

Pre-Bid Conference

Request for Qualifications 2023-17

Continuous Improvement Partners

May 9, 2023

Liza Hartlyn, OSSI
Joseph Anderson, OSSI



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Purpose

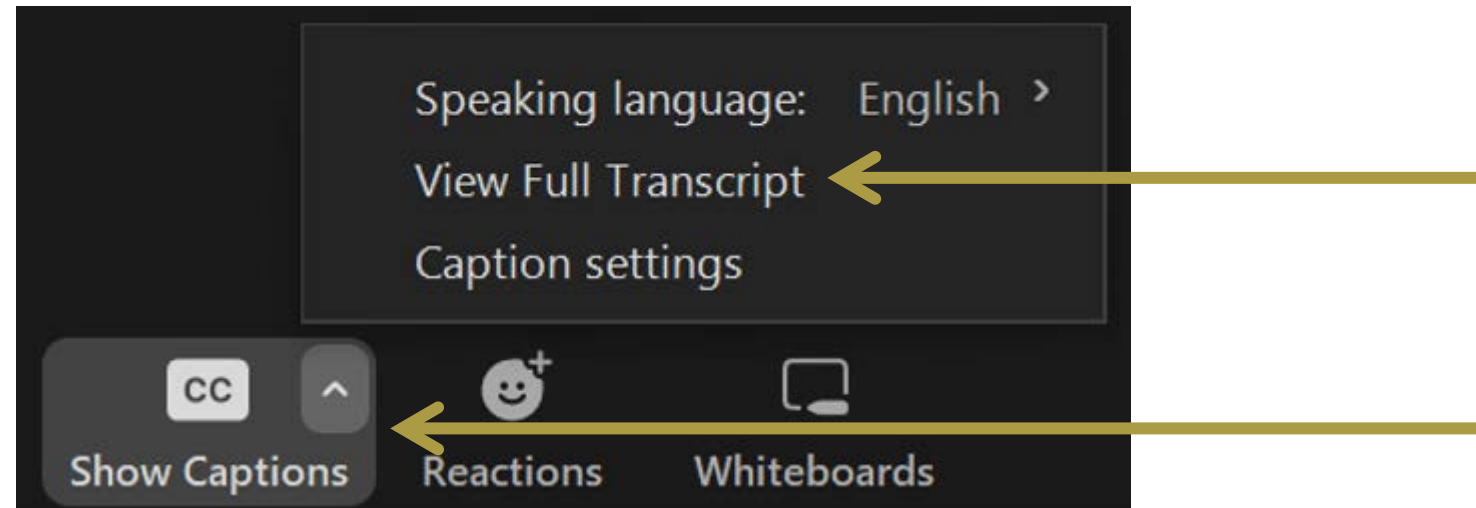
To provide background for and summarize Office of Superintendent of Public Instruction's RFQ 2023-17 for the Continuous Improvement Partner position

Audience

Experienced education leaders and coaches interested in contracting with OSPI as a Continuous Improvement Partner for 2023-2024 school year

Closed Captions are Available!

Options can be found in the Captions button options menu in the Zoom toolbar.



Tribal Land Acknowledgement

I would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today, the Steh-Chass Band of Indigenous people of the Squaxin Island Tribe.



Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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Disclaimer

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All Questions/Communications pertaining to RFQ:

Name:	Kyla Moore
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Fax:	(360) 725-6240 (may be used to submit Letter of Intent only)
Email Address:	contracts@k12.wa.us



Purpose of RFQ

Seek highly qualified educational specialists with expertise in continuous school improvement systems.

Focus on:

- elevating anti-racist practices;
- identifying, providing, and growing equitable systems of supports within learning communities;
- development of strong leadership at all levels;
- use of data inquiry and improvement processes;
- improvement of core instructional practices; and
- implementing a multi-tiered system of support.



Office of System and School Improvement

Veronica Gallardo, Assistant Superintendent

Continuous Improvement

Data & Implementation

Native Education

Migrant Education

Multilingual Education

Institutional Education

Foster Care

Homeless Education



Office of System and School Improvement

The Office of System and School Improvement (OSSSI) is how the state supports districts and schools that have been identified as eligible for improvement supports (e.g., Comprehensive, Targeted, Required Action District) by state and federal accountability processes.

A goal of OSSSI is to deliver resources and supports to schools identified as eligible for improvement supports to eliminate educational equity gaps so all student outcomes increase and to do this in collaboration with internal and external partners.



About the Office of System and School Improvement

What is the primary purpose of OSSI?

To deliver resources and supports to schools identified for improvement to eliminate educational equity gaps so all student outcomes increase.

Who do we directly serve?

District, school, and ESD leaders driving continuous school improvement planning and activities.

What policy and program areas does OSSI have primary responsibility for?

- Supporting the conditions for systems of support to take root in schools;
- Increasing School Quality or Student Success (SQSS) outcomes;
- Ensuring equity in graduation; and
- Strengthening system and school improvement infrastructure.



Every Student Succeeds Act & OSSI Supports

Every Student Succeeds Act (ESSA)

Washington State Consolidated ESSA Plan

Comprehensive (Tier 3 & 3 Plus), Targeted Supports (Tier 2), & Required Action District (RAD)

School improvement plans and progress monitoring

Continuous Improvement Partners—direct supports for leadership teams in districts where buildings are eligible for Tier III supports.



Washington State Improvement Framework (WSIF) At a Glance

WSIF Indicators and Measures:

- Achievement
 - Math
 - English Language Arts
- Growth
 - Math
 - English Language Arts
- Graduation Rate
- English Learner Progress
 - ELPA21 and WIDA
- School Quality Student Success (SQSS)
 - Regular Attendance
 - 9th Graders on Track
 - Advanced Course Taking (Dual Credit)

Student Groups:

- All Students
- American Indian/Alaska Native
- Asian
- Black/African American
- Hispanic/Latino
- Native Hawaiian/Pacific Islander
- Two or More Races
- White
- English Language Learners
- Students with Disabilities
- Low Income



Cycle Identification Calculation Changes

Compounding Requirements

- Used three Thresholds
- Balanced federal requirements with state accountability requirements
- Considered a school's 2022 Title I status

Thresholds

All-Schools Threshold (2.19)
Title-I Threshold (1.85)
ELP Threshold (13.6%)

Balance

Requirements are not an ideal match

Title I

Only Title I schools were considered for compounding identification



WSIF Cycle Identification

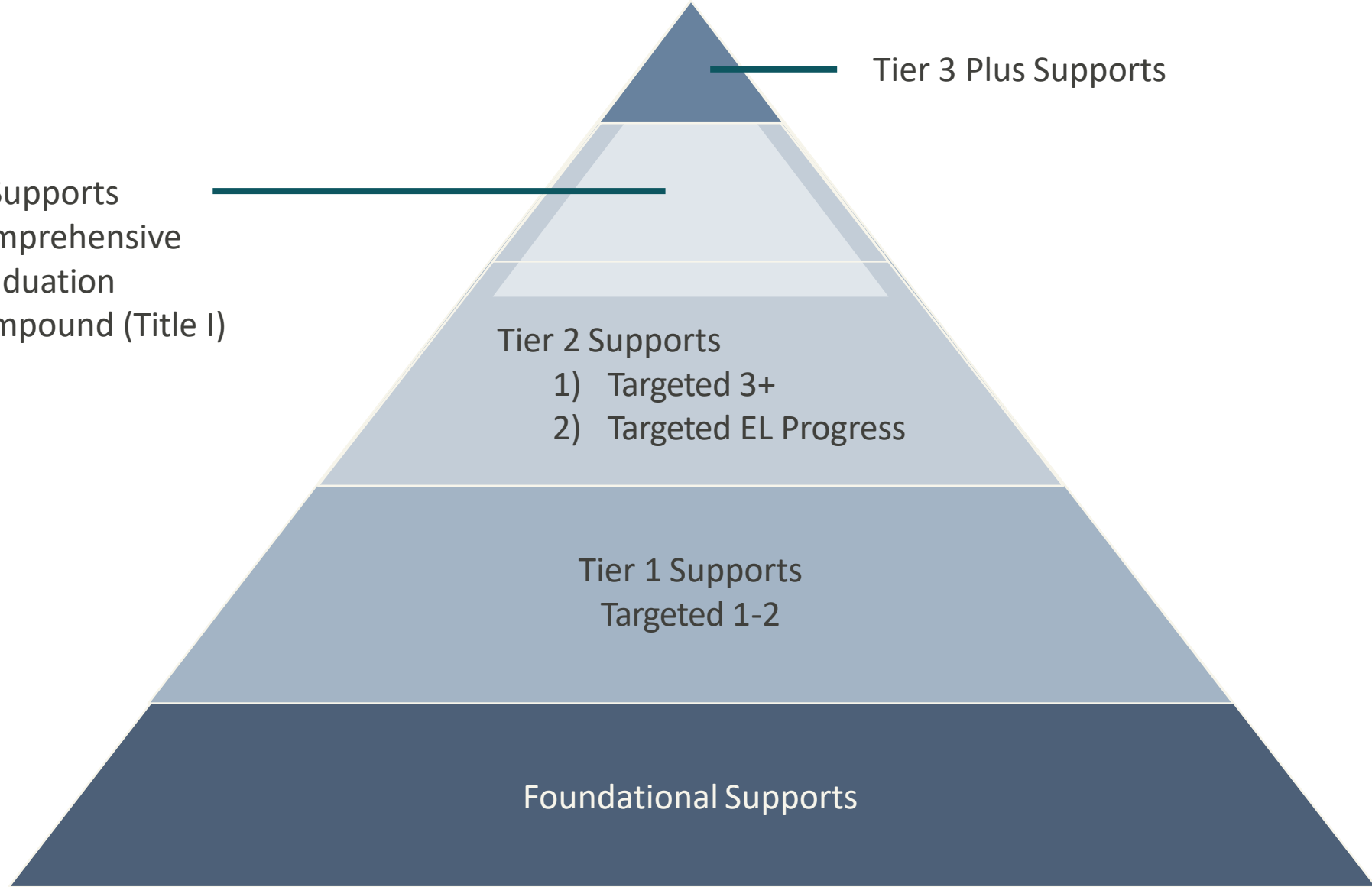
- Tier 3 Supports
- 1) Comprehensive
 - 2) Graduation
 - 3) Compound (Title I)

- Tier 2 Supports
- 1) Targeted 3+
 - 2) Targeted EL Progress

Tier 1 Supports
Targeted 1-2

Foundational Supports

Tier 3 Plus Supports



**2022 WSIF
Cycle 2
Schools in
Improvement**

Tier 3 Plus

- Comprehensive Plus
- Graduation Plus

Tier 3

- Comprehensive
- Comprehensive - Graduation
- Tier 3 Compounding

Tier 2

- Targeted 3+
- Targeted - English Language Proficiency

Tier 1

- Targeted 1-2

Foundational

- Foundational
- Exiting Cycle 1 Comprehensive or Targeted Supports

Timelines for Identification and Supports

	SY 2017–2018	SY 2018–2019	SY 2019–2020	SY 2020–2021	SY 2021–2022	SY 2022–2023	SY 2023–2024	SY 2024–2025	SY 2025–2026
WSIF Cycle 1									
WSIF Cycle 2									
WSIF Cycle 3									

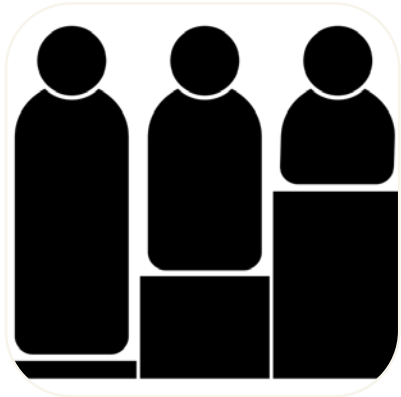
Key: Identification

Support

Exit Eligible

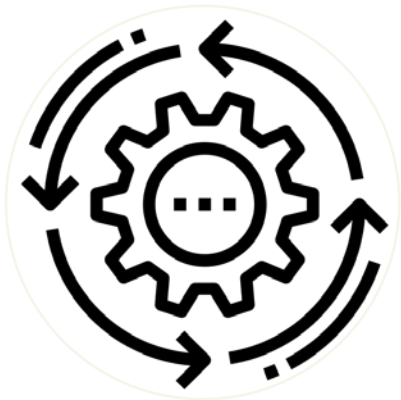
Additional Support

Equity and Continuous Improvement Defined



Educational Equity

“An approach to ensuring equally high outcomes for all by removing the predictability of success or failure that currently correlates with any racial, social, economic, or cultural factor” (Safir, S., & Dugan, J., 2021)



Continuous Improvement

Multiple iterative cycles of inquiry and activity aimed at increasing capacity to produce successful outcomes (Bryk, Gomez, Grunow, & LeMahieu, 2015)



Continuous Improvement Partner Defined

Continuous Improvement Partners (Partners) are contractors who align with and extend OSSI's strategy to create the conditions for continuous school improvement systems.

Collaborate with OSSI, educational service districts and school district and building leadership teams.

Provide direct systems level support to district and school leadership teams.

Leverage expertise and resources to increase equitable supports within continuous school improvement systems.



What is a Continuous Improvement Partner?

Continuous Improvement Partners (Partners) are contractors who align with and extend OSSI's strategy to create, implement and sustain networks and partnerships that leverage resources to create a coordinated improvement system and build capacity for engagement in cycles of data inquiry that inform and guide ongoing continuous improvement.

Partners provide direct services to assigned districts with schools identified for support, in collaboration with OSSI and educational service districts, by creating, implementing, and sustaining networks and partnerships that leverage expertise and resources to increase equitable supports within continuous school improvement systems.



Scope of Work

Facilitate the development and implementation of continuous school improvement systems at the building and district level through OSSI's Essential Elements of Improvement:

- Elevation of anti-racist practices
- Identification, provision, and growth of equitable supports within learning communities
- Development of strong leadership at all levels
- Use of data inquiry and improvement science principles
- Focus on improving core instructional practices
- Implementation of multi-tiered systems of support



Essential Elements & Themes of Improvement



	Anti-Racist Practices	Equitable Supports	Development of strong leadership at all levels	Use of data inquiry and improvement science principles	Improvement of core instructional practices	Implementation of multi-tiered systems of support
Clarity of Purpose	→					
Technical Competence	→					
Capacity Building	→					
Human Interaction Skills	→					
	↓	↓	↓	↓	↓	↓

Scope of Work Continued: School Improvement Planning

Support the development, evaluation and adjustment of high-quality school improvement plans that:

- are specific, measurable, attainable, relevant, time-bound, inclusive and equitable high-leverage goals;
- are informed by data inquiry and needs assessment(s);
- have clear roles and responsibilities for elements of the plan and progress monitoring;
- implement evidence-informed best practices;
- undergo regular progress monitoring and adjustment using Plan-Do-Study-Act cycles; and
- scale, spread, and sustain effective practices, behaviors, and systems.



Scope of Work Continued

- Collaborate with Improvement Leads and other Partners working within an Educational Service District.
- Provide supports aligned with specific OSSI programming related to improving student outcomes.
- Assigned professional learning events.
- Regular OSSI-specified meetings and planning.
- Programmatic evaluation efforts led by OSSI staff.



Minimum Qualifications

Licensed to do business in Washington State

Master's and/or doctorate degree in education or a related field

Proof of past or present K-12 teaching and/or administrative certification

Ability to travel to and within the region of assignment, and to attend all required activities both virtually and in-person

At least five (5) years of experience working in an educational leadership role



Examples of Desired Qualifications

Multi-year
experience
in the
following
areas:

- building inclusive education systems to close equity gaps for students served in each student group identified in the WSIF;
- data use, visualization and modeling to inform equitable supports within continuous school improvement systems and school improvement plans; and
- alternative or reengagement programs.

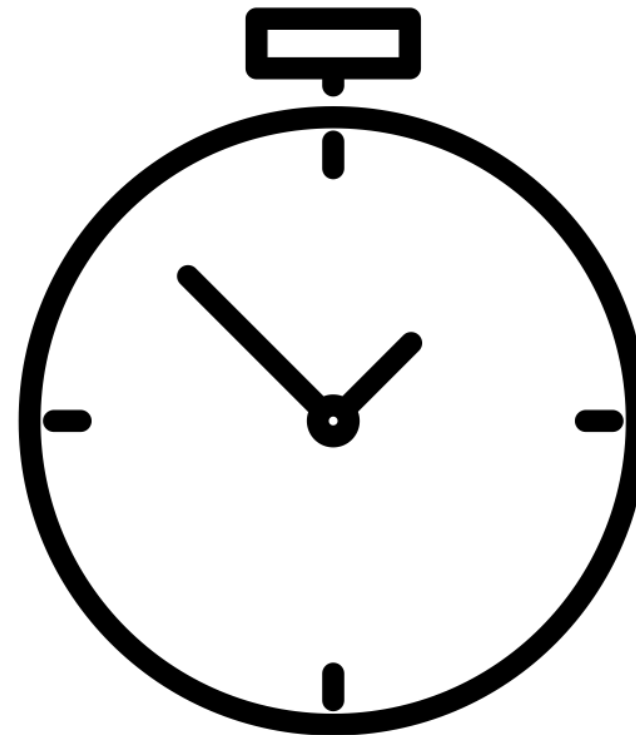
**This list of Desired Qualifications is not exhaustive: please refer to the RFQ for a full list of Desired Qualifications*



Submitting Proposals

This solicitation will remain open until further notice. To be considered for a contract beginning August 1, 2023:

Consultants are encouraged to submit proposals prior to 3:00 p.m. Pacific Standard Time on Friday, May 26, 2023



Proposal Checklist

Ensure that you have submitted all required materials in the required format.

Find this Proposal Checklist as Exhibit G of the RFQ.

Included in Proposal	Component
<input type="checkbox"/>	Letter of Submittal
<input type="checkbox"/>	Management Proposal
<input type="checkbox"/>	References
<input type="checkbox"/>	Certifications and Assurances
<input type="checkbox"/>	<i>Contractor Intake Form</i> Download an editable version from OSPI's website
<input type="checkbox"/>	Washington State Business License, if applicable (see <i>Contractor Intake Form</i>) For more information about this, visit the Department of Revenue website.
<input type="checkbox"/>	<i>Business Enterprise Certification Form</i> , if applicable (see <i>Contractor Intake Form</i>) For more information about certification, visit the Office of Minority and Women's Business Enterprises website or Department of Veterans Affairs website.
<input type="checkbox"/>	Copy/proof of past or present K-12 teaching and/or administrative certification (as appropriate)
<input type="checkbox"/>	Copy of masters and/or doctorate diploma
<input type="checkbox"/>	CV/Resume that includes a minimum of 5 years of experience in an education leadership role (majority within last 7 years)



Scoring/ Evaluation

- Proposals ranked by OSPI Evaluation Team
- Consultants who meet Phase I Cut Score contacted for Oral Interview and Performance Task

Category	Maximum Points Possible
Phase I – Written Evaluation	
Staff Qualifications/Experience	5 points possible
Experience of the Consultant	10 points possible
Phase I Maximum Points Possible	15 points
Phase I Cut Score	11 points
Phase II – Oral Interview	
Question and Answer Session	50 points possible
Phase II Maximum Points Possible	50 points
Phase III – Performance Task	
Performance Task	20 points
Phase III Maximum Points Possible	20 points
Phases II & III Maximum Points Possible Total	70 points
Phases II & III Cut Score	55 points
Phase IV – References	
References	15 points
Phase IV Maximum Points Possible	15 points
GRAND TOTAL FOR PROPOSAL	100 points

Selection of Apparent Successful Bidders

OSPI reserves right to award contracts to bidders whose proposals are deemed in the best interest of and most advantageous to OSPI and Washington State.


Date of announcement of the Apparent Successful Bidder (ASB) will be date the announcement letter is postmarked or, if emailed, date email is sent.

The State will enter into contract negotiations with the ASB.

Proposals that have not been selected for further negotiation or award will be notified via email by RFQ Coordinator.



Estimated Schedule for RFQ

Item	Action	Date
1.	OSPI issues RFQ	April 21, 2023
2.	Question and Answer period: <i>Q&A will be updated as needed throughout the RFQ posting period</i>	April 21, 2023-until RFQ closes
3.	OSPI conducts Pre-Bid Conference Webinar for RFQ 	May 9, 2023
4.	Complaints due	May 19, 2023
5.	Proposals due	May 26, 2023*
6.	OSPI conducts evaluation of written proposals	May 30-June 16, 2023 <i>(or as proposals are received after initial screening)</i>
7.	OSPI conducts oral interviews with finalists (if determined necessary by OSPI)	June 19-June 30, 2023 <i>(or as proposals are received after initial screening)</i>
8.	OSPI announces "Apparent Successful Bidders" and sends notification to unsuccessful Bidder(s)	July 7, 2023 <i>(or as proposals are received after initial screening)</i>
9.	OSPI conducts debriefing conferences (if requested)	As requested, per debriefing instructions
10.	Contract negotiation begins	July 7, 2023
11.	Anticipated contract start date	August 1, 2023

Period of Performance

- August 1, 2023 – July 31, 2024
- OSPI reserves the right to amend to extend the contract for one (1) additional contract year through 2025



References

Bryk, A. S., Gomez, L., Grunow, A., & LeMahieu, P. (2015). *Learning to improve: How America's schools can get better at getting better*. Harvard Education Publishing.

Safir, S., & Dugan, J. (2021). *Street data: A next-generation model for equity, pedagogy, and school transformation*. Corwin.



Question & Answer



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