

FY 2012 SIG 1003G

**LEAD PARTNER REQUEST FOR SEALED
PROPOSAL (RFSP)**

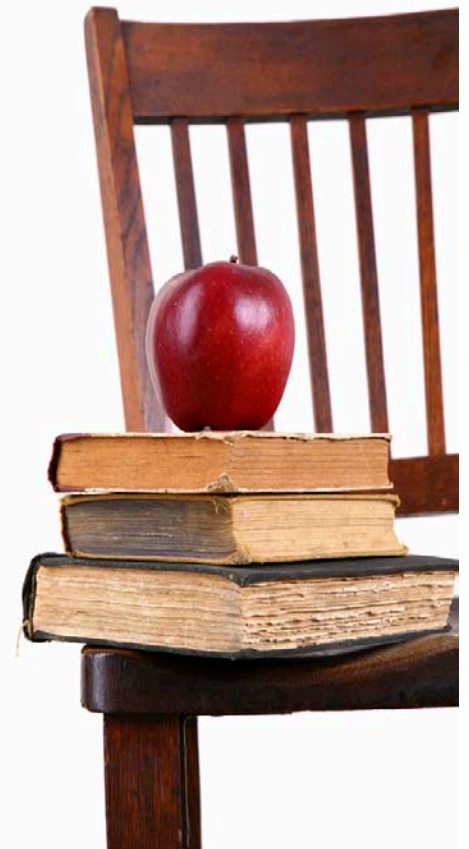
BIDDERS' CONFERENCE

February 7, 2011

Agenda for Today:

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1. What is the SIG 1003(G) Grant
2. General Information
3. Intervention Models
4. Role of the Lead Partner
5. Scope of Work
6. Work Plan
7. Proposal Specifications and Format
8. Criteria for Review





What is the SIG 1003(g) grant?

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School Improvement Grants (SIG):

- Are authorized under Section 1003(g) of **Title I** of the Elementary and Secondary Education Act of 1965 (**ESEA**) and section 1003(g) of the American Recovery and Reinvestment Act of 2009 (**ARRA**).
- Are **competitive** grants made to LEA's that demonstrate the greatest need for the funds and strongest commitment to use the funds to raise substantially student achievement.
- Are focused on the states Tier I and Tier II schools.
- Provide grant awards up to \$2M a year for three years
- Require the grantee to implement 1 of 4 intervention models identified by ED.
- Call for the LEA to contract with a Lead Partner



Expectation for SIG

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Competitive, districts will demonstrate a strong commitment to structural and programmatic changes that will transform their low-performing school(s) and their district(s) in order to substantially increase student achievement.

SIG Eligible Districts and Schools

□ Tier I

▣ 8 LEAs ; 46 schools (All high schools)

- 18% or less meeting or exceeding state standards or
- 60% or less graduation rate

□ Tier II

▣ 28 LEAs; 52 schools (All high schools)

- 37.8 % or less meeting or exceeding state standards or
- 60% or less graduation rate

General Information

- Illinois State Board of Education Approved Providers List
 - ▣ SIG 1003(g) School Improvement Grants for Tier I & Tier II schools.
 - ▣ ISBE direct state interventions.
- Eligible Bidders
 - ▣ Institutions of Higher Education (IHE)
 - ▣ Community Based Organizations
 - ▣ Not-for-Profit Organizations
 - ▣ For-Profit Organizations

General Information

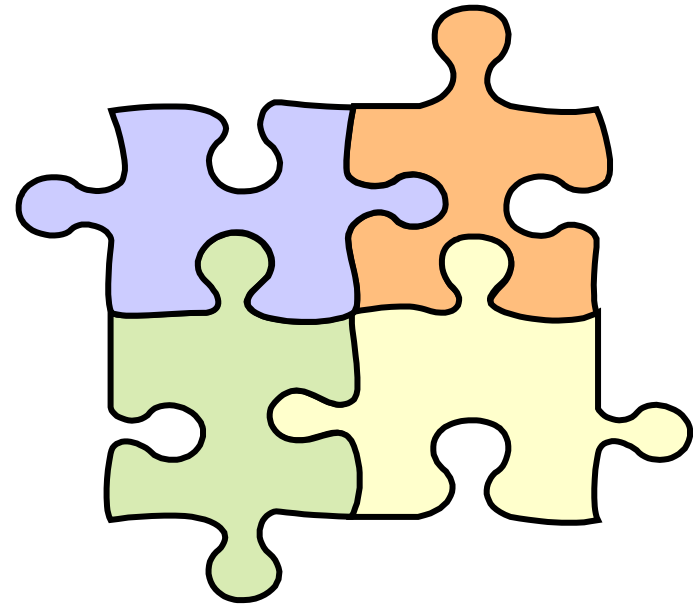
- Contract Period
 - ▣ Initial contract period for a Lead Partner must coincide with the grant period (FY11 pre-implementation and FY12).
 - ▣ Continuation of services beyond initial contract period.
 - ▣ No contract will be initiated under this procurement after July 1, 2016
- Funding Source
 - ▣ Federal funds.
 - ▣ Provided primarily LEAS that have been awarded a SIG under a separate Request for Proposals.
 - ▣ Inclusion on the Illinois List of Approved Providers does not guarantee a contract.

General Information

- Proposal Deadline
 - Friday, February 25, 2011 no later than 4:00 CST
 - Original and five hard copies
 - 4 CDs
 - 2 word
 - 2 PDF
 - One redacted version

Intervention Models

- Turnaround
- Transformation*
- Restart
- Closure



* An LEA with nine or more Tier I and Tier II schools is not permitted to implement the Transformation Model in more than 50 percent of those schools.



Turnaround/Transformation Models

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Four Primary Components

1. Teachers and Leaders
2. Instructional and Support Strategies
3. Time and Support
4. Governance



Turnaround Model

Teachers and Leaders

- Replace principal
- Use locally adopted “turnaround” competencies to review and select staff for school (rehire no more than 50% of existing staff)
- Implement strategies to recruit, place and retain staff

Instructional and Support Strategies

- Select and implement an instructional model based on student needs
- Provide job-embedded PD designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction

Time and Support

- Provide *increased learning time*
 - Staff and students
- Social-emotional and community-oriented services and supports

Governance

- New governance structure
- Grant operating flexibility to school leader



Transformation Model

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Teachers and Leaders

- Replace principal
- Implement new evaluation system
 - Developed with staff
 - Uses student growth as a significant factor
- Identify and reward staff who are increasing student outcomes; support and then remove those who are not
- Implement strategies to recruit, place and retain staff

Instructional and Support Strategies

- Select and implement an instructional model based on student needs
- Provide job-embedded professional development designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction

Time and Support

- Provide *increased learning time*
 - Staff and students
- Provide ongoing mechanism for community and family engagement
- Partner to provide social-emotional and community-oriented services and supports

Governance

- Provide sufficient operating flexibility to implement reform
- Ensure ongoing technical assistance



Restart Model Options

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- Convert to Charter School: Governed by charter school board

- Convert to Performance Contract School: Governed by Education Management Organization or Charter School Operator



School Closure

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School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are **higher achieving**.

Other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

Role of the Lead Partner

- Both the LEA and the Lead Partner share accountability for the successful implementation of the selected intervention model.
- Ultimate goal is to **substantially** raise student achievement.
- Lead Partner is responsible for implementing a coherent, whole school reform effort that integrates both:
 - ▣ Structural and
 - ▣ Programmatic Interventions

Scope of Work

□ Overview

▣ Successful Lead Partners will have

- A demonstrated record of successful and effective work with academically underperforming LEAs and schools.
- Demonstrated that they have been able to radically change the course of low-performing schools by providing comprehensive services.
- Demonstrated a clear understanding that the Lead Partner role goes beyond technical assistance or professional development

Scope of Work

- The Lead Partner will need to:
 - ▣ Negotiate appropriate and adequate autonomies.
 - Specific autonomies should be outlined in an MOU developed by the LEA and Lead Partner.
 - ▣ Providing services resources, and assistance to the LEA to effectuate the grant.
 - ▣ Be on site daily to lead the intervention with district and school leadership.

Scope of Work

□ Contract Deliverable:

1. Comprehensive audit
2. Coherent, comprehensive, research based, whole school reform model
3. Align curriculum, instruction, and assessments with State Standards
4. Align sustained professional development
5. Focus on student transitions
6. Evidence-based discipline programs

Scope of Work

□ Contract Deliverables:

7. Ongoing, job-embedded, professional development
8. Securing and ensuring time for teacher collaboration
9. Secure sufficient operational flexibility for Lead Partner and Principal
10. Rigorous, transparent, and equitable performance evaluation system for teachers and principals
11. Recruit, hire, and place teachers and leaders
12. Secure parental commitment and involvement

Scope of Work

□ Contract Deliverables:

13. Increase learning time
14. Identify outside resources
15. Support efforts to secure outside funding
16. Performance management system

Work Plan

- Comprehensive Audit
- Community Involvement and Engagement
- Intervention Plan
 - Prior experience and theory of action.
 - Specific examples that demonstrate organizations success.

Work Plan

- School Reform Model
 - ▣ Framework for turning around low performing schools (governance and management, instructional design, staffing, professional development, and student supports).
 - ▣ Approach to working with central office to improve policies and practice.
 - ▣ What will occur during the first six months.

Work Plan

- Staffing Plan for
 - ▣ Performance evaluation system.
 - ▣ Determining principal effectiveness.
 - ▣ Staffing.
 - ▣ Assessing staff's ability to support the intervention model.

- Educational Program
 - ▣ Proposed curriculum and assessment program that ensures equity and access for all students.
 - ▣ Instructional technology.
 - ▣ Culture and climate.
 - ▣ Student transitions.

Work Plan

- Professional Development Plan
 - Assess and plan for PD that meets staff needs
 - Standard components
 - Evaluation of PD

- Organization Capacity
 - Structure, fiscal stability, and organization capacity
 - Non-negotiable commitments
 - Staff qualifications

Work Plan



- Subcontractors
- Sustained Improvement
- Outcome based Measurement Plan

Proposal Specifications & Format

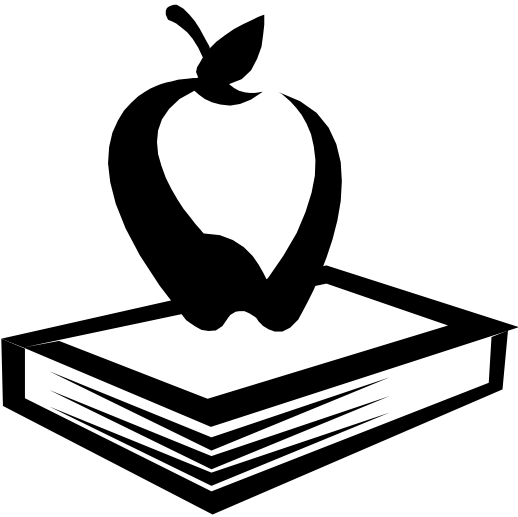
- Part I
 - Cover Page
 - Executive Summary
 - Service Area and Capacity Limitations
 - Work Plan
 - References
 - Contractor's Qualifications
 - Exceptions to the RSFP

Proposal Specifications & Format

- Part II
 - Cover Page
 - Budget
- Part III
 - Certifications and Assurances (Attachments 1-9)

Criteria for Review

- Incomplete proposals will not be reviewed.
- 1000 possible points and bidder must receive at least 625 points to receive full approval.
 - ▣ Work Plan (800)
 - ▣ Required Qualifications (200)
 - ▣ Cost Proposal (Fair and Reasonable)
- Ratings
 - ▣ Approved
 - ▣ Not Approved
 - ▣ Restricted Approval



Thank you for
participating in
today's presentation!

For More Information on this RSFP Please Contact
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