



**COLORADO**  
Department of Education

# 2019-20 School Redesign Request for Information

Distributed by:  
**Colorado Department of Education**

Contact:  
**Kate Bartlett, Program Manager**

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Unit of School & District Transformation  
201 E. Colfax Ave., Denver, CO 80203  
720.765.6082  
[Bartlett\\_K@cde.state.co.us](mailto:Bartlett_K@cde.state.co.us)



## Introduction

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The Colorado Department of Education (CDE) invites partners to join the state’s effort to transform low-performing schools and ensure that all students—regardless of where they live—have access to schools that prepare them for college and career. Interested partners may have the opportunity to engage with district and school leaders to support school improvement efforts across the state through management partnerships, leadership development, community / stakeholder engagement and/or charter school operations. This Request for Information (RFI) is intended to provide centralized information about organizations that are available to partner with districts and schools that have been identified as needing support. The 2019-20 RFI is open to:

- **New Submissions:** Required for potential partners who are new to the process
- **Continuation Submissions:** Required for potential partners who are already included in CDE’s advisory list of providers and who wish to remain

In Colorado, school districts have made great strides in raising the bar of student academic achievement. However, approximately 74,000 students attend schools that are not meeting state expectations in academic achievement, growth or postsecondary and workforce readiness. Further, the majority of students in these schools are from historically underserved backgrounds—specifically those from economically-challenged communities and racial minority groups. Many of these students continue to fall short of their academic potential and are behind in developing the skill sets to compete with their middle-class, white peers.

CDE is committed to changing this reality and ensuring that ALL students graduate ready for college and careers, and are prepared to be productive citizens of Colorado. To realize our vision, CDE is looking for expert partners willing to work with school and district leaders to design innovative and community-relevant school improvement solutions. Leaders across the state—in urban, suburban and rural communities—need partners willing to collaborate and able to add expertise and capacity to schools with persistent challenges.

### Colorado’s Accountability Clock/Performance Watch Process

Colorado’s accountability system is based upon the philosophy that schools and districts not meeting state expectations receive 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. Based on these frameworks, the two lowest ratings are Priority Improvement or Turnaround—also referred to as the Accountability Clock. Colorado’s state accountability law states that schools and districts cannot remain in Priority Improvement or Turnaround for more than five consecutive years before significant action must be directed by the State Board of Education. After receiving two consecutive ratings on the clock, a school or district must receive an Improvement rating or higher for two consecutive years to exit. They are then considered to be on watch for another year to demonstrate the school/district can sustain the Improvement or Performance plan type.

For those schools and districts that reach the end of the year five on the accountability clock—or for those wanting to take early action—the pathway options outlined in statute include management partnerships, converting district-run schools to charter schools, seeking innovation status, and closing schools.

Schools may also be identified for Comprehensive, Targeted or Additional Targeted Support and Improvement (CS, TS, A-TS) under the 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 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 Purpose

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CDE will use responses to this RFI to:

- Create and maintain an inventory of high quality, proven school and district improvement partners that can be used as a part of the accountability clock/performance watch and ESSA CS, TS and A-TS Schools processes and/or for schools/districts interested in more rigorous school improvement activities.
- Provide information to the State Board of Education on available external management and charter providers that are able to work with schools and districts that reach the end of the accountability clock.
- Support interested school districts in developing their own Request for Proposals, or in developing formal relationships with partners they deem to be an appropriate fit to meet their specific needs.
- Identify turnaround leader development providers for the School Turnaround Leaders Development program.

The responses collected from this RFI will not constitute an exclusive or exhaustive list. If CDE distributes the information to the State Board of Education, to school districts or to any other party who requests the list, those parties may still choose to contract with a different entity not included on CDE's list. School districts will be responsible for complying with all applicable state and federal procurement laws. Additionally, if a school or district selects a provider on the list, it does not guarantee that the State Board of Education will approve that provider and/or pathway for the school or district at the end of the accountability clock. The State Board will be looking to make sure the selection is the right fit and significantly rigorous to positively and urgently impact student performance.

## Who should submit?

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CDE is seeking information from experienced and successful providers willing and able to engage deeply with schools and districts across the state as partners of various scope and design. Specifically, the following four types of partner organizations are encouraged to respond to this RFI:

- **Charter Networks, Charter Management Organizations and/or Individual Charter Schools** that are interested in operating additional schools in Colorado, particularly in a turnaround context.
- **Turnaround Leadership Providers** that operate leadership development programs specifically targeted for schools and districts in need of support.
- **Management Partners** that can engage with districts and schools in a variety of ways and in one or more of the Four Domains for Rapid Improvement, which are highlighted below.
- **Stakeholder Engagement Specialists** that can engage with district and school staff, parents and the community to support meaningful planning and engagement strategies



## Roles for Charter Networks, Charter Management Organizations, and Individual Charter Schools

Charter networks and charter management organizations (CMOs) operate public charter schools that can either be authorized by districts or by the Charter School Institute (CSI). Charter schools serve students and operate schools based on the contract established with the district or CSI.

Through this RFI, CDE seeks networks, CMOs or individual charter schools that operate inside or outside of Colorado and have a track record of success, including raising student achievement. The network, CMO or standalone charter school must be willing and eager to take on the challenges of some of the state's lowest-performing schools. Depending on the local district, they may be asked to convert current low-performing schools to charter status or to open new charter schools. CDE is seeking partners in the charter school community that can work collaboratively and productively with local school districts and boards of education.

## Roles for Turnaround Leadership Providers

CDE seeks qualified providers of turnaround leadership development programs to serve and grow leaders who can demonstrate dramatic and lasting improvements of student achievement and growth. Through the School Turnaround Leaders Development (STLD) program, CDE seeks to add to its existing list of identified providers to offer district and school leaders training supported by state funding. Programs do not need to be delivered in Colorado, but the ability to serve Colorado educators in cost-effective ways is important. Additional information about this program and currently identified providers can be found at:

<http://www.cde.state.co.us/accountability/turnaroundleadership>.

## Roles for Management Partners

Management partners can fulfill a variety of roles in a school's or district's plan. Partners may comprehensively manage and operate a school or district, or fill a specific, targeted need. Depending on context, management partners may be contracted by the district to manage a school in perpetuity contingent on meeting annual requirements. Alternatively, districts may enter into short-term contracts with partners to support specific capacities within a school or district with the goal of working toward sustainability within the school or district in a set amount of time.

We are interested in receiving RFI responses from a wide range of management partners. Partners could be organized as non-profit or for-profit, and could include educational institutions or individual consultants. The most important qualification for a partner is that it has a proven track record of success working with districts and schools in turnaround contexts to improve student achievement.

**School-Level Management:** Educational management partners work 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. This category also includes currently operating organizations who are interested in replicating their model. Management partners are expected to have demonstrated expertise in improving low-performing schools. The primary responsibility of school-level management partners is to implement instructional, programmatic, and/or structural supports that result in improved student performance. All supports must serve to increase student achievement no matter the specific focus of the partnership.

**District-Level Management:** Management partners may also work at the district level. District-level management requires 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. A district-level management partner could serve as lead partner in the management of the district or partially or wholly manage one or more of the district’s schools. District-level management partners are expected to have demonstrated expertise working at the highest levels of an organization to impact positive change in low-performing education systems.

Table 1 provides descriptions of the various roles in which management partners could serve. For the targeted areas of focus, the table is organized around the Center on School Turnaround’s [“Four Domains for Rapid Improvement.”](#) Because turnaround work is complex and highly dependent on local context, CDE is organizing its supports around the 4 Domains in an effort to help CDE, districts, and schools strategically plan and prioritize for systemic and sustained improvement. The four Domains are: Turnaround Leadership, Talent Development, Instructional Transformation, and Culture Shift.

**Table 1. Range of Supports: Management Partnerships**

<b>Full Management Supports:</b>	
<b>Whole System</b>	A district or its local board may decide that it needs to delegate operations for an entire school, a number of schools, or the entire district to an outside partner that is better able to serve the needs of that community. This model would constitute the most comprehensive form of management. A partnership of this magnitude would require a major overhaul of systems and structures along with a detailed plan of the restructuring as well as contracts for length of time, performance outcomes, accountability measures, and consequences. A whole system management partner could also make recommendations about hiring decisions for leadership.
<b>Partial Management Supports:</b>	
<b>Turnaround Leadership</b>	Leadership at the district and school levels is critical to the success of any school improvement effort. A district may determine that specific leadership training is needed at some or all levels of the system. Partners may be needed to provide systemic, small group, or individualized leadership training and coaching depending on the specific needs of each district.
<b>Talent Development</b>	A district may decide that a school, subset of schools or the entire district would benefit from a partner that would manage its systems to recruit, grow, and retain high quality staff and leadership. This may include making recommendations about the implementation of the educator effectiveness model, teacher professional development, and/or hiring and retention decisions for school leadership, teachers or other staff.
<b>Instructional Transformation</b>	A district may conclude that a school, subset of schools or the entire district would benefit from a partner that would manage all or some instructional systems. These systems may include assessment, data, curriculum, intervention, Multi-tiered System of Supports (MTSS), and/or special education.
<b>Culture Shift</b>	A district may determine that a school, subset of schools or the entire district would benefit from a partner that would develop capacity for shifting culture at all levels of the organization to focus on student learning and engagement. This work might focus on adult culture, student engagement, family and community partnerships, board development and other strategies.



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<b>Other</b>	Providers who serve schools in ways other than the examples above are encouraged to complete the RFI and explain the organization’s services. Other potential areas of support might include finance and budget, time and scheduling and wrap-around services. Organizations that have expertise in online learning, blended learning, and/or competency-based system design and work directly with online schools and programs, as well as alternative high schools / Alternative Education Campuses (AECs), are strongly encouraged to complete the RFI.
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### Roles for Stakeholder Engagement Specialists

Stakeholder engagement specialists work with schools and districts to develop authentic and inclusive strategies to enable members of district and local communities to have a voice in key decisions. Organizations in this category could work with schools and districts in planning and facilitating community meetings, listening opportunities, strategic planning, and school-to-district collaboration and communication.

Organizations submitting in this category ideally should have demonstrated experience working with schools and districts that work with professional staff, students and families from historically underserved backgrounds, and expertise working with local communities where members may not have traditionally had strong influence or voice in formal institutions that serve them.

### How to submit?

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Tell us about your organization and its accomplishments, and how your organization can help all students of Colorado reach their potential by completing the School Redesign Request for Information narrative as described below.

#### Instructions

- Submit your organization’s response electronically as a Word document to [PartnerRFI@cde.state.co.us](mailto:PartnerRFI@cde.state.co.us) by **Tuesday, September 3, 2019 at 5:00 PM MST**. Late responses may be accepted or rejected by CDE at its sole discretion.
- Address all of the questions for your organization and submission type as described below.
- You may submit additional attachments that are directly relevant and provide additional support or evidence for the responses requested below.
- If there are any questions about the RFI process or required responses, you may contact Kate Bartlett, [Bartlett\\_k@cde.state.co.us](mailto:Bartlett_k@cde.state.co.us).

#### Public Posting and Release of Information

- CDE will publicly post the responses that sufficiently address all of the questions listed in the RFI and provide concrete evidence of improving student outcomes in low-performing schools on CDE’s public website for schools and other interested parties to access the information: <http://www.cde.state.co.us/accountability/performance>
- This information is anticipated to be posted on or around October 1, 2019.
- Further, all information submitted in response to this RFI (inclusive of submissions that are not posted on CDE’s website) is subject to public release through the Colorado Open Records Act, CRS § 24-72-200.1, et seq.



## Additional Information on the RFI Process

- In the event that 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.
- This Request for Information will be re-opened periodically to allow for additions to the public list of providers.
- Successful providers will be strongly encouraged to attend a provider expo for Colorado schools and districts in the Denver metro area on **October 14, 2019**. Prior to the expo, providers will also be asked to attend a webinar introduction to working with CDE and Colorado schools and districts.
- If a provider is added to CDE's public list through this RFI process and needs to make changes to the posted information, please contact Kate Bartlett at [Bartlett\\_k@cde.state.co.us](mailto:Bartlett_k@cde.state.co.us).

## Required Elements for New Submissions

Providers who **have not previously responded** to the RFI should follow these instructions. All pages must be standard letter size, 8-1/2" x 11" using 12-point font and single-spaced with 1-inch margins and numbered pages. Complete responses should include the information outlined below. If you wish to submit under more than one organizational category, include narrative responses for each category.

All **new** submissions must include:

- I. **Cover Page** (see page 11)
- II. **Narrative Responses:** Please read the narrative instructions below carefully. Submit answers to all narrative questions for **each category** for which you are submitting:

### **Charter Network, Charter Management Organization or Individual Charter School Category Submissions:**

- a. Describe your organization's mission and educational model. Describe how your model meets the needs of historically underserved students (i.e. students living in poverty, English language learners, and racial/ethnic minority students).
- b. What do you anticipate would be the greatest challenges making your educational approach successful at a turnaround school or as a new school in a new community, and how would you go about working to address those challenges? What would be your organization's ideal approach to working with a district on a school turnaround: converting an existing school, opening a new school, or phasing in a new school / phasing out an old school?
- c. When considering operating a school in a district that you have not operated in before, what would be the key aspects or conditions of an agreement you would need to have in place with the district (or authorizer) in order to make your school successful?
- d. Describe your action plan for engaging with local communities. How might the charter network, management organization or school:
  - i. Engage with parents, community members, school and district staff and leaders, and local school board members to design a school that meets the community's needs and has community support?
  - ii. Address the varied funding models found in different districts?
  - iii. Address the unique authorizing requirements and policies of different districts?



- iv. How would you adapt your work to partner with types of districts other than those you currently work with? For example, if you currently work in the Denver Metro area, think about the adaptations you would expect to make when moving to a rural or other Front Range context.
- v. How would you approach facility acquisition in other districts?

**Turnaround Leader Development Provider Category Submissions:**

- a. Provide a summary of your organization’s experience in developing successful, effective leadership in low-performing schools and school districts. Describe key structures or systems used to provide feedback and monitor progress.
- b. Provide a description of the services and learning components your organization provides. Specifically, please describe:
  - i. The key components, timeline, and learning structures of your program that ensures participant growth in the turnaround context.
  - ii. How your staff engage with participants throughout the program (e.g. how frequently, in person or virtually, in whole or small group).
- c. Provide a description of your ideal participant and his/her learning trajectory through the course of your program, including:
  - i. What roles should your participants hold (e.g. district level, school leader, aspiring leader)?
  - ii. How do you determine readiness and accept participants into your program?
  - iii. What are the leadership qualities that your program is expected to develop? Include any documents or tools you use.

**Management Partner Category Submissions:**

- a. Identify which of the following roles your organization can serve (list all that apply):
  - Full management: Whole system (school or district)
  - Partial management: Instructional transformation
  - Partial management: Talent development
  - Partial management: Culture shift
  - Partial management: Turnaround leadership
  - Other:
- b. Is your organization’s primary interest and area of expertise in school-level management, district-level management, or both?
- c. How will you differentiate your services to meet the unique needs of schools and districts in Colorado, especially those with historically underserved students?
- d. When considering partnering with a school or district that you have not partnered with before, what would be the key aspects or conditions of an agreement you would need to have in place with the district (or authorizer) to make your school successful?
- e. Describe your experience working with other third party providers to support coherent school and district improvement.
- f. Describe your experience, if any, working with Alternative Education Campuses (AECs) or alternative high schools.
- g. Describe your experience, if any, working with online schools.



**Stakeholder Engagement Specialist Category Submissions:**

- a. Describe your organization’s experience working with schools and districts to increase and improve stakeholder engagement.
  - b. What engagement models or strategies do you use in your work with schools and districts?
  - c. What specific services and support could you provide to Colorado schools and districts?
  - d. Specifically address your experience working with historically underserved populations and communities. If possible, provide a specific example of when your organization helped increase and improve engagement for minority, socioeconomically disadvantaged or non-English speaking stakeholders.
- III. Capacity:** Does your organization currently have the capacity to serve additional schools and districts in Colorado? If yes, indicate how many new schools or districts your current capacity would allow for. If no, explain what additional capacity you would need to put in place, and any other constraints such as timelines or minimum participating schools or districts.
- IV. Evidence of Track Record of Improved Student and School Outcomes:**
- a. Describe your organization’s track record in dramatically improving schools or districts and radically increasing outcomes for targeted groups of students. Include a description of the criteria and the data that you use to determine the impact of your work. Highlight the context and location of where this work has occurred.
  - b. Self-assess the evidence base for the interventions your organization provides using the following Evidence-Based Intervention (EBI) tiers as outlined in ESSA. Which EBI tier best describes your work, and why?

<b>Tier 1 – Strong Evidence</b>	Supported by one or more well-designed and well-implemented randomized control experimental studies.
<b>Tier 2 – Moderate Evidence</b>	Supported by one or more well-designed and well-implemented quasi-experimental studies.
<b>Tier 3 – Promising Evidence</b>	Supported by one or more well-designed and well implemented correlational studies (with statistical controls for selection bias).
<b>Tier 4 – Demonstrates a Rationale</b>	Practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

- V. References:** For management partners, turnaround leader development providers and stakeholder engagement specialists, submit the name and contact information for the last three schools or districts your organization contracted with. For charter school networks, CMOs and individual charter schools, submit three references who can speak to your capacity to support successful student outcomes in a turnaround environment, including a current authorizer of one of your schools. References will be contacted by CDE staff.

**Required Elements for Continuation Submissions**

Providers who **have previously responded** to the RFI and are currently on CDE’s list of providers should follow these instructions. All pages must be standard letter size, 8-1/2” x 11” using 12-point font and single-spaced with 1-inch margins and numbered pages. Please include the information requested below.



All **continuation** submissions must include:

- I. **Cover Page** (see page 11)
- II. **Narrative Responses**
  - a. Provide an update on your organization’s work and progress since the original RFI submission in 2018.
  - b. Describe any new work you have done or are doing in Colorado schools and districts since the original RFI submission in 2018.
- III. **Capacity:** Does your organization currently have the capacity to serve additional schools and districts in Colorado? If yes, indicate how many new schools or districts your current capacity would allow for. If no, explain what additional capacity you would need to put in place, and any other constraints such as timelines or minimum participating schools or districts.
- IV. **Evidence of Track Record of Improved Student and School Outcomes:**
  - a. Provide concrete evidence from your three most recent engagements with schools and districts (Colorado schools and districts are preferred, if available). Include a description of the criteria and the data that you use to determine the impact of your work. Highlight the context and location of where this work has occurred.
  - a. Self-assess the evidence base for the interventions your organization provides using the following Evidence-Based Intervention (EBI) tiers. Which EBI tier best describes your work, and why?

<b>Tier 1 – Strong Evidence</b>	Supported by one or more well-designed and well-implemented randomized control experimental studies.
<b>Tier 2 – Moderate Evidence</b>	Supported by one or more well-designed and well-implemented quasi-experimental studies.
<b>Tier 3 – Promising Evidence</b>	Supported by one or more well-designed and well implemented correlational studies (with statistical controls for selection bias).
<b>Tier 4 – Demonstrates a Rationale</b>	Practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.



## Part I: Cover Page – Organization Information

Organization Information	
<b>Organization Name:</b>	<input type="checkbox"/> New or <input type="checkbox"/> Continuation Submission
<b>Primary Contact:</b>	
<b>Email Address:</b>	
<b>Phone Number:</b>	
<b>Mailing Address:</b>	
Organization Category (select all that apply)	
<input type="checkbox"/> Charter Network, Charter Management Organization or Charter School <input type="checkbox"/> Turnaround Leader Development Provider <input type="checkbox"/> Management Partner <input type="checkbox"/> Stakeholder Engagement Specialist	
Preferred Geographical Region(s) in Colorado to Work In (select all that apply)	
<input type="checkbox"/> Metro Denver <input type="checkbox"/> Front Range (Colorado Springs, Ft. Collins) <input type="checkbox"/> Rural / Mountain / Western Slope	

Indicate the school district(s) or BOCES your organization is willing and able to engage with:

District name	City	County name
ANY SCHOOL DISTRICT or BOCES	ALL	ALL
Academy 20 School District	Colorado Springs	El Paso
Adams 12 Five Star Schools School District	Thornton	Adams
Adams County 14 School District	Commerce City	Adams
Adams-Arapahoe 28j School District	Aurora	Arapahoe
Agate 300 School District	Agate	Elbert
Aguilar Reorganized 6 School District	Aguilar	Las Animas
Akron R-1 School District	Akron	Washington
Alamosa Re-11j School District	Alamosa	Alamosa
Archuleta County 50 Jt School District	Pagosa Springs	Archuleta
Arickaree R-2 School District	Anton	Washington
Arriba-Flagler C-20 School District	Flagler	Kit Carson
Aspen 1 School District	Aspen	Pitkin
Ault-Highland Re-9 School District	Eaton	Weld
Bayfield 10 Jt-R School District	Bayfield	La Plata
Bennett 29j School District	Bennett	Adams
Bethune R-5 School District	Bethune	Kit Carson
Big Sandy 100j School District	Simla	El Paso
Boulder Valley Re 2 School District	Boulder	Boulder
Branson Reorganized 82 School District	Branson	Las Animas
Briggsdale Re-10 School District	Briggsdale	Weld
Brush Re-2(J) School District	Brush	Morgan



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Buena Vista R-31 School District	Buena Vista	Chaffee
Buffalo Re-4j School District	Merino	Logan
Burlington Re-6j School District	Burlington	Kit Carson
Byers 32j School District	Byers	Arapahoe
Calhan Rj-1 School District	Calhan	El Paso
Campo Re-6 School District	Campo	Baca
Canon City Re-1 School District	Cañon City	Fremont
Centennial Board of Cooperative Educational Services	Greeley	Weld
Centennial R-1 School District	San Luis	Costilla
Center 26 Jt School District	Center	Saguache
Charter School Institute School District	Denver	Denver
Cheraw 31 School District	La Junta	Otero
Cherry Creek 5 School District	Greenwood Village	Arapahoe
Cheyenne County Re-5 School District	Cheyenne Wells	Cheyenne
Cheyenne Mountain 12 School District	Colorado Springs	El Paso
Clear Creek Re-1 School District	Idaho Springs	Clear Creek
Colorado Digital BOCES	Colorado Springs	El Paso
Colorado School For The Deaf And Blind School District	Colorado Springs	El Paso
Colorado Springs 11 School District	Colorado Springs	El Paso
Cotopaxi Re-3 School District	Cotopaxi	Fremont
Creede School District School District	Creede	Mineral
Cripple Creek-Victor Re-1 School District	Cripple Creek	Teller
Crowley County Re-1-J School District	Ordway	Crowley
Custer County School District C-1 School District	Westcliffe	Custer
De Beque 49jt School District	De Beque	Mesa
Deer Trail 26j School District	Deer Trail	Arapahoe
Del Norte C-7 School District	Del Norte	Rio Grande
Delta County 50(J) School District	Delta	Delta
Denver County 1 School District	Denver	Denver
Dolores County Re No.2 School District	Dove Creek	Dolores
Dolores Re-4a School District	Dolores	Montezuma
Douglas County Re 1 School District	Castle Rock	Douglas
Durango 9-R School District	Durango	La Plata
Eads Re-1 School District	Eads	Kiowa
Eagle County Re 50 School District	Eagle	Eagle
East Grand 2 School District	Granby	Grand
East Otero R-1 School District	La Junta	Otero
Eaton Re-2 School District	Eaton	Weld
Edison 54 Jt School District	Yoder	El Paso
Elbert 200 School District	Elbert	Elbert
Elizabeth C-1 School District	Elizabeth	Elbert
Ellicott 22 School District	Calhan	El Paso



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Englewood 1 School District	Englewood	Arapahoe
Estes Park R-3 School District	Estes Park	Larimer
Falcon 49 School District	Peyton	El Paso
Fort Morgan Re-3 School District	Fort Morgan	Morgan
Fountain 8 School District	Fountain	El Paso
Fowler R-4j School District	Fowler	Otero
Fremont Re-2 School District	Florence	Fremont
Frenchman Re-3 School District	Fleming	Logan
Garfield 16 School District	Parachute	Garfield
Garfield Re-2 School District	Rifle	Garfield
Genoa-Hugo C113 School District	Limon	Lincoln
Gilpin County Re-1 School District	Black Hawk	Gilpin
Granada Re-1 School District	Granada	Prowers
Greeley 6 School District	Greeley	Weld
Gunnison Watershed Re1j School District	Gunnison	Gunnison
Hanover 28 School District	Colorado Springs	El Paso
Harrison 2 School District	Colorado Springs	El Paso
Haxtun Re-2j School District	Haxtun	Phillips
Hayden Re-1 School District	Hayden	Routt
Hi-Plains R-23 School District	Seibert	Kit Carson
Hinsdale County Re 1 School District	Lake City	Hinsdale
Hoehne Reorganized 3 School District	Trinidad	Las Animas
Holly Re-3 School District	Holly	Prowers
Holyoke Re-1j School District	Holyoke	Phillips
Huerfano Re-1 School District	Walsenburg	Huerfano
Idalia Rj-3 School District	Idalia	Yuma
Ignacio 11 Jt School District	Ignacio	La Plata
Jefferson County R-1 School District	Golden	Jefferson
Johnstown-Milliken Re-5j School District	Milliken	Weld
Julesburg Re-1 School District	Julesburg	Sedgwick
Karval Re-23 School District	Karval	Lincoln
Kim Reorganized 88 School District	Kim	Las Animas
Kiowa C-2 School District	Kiowa	Elbert
Kit Carson R-1 School District	Kit Carson	Cheyenne
La Veta Re-2 School District	La Veta	Huerfano
Lake County R-1 School District	Leadville	Lake
Lamar Re-2 School District	Lamar	Prowers
Las Animas Re-1 School District	Las Animas	Bent
Lewis-Palmer 38 School District	Monument	El Paso
Liberty J-4 School District	Joes	Yuma
Limon Re-4j School District	Limon	Lincoln
Littleton 6 School District	Littleton	Arapahoe



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Lone Star 101 School District	Otis	Washington
Mancos Re-6 School District	Mancos	Montezuma
Manitou Springs 14 School District	Manitou Springs	El Paso
Manzanola 3j School District	Manzanola	Otero
Mapleton Public Schools, Adams County School District 1	Denver	Adams
Mc Clave Re-2 School District	McClave	Bent
Meeker Re1 School District	Meeker	Rio Blanco
Mesa County Valley 51 School District	Grand Junction	Mesa
Miami Yoder 60 Jt School District	Rush	El Paso
Moffat 2 School District	Moffat	Saguache
Moffat County Re:No 1 School District	Craig	Moffat
Monte Vista C-8 School District	Monte Vista	Rio Grande
Montezuma-Cortez Re-1 School District	Cortez	Montezuma
Montrose County Re-1j School District	Montrose	Montrose
Mountain Valley Re 1 School District	Saguache	Saguache
North Conejos Re-1j School District	La Jara	Conejos
North Park R-1 School District	Walden	Jackson
Norwood R-2j School District	Norwood	San Miguel
Otis R-3 School District	Otis	Washington
Ouray R-1 School District	Ouray	Ouray
Park County Re-2 School District	Fairplay	Park
Pawnee Re-12 School District	Grover	Weld
Peyton 23 Jt School District	Peyton	El Paso
Plainview Re-2 School District	Sheridan Lake	Kiowa
Plateau Re-5 School District	Peetz	Logan
Plateau Valley 50 School District	Collbran	Mesa
Platte Canyon 1 School District	Bailey	Park
Platte Valley Re-7 School District	Kersey	Weld
Poudre R-1 School District	Fort Collins	Larimer
Prairie Re-11 School District	Raymer	Weld
Primero Reorganized 2 School District	Weston	Las Animas
Pritchett Re-3 School District	Springfield	Baca
Pueblo City 60 School District	Pueblo	Pueblo
Pueblo County 70 School District	Pueblo	Pueblo
Rangely Re-4 School District	Rangely	Rio Blanco
Revere School District School District	Ovid	Sedgwick
Ridgway R-2 School District	Ridgway	Ouray
Roaring Fork School District No. Re-1	Glenwood Springs	Garfield
Rocky Ford R-2 School District	Rocky Ford	Otero
Salida R-32 School District	Salida	Chaffee
San Juan Board of Cooperative Educational Services	Durango	La Plata
Sanford 6j School District	Sanford	Conejos



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Sangre De Cristo Re-22j School District	Mosca	Alamosa
Sargent Re-33j School District	Monte Vista	Rio Grande
School District 27j School District	Brighton	Adams
Sheridan 2 School District	Sheridan	Arapahoe
Sierra Grande R-30 School District	Blanca	Costilla
Silverton 1 School District	Silverton	San Juan
South Conejos Re-10 School District	Antonito	Conejos
South Routt Re 3 School District	Oak Creek	Routt
Springfield Re-4 School District	Springfield	Baca
St Vrain Valley Re 1j School District	Longmont	Boulder
Steamboat Springs Re-2 School District	Steamboat Springs	Routt
Strasburg 31j School District	Strasburg	Adams
Stratton R-4 School District	Stratton	Kit Carson
Summit Re-1 School District	Frisco	Summit
Swink 33 School District	Swink	Otero
Telluride R-1 School District	Telluride	San Miguel
Thompson R2-J School District	Loveland	Larimer
Trinidad 1 School District	Trinidad	Las Animas
Valley Re-1 School District	Sterling	Logan
Vilas Re-5 School District	Vilas	Baca
Walsh Re-1 School District	Walsh	Baca
Weld County Re-1 School District	La Salle	Weld
Weld County School District Re-3j School District	Keenesburg	Weld
Weld County School District Re-8 School District	Fort Lupton	Weld
Weldon Valley Re-20(J) School District	Weldona	Morgan
West End Re-2 School District	Nucla	Montrose
West Grand 1-Jt School District	Kremmling	Grand
Westminster 50 School District	Westminster	Adams
Widefield 3 School District	Colorado Springs	El Paso
Wiggins Re-50(J) School District	Wiggins	Morgan
Wiley Re-13 Jt School District	Wiley	Prowers
Windsor Re-4 School District	Windsor	Weld
Woodland Park Re-2 School District	Woodland Park	Teller
Woodlin R-104 School District	Woodrow	Washington
Wray Rd-2 School District	Wray	Yuma
Yuma 1 School District	Yuma	Yuma
Centennial BOCES	Greeley	
East Central BOCES	Limon	
Mountain BOCES	Leadville	
Mount Evans BOCES	Bailey	
Northeast Colorado BOCES	Haxtun	
Northwest Colorado BOCES	Steamboat Springs	



Pikes Peak BOCES  
Rio Blanco BOCES  
San Juan BOCES  
San Luis Valley BOCES  
Santa Fe Trail BOCES  
South Central BOCES  
Southeastern BOCES  
Uncompahgre BOCES  
Ute Pass BOCES

Colorado Springs  
Rangely  
Dolores  
Alamosa  
La Junta  
Pueblo West  
Lamar  
Ridgway  
Woodland Park