

PROVISO TOWNSHIP HIGH SCHOOLS
District 209 – Cook County

8601 West Roosevelt Road
Forest Park, IL 60130



March 22, 2017

To Whom It May Concern:

The Board of Education of Proviso Township High Schools District 209 is accepting Request for Proposals (RFP) for an assessment vendor to provide assessments for universal screening and progress monitoring, teacher-designed assessments, SAT suite testing, and an SAT test prep program. RFP instructions and specifications are enclosed.

Proviso Township High Schools District 209 is a public high school district serving grades 9 to 12. We have three high schools with a total enrollment of approximately 4150 students.

All proposals must be submitted to Proviso Township High Schools District 209 no later than Monday, April 3, 2017 at 10:00 a.m.

Proviso Township High Schools District 209
8601 W. Roosevelt Road
Forest Park, IL 60130
Attention: Sharon Palmer

Sincerely,

Sharon Palmer
Director of Accounting

INSTRUCTIONS TO APPLICANTS

1. Proposals are due Monday, April 3, 2017 no later than 10:00 a.m. in the Business Office of:

Proviso Township High Schools District 209
8601 W. Roosevelt Road
Forest Park, IL 60130
Attention: Sharon Palmer, Director of Accounting

2. Proposals are to be in sealed opaque envelopes, clearly marked **Assessment Vendor** on the outside of the envelope. Proposals are to be submitted on the enclosed official Request for Proposal form. Please provide the District with two (2) copies of your proposal plus the original.
3. The Board reserves the right to accept or to reject any and all proposals, in whole or in part, to waive any irregularities therein, and to award the contract to other than the lowest proposer.
4. Any questions are to be directed to Ms. Sharon Palmer at spalmer@pths209.org.
5. Proposals will be evaluated by a review committee. The evaluation and award of a proposal shall be based on a combination of factors, including, but not limited to, the following: proposal price, references, previous school experiences, professional competence, customer services, and any other factors considered to be in the school district's best interest.

Proviso Township High Schools District 209

General Information:

Proviso Township High Schools District 209 is a Grades 9-12 public school district consisting of three high schools with an enrollment of approximately 4150 students. District 209 is located in Cook County and services parts or all of the following communities: Forest Park, Hillside, Maywood, Broadview, Melrose Park, Northlake, Stone Park, Westchester, Berkeley and Bellwood.

Interested parties should submit their proposal by 10:00 a.m., Monday, April 3, 2017 in the format set forth below. Failure to submit a proposal by this deadline will disqualify the proposer from further consideration. All expenses for submitting a proposal in response to the RFP shall be borne by the proposer.

Limitations of Proposals:

Proposals will be considered only if made without any connection with any other person or company submitting a proposal, if in all respects is fair and without collusion, and if no member of the Board nor other officer of the school district is directly or indirectly interested in the proposal or in any portion of the profits thereof.

The proposer may withdraw or change a proposal if written notice of the withdrawal or change is received by the Board before the latest time specified for submission of proposals. Any change may be made only by substitution of another proposal.

Proposals received after the time specified in the invitation to quote will not be considered and shall be returned to the company. The method of transmittal of the proposal is a proposer's risk of untimely receipt by the Board.

The District reserves the right to reject any and all proposals submitted, ask for more details or further clarification of any proposal, and select the proposal that best meets the needs of the District. The Board reserves the right to reject any or all proposals or any part thereof, to waive immaterial technicalities in the quoting, and to accept the proposal deemed most favorable to the Board after all proposals have been examined and evaluated.

Specifications:

This is a contract for assessment services for which the District is seeking proposals from firms or independent contractors with the required qualifications. Proposals should be based on the attached specifications for five (5) different components below, with the understanding that the RFP may address all or some of the services.

1. Universal screener
2. Progress monitoring assessment
3. System for teachers to design, administer, score, and report assessments
4. SAT suite testing
5. SAT test prep program

Implementation of the components is desired for the start of the 2017-18 school year, with set up, training, and piloting to occur during the remainder of the 2016-17 school year and the summer of 2017.

Proposals should include documentation of prior work that demonstrates the firm or independent contractor possesses the required qualifications.

Qualifications:

Required

- Successful experience providing valid and reliable assessments with accurate, complete, timely, and user-friendly reports;
- Demonstrated ability to provide effective training in assessment administration and use of reported data;
- Successful experience working with high schools to implement the proposed services and complete deliverables on time.

Desired

- Ability to provide all five services listed above.

Responsibilities:

- Provide assessments and reports for universal screening in literacy and English/Language Arts and math for grades 9-12.
- Provide assessments and reports for progress monitoring in literacy and English/Language Arts and math for grades 9-12.
- Provide an online system for teachers to design, administer, score, and report assessments in English/Language Arts, math, science, and social studies content areas for grades 9-12.
- Provide assessments and reports for the PSAT 8/9 to be administered to Grade 8 students in the District's feeder schools and for the PSAT 8/9, PSAT, and SAT to be administered to Grade 9, 10, and 11 students at least twice during the school year.
- Provide the instructors, curriculum, and instructional materials for an SAT test prep program for a selected number of students to be held in each high school either after school hours or on Saturdays during the 2017-18 school year before the April 10, 2018 administration of the state SAT.

Proposal Requirements:

The proposal must include the following items and be indexed in the order indicated:

- A. Introduction/General information about you/your firm and why District 209 should select you/your firm.
- B. Narrative demonstrating ability to provide the services requested and relevant past performance demonstrating success.
- C. Resume outlining educational background and experience or company profile and resumes of key staff.
- D. List of three (3) references, providing name, address, contact number, and email address.

Criteria for Evaluation: UNIVERSAL SCREENER

1) Assessment Planning and Design

- a. Assessments administered three or four times per school year with test windows scheduled in approximately equal intervals.
- b. An appropriate measurement model with a preference given to systems that have vertical scales (scale goes through 12th grade) and aligned to Common Core State Standards.
- c. The proposed assessment must meet the requirements of the National Center on Response to Intervention as a universal screener. Ideally, reports would provide information about performance in the following areas: reading comprehension, reading fluency, basic reading (phonemic awareness and Phonics), written expression (language and mechanics of writing), listening comprehension, oral expression, math calculation, and math problem solving.
- d. Assessments must also be available in Spanish or a corollary assessment system in Gr4-12 Spanish literacy and math may be offered.

2) Test Construction & Validity

- a. Universal Screening assessments will be administered in all schools in literacy and math in Gr9-12, and may also include other subjects and/or 21st century skills.
- b. Proposed assessments should be in universally designed multiple-choice, multiple-response, technology enhanced, matching, in a format to facilitate timely scoring. Constructed response items are also desired provided scoring is done in a timely fashion.
- c. Multiple parallel forms should be provided and/or the assessment must be adaptive in nature. Vendor shall propose a reasonable, cost-efficient number of forms in the response. If an adaptive test is proposed, vendor should describe how the tests taken by students are scored so that the results from adaptive tests are comparable within and across administrations.
- d. Elements of universal design to facilitate inclusion of students with disabilities, English Language Learners and other culturally diverse learners should be highlighted in the vendor's proposal.
- e. The program must allow for text to speech and speech to text options, with an ability to change the size and color of displayed text. It should also be usable on mobile devices such as smartphones, iPads, and Chromebooks.
- f. Vendors must demonstrate alignment to Common Core State Standards.
- g. Reports would include information on performance in the areas of reading comprehension, reading fluency, basic reading (phonemic awareness and phonics), written expression (language and physical mechanics of writing), listening comprehension, oral expression, math calculation, and math problem solving.
- h. Assessments for CCSS literacy and math in Spanish are required. Assessments in French, German, and other languages are desired. In Spanish, literacy assessments must also include reading comprehension.
- i. Additional consideration will be given to programs that include both universal screening assessments and progress monitoring assessments as outlined in the section on Progress Monitoring.

3) Test Administration

- a. The proposed solution must be available for computer-based delivery.
- b. Accommodations must be available for visually impaired students.
- c. Accommodations for bilingual/ELL students and students with disabilities must be available (e.g., multiple language glossary).
- d. Test administration guidelines and materials must be provided in an electronic (pdf) format.

4) Reporting

- a. Individual student test results for computer-based test forms must be delivered within 48 hours of submission of student responses.
- b. Reports should be immediately available to teachers that provide sufficient assistance on how the results should guide instruction.

- c. Reports that include information related to specific skills deficits are desired. Specific suggestions for targeted instruction based on results are preferred.
- d. Results must be available on-line for school and district personnel in a PDF-type file or Excel; results must also be available electronically in a CSV format for further analysis and uploading.
- e. Reports should be immediately available to teachers that provide sufficient assistance on how the results should guide instruction.
- f. Reports that include information related to specific skills deficits are desired. Specific suggestions for targeted instruction based on results are preferred.
- g. Sample score reports must be provided in the response to the RFP. Sample reports can be provided in an appendix.
- h. Item analysis reports should be provided.
- i. All reports should be available 24/7 with appropriate firewall and security protections; these protections must be reviewed/approved by the district IT department.
- j. Scores need to be able to be transferred to other products (i.e., Edgenuity) to generate personalized learning activities.

5) Scoring

a. The following types of scores must be provided: scale scores (or raw scores, if appropriate), NAEP aligned proficiency levels (e.g., minimal, basic, proficient, and advanced). Other types of normative scores will be considered, including standard scores, Local Percentile Ranks or National Percentile Ranks. Proficiency levels must have a demonstrable, predictive relationship to those on the SAT suite (PSAT 8/9, PSAT, & SAT).

*NAEP aligned proficiency levels

*Normative scores if appropriate (e.g., stanine, quartile)

*Percentile Ranks

*Proficiency levels have a predictive relationship to those in the SAT suite (PSAT 8/9, PSAT, & SAT).

b. At the high school level, scores should be related to college readiness benchmarks.

c. Score reports must be provided at the following levels: student, classroom, school, and district. Vendors must provide copies of proposed reports that show results at each level by objective and sub-skill of the Common Core State Standards.

*Level by objective and sub-skill of the Common Core State Standards

*Performance in reading comprehension

*Performance in reading fluency

*Performance in basic reading (phonemic awareness and phonics)

*Performance in written expression (e.g. organization, ideas, language usage, conventions, grammar)

*Performance in listening comprehension

*Performance in oral expression

*Performance in math calculation

*Performance in math problem solving

6) Technical Considerations

a. The solution must be a browser-based user interface (Chrome, Internet Explorer, Mozilla, and Safari) requiring no local client installation.

b. The solution must be accessible on a PC (Windows 7 and 10), Mac (OS X Yosemite, OS X El Capitan, and MacOS Sierra), and iPad (iOS 8, 9, 10).

c. Please provide the minimum computing specifications and peripherals (if any) needed to implement your solution.

d. The solution must have the options of being hosted at the district or vendor hosted with vendor support for each option.

e. The solution must be able to support a minimum of 5,000 concurrent assessment takers without a degradation of services.

f. Please provide the maximum amount of bandwidth needed for each the following categories:

* Student taking an assessment

- * Teacher reviewing assessment results
- * Building-level administrator reviewing school results
- * District-level administrator reviewing district results
- g. The solution must have the ability to integrate with Active Directory and support Single Sign-On (SSO).
- h. The solution must have an easy to navigate and flexible user interface and analysis tools for several levels of administration and monitoring.
- i. User roles and permissions must allow varying degrees of access to the data.
- j. The District is in the process of also procuring a database management system, and the selected vendor will need to confirm the ability to automatically extract and export data to any system selected and the frequency to which it can occur (nightly, hourly, etc.).
- k. Provide a clearly defined Service Level Agreement (SLA) including availability, reliability, problem resolution, and escalation of issues.

7) Pricing

- a. Costs were proposed on per student basis.
- b. The vendor's proposed pricing per student should be divided into two categories: 1) the proposed assessment, scoring, and reporting and 2) required professional development.
- c. All costs explained; no hidden costs emerged.

8) Professional Development

- a. Vendor proposals should include sample interpretive guides for parents and teachers.
- b. Vendor proposals must include a proposed training program for key district and school personnel on logistics management of the proposed assessment solution. This includes topics such as logging into the system, taking assessments, printing reports, scheduling assessment sessions, etc.
- c. Vendor proposals should include training materials and guidelines to support teacher, school, and district use of assessment data derived from the proposed solution. This includes topics such as knowing when to adjust instruction based on assessment results, strategies for improving achievement in reading and mathematics, linking results to the school's improvement plan and to the Common Core State Standards, etc.
- d. Particular attention will be given to proposed solutions with web-based delivery of professional development.

9) Management

- a. A consistent program manager assigned to this project is a requirement. Proviso reserves the right to approve project management assignments by the vendor.
- b. Penalties for late deliverables are a requirement and will be negotiated into the contract.

10) Ratings

- a. Criteria rated on a scale of 1 (low) to 5 (high).

Criteria for Evaluation: PROGRESS MONITORING
1) Assessment Planning and Design
a. Progress monitoring requires the use of scientifically based tools (probes) that are sensitive to small changes in student performance in the areas being monitored: reading comprehension, reading fluency, basic reading (phonemic awareness and phonics), written expression (Language and physical mechanics of writing), Listening comprehension, oral expression, math calculation and math problem solving.
b. Progress monitoring probes must also be available in Spanish literacy and math or a separate assessment system in Spanish may be proposed.
c. Sufficient parallel forms must be available to be administered weekly.
d. Metrics must be included that indicate the reliability coefficient on the parallel forms.
e. The probes must be normed for grade levels K-12 nationally.
f. The proposed assessment must meet the requirements of the National Center on Response to Intervention as a progress monitoring tool. It should assess reading comprehension, reading fluency, initial reading skills (phonemic awareness and phonics), written expression (language and physical mechanics of writing), Listening comprehension, oral expression, math calculation and math problem solving).
2) Test Construction & Validity
a. Progress monitoring assessments will be administered in all schools in all areas of literacy and math in Gr9-12.
b. Proposed progress monitoring tools should be universally designed and also provide scoring in a timely fashion with discrete guidance provided to the teacher on possible instruction.
c. Reports that include information related to specific skills deficits are desired. Specific suggestions for targeted instruction based on results are preferred.
d. The assessment must be a curriculum-based measure.
e. Elements of universal design to facilitate inclusion of students with disabilities, English Language Learners and other culturally diverse learners should be highlighted in the vendor's proposal.
f. The program must allow for text to speech and speech to text options, with an ability to change the size and color of displayed text. It should also be usable on mobile devices such as smartphones, iPads and chrome books.
g. The adopted system must be aligned to the Specific Learning Disability areas.
h. All mathematics assessments must be provided in Spanish at all grade levels.
i. Progress monitoring in Spanish is required; French, German, and other languages are desired. Relevant normative data is required as well. Spanish literacy progress monitoring must include reading comprehension.
j. An alignment report must be submitted with the vendor's proposal, if the proposed solution offers fixed form items. If the proposed solution is adaptive, the vendor should describe the alignment to the Common Core State Standards.
k. An appropriate technical report must be submitted as an appendix with the vendor's proposal. This report should provide information about the proposed assessment's design, development, scaling and equating methodology, standard-setting criteria as well as relevant content. Statistical descriptions by grade level include reliability and norm/criterion-related, construct, predictive and consequential validity evidence.
l. Additional consideration will be given to programs that include both universal screening assessments and progress monitoring assessments with sufficient progress monitoring probes for weekly progress monitoring.
3) Test Administration
a. The proposed solution must be available for computer-based delivery.
b. Accommodations must be available for visually impaired students.

c. Accommodations for bilingual/ELL students and students with disabilities must be available (e.g., multiple language glossary).

d. Test administration guidelines and materials must be provided in an electronic (pdf) format.

4) Reporting

a. Individual student test results for computer-based test forms must be delivered immediately or within 24 hours.

b. Reports should be immediately available to teachers that provide sufficient assistance on how the results should guide intervention instruction. Specific suggestions for targeted instruction based on results are preferred.

c. Reports that include information related to specific skills deficits are desired. Specific suggestions for targeted instruction based on results are preferred.

d. Score reports must be provided at the following levels: student, classroom, school, and district. Vendors must provide copies of proposed reports that show results at each level by objective and sub-skill of the Common Core State Standards.

e. Reports demonstrating information on performance in the areas of reading comprehension, reading fluency, basic reading (phonemic awareness and phonics), written expression (language and mechanics of writing), listening comprehension, oral expression, math calculation and math problem solving.

f. Reports should be immediately available to teachers that provide sufficient assistance on how the results should guide instruction.

h. Reports should include normative scores based on national norms in grades K - 12. Spanish literacy norms are required for Spanish literacy assessments.

i. Sample score reports must be provided in the response to the RFP. Sample reports can be provided in an appendix.

j. Item analysis reports should be provided.

k. Results must be available online for school and district personnel in a pdf-type file or Excel; results must also be available electronically in a .csv format for further analysis and uploading.

l. All reports should be available 24/7 with appropriate firewall and security protections; these protections must be reviewed/approved by the district IT department.

m. Scores need to be able to be transferred to other products (i.e., Edgenuity) to generate personalized learning activities.

5) Scoring

a. The following types of scores must be provided: scale scores (or raw scores, if appropriate), NAEP aligned proficiency levels (e.g., minimal, basic, proficient, and advanced). Other types of normative scores will be considered, including standard scores, Local Percentile Ranks or National Percentile Ranks. Proficiency levels must have a demonstrable, predictive relationship to those on the SAT suite (PSAT 8/9, PSAT, & SAT).

*NAEP aligned proficiency levels

*Normative scores if appropriate (e.g., stanine, quartile)

*Percentile Ranks

*Proficiency levels have a predictive relationship to those in the SAT suite (PSAT 8/9, PSAT, & SAT).

b. At the high school level, scores should be related to college readiness benchmarks.

c. Score reports must be provided at the following levels: student, classroom, school, and district. Vendors must provide copies of proposed reports that show results at each level by objective and sub-skill of the Common Core State Standards.

*Level by objective and sub-skill of the Common Core State Standards

*Performance in reading comprehension

*Performance in reading fluency
*Performance in basic reading (phonemic awareness and phonics)
*Performance in written expression (e.g. organization, ideas, language usage, conventions, grammar)
*Performance in listening comprehension
*Performance in oral expression
*Performance in math calculation
*Performance in math problem solving
6) Technical Considerations
a. The solution must be a browser-based user interface (Chrome, Internet Explorer, Mozilla, and Safari) requiring no local client installation.
b. The solution must be accessible on a PC (Windows 7 and 10), Mac (OS X Yosemite, OS X El Capitan, and MacOS Sierra), and iPad (iOS 8, 9, 10).
c. Please provide the minimum computing specifications and peripherals (if any) needed to implement your solution.
d. The solution must have the options of being hosted at the district or vendor hosted with vendor support for each option.
e. The solution must be able to support a minimum of 5,000 concurrent assessment takers without a degradation of services.
f. Please provide the maximum amount of bandwidth needed for each the following categories:
* Student taking an assessment
* Teacher reviewing assessment results
* Building-level administrator reviewing school results
* District-level administrator reviewing district results
g. The solution must have the ability to integrate with Active Directory and support Single Sign-On (SSO).
h. The solution must have an easy to navigate and flexible user interface and analysis tools for several levels of administration and monitoring.
i. User roles and permissions must allow varying degrees of access to the data.
j. The District is in the process of also procuring a database management system, and the selected vendor will need to confirm the ability to automatically extract and export data to any system selected and the frequency to which it can occur (nightly, hourly, etc.).
k. Provide a clearly defined Service Level Agreement (SLA) including availability, reliability, problem resolution, and escalation of issues.
7) Pricing
a. Costs were proposed on per student basis
b. The vendor's proposed pricing per student should be divided into two categories: 1) the proposed assessment, scoring, and reporting and 2) required professional development.
c. All costs explained; no hidden costs emerged.
8) Professional Development
a. Vendor proposals should include sample interpretive guides for parents and teachers.
b. Vendor proposals must include a proposed training program for key district and school personnel on logistics management of the proposed assessment solution. This includes topics like logging into the system, taking assessments, printing reports, scheduling assessment sessions, etc.

c. Vendor proposals should include training materials and guidelines to support teacher, school, and district use of assessment data derived from the proposed solution. This includes topics such as knowing when to adjust instruction based on assessment results, strategies for improving achievement in reading and mathematics, linking results to the school and district improvement plans and CCSS, etc.

d. Particular attention will be given to proposed solutions with web-based delivery of professional development.

9) Management

a. A consistent program manager assigned to this project is a requirement. Proviso reserves the right to approve project management assignments by the vendor.

b. Penalties for late deliverables are a requirement and will be negotiated into the contract.

10) Ratings

a. Criteria rated on a scale of 1 (low) to 5 (high).

Criteria for Evaluation: TEACHER-DESIGNED ASSESSMENTS

1) Assessment Planning and Design

- a. Supports a variety of response types, e.g. multiple choice, short answer, essay, etc.
- b. Item banks are coded with CCSS or other content-specific national standards. Items identified with Depth of Knowledge and/or Bloom's levels.
- c. Teachers can add their own codes to items, e.g. Unit 1, competency standard 3a, etc.
- d. Item banks include Spanish versions.
- e. Teachers can share assessments with each other.
- f. Review and approval function available.

2) Test Construction & Validity

n/a

3) Test Administration

- a. Administered online, with clickers (Promethean), Scantron, and answer sheets printed on plain paper.
- b. Student rosters imported from district student database (PowerSchool).
- c. Plagiarism checker is available.
- d. Functionality for students to take partial test without penalty for blank items.

4) Reporting

- a. Individual student test results for computer-based test forms must be delivered immediately or within 24 hours.
- b. Reports should be immediately available to teachers that provide sufficient assistance on how the results should guide instruction.
- c. Reports that include information related to specific skills deficits are desired. Specific suggestions for targeted instruction based on results are preferred.
- d. Ability for district to export a file of all students' scores from each administration so that data can be uploaded to the district's student information system (PowerSchool) and data warehouse.
- e. Sample score reports must be provided in the response to the RFP. Sample reports can be provided in an appendix.
- f. Item analysis reports should be provided.
- g. Report filters or other customization functionalities allow teachers and administrators to examine results for different groups of students.
- h. Usage reports available by teacher, grade, department, school, and district.
- i. Results must be available on-line for school and district personnel in a PDF-type file or Excel; results must also be available electronically in a CSV format for further analysis and uploading.
- j. All reports should be available 24/7 with appropriate firewall and security protections; these protections must be reviewed/approved by the district IT department.
- k. Reports available for mobile devices.
- l. Scores need to be able to be transferred to other products (i.e., Edgenuity) to generate personalized learning activities.

5) Scoring

- a. Teachers can set mastery levels.

b. The following types of scores must be provided: scale scores (or raw scores, if appropriate), percentages, and proficiency levels by standard (e.g., minimal, basic, proficient, and advanced).
*Proficiency level by standard
c. Score reports must be provided at the following levels: student, classroom, school, and district. Vendors must provide copies of proposed reports that show results at each level by objective and standard:
*Level by objective and standard
6) Technical Considerations
a. The solution must be a browser-based user interface (Chrome, Internet Explorer, Mozilla, and Safari) requiring no local client installation.
b. The solution must be accessible on a PC (Windows 7 and 10), Mac (OS X Yosemite, OS X El Capitan, and OS Sierra), and iPad (iOS 8, 9, 10).
c. Please provide the minimum computing specifications and peripherals (if any) needed.
d. The product must have the options of being hosted at the district or vendor hosted with vendor support for each option.
e. The product must be able to support a minimum of 5,000 concurrent assessment takers without a degradation of services.
f. Please provide the maximum amount of bandwidth needed for each the following categories:
*Student taking an assessment
*Teacher reviewing assessment results
*Building-level administrator reviewing school results
*District-level administrator reviewing district results
g. The product must have the ability to integrate with Active Directory and support Single Sign-On (SSO).
h. The product must have an easy to navigate and flexible user interface and analysis tools for several levels of administration and monitoring.
i. User roles and permissions must allow varying degrees of access to the data.
j. The District is in the process of also procuring a database management system, and the selected vendor will need to confirm the ability to automatically extract and export data to any system selected and the frequency to which it can occur (nightly, hourly, etc.).
k. Provide a clearly defined Service Level Agreement (SLA) including availability, reliability, problem resolution, and escalation of issues.
7) Pricing
a. Costs were proposed on per student basis.
b. Cost structure is explained for first year and subsequent years.
c. The vendor's proposed pricing per student should be divided into two categories: 1) the proposed assessment, scoring, and reporting and 2) required professional development.
d. All costs explained; no hidden costs.
8) Professional Development
a. Vendor proposals should include sample interpretive guides for parents and teachers.
b. Vendor proposals must include a proposed training program for key district and school personnel on logistics management of the proposed assessment solution. This includes topics such as logging into the system, taking assessments, printing reports, scheduling assessment sessions, etc.

c. Vendor proposals should include training materials and guidelines to support teacher, school, and district use of assessment data derived from the proposed solution. This includes topics such as knowing when to adjust instruction based on assessment results, strategies for improving achievement in reading and mathematics, linking results to the school's improvement plan and to the Common Core State Standards, etc.

d. Particular attention will be given to proposed products with web-based delivery of professional development.

9) Management

a. A consistent program manager assigned to this project is a requirement. Proviso reserves the right to approve project management assignments by the vendor.

b. Penalties for late deliverables are a requirement and will be negotiated into the contract.

10) Ratings

a. Criteria rated on a scale of 1 (low) to 5 (high).

Criteria for Evaluation: SAT SUITE TESTING
1) Tests Available
a. The SAT suite of tests are available (PSAT 8/9, PSAT, and SAT).
b. At least 3 forms are available for each test (PSAT 8/9, PSAT, and SAT).
c. Tests in the SAT suite are available from the College Board or are full-length mirrored tests. If mirrored, tests follow College Board test specifications and provide correlation coefficients that demonstrate a predictive relationship with actual College Board tests.
d. Paper-based tests are available. Test booklets and answer documents mimic College Board formats.
e. Accommodated test materials are available (e.g. MP3 audio files, large print format).
f. College Board supervisor manuals or those that mirror College Board instructions and scripts are provided in paper copies and online.
g. Non-secure test materials are delivered at least 3 weeks in advance of testing; secure test materials are delivered at least 2 weeks in advance of testing.
h. Shipping materials required to return completed test materials are provided.
2) Reports
a. Test results are available online for teachers, school, and district within 3-5 business days.
b. Reports that include information related to specific skills deficits are desired. Specific suggestions for targeted instruction based on results are preferred.
c. Sample score reports must be provided in the response to the RFP. Sample reports can be provided in an appendix.
d. Item analysis reports should be provided.
e. Report filters or other customization functionalities allow teachers and administrators to examine results for different groups of students.
f. Results must be available online for school and district personnel in a PDF-type file or Excel; results must also be available electronically in a CSV format for further analysis and uploading.
g. All reports should be available 24/7 with appropriate firewall and security protections; these protections must be reviewed/approved by the district IT department.
h. Reports can be accessed on mobile devices.
i. Scores need to be transferrable to other products (i.e., Edgenuity) to generate personalized learning activities.
3) Pricing
a. Costs are proposed on a per student basis.
b. All costs are explained; no hidden costs emerge.
4) Management
a. A consistent program manager is assigned to this project. Proviso reserves the right to approve project management assignments by the vendor.
b. Penalties for late deliverables are a requirement and will be negotiated into the contract.
5) Ratings
a. Criteria rated on a scale of 1 (low) to 5 (high).

Criteria for Evaluation: SAT TEST PREP
1) Test Prep Program Design
a. Program can be offered after school or on Saturdays.
b. Session length and number of sessions can be customized to needs of students in consultation with district.
2) Instructional Design
a. Instruction is targeted to specific academic needs of students.
b. Sessions maximize instructional time.
c. Instructional strategies are interactive, engaging, and culturally sensitive.
3) Instructors
a. Instructors are knowledgeable and experienced in student test prep.
b. Instructors are thoroughly trained in the program design, resources, and instructional methods.
c. Instructors are able to engage and motivate students.
d. Instructors adjust instruction in response to student learning needs.
4) Program Evaluation and Reports
a. Program provides evidence of proven track record of success in improving student performance on College Board tests.
b. Program implementation is monitored on an ongoing basis (progress through the identified content and skills based on targeted student needs, instructor and student attendance).
c. Student feedback about the program is collected, analyzed, and reported; Proviso reserves the right to review questionnaires or survey instruments in advance.
d. Program impact on student test performance is evaluated and reported; Proviso reserves the right to review the evaluation methodology in advance.
e. School- and district-level reports are provided.
f. Student reports are provided that show student growth and program participation.
g. Reports are available online and with mobile devices.
5) Pricing
a. Costs are proposed on a per student basis.
b. All costs are explained; no hidden costs emerge.
6) Management
a. A consistent program manager is assigned to this project. Proviso reserves the right to approve project management assignments by the vendor.
b. Penalties for late deliverables are a requirement and will be negotiated into the contract.
7) Ratings
a. Criteria rated on a scale of 1 (low) to 5 (high).

Proposed Costs

Please provide a proposed cost for each component.

(1). Universal Screener

Cost per student \$ _____

Other cost (please describe) \$ _____

(2). Progress Monitoring

Cost per student \$ _____

Other cost (please describe) \$ _____

(3). Teacher-Designed Assessments

Cost per student \$ _____

Other cost (please describe) \$ _____

(4). SAT Suite Testing

Cost per student \$ _____

Other cost (please describe) \$ _____

(5). SAT Test Prep

Other cost (please describe) \$ _____

Total Proposed Cost \$ _____

Request for Proposal Form

TO: Office of Business Administration
Proviso Township High Schools
8601 West Roosevelt Road
Forest Park, IL 60130-2532

FROM: _____
(Name of Firm/Individual)

I have examined the specifications and instructions included herein and agree, provided I am awarded a contract within 90 days of proposal due date, to provide the specified items for the sum shown in accordance with the terms stated herein. All deviations from specifications and terms are in writing and attached hereto.

Firm/Individual Name Signature

Address Print Name

City, State, Zip Code Title

Telephone Number Date

PROPOSED COST: \$ _____

**CERTIFICATE OF COMPLIANCE WITH
ILLINOIS DRUG-FREE WORKPLACE ACT**

_____ (Individual Vendor), does hereby certify pursuant to Section 4 of the *Illinois Drug-Free Workplace Act* (Ill. Rev. Stat., ch. 127, par. 132.314) that (he, she) will not engage in the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance in the performance of the contract and that (he, she) is not ineligible for award of this contract by reason of debarment for a violation of the *Illinois Drug-Free Workplace Act*.

Name of Firm/Individual

By: _____
Signature

Title

Date

(Vendors With 25 or More Employees)

**CERTIFICATE OF COMPLIANCE WITH
ILLINOIS DRUG-FREE WORKPLACE ACT**

_____ (Vendor), having 25 or more employees, does hereby certify pursuant to Section 3 of the *Illinois Drug-Free Workplace Act* (Ill. Rev. Stat., ch. 127, par. 132.313) that (he, she, it) shall provide a drug-free workplace for all employees engaged in the performance of work under the contract by complying with the requirements of the *Illinois Drug-Free Workplace Act* and further certifies that (he, she, it) is not ineligible for award of this contract by reason of debarment for a violation of the *Illinois Drug-Free Workplace Act*.

Name of Firm/Individual

By: _____
Signature

Title

Date

CERTIFICATE REGARDING
SEXUAL HARASSMENT POLICY

_____ (Contractor), does hereby certify pursuant to Section 2-105 of the *Illinois Human Rights Act* (775 ILCS 5/2-105) that (he, she, it) has a written sexual harassment policy that includes, at a minimum, the following information: (1) the illegality of sexual harassment; (2) the definition of sexual harassment under State law; (3) a description of sexual harassment, utilizing examples; (4) an internal complaint process including penalties; (5) the legal recourse, investigative and complaint process available through the Department of Human Rights and Human Rights Commission; (6) direction on how to contact the Department of Human Rights and Human Rights Commission; and (7) protection against retaliation.

Name of Firm/Individual

By: _____
Signature

Title

Date