

# WITHDRAWN DRAFT

09-0527-PR27

May 27, 2009

## APPROVE EXERCISING THE OPTION TO EXTEND THE AGREEMENT WITH VARIOUS CONSULTANTS FOR DEVELOPMENT AND SUPPORT FOR INSTRUCTION SERVICES

### THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve exercising the option to extend the agreement with various Consultants to provide development and implementation of a more robust set of instructional supports to Chicago Public Schools-Office of High School Programs at a cost for the option period not to exceed \$14,000,000.00. A written document exercising this option is currently being negotiated. No payment shall be made to Consultants/Vendors during the option period prior to the execution of the written document. The authority granted herein shall automatically rescind in the event a written document is not executed within 90 days of the date of this Board Report. Information pertinent to this option is stated below.

#### CONSULTANTS:

1. America's Choice, Inc. – Type 1: English C  
555 13<sup>th</sup> Street, NW (Suite 500 West)  
Washington, DC 20004  
Contact: Jason Dougal  
Phone #: 202-783-3668  
Vendor #: 92035
2. Kaplan, Inc. – Type 1: English, A, Match C  
888 Seventh Avenue  
New York, NY 10106  
Contact: Phil Vlahakis  
Phone #: 212-707-5267  
Vendor # 19955
3. Agile Mind Edu. Holdings, Inc. – Type1: Math A  
1100 S. Main St. (Suite 101)  
Grapevine, TX 76051  
Contact: Greg McFarland  
Phone #: 866-284-4655  
Vendor #: 38920
4. Carnegie Learning, Inc. – Type 1: Math B  
1200 Penn Avenue  
Pittsburgh, PA 15222  
Contact: Joseph Goins  
Phone #: 412-690-2442  
Vendor #: 31207
5. Loyola Univ. Chicago – Type 1: Science A  
6525 N. Sheridan Rd.  
Chicago, IL 60626  
Contact: David Slavsky  
Phone #: 773-508-8352  
Vendor #: 14852
6. IL Institute of Technology – Type 1: Science B  
3300 S. Federal Street (MB301)  
Chicago, IL 60616  
Contact: Domenica Pappas  
Phone #: 312-567-3035  
Vendor #: 26500
7. Northwestern University – Type 1: Science C  
Assessment  
Office of Sponsored Research  
633 Clark Street  
Evanston, IL 60208  
Contact: Susan Ross  
Phone #: 847-491-3003  
Vendor #: 49090
8. American Institute for Research – Type 2:  
1000 Thomas Jefferson Street NW  
Washington, D.C. 20007-3835  
Contact: Kevin Murphy  
Phone #: 202-403-3835  
Vendor #: 68697

#### USER:

High School Teaching & Learning  
Chicago Public Schools  
125 S. Clark Street, 16<sup>th</sup> Fl  
Contacts: Michael Lach (773-553-3386)  
Karen Boran (773-553-1221)

**ORIGINAL AGREEMENT:** The original Agreement (authorized by Board Report #06-0125-PR17 and amended by BR #06-0426-PR20, BR#07-0627-PR18, BR#08-0602-PR32) in the amount of \$44,030,000 is for a term commencing January 30, 2006 and ending June 30, 2009 with the Board having 2 option(s) to renew/extend for 24 months or 2 school year term(s). The original agreement was awarded on a competitive basis pursuant to Board Rule 5-4.1.

**OPTION PERIOD:** The term of this agreement is being extended for 2 year(s) commencing July 1, 2009 and ending June 30, 2011.

**OPTION PERIODS REMAINING:** There is 1 option period for 2 years remaining.

**SCOPE OF SERVICES:**

Consultants shall continue to provide professional services to the Board to implement the Board's Development of Support for Instruction 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 recognizes 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 networks quickly and expertly, Consultants are partners for two (2) types of intensive, ongoing 3<sup>rd</sup> party help. **Type 1 Consultants provide services for IDS Development and Implementation** in English, Mathematics, and Science as indicated above. **The Type 2 Consultant will provide services for Assessment Development and Management.** A full description for the scope of service for each Type is available in the RFP document and subsequent agreements with the Consultants. The following section summarizes the scope of service for each proposal type:

Each **Type 1** Consultant 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:

- **A vertically aligned sequence of courses:** The Type 1 Consultant will create a pathway that is designed holistically to ensure long-term student achievement as measured by the PSAE; 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:** The Type 1 Consultant 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:** The Type 1 Consultant is responsible for assessments that carefully check for course-level skills and content, and include expert alignment to PSAE testing coverage and methods; summative pre-test, semester, and final exams, as well as unit tests designed to help guide instruction and course planning.

- **Intensive, low-ratio, classroom-based coaching:** The Type 1 Consultant will ensure that coaches are high-quality teacher developers with subject and IDS-specific content knowledge, instruction expertise, and great leadership skills. Type 1 Consultants will be responsible for developing a new coaching model during the 2005-06 development year, and implementing it during the first 2006-07 implementation year. The new coaching model will include design specifications for coach interactions with teachers and an organizational infrastructure to manage their growth. This new coaching model will then be ramped up during the second and third implementation years and continued with Level 1 teachers in implementing schools.
- **Concrete professional development seminar:** The Type 1 Consultant 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:** The Type 1 Consultant will create teacher networks that thrive within schools, online and across schools using the IDS, to build effective connections, provide leadership opportunities, and develop an exciting professional environment for teachers. These networks should play a key best-practice brokering role as well.

The **Type 2** Consultant 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. The Type 2 Consultant will be held accountable for implementing the following scope of work 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. They will be asked to 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:** The 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:** The 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:** Consultant will continue to provide IDS support for 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade courses in English, Mathematics, and Science. In addition, Type I Mathematics consultants will provide services to support the 9<sup>th</sup> grade Algebra course in participating 8<sup>th</sup> 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. Our 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 2009-2010 following the grade ramp detailed above. 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 and 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.



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:**

**Approved:**

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**Opal L. Walls**  
**Chief Purchasing Officer**

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**Ron Huberman**  
**Chief Executive Officer**

**Within Appropriation:**

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**Pedro Martinez**  
**Chief Financial Officer**

**Approved as to legal form:**

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**Patrick J. Rocks**  
**General Counsel**