



Cleveland School District

Where Learning is Essential

Otha Belcher Jr., Ed.D

Superintendent, Cleveland School District

662-843-3529

REQUEST FOR PROPOSAL

This Request for Proposal will require the proposal submissions to include a contractor summary of their business, capabilities and methodology for completing the proposal, expected results, executives, staffing, and management required for completion, communication details, equipment needed, expense breakdown, expense summary, details of licensing and bonding if they have any, insurance details.

PROJECT NAME: Web-Based Benchmark Assessments in ELA, math, science, and history

Cleveland School District

305 Merritt Drive

Cleveland, Mississippi 38732

PH: 662-843-3529 FAX: 662-579-3090

aharris@cleveland.k12.ms.us; clangin@cleveland.k12.ms.us

ADVERTISED BID: Web-Based Benchmark Assessments in ELA, math, science, and history

NOTICE TO PROPOSERS

The Cleveland School District (CSD) is soliciting sealed competitive proposals for the services per the specifications stated elsewhere in this solicitation document. Proposals shall be submitted in an envelope marked on the outside with the offeror's name and address and proposal number **(RFP #2019-2020 – Web-Based Benchmark Assessments in ELA, math, science, and history**

to:

Cleveland School District
Attn: Dr. Angela Harris/Clarese Langin (Federal Programs)
305 Merritt Drive
Cleveland, MS 38732

Proposals will be received at the above address until 3:00 PM, August 8, 2019. Proposals will be opened as received. Prices will not be read, nor disclosed in any other manner until the award is made.

Faxed proposals will not be accepted. Proposals must be submitted in sufficient time to be received and time- stamped at the above location on or before the published date and time shown on the RFP. CSD will not be responsible for mail delivered from the post office. Vendors must submit sealed proposals with any material required by this RFP by the time and date specified. This RFP will not be distributed in paper form. All distributions will be through the District website.

The RFP contains all necessary information to submit a proposal to the District. Please review it carefully, and if specific questions arise, forward them to the email address listed herein, or fax with an email to confirm receipt.

SUBMISSION OF PROPOSALS. The offeror should propose his/her lowest and best price. All prices shall be entered on the proposal in ink or typewritten. All required signatures shall be original and in ink.

PROPOSAL FORM

1. **Delivery of Bids:**

The Cleveland School District Board of Education will accept bid proposals for **Web-Based Benchmark Assessments in ELA, math, science, and history** for the 2019-2020 school year.

All proposals must be submitted to:

Office of the Superintendent of Education, Cleveland School District
Attn: Dr. Angela Harris/Clarese Langin
305 Merritt Drive
Cleveland, MS 38732

no later than 3:00 PM, August 8, 2019.

Timeline:

In order to complete our mission, we have set the following timetable. This timetable is subject to change by the managers of this project.

Milestone:	Date:
Requests for Proposals Advertisement	July 19, 2019
Second Advertisement	July 26, 2019
Deadline for Proposals	August 8, 2019
Bid Proposals Opened	August 9, 2019
Notification of Award by	August 15, 2019
Project Start Date	September 9, 2019
Project Completion Date	June 30, 2020

2. **Bid Withdrawal:**

No bids may be withdrawn for a period of thirty (30) days following the scheduled opening date.

3. **Right to Reject Bids:**

The Cleveland School District Board of Education reserves the right to reject any/or all bids of any groups thereof and waive irregularities.

4. **Subject to Appropriation:**

Funds for bid are subject to federal/state appropriation and ability of the district's Comprehensive Federal Programs Application to accommodate this expense.

5. **Code of Conduct for Consultants:**

All consultants that work through this bid are expected to conduct themselves professionally at all times. In addition, they are required to submit written documentation of each consulting visit and submit to the Assistant Superintendent of Federal Programs, and the principal of the school, if applicable.

6. **Length of Services:**

Contract will run for one year. Cleveland School District reserves the right to dissolve this contract as dependent upon allocation and evaluation services provided.

ADVERTISED BID: Web-Based Benchmark Assessments in ELA, math, science, and history

Purpose

The purpose of this Request for Proposal (RFP) is to obtain quotations for Web-Based Benchmark assessments in ELA, math, science, and history that incorporates a blend of item banks, unit tests, benchmarks (interims), and practices tests aligned in terms of content, cognitive, and rigor to the adopted academic content of the MSCCR Standards.

Scope of Services – *Proposal responses should be in the following order.*

TEST DESIGN & DEVELOPMENT

	Yes	No
The purpose of the performance measures within the system is explicitly stated (e.g., who will be tested, what is the content of the test, what are the uses of the results).		
A rationale/justification explains the performance measures' design in terms of presentation, format, length, utility, etc.		
A general description of how the performance measures contribute to the overall measurement system is provided (e.g., benchmarking student progress between administrations of the statewide performance measure).		
The performance measures target content standards that represent a full range of knowledge and skills students are expected to master and demonstrate.		
The performance measures' design is developmentally appropriate for the intended audience and reflects challenging material needed to demonstrate higher-order thinking skills.		
Specification tables articulate the number of items, item types, passage readability, and other information for the performance measure.		
Test blueprints have been developed and used to align items to targeted content standards.		
Blueprints identify the number and types of items used to measure the targeted content standards and provide information regarding item characteristics (e.g., difficulty, discrimination, cognitive demand, etc.).		
Items/tasks are varied and designed to measure a range of cognitive demands/higher order thinking skills at developmentally appropriate levels in order to reflect the rigor articulated in the targeted content standards.		

Items are of sufficient quantities and type to sufficiently measure the depth and breadth of the targeted content standards, while providing multiple opportunities for the test-taker to demonstrate content knowledge.		
Item development reviews consisted of subject matter experts for each targeted content area. Reviewers developed, modified, and/or reviewed items using standardized guides (i.e., documents the tasks, techniques, and procedures used in creating the performance measure).		
Item development reviewers created score keys, including scoring rubrics for human-scored, open-ended prompts (e.g., short constructed response, extended constructed response, writing prompts, performance tasks).		
The item development reviewers examined field tested items in terms of (a) alignment, (b) developmental appropriateness, (c) content accuracy, (d) fairness, (e) sensitivity, and (f) accessibility/universal design.		
Field testing results were used to evaluate the performance of newly developed items. Field testing results were used in making additional corrects/improvements to the item.		

TEST ADMINISTRATION

	Yes	No
Tests are administered using secure software that renders items in a manner consistent with those for large-scale assessments.		
Test responses are encrypted, uploaded, and stored in a manner that prevents data loss or corruption.		
Test-takers responses can be exported by the test administrator. Administrative procedures outlined steps used to ensure security of personally identifiable information		
Administration workshops and/or materials to train school test coordinators/personnel. The performance measure developer has published procedures used to determine if the capacity exists for an online performance measure (e.g., operating system, interoperability, required software, etc.).		
The performance measure developer provided a detailed description of the steps used to open and close the access portal. This description articulates how test security is maintained during each session.		

<p>Guidelines contain the step-by-step procedures used to administer the performance measure in a consistent manner. The ease-of-use by end-users is supported by characteristics such as-</p> <ul style="list-style-type: none"> • allowing students to split administration sessions • having audio capacity for appropriate accommodations • adaptable font sizes • using split screens to keep the passage visible while answering items • saving responses after each item or set of items • splitting the performance measure into more than one session • allowing for non-sequential movement through test items • flagging test items as a reminder to revisit the item • highlight both test items and passages 		
<p>Toll-free telephone and/or web-based support services are available during the administration period of the performance measure. Support services include guidance documents (FAQs, troubleshooting guides, etc.) that address logistical and administrative needs.</p>		

TECHNICAL QUALITY

	Yes	No
<p>Standard-setting procedures follow national recognized methods for each subject area and performance measure type. Procedures address how performance scores across grade levels allow for consistent interpretability.</p>		
<p>Performance level descriptors describe the achievement continuum using content-based competencies for each assessed content area. Cut scores are established for each performance level.</p>		
<p>The performance measure articulates the techniques used to ensure the accurate and reliable scoring of student responses.</p>		
<p>Analyses were conducted to support item development, fairness/bias evaluations, test construction, item calibration, equating, scaling, and score validation.</p>		
<p>Psychometric data show the results from test scaling and score equating, including the equating of alternative forms. The measurement model(s) used is supported by data from each administration.</p>		

<p>Reviewers examine the alignment characteristics of the performance measure in terms of:</p> <ul style="list-style-type: none"> • consistency with specification tables/blueprints • DoK consistent within the targeted content standards • rigor of sampled content • developmental appropriateness • pattern of emphasis 		
Data demonstrates item and test characteristics fit with the expected parameters with minimal error.		
Reliability coefficients are reported annually for the performance measure, which include measures of internal consistency, which are above .80 for all practice assessments. Standard and conditional errors are reported. Classification and decision consistency (Cohen's kappa) are consistent with the statewide assessment.		
Sources of validity evidence are published annually following the guidelines found within the Standards, such as interrelationship of items and item types, alignment to targeted standards, and equivalency of alternate forms were provided.		

REPORTING

	Yes	No
Score reports contain data on how test-takers perform on the performance measure as compared to established performance standards. Report results are exportable to the end-user.		
Scores are reported using other metrics (e.g., scaled scores, NCEs, PLs) besides raw score points. These scores are explained to non-measurement audiences using jargon-free narratives.		
Educator reports provide individual student results at the classroom level. These reports include item-level results and show student performance on different items, along with comparison data (e.g., district, state, normed group, etc.).		
Reporting system uses icon-based symbols with a dashboard layout that facilitates end-user navigation of the reporting system.		
Student reports provide guidance on score interpretation so educators can address their students' learning needs.		

Item-level performance data is provided in technical documentation that supports the reporting system's score inferences (i.e., demonstrates the rigor of items consistent with the statewide assessments).		
Testing accommodations reflect those used during regular instruction and/or those afforded during participation on other performance measures. These accommodations do not invalidate the scores.		
Post administration analyses are used to improve performance measure quality, detect poor item performance, scoring drift, omission rates, and other quality aspects. These results are published annually, and then used in the upcoming measurement cycle to improve the overall system.		
Item pools/test banks, norming groups, and operational forms are updated periodically to maintain the relative quality of the performance measure, while minimizing item exposure.		

OTHER

	Yes	No
The total time to administer the performance measure is developmentally appropriate for the test-taker. Generally, this is 45 minutes or less for young students and up to 60 minutes per session for older students (high school).		
The unit cost (in dollars) is provided for administering the performance measure, including ancillary materials for each test-taker. Scoring costs are provided for the performance measure.		
Scored measures are available to educators and students/parents in a timely manner. For students and teachers, the scoring results are available upon completion of the assessment.		
The overall performance measure costs include multiple forms for pre/post administration, interpretative guides, scoring, and reporting services.		
The performance measure does not require additional fiscal resources beyond an annual licensing fee for test applications. All scored results become the property of the educator/district.		

Selection Process

Contracts will be evaluated based on specification criteria, experience, favorable references, services available, etc. The evaluation process will continue until a recommendation of award is accepted by Cleveland School District.

Special Terms and Conditions

In the event the firm/company is unable to provide the afore mentioned products and mutually acceptable alternative cannot be arranged, the contract can be terminated with written notification by either party.

Web-Based Benchmark Assessments in ELA, math, science, and history

Certification of Acceptance of Bid Conditions

This is to certify that _____ accepts the conditions of this official
(Name of Firm)
bid process in submitting our sealed, competitive bid for the items outlined under the
specifications section of this proposal

Signed: _____

Title: _____

Firm: _____

Date: _____

Vendor's DUNS#: _____

Web-Based Benchmark Assessments in ELA, math, science, and history

Proposal

Board of Education
Cleveland School District
305 Merritt Drive
Cleveland, MS 38732

School Board Members:

We proposed to furnish and deliver the services/commodities as listed in the proposal form according to your specifications. These prices are guaranteed until June 30, 2020.

We further agree not to request permission to withdraw our bid after bids have been publicly opened.

This proposal consists of Proposal Forms, Conditions and Specifications. We understand that each form is to be signed as required and unless this has been done, our bids may be considered incomplete and rejected therefore.

Firm: _____

Address: _____

State _____ Zip Code _____

Telephone _____

Signature _____

(Please print name above)

Title _____

Web-Based Benchmark Assessments in ELA, math, science, and history

BID FORM

Cost per student for online reading comprehension system \$ _____

Any other costs associated with product (e.g. online platform) \$ _____

(Optional) Cost per student for online diagnostic \$ _____

(Optional) Cost for any additional online tools \$ _____

(Optional) Cost for any additional online programs \$ _____

(Optional) Professional Development \$ _____

*(*Costs are requested a certain way to be able to compare against other vendor's products – if you choose to list prices in a different way that must be in addition to the requested prices listed here.)*

Name of Company

DUNS # _____

Name (printed)

Signature

Date

If the bid is selected:

Superintendent's Signature

Date

School Board President's Signature

Date