

**APPROVE ENTERING INTO AN AGREEMENT WITH BATTELLE FOR KIDS FOR EDUCATOR
EFFECTIVENESS REPORTING AND COMMUNICATION SERVICES**

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve entering into an agreement with Battelle for Kids (BKF) to provide communication services to the Talent Office at a total cost not to exceed \$246,640.00. Vendor was selected on a competitive basis pursuant to Board Rule 7-2, via CPOR #13-0605-CPOR-1570. The Talent Office has performed work with the Vendor, previously authorized and approved by Board Rule under 7.2-1, 7-15(e)(1) and 7-15(e)(2) spending authority. A written agreement for Vendor's services is currently being negotiated. No services shall be provided by Vendor and no payment shall be made to Vendor prior to execution of the written agreement. The authority granted herein shall automatically rescind in the event a written agreement is not executed within 90 days of the date of this Board Report. Information pertinent to this agreement is stated below.

VENDOR:

- 1) Vendor # 67307
BATTELLE FOR KIDS
1160 DUBLIN RD., STE 500
COLUMBUS, OH 43215
Anne Davis
614 481-3141

USER INFORMATION :

Project
Manager: 11010 - Office of Human Capital

125 S Clark St - 2nd Floor

Chicago, IL 60603

Poncelet, Dr. Paulette M

773-553-2466

TERM:

The term of this agreement shall commence on July 1, 2013 and shall end June 30, 2015. This agreement shall have one (1) option to renew for a period of twelve (12) months.

EARLY TERMINATION RIGHT:

The Board shall have the right to terminate this agreement with 30 days written notice.

SCOPE OF SERVICES:

Battelle for Kids (BFK) shall provide the following services ("Services") to the Talent Office:

Teacher Evaluation - REACH Students:

In Year one (1), CPS is requesting design and communication services from BFK to increase awareness of the multiple measures and overall summative rating of teacher effectiveness and engage teachers in the design of a user-friendly individualized teacher effectiveness report. The report will include dynamic elements such as charts, visuals, scatter plots, text and data tables. Additionally, BFK will develop

communication materials and strategies for developing teacher and teacher-leader understanding of the measures and of REACH as an improvement-focused system of feedback and evaluation to support professional growth. BFK services will include on-site training sessions for multiple audiences to build the capacity of chiefs and deputy chiefs, select network and central office staff and school leadership teams to support teachers in interpreting the content of the teacher evaluation report and to lead and manage the change associated with REACH Students as teacher participation in the system is phased in over the next two years. In Year 2, BFK will gather stakeholder feedback for refining the teacher report design and develop materials and strategies to scaffold and deepen understanding of how to use the measures for professional growth and positively impacting student outcomes.

Principal Evaluation:

In Year one (1), CPS is requesting design and communication services from BFK to increase awareness of the multiple measures and overall summative rating of effectiveness and engage principals in the design of a leadership effectiveness report. Similar to the Teacher Evaluation work, in Year one (1) the project will focus on leadership report design, increasing awareness of leadership effectiveness measures and building CPS capacity to lead and manage the change associated with more robust principal evaluation. Year two (2) will focus on refining the report and developing materials and strategies to deepen understanding of how to use the measures for leadership development and improving results.

DELIVERABLES:

The work streams described below apply to both teacher and principal evaluation unless noted otherwise. The emphasis of Year one (1) is awareness and initial understanding of the effectiveness measures and building capacity to lead and manage change. The emphasis of Year two (2) is deepening understanding of the measures and how to use them for improving one's effectiveness.

Work Stream 1: Report Design

Ideation and Investigation: BFK will bring CPS subject-matter experts together to ensure all requirements of the report(s) are identified. This includes how to handle the different types of reports and evaluations faced by different types of teachers and principals (e.g., some teachers will not have value-added as a student growth measure). BFK will produce content and information inventory report to confirm our understanding of all types of teacher and principal reports, the data and information available, and the key messages/take-always for a teacher or principal receiving each report.

Implementation:

- a. Draft 1 Wireframe: From the content and information inventory above, BFK will produce a wireframe document outlining each element, messaging to be placed, and a visual example where possible for confirmation of requirements and to receive direction from CPS prior to further work.
- b. Draft 2 Visual Prototype: BFK will produce a prototype of the report including visual elements and copywriting. This report will be the first draft and concept to present to CPS stakeholders. The report will be socialized to get input from stakeholders on what they like and what they would change for final direction by CPS project sponsors. A candidate report (one that is likely to be the final design) will be produced.
- c. Candidate1: The candidate report is the culmination of all drafts and iterations, input and priorities, and is likely only to be slightly modified before transitioning to engineering for report production. With approval, this document will be final.
- d. Improvement: Even the best designs can be improved. As teachers gain greater understanding, and their knowledge evolves, so should the report. User feedback will be collected and BFK will document suggested improvements to strengthen the report design in subsequent iterations (e.g., school years). Ultimately, the report is about improving results and changing behaviors, not just the dissemination of information.

Work Stream 2: Communications

Task 1: This task within this work stream includes updates to an inaugural REACH communications platform created by BFK in fall 2012: The Key Message and Visual Framework for REACH Students. BFK will make necessary refinements to include principals and ensure brand and message consistency.

BFK will create an Editorial Calendar, designed to include an inventory of all REACH Students and principal evaluation communications from summer 2013 through summer 2015, as well as intended audiences, key messages, delivery channels, and timeframes for each item. Additionally, BFK will create a Message Map reinforcing key messages targeted to teachers and principals, along with a Facilitation Guide designed to support activities to use it with internal and contractor audiences.

Task 2: BFK will produce "consumable" materials that will be used to prepare and support teachers and principals for rollout of the reports beginning in fall 2013. BFK will begin by crafting copy and designing a REACH Students Reports Announcement that can be sent to educators via email or direct mail as a postcard. There will be series of three such announcements each school year: one for end-of-school year, just prior to reports a release, and one to two weeks after the reports are released as a reminder. A Toolkit will be provided, including taking points, FAQ, one-page brief for each measure and the summative rating, and an action plan/checklist of to-do's to help school leadership teams, network and central office staff and chiefs and deputy chiefs to support teachers and principals as reports are released.

Task 3: BFK will produce communication materials to deepen understanding of the effectiveness measures and how to use them for professional growth and action planning in Year 2.

Work Stream 3: Communications Support and Training

Task 1: BFK will develop a minimum of six unique train-the-trainer sessions and assist in delivering them to chiefs and deputy chiefs, select network and central office staff and school teams in the effort to build the capacity of CPS to lead and manage the change associated with implementing new improvement-focused teacher and principal evaluation systems and use the information generated from these systems for professional growth and positively impacting student outcomes.

OUTCOMES:Vendor's services will result in:

1. Combined measures reports that present information in a way that teaches and transforms.
2. Knowledge and skills at various levels within the system to lead, support and manage the measurement framework of REACH Students (teacher evaluation) and principal evaluation.
3. Communication collateral to engage stakeholders throughout the system including brochures, messaging frameworks, editorial calendar, videos and other electronic media.
4. Training sessions and materials for ongoing use within CPS.
5. Capacity to gain experience and expertise within CPS to decrease reliance on contracted services to support essential district functions.

COMPENSATION:

Vendor shall be paid as specified in the written agreement, total not to exceed the sum of \$246,640.00.

REIMBURSABLE EXPENSES:

None

AUTHORIZATION:

Authorize the General Counsel to include other relevant terms and conditions in the written agreement. Authorize the President and Secretary to execute the agreement. Authorize Chief Talent Officer to execute all ancillary documents required to administer or effectuate this agreement.

AFFIRMATIVE ACTION:

Pursuant to Section 5.2 of the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, MBE/WBE provisions of the Program do not apply to transactions where the vendor providing services operates as a Not-for-Profit organization.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge to the Talent Office:

Unit 11010, Fund 115:

FY14 \$140,000

FY15: \$106,640

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 May 25, 2011 (11-0525-PO2), 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:



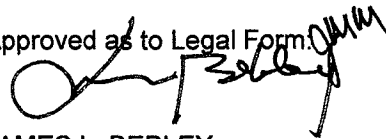
SÉBASTIEN de LONGEAUX
Chief Procurement Officer

Approved:



BARBARA BYRD-BENNETT
Chief Executive Officer

Approved as to Legal Form:



JAMES L. BEBLEY
General Counsel