

# Pre-Bid Conference

Request for Qualifications No. 2022-02  
Continuous Improvement Partners

May 4, 2021



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# Closed Captions are Available

- To access closed captions, please click on the “cc” icon in your zoom interface.



# Land Acknowledgement

- Hello Everyone, I'd like to acknowledge that I'm joining you from the traditional lands of namely, the Nisqually, Puyallup, and Squaxin Island tribes... Coast Salish/Lushootseed speaking Peoples.

Thank you for joining us.

- [https://www.k12.wa.us/sites/default/files/public/indianed/tribalsovereignty/partnering/SD-Nearest Tribe List.pdf](https://www.k12.wa.us/sites/default/files/public/indianed/tribalsovereignty/partnering/SD-Nearest%20Tribe%20List.pdf)
- <https://www.washingtontribes.org/tribes-map>



# Cultural Acknowledgment

We would like to acknowledge the pain and trauma resulting from horrific recent events and 400 years of racism in the United States.

We stand with our communities of color, especially those who identify as and/or are categorized as African American. We will continue to center our work in leading with racial equity.

We want to offer a moment of silence and encourage people to use the chat box if they would like to share a comment or resource.

- An abridged version of a statement adopted by PSESD 121



**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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# OSPI Values



Ensuring Equity



Collaboration  
and Service



Achieving  
Excellence  
through  
Continuous  
Improvement



Focus on the  
Whole Child



# Disclaimer

All oral and written communications will be considered unofficial and non-binding on DES. Should bidders rely on any other communication, including statements made by state employees other than the Procurement Coordinator, they do so at their own risk and expense. Bidders should only rely on written amendments issued via WEBS.



# All Questions/Communications pertaining to RFQ:

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Fax:	(360) 725-6240 (may be used to submit Letter of Intent only)
Email Address:	<a href="mailto:contracts@k12.wa.us">contracts@k12.wa.us</a>



# 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 for improvement (e.g. Comprehensive, Targeted, Required Action District, etc.) by state and federal accountability processes.*

*The goal of System and School Improvement is to deliver resources and supports to schools identified for improvement to eliminate educational equity gaps, so all student outcomes increase, and to do this in collaboration with internal and external partners.*



# OSSI Teams

## **Study**

Data & Implementation Team  
(Matthew Frizzell)

## **Support**

K-12 System Supports Team  
(Dixie Grunenfelder)

## **Serve**

Continuous Improvement Team  
(Liza Hartlyn)

## **Elevate**

Policy for OSSI  
(Katherine Mahoney)



# Every Student Succeeds Act and OSSI Supports

- Every Student Succeeds Act (ESSA)
- Washington State Consolidated ESSA Plan
- Comprehensive (Tier III) and Targeted Supports (Tier II)
- School improvement plans and progress monitoring
- Continuous Improvement Partners—direct supports for leadership teams in districts where buildings are eligible for Tier III supports.



# WSIF at a Glance

## **WSIF Indicators:**

- Achievement
- Growth
- Graduation Rate
- English Learner Progress
- School Quality Student Success (SQSS)
- Regular Attendance
- 9<sup>th</sup> 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

Supports identification threshold:

# WSIF Identification Tiers...

<b>Tier 3</b>	<b>Comprehensive</b>	<b>1. "All Students" less than 2.3 <u>OR</u> 2. Graduation rate less than 67%</b>
<b>Tier 2</b>	<b>Targeted 3+</b>	<b>3. 3 or more student groups less than 2.3 <u>OR</u> 4. EL Progress less than 48.9%</b>
<b>Tier 1</b>	<b>Targeted 1-2</b>	<b>5. One or two student groups less than 2.3</b>
<b>Foundational</b>	<b>Foundational Supports</b>	<b>Not identified in any category</b>



Use this link for more information about WSIF:

<https://www.k12.wa.us/policy-funding/grants-grant-management/every-student-succeeds-act-essa-implementation/washington-0>

## ESSA & Eligibility for Supports Timeline

	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
This Cycle	Initial Data Collection			Scoring Identify Plan	Support	Support	Support	Extended Year 4 Support  (Also year of RFQ)		
Next Cycle	-	-	-	New Data Collection with potential additions: Science? Additional SQSS measures?			Scoring Identify Plan	Support	Support	Support



# Purpose of RFQ

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

Focus on:

- elevating anti-racist practice;
- identifying, providing, and growing equitable systems of supports within learning communities;
- strong leadership;
- data inquiry;
- core instructional practices; and
- implementing multi-tiered systems of support.



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



# Equity and Continuous Improvement Defined

- **Continuous Improvement**

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

- **Educational Equity**

- “Educational equity means that each child receives what they need to develop to their full academic and social potential” (National Equity Project, n.d.)



# Objective

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.




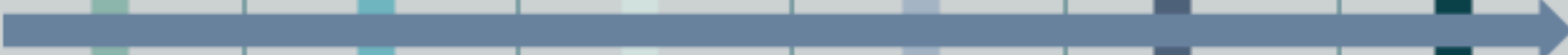
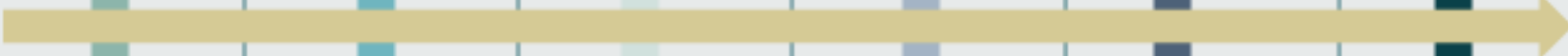

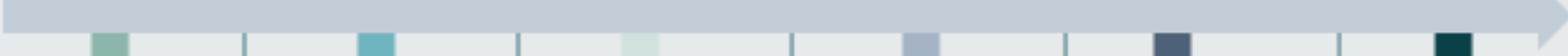


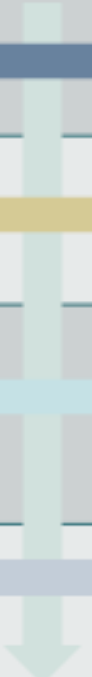



# Scope of Work

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



# OSSI Essential Elements and Themes

	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 through 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.



# Submitting Proposals

This solicitation will remain open until further notice. To be considered for a contract beginning August 2, 2021:

***Consultants are encouraged to submit proposals prior to 3:00 p.m. Pacific Standard Time on Friday, May 21, 2021.***



# Proposal Checklist

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

Find this Proposal Checklist as Exhibit F 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 <a href="#">OSPI's website</a>
<input type="checkbox"/>	Washington State Business License, if applicable (see <i>Contractor Intake Form</i> ) For more information about this, visit the <a href="#">Department of Revenue</a> 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 <a href="#">Office of Minority and Women's Business Enterprises</a> website or <a href="#">Department of Veterans Affairs</a> 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)




# 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 23, 2021
2.	Question and Answer period: Q&A will be updated as needed throughout the RFQ posting period	April 23, 2021-until RFQ closes
3.	OSPI conducts Pre-Bid Conference Webinar for RFQ 	May 4, 2021
4.	Complaints due	May 14, 2021
5.	Proposals due	May 21, 2021
6.	OSPI conducts evaluation of written proposals	May 24-June 18, 2021 (or as proposals are received after initial screening)
7.	OSPI conducts oral interviews with finalists (if determined necessary by OSPI)	June 21-July 2, 2021 (or as proposals are received after initial screening)
8.	OSPI announces "Apparent Successful Bidders" and sends notification to unsuccessful Bidder(s)	July 6, 2021 (or as proposals are received after initial screening)
9.	OSPI conducts debriefing conferences (if requested)	As requested, per debriefing instructions
10.	Contract negotiation begins	July 6, 2021
11.	<b>Anticipated contract start date</b>	<b>August 2, 2021</b>



# Period of Performance

- August 2, 2021 – July 28, 2022
- OSPI reserves the right to amend to extend the contract for three (3) additional contract years 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.

National Equity Project. (n.d.). *Liberatory design*.  
<https://nationalequityproject.org/services/liberatory-design>



# Question & Answer





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