

ADAMS 14 SCHOOL DISTRICT

BOARD OF EDUCATION

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REQUEST FOR QUALIFICATIONS/PROPOSAL (RFQ/P) FOR A MANAGEMENT PARTNER

Adams 14 School District (Owner)

PROPOSAL DUE DATE/DELIVERY REQUIREMENTS 2:00 pm (MST) 1/15/2019

Deliver 1 copy via email and 5 Original Copies to:

Sean Milner, Executive Director of Finance & Operations

Adams 14 School District

Commerce City, CO 80022

Phone (303) 853-3252

smilner@adams14.org

I. PROJECT SCHEDULE

RFQ/P Available for Open Solicitation	12/19/2018
RFQ/P Clarification Inquiries Due to Owner	12/28/2018
RFQ/P Clarification Responses Published	01/04/2019
RFQ/P Candidate Applications Due to Owner	01/15/2019
3 Candidates Awarded to Further Selection Processes	01/28/2019
Interview Invitations sent to 3 Candidates	02/01/2019

The following dates are tentative based on the availability of Candidates and Selection Teams:

On-site Interviews	02/09/2019
Submit Selected Candidate to State Board of Education	02/13/2019

All official communication with candidates and questions regarding this RFQ/P should occur via email to the Owner Contact listed above. The Owner will accept only inquiries submitted no later than 1/15/2019 by 2:00pm (MST).

Responses to all candidate inquiries will be provided simultaneously after the "Clarification Inquiries Due to Owner". The Owner website will include published inquiry clarifications under the RFQ/P post. Candidates should not rely on any other statements, either written or oral, that alter any specification or other term or condition of the RFQ/P during the open solicitation period. Candidates should not contact any team members or any individual associated with the Owner regarding this RFQ/P or this project.

II. BACKGROUND

Adams 14 School District (District) is composed of two preschools, seven elementary schools, two middle schools, one comprehensive high school, and one alternative high school. Adams 14 has a population of 7,467 students: (Hispanic: 83.5%, White: 11.67%; Black: 2.6%, Two or more races: 1.2%; Minority: 87.6%; Gifted and Talented: 4.7%; Special Education: 11.35%; English Language Learners: 56.60%; Homeless: 5.49%; Immigrant: 1.45%; Migrant: 0.47%; Title I: 66.09%; Free/Reduced Price Meal Eligible: 84.12%).

In 2017, both the District and Adams City High School (ACHS) entered year seven of *Priority Improvement* or *Turnaround* status on the Colorado District and School Performance Frameworks (SPF), triggering a State Board of Education review. As a result, the District submitted, and the State Board of Education approved, a three-year turnaround plan with an external management partner to provide targeted assistance at the District and in three District schools (ACHS, Central Elementary School (CES) and Rose Hill Elementary School (RHES)).

During this time, the District completed a thorough data analysis of the District's data including achievement, longitudinal growth, postsecondary college and career readiness, and teacher effectiveness, along with evaluation of past instructional frameworks. Specifically, the 2017 turnaround plan (*Adams County School District 14 Pathways Proposal External Management Partner, April 2017; Revised June 2017*) addressed the following priority areas:

- Improving and sustaining student growth and achievement across all schools
- Recruiting, developing, retaining, and sustaining leaders/teachers
- Heightening community focus on student learning
- Engaging all stakeholders
- Customizing and targeting supports to meet student needs and closing opportunity gaps to increase learning

The District has continued to implement its turnaround plan in the 2018-19 school year. On November 15, 2018, the Colorado State Board of Education reviewed the District's request to contract with another external management partner to accelerate its academic improvement. The State Board issued a final order in case number 17-AR-10 on November 26, 2018 ("Order"), in which it directed the District to identify a public or private entity who will serve as Lead Partner with the District's Board of Education, in the management of the District. The State Board took no formal action regarding ACHS, pending input from the management partner by September 1, 2019.

Regarding the selection of the management partner, the State Board directed the District's Board to confer with CDE to ensure that:

1. The scope of work for which proposals are solicited align to the Order;
2. The public or private entity selected uses research-based strategies and has a proven track record of success working with school districts and schools in systemic improvement and turnaround work;
3. Said process includes steps reflecting the engagement of community stakeholders;
4. The selected private or public entity is qualified and willing to fulfill the duties and powers identified in the scope of work and in the Order; and
5. The selected private or public entity is qualified and willing to fulfill the duties imposed by the United States Department of Education's Office for Civil Rights pursuant to resolution agreements in effect with the District, as well as any other state or federal compliance issues.

[https://www.boarddocs.com/co/cde/Board.nsf/files/B6X3JQ7BC2D7/\\$file/Adams%2014%20Final%20Order_Signed%2011.27.18%20.pdf](https://www.boarddocs.com/co/cde/Board.nsf/files/B6X3JQ7BC2D7/$file/Adams%2014%20Final%20Order_Signed%2011.27.18%20.pdf)

III. MANAGEMENT PARTNER OBJECTIVE

The District seeks an external management partner to advance the District’s mission and vision via systemic improvement and turnaround efforts so that students are highly competitive in an ever-changing world. At a minimum, the management organization will build a solid district infrastructure that will result in increased academic outcomes for all students, including exiting the district and schools from performance watch and turnaround status. Within 30 days of State Board review and approval of the selected management entity, the local board shall execute a contract authorizing the selected and approved entity to administer the affairs and programs of the District commencing no later than July 1, 2019, and continuing for a term of not less than four years (48 months). Under the terms of the State Board’s final Order, the selected external management partner will be responsible for operating the District and exercise all formal decision-making authority, subject only to the limitations mandated by the Colorado Constitution, Art. IX, sec. 15, the Colorado Revised Statutes, and other law.

IV. SUBMITTAL REQUIREMENTS

SECTION 1 - LETTER OF INTEREST

Submit a two-page (maximum) letter of interest, inclusive of contact information and signed by the main point of contact. This letter should include the philosophy of your educational organization, distinguishing characteristics, your approach to completing this project, and success rates with this same scope of work with similar systemic improvement and turnaround aspirations.

SECTION 2 - EXPERIENCE AND QUALIFICATIONS

Please address each criterion listed below as it relates to your organization’s relevant experience and qualifications:

1. **Proposed Personnel.** Identify the individual who will be the main point of contact and any other already-identified team members who will be responsible for providing services for the duration of the project. Provide an overview of the experience, background, and responsibilities--including résumés or curricula vitae for those individuals. The District reserves the right to determine the acceptability of these individuals.
2. **Process for Added Capacity.** Provide an explanation for how the organization will recruit and select additional team members or organizations to support this work and ensure that all staff have the needed skills and experience to do this work.
3. **Organizational Experience.** Describe your organization’s experience at both the school and school district levels with turnaround implementation, educational programming, analyzing and designing operations, analyzing safety and security measures, working with existing leadership staff, and efforts toward stakeholder engagement (e.g., parents, students, local school board, district administrators, school administrators, teachers, community members, local businesses and organizations).

4. **Organizational Structure.** Provide a description of your organizational structure.
5. **Organizational Theory of Action and Implementation.** Define your organization's theory of action. Provide a description of how you implement this theory, including how you incorporate research-based strategies. Highlight how communities are included in the theory and implementation work. Explain your organization's expertise and experience engaging community stakeholders in systemic school and school district improvement and turnaround work. Identify unique challenges/approaches that you have experienced with developing and implementing a successful turnaround plan.
6. **Understanding of National, State, and Local Context.** Describe your organization's understanding of the state's educational landscape (e.g., accountability system, role of local control) and local context (e.g., demographics, District's history of turnaround status, community involvement). Explain how your organization is qualified to serve culturally and linguistically diverse students, those at risk of academic failure, gifted and talented students, those students with learning disabilities, and other students who are historically underserved. Describe your organization's expertise and experience in multicultural/multilingual education, pedagogy awareness, and second language acquisition, as well as working directly with the United States Department of Education's Office for Civil Rights on compliance with Title VI of the Civil Rights Act of 1964 and the Every Student Succeeds Act of 2015. Describe your organization's expertise and experience negotiating with exclusive representatives of employee groups on matters of wages, hours, and working conditions.
7. **Organizational Capacity.** Define the capacity your organization has to complete this project. Provide evidence that you can meet the scope of this request in a coherent and timely fashion. Include conditions and structures that need to be in place for successful completion of this project.
8. **Proposed Progress Monitoring Systems.** Describe the systems that your organization will put in place to track and monitor the turnaround efforts (e.g., school visits, accountability for implementation, and accountability for student performance). Describe how you will define success.
9. **Communication and Stakeholder Input.** Describe how your organization will communicate with stakeholders (e.g., local board, district staff, school staff, students the community, other organizational partners, and state-level stakeholders) on early- and long-term indicators of success. Discuss strategies for engaging stakeholders in meaningful ways throughout the process of setting a vision, creating a plan, implementing the plan, progress monitoring to include communicating successes and areas for improvement, while maintaining total transparency to the process to all stakeholders. How will you have consistent communication and feedback with stakeholders.

SECTION 3 - SCOPE OF SERVICES

Provide an overview for this project. This overview should demonstrate a clear understanding of the Owner's needs and provide clear direction toward how the organization has the capability, capacity, and willingness to complete of the scope of work.

In compliance with the State Board of Education's Order, the Lead Partner's duties and powers must include but not be limited to the following:

1. Implementing an evidence-based instructional program, including developing/recommending curriculum, assessment systems, scheduling, and professional development;
2. Recruiting and retaining personnel, including responsibilities formerly entrusted to the superintendent, such as: teacher and administrator placement, transfer, and evaluation; recommending to the local board the non-renewal or renewal of employment contracts, action on at-will employees, and action on the superintendent's contract; and employee group negotiations;
3. Recruiting and recommending to the local board management operators needed for individual schools, as well as any service providers needed to support particular programs;
4. Recommending to the local board needed changes to the District's collective bargaining agreement ahead of each annual process for amending said agreement;
5. Evaluating district policies and recommending amendments, revisions, or deletions to the local board policies;
6. Ensuring operational excellence, coordinating community engagement efforts, supporting local governance training, and, ultimately, driving substantive school and District improvement;
7. Determining whether to continue provisions of the Revised Pathways Proposal from 2017, including but not limited to the District's partnership with *Beyond Textbooks*;
8. Such other and further authority as the Lead Partner reasonably needs to create

Additionally, and specifically, the District requests expertise and a plan for implementing the following:

1. **Organization Cultural Shift-** Aligning, developing, and supporting human and professional capital where all stakeholders are motivated to commit to whole-system transformation; developing existing and new teachers and leaders while insisting on high expectation learning experiences for all; developing trust and confidence needed to increase student achievement
2. **Instructional Transformation-** Providing instructional clarity and transformation resulting in strong infrastructures, effective use of research-based strategies, operative planning, and effective lesson delivery; creating a District-wide instructional framework and reporting system for first best instruction that is research- and standards-based, rigorous, and culturally responsive; developing and bolstering intervention and enrichment supports for literacy, numeracy, English language learners, and those students identified with special instructional needs; and developing and expanding Early College and Career and Technical Education opportunities
3. **Leadership Development-** Creating rigorous school and District accountability systems that provide guidance for leadership, coaching, teaching, assessing, and

monitoring learning; and providing support for expectations for ongoing Professional Learning Community work to create the collective efficacy of all staff

Schools and District Office Included in the Scope of Services:

Adams City High School
7200 Quebec Parkway
Commerce City, CO 80022

Lester Arnold High School
6500 East 72nd Avenue
Commerce City, CO 80022

Alsup Elementary
7101 Birch Street
Commerce City, CO 80022

Dupont Elementary
7970 Kimberly Street
Commerce City, CO 80022

Kemp Elementary
6775 Oneida Street
Commerce City, CO 80022

Rose Hill Elementary
6900 East 58th Avenue
Commerce City, CO 80022

STARS Early Learning Center
5650 Bowen Court
Commerce City, CO 80022

Adams City Middle School
4451 East 72nd Avenue
Commerce City, CO 80022

Kearney Middle School
6160 Kearney Street
Commerce City, CO 80022

Central Elementary
6450 Holly Street
Commerce City, CO 80022

Hanson Elementary
7133 East 73rd Avenue
Commerce City, CO 80022

Monaco Elementary
7631 Monaco Street
Commerce City, CO 80022

Sanville Preschool
5941 East 64th Avenue
Commerce City, CO 80022

Educational Support Services
5291 East 60th Avenue
Commerce City, CO 80022

SECTION 4 – SCHEDULE

Provide a 6-month assessment plan detailing current practices in the District. Additionally, provide a high-level master plan schedule, including key milestones, from the first 6 months to the date to the completion of the project continuing for a term of not less than four years (48 months).

SECTION 5 - REFERENCES

Provide a comprehensive list of **all** school/district/systems turnaround projects completed or begun within the last five (5) years, with current contact information. Provide detailed project descriptions and results. Identify individual and collective projects. Please note that the Owner reserves the right to check additional references beyond those provided in the submittal documents.

V. SUBMITTAL REVIEW & SELECTION PROCESS

The selection process consists of two phases.

Phase 1 - RFP/Q Review

The Owner's Selection Committee will evaluate and score the RFP/Q submittals based on these selection criteria:

Selection Criteria	Maximum Points Possible
Section 1: Letter of Interest. Candidate provided a complete and concise letter of interest and RFQ/P response. Delivered a well-organized and precise response to the submittal criteria.	Completed: Yes/No
Section 2: Experience and Qualifications. Candidate provided a comprehensive and insightful experience and qualifications package that thoroughly illustrates the Candidate uses research-based strategies and has a proven record of accomplishment working with school districts and schools in systemic improvement and turnaround work. Proposal highlights qualified key personnel.	65 Points
Section 3: Scope of Services. Candidate affirmed each of the Owner's requirements for the project; demonstrated a clear understanding of the Owner's needs; provided clear direction toward completing the scope of work; and provided evidence of capacity and ability to fulfill the scope of work.	30 Points
Section 4: Schedule. Candidate evidenced the ability to complete the scope of services within the 4-year time period in a clear, complete, and logical manner.	5 Points
Section 5: References. Candidate provided a comprehensive project list with contact information for projects completed within the last five years. Documented references contacted provided positive and sufficient feedback required for forward movement in the selection process.	Completed: Yes/No
Total	100 Points

Phase 2 – Interviews (On-site District and On-site Community)

Three (3) Candidates with the highest RFP/Q submittal scores will receive notification on the date noted in the project schedule. The invitation will explain the interview requirements and provide time and location. The purpose of the interview is to ensure a full understanding of the RFQ/P responses and to give community members an opportunity to learn about prospective candidates and give their input. CDE will review these requirements.

The three (3) highest RFP/Q submittal scoring Candidates will participate in two On-site interviews on one (1) day as listed in the project schedule.

The Selected Candidate will be determined based on the final interview score from the rubric, separate from the RFQ/P submittal score. The Rubric will be created by the group that applied to be a part of the interview team and will be posted once finalized.

VI. FEE PROPOSAL

The three (3) Finalist Candidates shall prepare a detailed fee proposal as outlined below. Submit the fee proposal in a sealed envelope prior to the start of the Finalist Candidates' On-Site District interview. Failure to provide a fee proposal that addresses each of the items listed below may result in disqualification from the RFQ/P process.

Detailed fee proposals shall include the following:

- Lump sum fee;
- Annual fee (Each fiscal school year from July 1 to June 30);
- Statement of work;
- Confirmation that all scope items from the original RFQ/P will be addressed;
- Any exclusions with explanations;
- Number of hours;
- Number of personnel;
- Additional resources;
- How the resources are utilized;
- Breakout of anticipated reimbursable expenses included;
- Hourly rates for all personnel involved in the project;
- Number of site visits anticipated to complete the work; and
- Breakout of fees for any non-required scope proposed.

The negotiated fee is anticipated to include all costs including reimbursable expenses for the project resulting in a "not to exceed" format contract.

The Selection Committee will view only the fee proposal of the selected Candidate.

If negotiations with the apparent selected Candidate are unsuccessful, the Owner reserves the right to negotiate with the next highest-scoring Candidate.

VII. ACCEPTANCE AND REJECTION

After the final selection, the Owner will provide a summary of scores and a decision memorandum to each of the RFQ/P Candidates.

The Owner reserves the right to select or reject proposals based on the Owner's best interests. The Owner also reserves the right to pre-qualify all Candidates or reject all Candidates as unqualified, including without limitation the right to reject any or all non-conforming, nonresponsive, unreasonable, or conditional qualifications. Additionally, the Owner reserves the right to re-solicit, waive all informalities not involving price, time, or changes in the work, and to negotiate contract terms with the successful Candidate. The Owner will consult with the Colorado Department of Education in any/all of these circumstances.

The Owner is not responsible for cost incurred in preparation of this proposal. Proposals become the property of the Owner once submitted. By submitting a proposal, Candidates agree to the terms and conditions of this RFQ/P at which time the RFQ/P will become part of the awarded Candidate's contract. The Owner and the Owner's Legal Council will review the agreement and negotiate terms prior to commencement of work.