

**APPROVE EXERCISING THE FINAL OPTION TO RENEW AGREEMENTS WITH VARIOUS
CONSULTANTS FOR DEVELOPMENT AND SUPPORT FOR INSTRUCTION SERVICES**

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve exercising the final option to renew agreements with various consultants to provide development and implementation of a more robust set of instructional supports to the Office of Teaching and Learning at a cost not to exceed \$4,039,990.00 in the aggregate. Written documents exercising these options are currently being negotiated. No payment shall be made to any consultant during the option period prior to the execution of their written document. The authority granted herein shall automatically rescind as to each consultant in the event a written document for such consultant is not executed within 90 days of the date of this Board Report. Information pertinent to this option is stated below.

Specification Number : 05-250049

USER:

Office of Teaching & Learning
125 S Clark Street, 11th Floor
Chicago, IL 60603

Contact : Katherine Volk
Phone: 773-553-1186

ORIGINAL AGREEMENT:

The original agreements (authorized by Board Report 06-0125-PR17 as amended by Board Reports 06-0426-PR20, 07-0627-PR18, and 08-0602-PR32) were for a term commencing January 30, 2006 and ending June 30, 2009, with the Board having two (2) options to renew, each for a term of one (1) year. The agreements were renewed (authorized by Board Report 09-0624-PR32) for a term commencing on July 1, 2009 and ending June 30, 2010. The original agreements were awarded on a competitive basis pursuant to a duly advertised Request for Proposals (Specification No. 05-250049).

OPTION PERIOD:

The term of these agreements are being extended for one (1) year commencing July 1, 2010, and ending June 30, 2011.

OPTION PERIODS REMAINING:

There are no option periods remaining.

SCOPE OF SERVICES:

Consultants shall continue to provide professional services to the Board to implement the Board's Development of Support for Instructional Services. The professional services will focus on building capacity for powerful classroom instruction in our low-performing high schools. The strategy places teacher improvement at the center and builds a holistic "Instructional Development System" (IDS) that is focused on specific course tools and facilitated by expert, flexible coaching.

The goal of the specific course tools is to give teachers the concrete structure and materials they need in order to put most of their energy into working effectively with students, and to enable teams of teachers working on the same course plan to do concrete and effective lesson study together. The goal of facilitation by expert and flexible coaches is to enable a highly targeted teacher development process that responds to needs in specific classroom situations and recognized the localized human development aspects of instructional improvement. At a school leadership level, the overarching support mechanism that an IDS provides will carefully integrate with department chairs, administrators and principals so that their capabilities and interactions strengthen and the balance of external support at the school can

decrease over a three to five year period.

To build and implement this system of IDS network quickly and expertly, consultants are partners for two (2) types of intensive, ongoing 3rd party help. **Type 1 Consultants provide services for IDS Development and Implementation** in English, Mathematics, and Science. **Type 2 Consultant will provide services for Assessment Development and Management.** The following section summarized the scope of services for each type: **Type 1 consultants (America's Choice; Agile Mind Education Holdings, Inc.; Carnegie Learning, Inc.; Loyola University Chicago; Illinois Institute of Technology; and Northwestern University)** will be responsible for the development and implementation of the IDS approaches and networks for their subject area: English, Mathematics, or Science. Each Type 1 consultant will be held accountable for implementing the following scope of work, for their specific IDS, in close coordination with CPS:

- **Vertically aligned sequence of courses:** The Type 1 consultants will create a pathway that is designed holistically to ensure long-term student achievement as measured by the PSAT; each IDS will take a meaningfully distinct and intentional instructional approach that may differ in content and skill sequencing from another IDS in that subject area.

- **Course Planning infrastructure:** Type 1 consultants will also create planning guides that provide appropriate unit and lesson structure with annotation to support best-practice instruction, including instructional materials and equipment; should "tell the story" of each course and drive an effective balance of content coverage and deep cognitive skill development. The instructional materials and equipment to support the science IDS will be presented for Board approval at a later time and will be purchased in advance of implementation.

- **Assessments dedicated to each course:** Type 1 consultants are responsible for assessments that carefully check for course-level skills and content, and include expert alignment to PSAT testing coverage and methods; summative pre-test, semester, and final exams, as well as unit test designed to help guide instruction and course planning.

- **Concrete professional development seminar:** Type 1 consultants will offer seminars that are a year-long series of sessions developed for each IDS course, specific and dedicated to concrete course requirements and issues. Sessions and workshops should serve concrete "next week, next month" needs for teachers, and link effectively to the coaching process.

- **Networking Opportunities:** Type 1 consultants will create teacher networks that thrive within schools, online and across schools using the IDS, to build effective connections, provide leadership opportunities and develop exciting professional environment for teachers. These networks should play a key best-practice brokering role as well.

The **Type 2 consultant, American Institute for Research**, will be responsible for scientifically sound development of both summative course and formative unit assessments, and for the ongoing testing infrastructure needed to support the IDS networks. Type 2 consultant will be held accountable for implementing the following scope of service in close coordination with CPS:

- **Assessment accuracy and alignment:** The Type 2 consultant will be responsible for the overall scientific accuracy, alignment, uniformity and portability of each IDS testing system. It will collaborate closely with CPS assessment leadership and each IDS team to ensure the following characteristics of the tests: alignment to standards, scientific validity, and uniformity and portability.

- **Management of production and implementation:** Type 2 consultant will build and manage a technology-based infrastructure for the ongoing production, delivery, and logistical aspects of assessment implementation, including scoring, data management and reporting for summative tests. This work will include both management tools and automated reporting tools.

- **IDS program evaluation:** Type 2 consultant will provide ongoing formative evaluation tools for use by IDS teams as they implement and refine their programs, as well as establish a strategy and process for

appropriate long-term summative evaluation of the effects of IDS designs on both students and teachers. The formative work should be ongoing and fluid, providing processes for communicating test results with IDS teams and CPS leadership so they can revisit and adjust specific curriculum, model lessons, professional development, and coaching practices to maximize the potential of the work.

DELIVERABLES:

Consultants will continue to provide IDS support for 9th, 10th, and 11th grade courses in English, Mathematics, and Science. In addition, Type I Mathematics consultants will provide services to support the 9th grade Algebra course in participating 8th grade classrooms. For each subject area, Consultants will build and offer schools support options that adhere to common three-year learning standards, but differ meaningfully in their instructional approach and design. The goal is to enable schools to make a reasonably flexible choice of approaches to match their local school vision and focus.

OUTCOMES:

Consultants' services and associated materials will support approximately 43 high schools and 150 elementary schools (middle grades) in 2010-2011 following the grade ramp detailed above. Support of area coaching, professional development, and networking opportunities will also be provided to create relevant and differentiated teacher support. Moreover, course-relevant assessments embedded in each IDS will also be provided. All these outcomes will be coordinated by CPS administration to ensure short-term implementation success and long-term sustainability and improvement.

Consultants' services will result in an overall system picture of tightly managed and steadily strengthening networks of teachers who are developing their abilities and sharing their practice via the common tools of supports of the IDS that serves their subject area. CPS should see marked increases in instructional rigor and student engagement in the classroom. Success in this effort will be defined primarily by improvements in student achievement and attainment, as well as improvements in post-secondary outcomes for students and the professional school climate for teachers.

COMPENSATION:

Consultants shall be paid during this second option period based upon deliverables as stated in their respective renewal agreements in their roles in the development of support for instructional services, as well as a variable price based on the number of schools opting into each approach. Prices will vary significantly based on the type of consulting work to be provided (Type 1 or Type 2), as well as on the proposed methods by which to accomplish the work. The total compensation payable to all consultants during this second option period shall not exceed \$4,039,990.00 in the aggregate.

AUTHORIZATION:

Authorize the General Counsel to include other relevant terms and conditions in the written option documents. Authorize the President and Secretary to execute the option documents. Authorize Deputy of Teaching and Learning to execute all ancillary documents required to administer or effectuate the option documents.

AFFIRMATIVE ACTION:

The M/WBE participation goals for the contract include: 26% total MBE and 5% total WBE.

Pursuant to Section 6.5 of the Revised Remedial Plan for Minority and Women Business Enterprise Contract Participation, the Per Contract and Category Goals method for the M/WBE participation will be utilized for the following consultants:

- 1) Agile Mind Edu. Holdings, Inc. - Type 1: Math A
- 2) America's Choice, Inc. - Type 1: English C
- 3) Carnegie Learning, Inc. - Type 1: Math B
- 4) Kaplan, Inc. - Type 1: English A

Thus, contracts for above-mentioned consultants will be subject to compliance reviews. Compliance will be reported on a monthly basis by the consultants for the aforementioned goals.

Pursuant to Section 3.7 of the Revised Remedial Plan for Minority and Women Business Enterprise Contract Participation (M/WBE Plan) the following consultants are exempt from review because the entities are not-for-profit organizations or universities:

- 1) American Institutes for Research (AIR) - Type 2: Assessment
- 2) IL Institute of Technology - Type 1: Science B
- 3) Loyola Univ. Chicago - Type 1: Science A
- 4) Northwestern University - Type 1: Science C

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge to:

- 13705-332-54125-223012-XXXXXX - Citywide Reading and Language Arts (Title 1)
- 13715-332-54125-223012-XXXXXX- Citywide Office of Mathematics (Title 1)
- 13732-332-54125-223012-XXXXXX- Citywide Office of Science (Title 1)
- 11290-332-54125-211201-XXXXXX- Citywide Assessment Design (Title 1)
- 10830-115-54125-221034-000000- Citywide Teaching and Learning (General Education Funds) Schools
- 10830-225-54125-221034-XXXXXX- Citywide Teaching and Learning (SGSA Funds) Schools

CFDA# : Not Applicable

GENERAL CONDITIONS:

Inspector General - Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

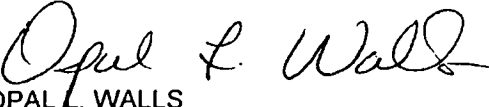
Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of, or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness - The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics - The Board's Ethics Code adopted June 23, 2004 (04-0623-PO4), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability - The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

Approved for Consideration:


OPAL L. WALLS
Chief Purchasing Officer

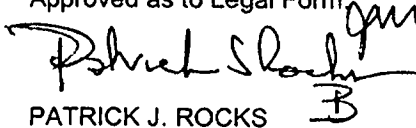
Approved:


RON HUBERMAN
Chief Executive Officer

Within Appropriation:


DIANA S. FERGUSON
Chief Financial Officer

Approved as to Legal Form:


PATRICK J. ROCKS
General Counsel

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