Sacramento City Unified School District

REQUEST FOR PROPOSALS

(Revised)

Learning Pathway for Implementing the Common Core State Standards for Mathematics "Toward Greater Focus and Coherence"

Requests for Proposals Issued: May 10, 2013

Deadline for Submittal of Proposals: June 10, 2013

Requests for Proposals ~ Learning Pathway for Implementing the Common Core State Standards for Mathematics

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I. INSTRUCTIONS

The Sacramento City Unified School District is seeking proposals from qualified firms to assist the district in implementing the Common Core State Standards for Mathematics.

Interested firms are invited to submit one original signed proposal and five (5) separate digital copies (individual CDs or flash drives) in PDF format. The proposal shall be made in the format provided and the complete proposal, together with any and all additional materials, shall be enclosed in a sealed envelope addressed and delivered no later than 4:30 p.m. on June 10, 2013 to the following address:

Sacramento City Unified School District
Contracts Office
5735 47th Avenue
Sacramento, CA 95824

The sealed envelope shall be marked on the outside lower left corner with the words "Learning Pathway for Implementing the Common Core State Standards for Mathematics RFP." It is the Proposer's sole responsibility to ensure that their proposal is received prior to the scheduled closing time for receipt of proposals. No corrected or resubmitted proposals will be accepted after the deadline.

This Request for Proposals does not commit the Sacramento City Unified School District to award a contract or pay any costs incurred in the preparation of a proposal responsive to this request. The district reserves the right to accept all or part of any proposal or to cancel in part or in its entirety this Request for Proposals. The district further reserves the right to accept the proposal that it considers to be in the best interest of the district.

All requirements must be addressed in your proposal. Non-responsive proposals will not be considered. All proposals, whether selected or rejected, shall become the property of the district. Firms are responsible for checking the website periodically for any updates or revisions to the RFP.

Requests for Information

Questions related to this RFP should be submitted in writing to ccssm@scusd.edu no later than May 22, 2013. Specify "CCSSM RFP" in the subject line. Responses to all questions received will be addressed at the Bidders Conference and posted on the district's website.

Bidders Conference

A Bidders Conference is scheduled for May 30, 2013, at 4:00 p.m. at the Sacramento City Unified School District, Serna Center, 5735 47th Avenue, 95824. All questions and answers related to this RFP will be addressed at this conference and then posted on the district website. Each firm must have a representative at the Bidders Conference to qualify.

II. BACKGROUND

In the Sacramento City Unified School District (SCUSD), there is enormous potential to improve the lives of underserved children. SCUSD is the 12th largest school district in California and one of the 100 largest in the United States, serving 45,500 students on 80 campuses. Neighborhoods served range from leafy affluent areas around the Capitol to federal housing projects. Seventy-two percent of SCUSD students qualify for a free or reduced-price lunch; at 36 schools, 100% of students meet this federal poverty threshold, in part because Sacramento's unemployment rate hovers around 9.2% – almost 1.6% higher than the national average.

The Civil Rights Project at Harvard University, in conjunction with Time magazine, has named Sacramento "America's Most Integrated City," a place where "everyone's a minority—including whites." Our student population is 36.8% Hispanic or Latino; 19.9% Asian; 16.2% African American; and 19.1% White. About 6% of students are of two or more races or ethnicities. Residents within SCUSD speak more than 40 languages; 24% are English Language Learners.

At the heartbeat of Pillar One of the district's Strategic Plan 2010-14 is the charge to prepare our students for college-career readiness. This clarion call has required us to examine our current status and practice. For this reason, the district continues to move forward with its adoption of the Common Core State Standards, which are designed to prepare students for success beyond high school. The district realizes that in order to ensure a quality implementation, it is incumbent that a new cohesive and coherent data-driven learning system, with the necessary tools and resources, be developed and implemented. As the research purports, this systemic approach is pivotal for accelerating student academic performance and closing the achievement gap.

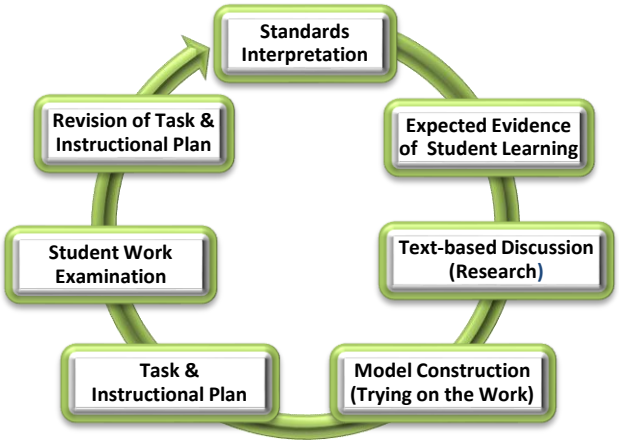
The district launched its implementation of the Common Core State Standards for Mathematics (CCSSM) in August 2012, with an emphasis on Gr. 3-8 and preparation work in Gr. 9-12. Regarding the Gr. 3-8 implementation, the district is utilizing an inquiry-based collaborative design methodology focusing on learning the three major components of the standards: Standards for Mathematical Practice, Instructional Shifts, and the Content Standards. The capstone of the learning is the development of instructional modules consisting of classroom assignments/tasks, task-specific criteria, and instructional plans. Since deep learning and conceptual understanding are our key levers, the district has strategically "gone slow to go fast." Meaning, emphasis is placed on the integration of a subset of the Standards for Mathematical Practice (Practices 1, 4, and 6) along with one or two domains (Gr. 3-5: Number and Operations - Fractions; Gr. 6-7: Number System and Ratios & Proportional Reasoning; Gr. 8: Functions and Expressions & Equations) in a learning progression of the content standards.

Knowing that instructional leadership is a key lever for transforming teaching and learning, the district convenes monthly leadership meetings for principals to engage in further professional learning. These sessions address the Standards for Mathematical Practice, Instructional Shifts and the implications for teaching and learning. In addition, the district has provided a variety of tools and resources such as the "Phil Daro 5x8 Evidence-Gathering Card" that is being used by both district administrators and training specialists to provide formative data to both leaders and teachers; practical strategies for implementing the math practices; and strategies for building capacity on site.

The district is now poised and ready to move to the next phase, which is a deeper implementation of the CCSSM.

III. SCOPE OF WORK

The CCSSM provide a conceptual framework that necessitates a change in content understanding, pedagogy, and assessment. To that end, the district will continue to utilize the following collaborative inquiry-based design methodology as its primary means for transforming teaching and learning.



To effectively change instructional practice and ensure quality implementation, the district's infrastructure of support will include: on-going professional learning opportunities for both teachers and principals utilizing the design methodology; job-embedded coaching; and teacher collaboration.

- Building on the foundation that is being laid now, the professional learning must center on the three key components of the CCSSM, which are the practices, shifts, and content as outlined in the table.

Year	Mathematical Practice	Instructional Shift	Content Standard
2013-14	• 2 - Reason abstractly and quantitatively • 3 - Construct viable arguments and critique the reasoning of others • 7 - Look for and make use of structure	• Deep Understanding • Application	• K-2: Counting & Cardinality; Operations & Algebraic Thinking; and Number & Operations in Base Ten • Gr. 3-5: Number & Operations – Fractions; Operations & Algebraic Thinking; and Number & Operations in Base Ten • Gr.6-7: Ratios & Proportional Relationships and The Number System • Gr. 8: Expressions & Equations and Functions
2014-15	• 5 - Use appropriate tools strategically • 8 - Look for and express regularity in repeated reasoning	• Deep Understanding • Application • Dual Intensity	• K-2: Operations & Algebraic Thinking; Number & Operations in Base Ten; and Measurement & Data • Gr. 3-5: Number & Operations – Fractions;

			Operations & Algebraic Thinking; and Number & Operations in Base Ten; • Gr.6-7: Ratios & Proportional Relationships; The Number System; and Expressions & Equations • Gr. 8: Expressions & Equations; Functions; and Geometry
2015-16	• All	• All	• K-2: Operations & Algebraic Thinking; Number & Operations in Base Ten; Measurement & Data; and Geometry • Gr. 3-5: Number & Operations – Fractions; Operations & Algebraic Thinking; Number & Operations in Base Ten; and Measurement & Data • Gr.6-7: Ratios & Proportional Relationships; The Number System; Expressions & Equations; Geometry • Gr. 8: Expressions & Equations; Functions; Geometry; and Statistics & Probability
2016-17	• All	• All	• K-2: Operations & Algebraic Thinking; Number & Operations in Base Ten; Measurement & Data; and Geometry • Gr. 3-5: Number & Operations – Fractions; Operations & Algebraic Thinking; Number & Operations in Base Ten; and Measurement & Data • Gr.6-7: Ratios & Proportional Relationships; The Number System; Expressions & Equations; Geometry; and Statistics & Probability • Gr. 8: Expressions & Equations; Functions; Geometry; and Statistics & Probability

- Emphasis must be placed on understanding the depth rather than the breadth of the standards, practices, and instructional shifts plus connecting the content standards to the essential understandings (topic-specific mathematical ideas and relationships) and related big ideas (statements that connect clusters of standards and essential understandings into a coherent whole) students must acquire. This knowledge will be used to create rigorous units of study with integrated assessments that will be used to determine students' proficiency of the standards and inform instruction.

- Teachers and leaders from both focus and non-focus schools within the K-8 band will participate in the learning.

    - To ensure all students are impacted, the professional learning design includes an opportunity for all K-8 teachers (1,100), by grade level, to engage in three hours of learning in August.

    - Moving forward, teams of teachers from each school will participate in a four-part series of district professional learning (October, December/January, March, May/June), which totals 24 hours. During this time, as a community of practice, they will examine and develop instructional modules, implement them, examine student work, reflect on their own practice, and assist in building capacity at their respective school sites. This constitutes seven teachers per elementary (41), nine teachers per K-8 (9), and four teachers per middle (7), which totals 396 teachers. To ensure coherence and create an opportunity for vertical articulation, teachers will be grouped by grade bands.

- Teachers will collaborate with their colleagues on-site and further address local concerns twice per year (November and February), totaling 12 hours.

- Knowing that the most powerful professional learning is that which is directly linked to classroom practice, job-embedded coaching will be provided by the district's training specialists (instructional coaches) and technical support partners to address instructional practice, the rigor and complexity of created tasks, and the use of data to make instructional changes.

- To deepen the knowledge-base and build the coaching capacity of the training specialists (11) and teacher leaders (15), both groups will participate in a series of lesson studies coordinated and led by the technical support partners. The main purpose of these lesson studies is to provide a collaborative, supportive forum to explore and reflect on the deliberate use of mathematics content and practices plus questioning strategies as a means to encourage and deepen mathematical thinking of all students.

- The CCSSM require site leaders to think coherently across grades and not only consider the learning at a specific grade level, but the progression of mathematical understanding across grades. The building blocks for leadership development must include standards-based curricula, assessment framework, structures to promote professional learning, and a strong home-to-school connection. As such, a three-phase model will be utilized to provide ample time for learning and application.

    - <u>Phase I - Digging into the Core</u>
      This focus begins with leaders addressing the new instructional landscape, learning about the prescribed identified mathematical practices and shifts plus assessing their current reality in relation to the desired outcomes. This data analysis will be used to guide the work

and determine powerful next steps. As the implementation progresses, site leaders will continuously monitor the transition and address changes in practice. In addition, to deepen their content knowledge, leaders will study the standards progressions as well as the rigor of expectations and discuss implications for effective instruction aligned to the CCSSM, beginning with lesson design and delivery.

- Phase II - Aligning Assessments to the Core
  To strengthen the instructional guidance teachers provide to students, formative assessments must be embedded into the teachers' instruction. As such, aligning the practice and process of assessments that integrate the mathematical practices and the rigor of the content standards is a key lever for building site leaders' capacity. To accomplish this end, a strong emphasis will be placed on the purpose of formative assessments, and how to design them so that student understanding of the standards is apparent and they provide information that can be used to identify the learner-centered problem and problem of practice. Accompanying the formative assessment purpose, will also be an in-depth study of effective formative assessment classroom strategies for both teachers and students. Additionally, using the Smarter Balanced Assessment Consortium (SBAC) item specifications, sample items, claims, and achievement level descriptors as guideposts, site leaders will examine their schools' assessment practices and determine warranted changes.

- Phase III - Implementing Systemic Structures and Processes
  The scale of the change that the CCSSM proposes requires developing and implementing systemic structures and processes including, but not limited to, ongoing professional learning, observing student learning, and examining student work. Consequently, site leaders will collectively design and/or modify site-based professional development plans so that they are aligned and support the demands of the CCSSM. Plans should include a focus of learning, methods for achieving that end, progress monitoring tools, as well as a dedicated time and structure for professional learning. Using a research-based framework with common tools (i.e. Phil Daro 5x8 Card, instructional rounds), leaders will observe classrooms, gather data and analyze findings, engage in calibration conversations, and determine appropriate support for teachers and students. In addition, using the data-inquiry methodology, leaders will engage in a deeper level of thinking by examining student work. They will use the data to identify students' misconceptions, address implications for instruction, discuss ways of engaging teachers in instructional dialogues, and establish strategies for instructional improvement to ensure that all students meet and/or exceed the expectations of the CCSSM.

- The supports will include an August leadership institute and monthly district-level convenings.

IV. CONTENTS FOR PROPOSALS

In order for proposals to be considered, said proposal must be clear, concise, complete, well-organized and demonstrate both respondent's qualifications, and its ability to follow instructions. The quality of answers, not length of responses or visual exhibits, is important in the proposal.

The proposal shall be organized in the format listed below and shall be limited to thirty (30) pages (excluding attachments and appendices) on 8 ½" x 11" paper with all responses bound with tabs separating each section. Respondents shall read each item carefully and answer each of the following items accurately to ensure compliance with district requirements. Failure to provide all requested

information or deviation from the required format may result in disqualification. Restate each item prior to addressing said item.

A. Submittal Letter

Include the RFP's title and submittal due date, the name, address, fax number and telephone number of the responding firm. Include a contact person and corresponding e-mail address. The letter shall state that the proposal shall be valid for a 60-day period and that the staff proposed is available immediately to work on this project. The person authorized by the firm to negotiate a contract with the district shall sign the cover letter.

B. Description of Firm

This section should provide information regarding the size, location, nature of work performed, years in business and the approach that will be used in meeting the needs of the district.

C. Organizational Structure

Describe your firm's organizational structure. Supply the names of the professionals who will be responsible for this project. Please provide brief resumes for these individuals.

D. References and Description of Experience

This section should identify similar projects that the firm has completed as outlined in the RFP. Use this section to indicate the areas of expertise of your firm and how the firm's expertise will enable the district to benefit from that expertise. Include the size of at least three (3) school districts with similar demographics and student performance, along with the names of individuals familiar with your work that can be contacted by district staff.

E. Project Overview

This section should clearly convey the consultant's understanding of the nature of the work related to implementing the common core state standards for mathematics and the general approach the consultant will use to complete the project. This section should include, but not be limited to, a discussion of the organization of the project and a summary of the proposed approach.

F. Detailed Work Plan

This section of the RFP should include a full description of each step your firm would follow in completing the project. The work description should be in sufficient detail to show a clear understanding of the work and proposed approach.

This section should also include a description of the format, content and level of detail that can be expected for each deliverable.

A schedule showing the important milestones should also be included.

G. Cost Proposal

This section must provide a full description of the expected expenditures for the work described in this RFP. The cost proposal must include all consultant fees, preparation of deliverables, travel expenses per trip to Sacramento, printing, etc.

V. SELECTION CRITERIA

Firms submitting proposals are advised that all proposals will be evaluated to determine the firm deemed most qualified to meet the needs of the district. The selection criteria will include, but not be limited to, the items listed below:

A. Demonstrated understanding and responsiveness to the Request for Proposals.

B. Proposals and experience of firm and personnel named in the proposal.

C. Past experience in assisting California school districts in learning pathways for implementing the common core state standards for mathematics.

D. Describe your company's commitment to provide academic excellence to students and staff at under-performing schools. Include historical impact data for similar demographics and student performance.

E. Project understanding and approach including an understanding of the district.

F. Satisfaction of previous clients. Provide three (3) references that reflect similar demographics and student performance, and are similar to the work contemplated in this RFP. Include the scope of work for each reference.

G. Oral interview.

H. Completeness and quality of the proposal.

I. Cost proposal.

VI. PROCESS FOR SELECTING FIRM

A Selection Advisory Committee, chaired by Dr. Olivine Roberts, Chief Academic Officer, will select and rank in the order of their qualifications those companies deemed to be the most highly qualified to perform the required work.

The Selection Advisory Committee may choose to interview any, all, or none of the respondents as may be in the best interest of the district. If interviews are held, the chairperson will notify those companies selected as to place, date, and time. The district will make investigations as necessary regarding the financial stability of any or all respondents and may require review by the district's legal counsel.

The names of all firms submitting proposals and the names, if any, selected for interview shall be public information. After award, final ranking, committee comments and evaluation scores as well as the contents of all proposals become public information. Firms that have not been selected shall be so notified in writing after the conclusion of the selection process.