Request for Sealed Proposals: The Center for School Improvement

Bidder’s Webinar
June 11, 2012
ISBE Mission Statement

The Illinois State Board of Education will provide leadership, assistance, resources and advocacy so that every student is prepared to succeed in careers and postsecondary education, and share accountability for doing so with districts and schools.
ISBE’s Strategic Focus Areas

- Effective Teachers and Leaders
- Standards and Assessments
- Lowest Performing Schools
- Longitudinal Data System
Today’s Presentation

• General Information
• Background
• Scope of Work
• Criteria for Review and Approval of Proposals
Mission of The Center

To Provide high quality, coordinated, and consistent support to the current Illinois Statewide System of Support (SSOS) to ensure that districts and schools receive expert, timely, and relevant assistance to increase district level capacity and improve student performance.
GENERAL INFORMATION
Eligible Bidders

Entities that have experience with comprehensive district and school improvement including:

- Institutions of Higher Education
- Regional Offices of Education
- Intermediate Service Centers
- Private entities
- Non-profit organizations

*ISBE Encourages Collaborations Among Entities*
# Funding

<table>
<thead>
<tr>
<th>Year</th>
<th>Time Period</th>
<th>Amount</th>
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<tr>
<td>1</td>
<td>July 1, 2012 to June 30, 2013</td>
<td>Up to 10 million dollars</td>
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<tr>
<td>2</td>
<td>July 1, 2013 to June 30, 2014</td>
<td>10 -14 million dollars</td>
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<tr>
<td>3</td>
<td>July 1, 2014 to June 30, 2015</td>
<td>10 -14 million dollars</td>
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<td>4</td>
<td>July 1, 2015 to June 30, 2016</td>
<td>10 -14 million dollars</td>
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<tr>
<td>5</td>
<td>July 1, 2016 to June 30, 2017</td>
<td>10 -14 million dollars</td>
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- Federal Funding Sources: Title I, Part A and Title I, Part G
- Contract renewals are contingent upon sufficient appropriation for the program, satisfactory progress, and the continued need for services.
Fiscal Information

Applicants must allocate funds for all activities outlined in the RFSP including but not limited to:

- All salaries and benefits for identified positions
- District Accountability and Oversight (DAO) unit
- SSOS activities
- Workshops, professional development, and communications
- Implementation of state initiatives that align to continuous improvement efforts
Submission Deadline

Proposals must be received by mail or in person in the Fiscal and Procurement Division of ISBE no later than:

Friday, July 13, 2012
by 4:00 p.m. CST
STATEWIDE SYSTEM OF SUPPORT - BACKGROUND
Illinois Demographics

- 2,074,806 Students
- 128,262 Teachers
- 868 Districts
- 3,904 Schools
2006-2011 % of Schools NOT Making AYP

- High Schools
  - 2006: 34.5%
  - 2007: 40%
  - 2008: 58%
  - 2009: 60.2%
  - 2010: 70%
  - 2011: 98.5%

- Elementary Schools
  - 2006: 14.6%
  - 2007: 20%
  - 2008: 34.5%
  - 2009: 60.2%
  - 2010: 98.5%
2006-2011 Percentage Of Districts Not Making AYP

- High School Districts: 14.1% (2006), 25.8% (2007), 45.0% (2008), 60% (2009), 92.5% (2010), 99.0% (2011)
- Unit Districts: 14.1% (2006), 25.8% (2007), 45.0% (2008), 62.5% (2009), 92.5% (2010), 99.0% (2011)
- Elementary Districts: 14.1% (2006), 25.8% (2007), 45.0% (2008), 60% (2009), 92.5% (2010), 99.0% (2011)
No Child Left Behind Act of 2001

Each State shall establish a statewide system of intensive and sustained support and improvement for local educational agencies and schools receiving funds under this part (Title I), in order to increase the opportunity for all students served by those agencies and schools to meet the State’s academic content standards and student academic achievement standards.
Evolution of Illinois Support for District and School Improvement

- Quality Assurance Reviews
- Educators in Residence
- RESPROs (2002)
- Statewide System of Support (2011)
Goals to Improve the SSOS

1. Create formal internal and external communication structures to coordinate efforts and increase capacity throughout the SSOS.

2. Develop and implement a system wide professional development plan that embraces high-quality professional development standards in order to enhance the capacity of the SSOS to utilize evidence-based practices to ensure district and school improvement.

3. Support the SSOS in the identification of consistent services that will enhance customized technical assistance to districts and schools in improvement (Time/Intensity/Duration).
Recent Developments Impacting the SSOS

2010
- Focus on Title I Districts and Schools
- Identification of Eight Essential Elements for Effective Education Systems
- Identification of Indicators of Effective Practice
- Movement to a Model of Continuous Improvement

2011
- Focus on Increasing System Capacity with addition of content area experts
- Focus on Building District Capacity
- New Illinois Learning Standards

2012
- Race to the Top
- Performance Evaluation Reform Act
Current Structure of the SSOS

ISBE

Content Area Experts
- Math
- ELA
- Data/Assessment
- Learning
- Supports

Area Coordinators

Areas
- I-B-B
- I-B-C
- I-B-D
- I-C

Districts and Schools

CPS

Area I-C

Area II

Area III

Area IV

Area V

Area VI

IPA

IASB
Professional Development and Technical Assistance Networks

- Illinois Statewide Technical Assistance Center (ISTAC)
- Illinois Resource Center
- Response to Intervention Network
Partnering Organizations

• Illinois Association of Regional Superintendents of Schools
• Illinois Association of School Boards
• Illinois Principals Association
**Illinois State Board of Education Roundtable**

**The Center for School Improvement**

<table>
<thead>
<tr>
<th>Center Director</th>
<th>Chief Officer for District Accountability and Oversight</th>
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<tbody>
<tr>
<td>Center Manager for Curriculum and Instruction</td>
<td>comprehensive interventions for the state’s chronically lowest performing districts, which are hereafter referred to as high-priority districts. Staffing TBD</td>
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<tr>
<td>Content Specialist</td>
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<td>• Math</td>
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<td>• ELA</td>
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<td>• Data/Assessment</td>
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<td>• Learning Supports</td>
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<td>Center Manager for Regional Supports</td>
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<td>Assistant Directors</td>
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<td>• District Assistance Teams</td>
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<td>Center Manager for Priority Services</td>
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<td>Turnaround Specialist</td>
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<td>• Rapid Response Teams</td>
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<th>Areas</th>
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**SSOS Partners**
- Illinois Association of School Boards
- Illinois Principal Association
- Illinois Resource Center
- ISTAC
- RtI Network
The Center’s Fundamental Functions

- Providing **oversight and management** to the SSOS with a focus on bringing coherence and coordination to the regional delivery systems and SSOS partners in the state.

- Working with the ISBE Roundtable to **maintain alignment** with the agency’s vision and reform initiatives.

- Deploying staff to work with identified districts on the development and implementation of **customized continuous improvement plans**.

- Designing and supporting the use of a **connected set of tools and resources to increase district-level capacity** to improve teaching and learning.

- Developing a robust **system-wide evaluation process for the SSOS** to promote its continuous improvement to better serve districts and schools.
Organizational Structure
Operational Frameworks

- Continuous Improvement
- Eight Essential Elements of Effective Education
- Service Delivery Cycle
- Tiered Supports and Interventions
Essential Elements of Effective Education Systems

Continuous Improvement

Comprehensive Planning

Conditions for Learning

Community and Family

Professional Development

Leadership

Curriculum

Instruction

Assessment

Learning Environment

Educator Quality

Teaching and Learning
The Service Delivery Cycle

Identify

Monitor

Assess

Support

Plan
Differentiated Recognition, Accountability and Support

<table>
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<tr>
<th>Multiple Measure Category</th>
<th>Multiple Measure Index Name</th>
<th>Multiple Measure Index Definition</th>
<th>Multiple Measure Index Target</th>
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<tr>
<td>Outcomes</td>
<td>College and Career Bound (High Schools and School Districts)</td>
<td>Percentage of students graduating within 4 years</td>
<td>Reduce by one half the difference from 90% within 6 years</td>
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<td>Percentage of students graduating within 5 years</td>
<td>Reduce by one half the difference from 95% within 6 years</td>
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<td>Achievement</td>
<td>College and Career Readiness</td>
<td>Percentage meeting and exceeding standards on EXPLORE² (Grade 9), PLAN³ (Grade 10), and PSAE/IAA (Grade 11) in mathematics, reading, and science</td>
<td>Reduce by one half the percentage not proficient within 6 years</td>
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<td>College and Career Mastery</td>
<td>Percentage meeting ACT College Readiness Benchmarks</td>
<td>Reduce by one half the percentage not meeting benchmarks within 6 years</td>
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<td>Percentage receiving WorkKeys National Career Readiness Certificate</td>
<td>Reduce by one half the percentage not receiving a certificate within 6 years</td>
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<td>Achievement Gap Reduction</td>
<td>Percentage achievement gap reduction on EXPLORE² (Grade 9), PLAN³ (Grade 10), and PSAE/IAA (Grade 11) in mathematics, reading, and science</td>
<td>Reduce by one half the percentage achievement gap within 6 years</td>
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<tr>
<td>Progress</td>
<td>Growth in Content Proficiency</td>
<td>Growth on EXPLORE², PLAN³, and ACT (Grades 9–11) in mathematics and reading</td>
<td>Meet expected target each year</td>
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<td>Progress in English Proficiency</td>
<td>Percentage making progress (.5 increase or max score of 6.0) on ACCESS</td>
<td>Increases by 3% each year</td>
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<td>Context (Bonus)</td>
<td>Climate Survey</td>
<td>School rating of an “excellent” climate for learning</td>
<td>Meet expected target each year</td>
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<td>College Preparedness</td>
<td>Percentage of students scoring a 3 or higher on Advanced Placement or International Baccalaureate exams</td>
<td>Increase by 5% each year or attain 25% overall</td>
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<td>Percentage of students taking dual credit or honors courses³</td>
<td>Increase by 5% each year or attain 25% overall</td>
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<tr>
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<td>Career Preparedness</td>
<td>Percentage of students receiving industry credentials</td>
<td>Increase by 5% each year or attain 25% overall</td>
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Targeted Supports and Interventions for Districts

Function of Center at Each Level

- **Regional District Capacity Building**
  - Integrate professional development services for districts and schools among ISBE divisions (e.g., DI, DELL, SPED, CTE, etc.)
  - Build district capacity to implement Eight Essential Elements (8 EE’s) across schools through regional initiatives/trainings/guidance/materials/tools

- **Focused Intervention**
  - Conduct Audit; Assign District Assistance Teams (DATs)
  - Coach facilitates Focus Plan Development ensuring 8 EE’s
  - Center coordinates DAT activities with ISBE supports to develop: 1.) Continuous improvement with focus on closing achievement gaps through Rising Star 2.) District and school leadership Team capacity building 3.) Progress Monitoring of Plan Implementation

- **Priority School Intervention**
  - Conduct Comprehensive Audit using 8 EE’s (In-depth diagnostic review)
  - Ensures Priority School Transformation Plan development (see pp 58-59)
  - District selects Lead Partner or Center Assigns Rapid Response Team
  - Rapid Response Team or Lead Partner assists with Plan implementation

- **High-Priority District Intervention**
  - Audit of 1-Star Districts => designation; DAO Appoints District Liaison & Lead Partner
  - Ensures District Transformation Plan (DTP) creation by Superintendent, District Liaison and Lead Partner with “consultation from unions” (cooperative agreements)
  - DAO ensures district development of Priority School Transformation Plans as needed
  - DAO oversees performance management and accountability

**SCHOOLS & DISTRICTS**

- Districts and Schools at Star Levels 3, 4, & 5 (80% of Schools)
- Districts with FOCUS Schools and Star Level 2 & 3 (15% of Schools)
- Districts with PRIORITY Schools (5% of Schools)
- HIGH-PRIORITY DISTRICTS (1-3% Districts)

**Foundational Assistance**
- Regional Content Training/Support
  - Center-Developed Materials/Trainings coordinated by the Center

**Focused Support**
- District Assistance Teams (DATs)
  - District Liaison
  - Gap Specialists (customized)
  - Center Integrates and Targets Assistance

**Priority Intervention**
- Rapid Response Teams
  - Rapid Response District Liaisons
  - Priority School Coaches
  - Priority Content Specialists or Priority School Lead Partners

**Priority Districts Intervention**
- Unit for District Accountability and Oversight (DAO)
  - DAO Unit Chief
  - Priority District Liaisons
  - Priority District Lead Partners
Four Areas of Focus

1. Foundational Services

Foundational Services

Regional Support Assistant Directors

Regional Coaches

Regions with schools at Star Levels 3, 4, & 5 (80% of Title I Schools)

Regional District Capacity Building

- Integrate professional development services for districts among ISBE divisions (e.g., DII, ELL, SPED, CTE, etc.)
- Build district capacity to implement Eight Essential Elements (8 EE’s) across schools through regional initiatives/trainings/guidance/materials/tools
Four Areas of Focus

2. Focused Support

FOCUS SCHOOL INTERVENTION
- Conduct Audit; Assign District Assistance Teams (DATs)
- Emphasis on closing achievement gaps
- Coach facilitates Focus Plan Development ensuring 8 EE’s
- Center coordinates DAT activities with ISBE supports to develop:
  1) Continuous improvement plan
  2) District and school leadership team capacity
  3) Progress Monitoring of Plan Implementation

**Focused Support**

Regional Support Assistance Directors

District Assistance Teams (DATs)

Districts with **FOCUS** Schools (15% of Schools)
Four Areas of Focus

3. Priority Intervention

**Priority Services**

- Priority Schools Intervention Manager
- Rapid Response Teams

**FOCUS SCHOOL INTERVENTION**

- Conduct Audit
- Ensure *Priority School Transformation Plan* development
- District selects Lead Partner OR Center assigns Rapid Response Team
- Rapid Response Team or Lead Partner assists with *Plan* implementation
  (for more details, see pp.58-59 of *Flexibility Waiver*)

Districts with *PRIORITY* Schools (5% of Schools)
Four Areas of Focus

4. High Priority Districts

**Priority Districts Intervention**

*Chief Officer for District Accountability and Oversight*

*DAO Staff*

**HIGH-PRIORITY DISTRICTS**

(1-3% of Districts)

**HIGH-PRIORITY DISTRICT INTERVENTION**

- Audit of 1-Star Districts
- Ensure *District Transformation Plan* creation by Superintendent, District Liaison and Lead Partner with “consultation from unions” (cooperative agreements)
- DAO ensures district intervention in Priority Schools
- DAO oversees performance management and accountability
CONTRACT DELIVERABLE AND SCOPE OF WORK
Key Functions of The Center

1. Design and Structure of SSOS
2. Coordinating Activities and Resources
3. Professional Development
4. Performance Management System Evaluation
5. Human Resource Management

Organizational Capacity
Subcontractors
Staff Qualifications
Design and Structure of SSOS

• Conduct comprehensive audit of current SSOS
  – Overall Structure
  – Program Effectiveness
  – Human Capital
  – Governance of the System

• Performance Management
  – Frequent
  – Formative
  – Summative
Coordinating Activities and Resources

- Differentiate Services to Districts

- Integrate Technical Assistance
  (SSOS coaches, RtI Network, ISTAC, IRC)

- Create Communication Infrastructure
Professional Development

• Create, design and disseminate a connected set of tools and resources to:
  – Close Achievement Gaps
  – Turnaround Low Performing Schools
  – Support Continuous Improvement
  – Enhance Educator Quality
  – Improve Learning Environment
  – Improve Teaching and Learning
Professional Development Continued

• Assess and plan for the professional development needs of staff
System Evaluation

• Work with independent evaluator to design an evaluation plan to measure overall effectiveness and impact of the SSOS
Staffing Plan

- Create role descriptions
- Recruit, hire and develop staff
- Conduct performance evaluation system
Organizational Capacity

- Describe Prior Experience
- Provide Specific Examples Highlighting Demonstrated and Measurable Successes of Effective Work
- Describe Organizational Structures Including Financial Viability and Capacity
- Identify Non-Negotiable Decision-Making Authority Required
- Provide Staff Qualifications
Subcontractors

- Identify subcontractors and partner organizations that will be used for the scope of work

- Process for selecting and vetting the partners selected; evidence of demonstrated track record
  - This solicitation includes a specific Business Enterprise Program (BEP) utilization goal of 20% based on availability of certified vendors.
CRITERIA FOR REVIEW AND APPROVAL
Scoring

Proposals may receive up to a maximum score value of 1000 points.

- Narrative (750 points)
  - Work Plan (550 points)
  - Required Qualifications (200)
- Proposal Presentation (250 points)
- Cost Proposal
Review Process

• Reviewed by ISBE staff and external reviewers

• Bidders whose proposals score at least 600 points on the narrative description will be deemed as finalists and will be required to deliver a proposal presentation to ISBE representatives
Criteria for Review

Scoring rubrics mirror the RFSP Work Plan Requirements

1. Design and Organization of the SSOS
2. Coordinating Activities / Resources
3. Professional Development
4. Staffing Plan
5. Evaluation Plan for the SSOS
6. Organizational Capacity
7. Subcontractors
8. Process for Hiring Project Personnel
Rubrics Example

2. Coordinating Activities and Resources

<table>
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<tr>
<th>Expectation</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Partially Meets</th>
<th>Does not Meet</th>
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</thead>
<tbody>
<tr>
<td>A. Describes how the applicant will use the state’s accountability system (refer to Principle 2 of the Illinois ESEA Flexibility Waiver/Request) as a foundation for providing differentiated services and develop further resources to assist districts and schools with continuous improvement.</td>
<td>The response <strong>fully describes</strong> how the applicant will use the state’s accountability system as a foundation for providing differentiated services and develop further resources to assist districts and schools with continuous improvement.</td>
<td>The response <strong>describes with some detail</strong> how the applicant will use the state’s accountability system as a foundation for providing differentiated services and develop further resources to assist districts and schools with continuous improvement.</td>
<td>The response <strong>does not sufficiently describe</strong> how the applicant will use the state’s accountability system as a foundation for providing differentiated services and develop further resources to assist districts and schools with continuous improvement.</td>
<td></td>
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Proposal Presentation

The bidder’s presentation will be evaluated in accordance with the following criterion:

1. Demonstrated expertise in the areas articulated in the scope of work.
2. Evidence of effective management of multiple complex projects to achieve high stakes and high visibility goals.
3. Evidence of state level activities, including policy development and program implementation related to district and school improvement.
4. Evidence of proactive program management skills, including establishing and monitoring deliverables, schedules, and budgets.
5. Ability to represent the agency and interact with a variety of stakeholders at the state and local levels.
6. Demonstrated commitment to partnerships with ISBE and the state’s regional delivery system.
Contact Person

Katherine Sprague
Fiscal and Procurement Division
ksprague@isbe.net
(217) 785-8777

Updates at CMS Procurement Bulletin
www.purchase.state.il.us.
Submission Deadline

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July 13, 2012 by 4:00 p.m. CST