

ADDENDUM NO.3
December 10, 2014
Five Pages

Data System Request for Proposals
Opening Date: December 19, 2014
Opening Time: 11:00 a.m.
RFP # 1074-14

This Addendum No.3 is being issued to answer the following questions:

Our team at Tembo is looking forward to responding to the exciting scope of RFP 1074-14. To best respond, we have a few clarifying questions for the district: We look forward to hearing from you, and appreciate your consideration.

QUESTIONS:

Deliverable 1: Can we clarify what the district wants in help producing a "balanced assessment system"? Does GPS expect recommendations on existing assessments? Recommendations on new assessments? Assessment creation?

ANSWER

We recently completed an internal audit of assessments that are used district wide. As we build a data warehouse/dashboard, we would like the external partner to evaluate our selected assessments and recommend enhancements/changes that would fill gaps in our assessment framework. See attachment on comprehensive assessment system.

We would like: i) a review of how our existing assessments help us implement and manage strategic goals and initiatives; ii) recommendations on new assessments, including; predictive (diagnostic) assessments that align with outcomes on state exams (Smarter Balance Assessment).

QUESTIONS:

Deliverable 2: What type/amount of direct data entry (by teachers or otherwise) is expected?

ANSWER:

We will need to examine with the external partner how results on the ultimate set of assessments used by teachers are entered into the data warehouse. We know that some assessments will have automatic uploads (such as Smarter Balance Assessment or Renaissance Learning), but others may require manual uploads, which we need to minimize. We would like the opportunity to make corrections or updates to data imported into the warehouse.

QUESTIONS:

Deliverable 2: What type/amount of data is expected for importing? By whom?

ANSWER

See answer to above question. To expand on that answer:

1. Standardized test scores from external sources (SBA, COGAT, AP, SAT, ACT) and data from assessments that are internally scored (e.g. Fountas and Pinnell Benchmarks) and entered by classroom teachers into Aspen.
2. We would also like the ability to import formative assessment data from our instructional management system, Schoology, in addition to data from various apps (e.g., Khan Academy). The solution should be open and flexible to allow the warehousing and reporting of any data source with a defined schema.

QUESTIONS:

Deliverable 2: Will data be written back to any of the sources (e.g. bidirectional data syncing across sources)?

ANSWER

We could handle this internally provided we have import/export access to the data in the warehouse.

We would also like the ability to import formative assessment data from our instructional management system, Schoology, in addition to data from various apps (e.g., Khan Academy). The solution should be open and flexible to allow the warehousing and reporting of any data source with a defined schema.

QUESTIONS:

Deliverable 2: What other major third party systems are required for integration besides the three mentioned?

ANSWER

Our most pressing need is to start with the integration of data from Aspen, Schoology and RTI Studio into a dashboard that provides information for data-based decision making on all levels from the classroom to the school to the district. At the district level, dashboard would be a critical tool to monitor progress on the new strategic plan which is currently under development.

QUESTIONS:

Deliverable 4: Can we confirm whether or not there will be dashboard views for parents (with user system) and the public? We see it in the theory of action, but want to confirm the deliverable.

ANSWER

Parents currently have access to student information through Aspen. Dashboard capability for parents could be added in the future. A public view, in addition to staff view, would be the priority. The key will be to have a single dashboard that ties back to all the various data catchments or warehouses (i.e., Aspen).

QUESTIONS:

Deliverable 4: Can GPS include more detail on the purpose-built models?

ANSWER

This refers to the District's need for an external partner who can provide not only technical assistance on data integration, but expertise in the analysis of data. What metrics should we use? How do we develop metrics and data collection systems for goals not directly related to student achievement (see attached vision of the graduate)?

QUESTIONS:

Deliverable 1-4: To best respond to the request for a methodology for evaluating program/initiative effectiveness, can GPS provide a list (or examples) of such programs in place?

ANSWER

The District is engaged in a continuous improvement cycle that is constantly evaluating *program effectiveness*. *This often includes piloting new programs that are thought to be better aligned with our standards and goals.* We are interested in working with an external partner to develop rigorous evaluation frameworks that will provide information needed to make an informed decision on programs under consideration. Another example would be the evaluation of interventions (extended time, remedial programs like Read 360) designed to accelerate student learning.

- An example of a District-level initiative is the Digital Learning Environment (DLE) initiative, which is providing one computing device for every student and staff member in the District, in addition to intensive professional learning for staff.

QUESTIONS:

Value-added growth: What specific data will be available for the value-added analyses? What tests? What subjects? What years?

ANSWER

We would expect the top ranking external partner to have proven expertise on this question and be able to guide us to a valid and reliable value-added growth model built on the proper set of and mix of assessments. It would be a mistake to consider what we currently use as assessments as the sole universe for what would comprise the value-added model.

Having said that, we are interested in placing all assessments within our assessment framework within a system that would allow us to track student growth and progress from grade to grade. SBA will be scored on a vertical scale allowing for measurement of growth from grade to grade. The development of a companion interim assessment system for SBA would provide further data. However, we will also be using other types of screening assessments and progress monitoring assessments that need to be integrated into the system. A pressing need is the early identification of students in grades K-2 who are performing below grade level and not meeting the standards against which they will be assessed at the end of grade three by SBA.

QUESTIONS:

Value-added growth: Does the district have any preferences for the type of value-added model?

ANSWER

We are interested in seeing recommendations from the external partner in the response to the RFP. In the least, we require a multi-level hierarchical linear model that controls for school-level, classroom-level, and other effects and allows us to isolate the amount of student growth that is attributable to each teacher in the current year. However, to repeat a statement in the above answer, we would expect the top ranking external partner to have proven expertise on this question and be able to guide us to a valid and reliable value-added growth model.

QUESTIONS:

Project planning: Can we get a sense of any expected timelines during this multi-year engagement?

ANSWER

We are interested in providing teachers and administrators with easy access to student demographic and assessment data in phase one. We are looking to the external partner for suggestions on how to build on this capability in future years.

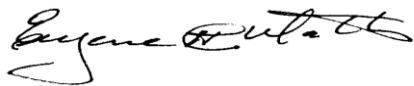
QUESTIONS:

Project planning: Is GPS open to a phased development approach that incorporates learnings into the next phase?

ANSWER

Absolutely, this will be an iterative process based on feedback and emerging needs from users on multiple levels (teachers, administrators, Board Members, public).

All project requirements, except for those that are specifically added or modified by this Addendum, shall remain in full effect.



Eugene H. Watts

END OF ADDENDUM NO. 3