4. **Submit application (required)**
 - Completed applications are due electronically by [Google form submission](#) by **Friday, July 10th, at 5:00 pm MDT**.
 - All application forms are linked below and are available on [CDE's RFI Process for Providers](#) webpage.
 - Late responses may be accepted or rejected at CDE's discretion.
5. **Review of submissions**- The review process will take place from time of submission through August 28th. References will be contacted by July 24th with responses due by August 7th.
6. **Notifications**- All providers will be notified of the outcome no later than September 4th.
7. **CDE Advisory List of Providers 2026-27**- CDE website updated and list released to Colorado schools and districts no later than September 21st.

Instructions for Providers

1. **Plan and Decide**
 - Review the available service areas and decide what service areas align.
 - Ensure if applying for a service area the minimum requirements can be met. See the service area rubrics for additional details.
 - (Optional) Review and determine if the organization will identify up to three field-validated expertise areas.
2. **Prepare Application Materials**
 - **All providers complete [Form A - Organization Overview and Provider Acknowledgements](#)**
 - **Currently Approved Providers**- Download and complete appropriate service area specific forms
 - If currently approved for any of the following areas, no action is needed other than the submission of references.
 - [Form B: District Strategic Planning](#)
 - [Form C: School-level Holistic Review and Improvement Planning](#)
 - [Form D: Improvement Implementation Support \(School and District\)](#)
 - [Form G: Accountability Pathways Partners](#)
 - If currently approved for [Form E- School Turnaround Leadership Development \(STLD\)](#), an updated Form E is needed to remain an approved STLD provider. If a new STLD program is being added, a full review rather than a streamlined renewal will occur.
 - If currently approved for [Form F- Targeted Professional Learning](#), a new form and materials must be submitted.

- Currently approved providers may also opt to apply for a new service area. The respective form and materials must be submitted.
- **New Providers-** Download and complete appropriate service area specific forms
 - [Form B: District Strategic Planning](#)
 - [Form C: School-level Holistic Review and Improvement Planning](#)
 - [Form D: Improvement Implementation Support \(School and District\)](#)
 - [Form E: School Turnaround Leadership Development Addendum](#)
 - [Form F: Targeted Professional Development](#)
 - [Form G: Accountability Pathways Partners](#)
- *Note: Narrative responses for Form A should not exceed 3 pages and narrative responses from Forms B-G have page limits ranging from 5-12 pages (does not include additional documentation). Applicants exceeding the page limits may be reviewed and scored only on the content that fits within the page limits. Specific page limits are listed at the top of each service area form.*
- **Prepare annotated work samples or supplemental documentation**
 - Providers may also choose to attach additional documentation/evidence as outlined in the RFI Forms (B-G). Please only include additional documentation/evidence that is directly relevant to the application as outlined herein and ensure any required documentation is provided.
 - Certain service areas have required work products or documentation. Providers should follow directions outlined in the service area forms and rubrics.
 - Providers should label all files with the provider's name and a brief description of the document ([Provider Name]_[Descriptive Document Title]).
 - See Appendix A for more information on annotating and submitting supplemental documents.
- **Prepare field-validated expertise area information (optional)**
 - Providers may identify 1-3 expertise areas (see page 7 for full list) during the Google form submission.
 - For each field-validated expertise area, providers will need to list references on the 2026-27 RFI References spreadsheet.
 - If currently approved in one or more field-validated expertise areas, approvals will carry forward to 2026-27. Please note that providers are limited to a total of three field-validated expertise areas.
- **Complete the [2026-27 RFI References spreadsheet](#)**
 - Providers need to list four to six references from the field of education who can speak to the organization's work.
 - If participating in the field-validation of up to three expertise areas, list three to six references for EACH expertise area.
 - Providers should review the Reference section on page 7 of this document for additional considerations.
- **Check for Accessibility-** Ensure materials have been checked for accessibility (e.g. Microsoft Word Accessibility Checker, Grackle Accessibility Checker).

3. Submit Application Materials

- Complete applications are due electronically by [Google form submission](#) by **July 10th, at 5:00 pm MDT**. *Note: Applicants will need to submit using a [gmail account or google-linked account](#) in order to use the required google-form submission.*
 - Late responses may be accepted or rejected at CDE's discretion.
 - All application forms are linked above and are [available CDE's School & District RFI Process for Providers](#) webpage.

Additional RFI Details and Resources

Public Posting and Release of Information

- CDE will post the responses for all applications that sufficiently address all RFI questions and meet the criteria to be identified as an Approved or Approved with Distinction provider and demonstrate concrete evidence of improving student outcomes. Responses will be posted on CDE’s website for schools and other interested parties to access.
- This information is anticipated to be posted on [CDE’s Advisory List of Providers](#) webpage no later than September 21, 2026.
- Providers may request a work product to be used only for the review process not publicly posted on CDE’s website. Requests can be sent directly to Lindsay Cox (Cox_L@cde.state.co.us). CDE will honor that request, however, all information submitted in response to this RFI is subject to public release through the Colorado Open Records Act, CRS § 24-72- 200.1, et seq.

Additional Information on the RFI Process

- If a response is incomplete, missing information or needs additional evidence, CDE at its sole discretion may reach out to the respondent for more information or a resubmission, or CDE may elect not to include the response on its publicly posted list. CDE may also deny an application if it is incomplete.
- Applications are only accepted during the annual RFI process. Providers will not be reviewed and added to the CDE Advisory List of Provider outside the annual application window.
- If a provider is added to CDE’s Advisory List of Providers through this RFI process and needs to make changes to the posted information, please contact Lindsay Cox (Cox_L@cde.state.co.us).

Appendices

- Appendix A – Annotating and Submitting Supplemental Documents
- Appendix B – Considerations for Accountability Pathways Partners
- Appendix C – Research and Resources Informing CDE RFI and School Improvement Approach
 - Four Domains for Rapid School Improvement
 - Family, Community, and School Partnership research

Appendix A - Annotating and Submitting Supplemental Documents

Annotation Guidelines

All supplemental evidence and documentation submitted with your application must be annotated. For each supplemental document, provide annotations to indicate where and how this document demonstrates fulfillment of the rubric criteria.

- Ensure your comments are clearly called out and easy for the CDE team to locate and identify. You may use the "comment" function on a Word document or on a PDF. If you're embedding comments in or on a document, ensure that these are clearly identified (e.g., highlighted) and distinguished from the rest of the content of the document.
- Each annotation comment should contain:
 - the criteria code for each criterion addressed (codes can be found in the form rubrics)
 - a brief narrative description of how this part of your supplemental document demonstrates the criteria
 - any additional context not given in the document that helps to demonstrate how the document fulfills the identified criteria

Annotation Examples: A provider submitting a sample Diagnostic Report may include the following comments on their attached Report:

- (C3.a) This box illustrates some of the data points that we collect and use in our Holistic Review services. In addition to these data points, we also performed lesson plan audits for all ELA and math courses, visited all ELA and math classrooms, and conducted focus group interviews (ELA teachers, Math teachers, SpEd teachers, and Instructional Leads).
- (C3.a) This section of the report shows how our findings are organized by the Four Domains.
- (C4.b and C5.a) In this section, we highlight both strengths and areas of need for each domain.

Submission Guidelines

- **Naming Conventions:** Please ensure that the file name for each supplemental document uploaded follows these naming conventions:
 - [Provider Name]_[Descriptive Document Title]
 - **Example:** Great Schools_Sample Holistic Review Report
- **Document length:** Each supplemental document should be 12 or fewer pages. You are welcome to submit excerpts from longer documents (note that you may need to provide any missing context in a brief narrative statement on any excerpted or abridged documents). **Note: supplemental documents that exceed page limits may at CDE's discretion be disregarded or not reviewed or made available to districts.**
- **Total number of supplemental documents submitted:** You may submit **no more than three** supplemental documents for each Form you are submitting.
- **Annotations:** All supplemental documents that are submitted must be annotated according to these guidelines. **Note: supplemental documents that lack annotations may at CDE's discretion be disregarded or not reviewed or made available to districts.**

Appendix B - Considerations for Accountability Pathways Partners

CDE is interested in receiving RFI responses from a wide range of Accountability Pathways Partners. Providers could be organized as non-profit or for-profit and could include educational institutions or individual consultants. Accountability Pathways Partners must have a proven track record of success working with schools or districts, as applicable, in turnaround contexts to improve student achievement.

Scope of Work

Accountability Pathways Partners can fulfill a variety of roles in a school's or district's plan for dramatic improvement. A partner may comprehensively manage and operate a school or district, or a provider may fill a specific, targeted need. However, in all cases, Accountability Pathways Partners have authority over and responsibility for the areas that have been identified in the State Board Directed Action and the district's or school's plan.

Accountability Pathways Partners- School-Level - Management partnerships are typically characterized by the provider:

- Working in collaboration with school district leaders, principals, teachers and other school staff, families, community partners, and other providers to ensure conditions for success and sustainability in low-performing schools.
- Implementing instructional, programmatic, and/or structural supports that result in improved student performance.
- Assuming either whole or partial authority over the school, including specific authorities that are typically reserved for the principal and/or Principal supervisor
- For more information on the school-level manager role, please see the service provider application rubric.

Accountability Pathways Partners- District-Level -Management partnership is typically characterized by the provider:

- Partnering with district leaders on decisions that impact schools, such as instructional and staffing decisions, and also on broader initiatives such as board training, support and development, financial and operational support and planning, policy work, and community engagement at the district level
- Assuming either whole or partial authority over the district, including specific authorities that are typically reserved for the superintendent or members of the cabinet.
- For more information on the district-level manager role please see the service provider application rubric.
- District-level management providers are expected to have demonstrated expertise working at the highest levels of an organization to impact positive changes in low-performing education systems.

Timeline

Depending on context, management providers may be contracted by the district to manage a school in perpetuity contingent on meeting annual requirements. Alternatively, districts may enter short-term contracts with providers to support specific capacities within a school or district with the goal of working toward sustainability and phased release from the school or district over a set amount of time.

For more information on the management accountability pathway in Colorado, including applicable state law, fact sheets, and district and school rubrics for management pathway plans, please visit our [Accountability Pathways](#) webpage.

Appendix C - Research and Resources Informing CDE RFI and School Improvement Approach

Four Domains for Rapid School Improvement

- [WestEd Four Domains for Rapid School Improvement Research](#)
- [CDE's Four Domains for Rapid School Improvement](#)
 - [Four Domains School Diagnostic Rubric \(v10\)](#)
 - [Four Domains District Diagnostic Rubric \(v4\)](#)

Family, Community, and School Partnership

- [CDE Family, Community, and School Partnership Resources](#)