

Pre-Bid Conference

Request for Qualifications 2025-26

Continuous Improvement Partners

March 27, 2025

Mary Neal, OSSI



Purpose

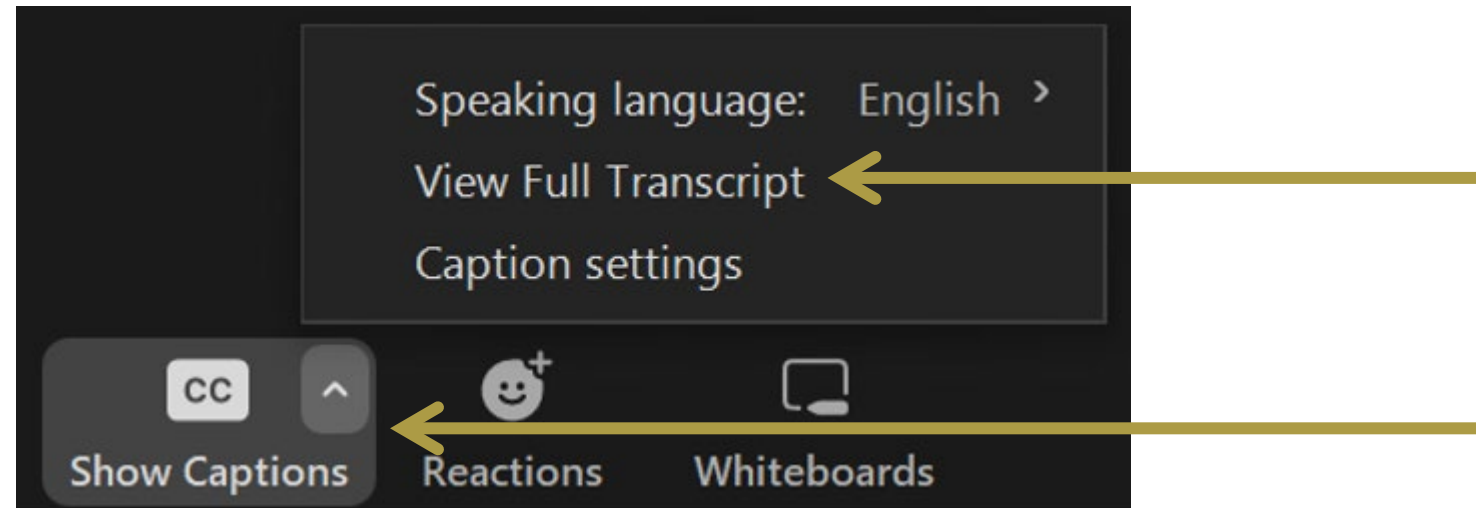
To provide background for and summarize Office of Superintendent of Public Instruction's RFQ 2025-26 for the Continuous Improvement Partner position

Audience

Experienced educational leaders, consultants and executive coaches interested in contracting with OSPI as a Continuous Improvement Partner for the 2025-2026 school year

Closed Captions are Available!

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



Pre-Bid Conference Agenda

Part One

Presentation of information related to RFQ 2025-26 Continuous Improvement Partners

Part Two

Question and answer session

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



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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

All oral and written communications about this RFQ will be considered unofficial and non-binding on Washington State Department of Enterprise Services (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 Washington's Electronic Business Solution (WEBS).



All Questions/Communications must be directed to the OSPI RFQ Coordinator

Name:	Kyla Moore
Address:	600 Washington Street South P.O. Box 47200 Olympia, WA 98504-7200
Email Address:	contracts@k12.wa.us



Purpose of RFQ

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

Focus on:

- elevating anti-racist and anti-bias 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 (OSSSI)

Matt Frizzell, Assistant Superintendent

Continuous Improvement

Institutional Education

Data & Implementation

Foster Care

Migrant Education

Homeless Education

Multilingual Education

Language Access



Office of System and School Improvement Mission Statement

The Office of System and School Improvement serves students who are:

- Experiencing homelessness.
- In foster care.
- In institutional facilities.
- From migratory families.
- Multilingual learners.
- Identified through Washington School Improvement Framework.

We do this by providing Educational Service Districts, School Districts, Schools, and communities with:

- Resources.
- Expertise.
- Data collection and analysis.
- Technical support around evidence-based interventions.
- Strategies for implementing continuous improvement systems.
- Funding and compliance monitoring.



OSSI and the Washington School Improvement Framework (WSIF)

The Office of System and School Improvement (OSSI) oversees how the state supports districts and schools that have been identified as eligible for improvement supports by state and federal accountability processes.

Continuous Improvement Partners provide direct assistance to district and school leadership teams for schools identified by WSIF as eligible for tiered supports with no negative budget impact to districts.



Every Student Succeeds Act & OSSI Supports

Every Student Succeeds Act (ESSA)

Washington State Consolidated ESSA Plan

Comprehensive (Tier 3 & Tier 3 Plus), Targeted Supports (Tier 1 & Tier 2),
and Required Action District (RAD)

LEA Consolidated Accountability Planning (L-CAP)

Comprehensive Needs Assessments

School Improvement Plans (SIP) and progress monitoring



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
 - WIDA
- School Quality or 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



**WSIF
Cycle 3
Schools in
Improvement**

Tier 3 Plus

- Comprehensive Plus
- Comprehensive - Graduation Plus

Tier 3

- Comprehensive
- Comprehensive - Graduation
- Compounded

Tier 2

- Targeted 3+
- Targeted - English Learner Progress

Tier 1

- Targeted 1-2 student groups

Foundational

- All students performing above thresholds

Cycle Identification Calculation

Compounding Requirements

- Used three Thresholds
- Balanced federal requirements with state accountability requirements
- Considered a school's 2023 Title I status

Thresholds

All-Schools Threshold
Title-I Threshold
ELP Threshold

Balance






Requirements are not an ideal match




Title I

Only Title I schools were considered for compounding identification

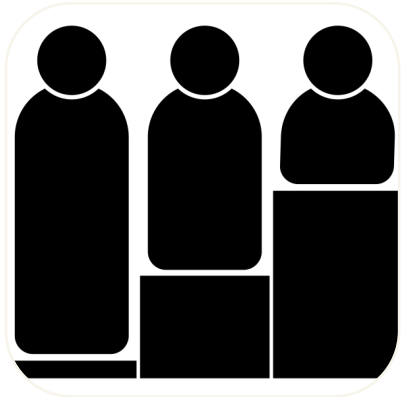
Timelines for WSIF Supports

Cycle 2 (exiting schools) and Cycle 3 (ongoing support)

	SY 2022-2023	SY 2023-2024	SY 2024-2025	SY 2025-2026	SY 2026-2027
WSIF Cycle 1	✓ 				
WSIF Cycle 2		✓ ✓	✓ 		
WSIF Cycle 3			✓ ✓	✓ ✓ 	✓ ✓

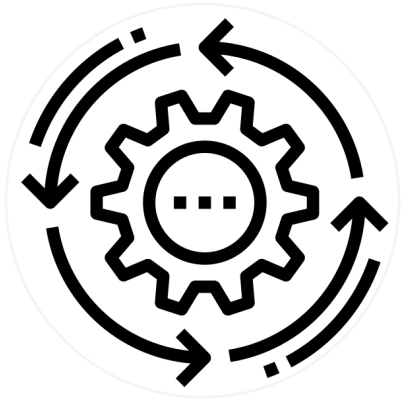
KEY	
Identification	
Support	✓
Foundational Eligible Exiting	
Additional Support	✓ ✓
CIP RFQ 2025-26 provide supports beginning Aug 1	

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 (ESDs), and leadership teams at the school district and building level.

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

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



CIP Scope of Work

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

- Elevation of anti-racist and anti-bias 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 (SIPs) that:

- have specific, measurable, attainable, relevant, time-bound, inclusive and equitable high-priority 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 interventions;
- 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: District Improvement Planning

Assist district personnel in the development, planning and implementation of supports for their WSIF-identified schools, including:

- the development, evaluation, adjustment and progress monitoring of high-quality School Improvement Plans (SIPs)
- the development and adjustment of their LEA Consolidated Accountability Plan (L-CAP) that is informed by:
 - data inquiry
 - school-level comprehensive needs assessments
 - School Improvement Plan goals and improvement activities
- the implementation of evidence-based interventions;
- regular progress monitoring of School Improvement Plans 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.
- Conduct beginning of year and bi-annual progress monitoring reviews and feedback of School Improvement Plans (SIPs).
- Review and provide feedback on LEA Consolidated Accountability Plans (L-CAPS)
- Assigned professional learning events.
- Regular OSSI-specified meetings and planning.



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

Proficiency using Microsoft Office Suite, and using and facilitating virtual meeting programs like Zoom



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;
- executive-level coaching; and
- alternative or reengagement programs.

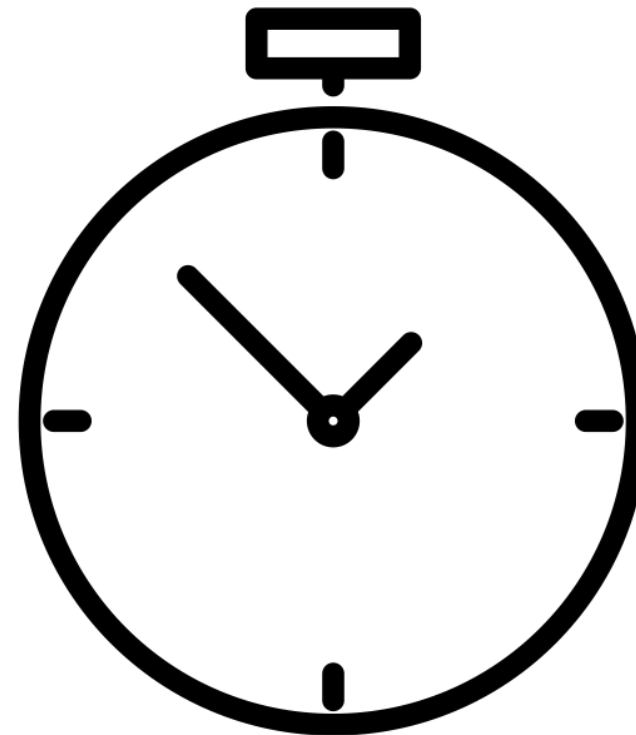
**This list of Desired Qualifications is not exhaustive: please refer to the RFQ for a full list of Desired Qualifications*



Submitting Proposals

This solicitation will remain open until further notice. To be considered for a contract beginning August 1, 2025:

Consultants are encouraged to submit proposals prior to 3:00 p.m. Pacific Standard Time on Monday, April 7, 2025



Proposal Checklist

Ensure that you have submitted all required materials in the required format, **following all directions in Section C** of the RFQ.

Find this Proposal Checklist as Exhibit H of the RFQ.

Included in Proposal	Component
<input type="checkbox"/>	Letter of Submittal
<input type="checkbox"/>	Certifications and Assurances Sign and attach to the Letter of Submittal along with any exceptions or required explanations. Download an editable version from OSPI's website
<input type="checkbox"/>	Qualification Affirmations <u>Bidder</u> must confirm that the bidder and any subcontractors meet all minimum qualifications set forth in the Minimum Qualifications section. Download an editable version from OSPI's website
<input type="checkbox"/>	Contractor Intake Form Download an editable version from OSPI's website
<input type="checkbox"/>	Copy/proof of past or present K-12 teaching and/or administrative certification (for each proposed contractor, staff, personnel and/or subcontractor).
<input type="checkbox"/>	Management Proposal
<input type="checkbox"/>	CV(s)/Resume(s) that includes a minimum of five (5) years of experience in an education leadership role (majority within <u>last</u> seven (7) years) and experience leading or coaching professionals or professional teams to goal achievement and/or improved educational outcomes. Required for each contractor, staff, personnel and/or subcontractor proposing to do the work.
<input type="checkbox"/>	References
<input type="checkbox"/>	Washington State Business License , if applicable (see Contractor Intake Form) Provide a copy of the business license, or the UBI number on the <i>Contractor Intake Form</i> . A bidder without a Washington State Business License may submit a proposal. Contingent upon award, the bidder may be required to obtain a license. For more information about this, visit the Department of Revenue website.
<input type="checkbox"/>	Contract Issues List Bidders need only to complete and submit this Exhibit IF bidder has issues, concerns, exceptions, or objections to any of the terms or conditions contained herein. Download an editable version from OSPI's website



Scoring/ Evaluation

- Proposals ranked by OSPI Evaluation Team
- Phase I – Evaluation of Written Materials, including following directions for submittal
- Consultants who meet Phase I Cut Score contacted for Oral Interview and Performance Task
- Bidders who meet cut scores for Phases I-III can achieve up to 10 additional scoring preference points.
- Available positions filled in order of highest total points achieved.

Category	Maximum Points Possible
Responsive to Minimum Qualifications	Pass/Fail
Phase I – Written Evaluation	
Response to Directions for Submittal	5 points possible
Staff Qualifications/Experience	5 points possible
Experience of the Consultant	15 points possible
Phase I Maximum Points Possible	25 points
Phase I Cut Score	19 points
Phase II – Oral Interview & Performance Task	
Question and Answer Session (45 min)	40 points possible
Performance Task(s) (45 min)	20 points possible
Phase II Maximum Points Possible	60 points
Phase II Cut Score	45 points
Phase III – References	
References	15 points possible
Phase III Maximum Points Possible	15 points
TOTAL POINTS POSSIBLE FOR PROPOSAL	100 points
Scoring Preferences	
Indication that Bidder is a veteran	5 points
Indication that Bidder is a Washington small business	5 points
GRAND TOTAL POINTS POSSIBLE	110 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

Action	Date
OSPI issues RFQ	March 13, 2025
Question and Answer period <i>Q&A will be updated as needed throughout the RFQ posting period.</i>	March 13, 2025, until RFQ is filled or closes September 30, 2025
OSPI hosts Pre-bid Conference Webinar ★	1:00 – 2:00 p.m. PT, March 27, 2025
OSPI posts Question and Answer Addendum or Amendment resulting from Pre-Bid Conference (if necessary)	March 27, 2025
Last date for questions regarding RFQ	September 15, 2025*
Complaints due	April 4, 2025
OSPI posts final Question and Answer Addendum or Amendment (if necessary)	September 17, 2025*
Proposals due to be considered for initial round of evaluation and contract start date of August 1, 2025	3:00 p.m. PT, April 7, 2025 ★
OSPI conducts evaluation of initial round of written proposals	As received through April 18, 2025 <i>(or as proposals are received after initial screening)</i>
OSPI conducts oral interviews with initial round finalists	As received, through May 8, 2025 <i>(or as proposals pass written evaluation cut scores)</i>
OSPI announces "Apparent Successful Bidders" and sends notification to unsuccessful Bidder(s)	May 15, 2025 <i>(or as proposals are received and evaluated after initial screening)</i>
OSPI conducts debriefing conferences (if requested)	As requested, per debriefing instructions
Contract negotiation begins	May 15, 2025 <i>(or as proposals are awarded after initial screening)</i>
Anticipated contract start date	August 1, 2025
Final due date for proposals	3:00 p.m. PT, September 30, 2025*



Period of Performance

- August 1, 2025 – July 31, 2026
- OSPI reserves the right to amend to extend the contract for up to three (3) additional contract years through SY 2028-29.



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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