

OSD JMES RFP EVALUATION RATING RUBRIC

TEAM Evaluator(s) First & Last Name(s):
 Sarah Roberts, Instructional Leadership OSD Executive Director
 Joyce Wilson, OSD board member
 Kalina Potts, JMES Assistant Principal
 Julie Neilson, JMES Principal
 Tonya Blackford, JMES Instructional coach K-2
 Jan Whimpey, JMES Instructional coach 3-6
 Thais Rodriguez, OSD CLD Teacher Specialist
 Jennifer Wylie, JMES parent
 Sondra Jolovich-Motes, Equity & Access OSD Executive Director -CSI Turnaround

TEAM Review Dates:
 Wednesday, August 7, 2019
 Thursday, August 22, 2019

Vendor Selected:
 Utah Education Policy Center (UEPC)

OSD JMES Score Sheet-Catapult	TEAM Evaluator Score (1 low-5 high)	OSD JMES Score Sheet-UEPC	TEAM Evaluator Score (1 low-5 high)	Criteria Weight	% of Tech Criteria	Points Possible	Points Earned Catapult	Points Earned UEPC	Team Preference	Quick Find: Catapult Learning	Quick Find: Utah Education Policy Center (UEPC)
ROOT CAUSES											
Criteria 1- Strategies to address root causes	4-they have it aligned with domains and principles identified by Utah was good, did have different teams that we liked, they discussed taking it to student level with data, wasn't alot of the what or the how, so still general, layout was much better	Criteria 1- Strategies to address root causes	4-used TetraAnalytix, used term to use data but not specific	20	16.70%	100	80	80	UEPC	pages 4-8 priorities mentions page 17	pages 4-10
Criteria 1- Plan to address root causes (specific actions the vendor will take or lead to address)	3-talked about cycling through and keeping committees	Criteria 1- Plan to address root causes (specific actions the vendor will take or lead to address)	4-completed in the #3-90 day plans, identified 4 priorities	10	8.30%	50	30	40	UEPC	pages 38- top of page 40	page 24
SCOPE OF WORK											
Criteria 2- General Scope of Work (foundation of practice and philosophies)	3-did like whole school inclusion, discussed how to unpack the standards, quarterly implementation, they referenced general tools over again, had a strong process of communication	Criteria 2- General Scope of Work (foundation of practice and philosophies)	5-framework, powerful student learning structures, question regarding the extensive amount of meetings suggesting, like the ongoing monitoring, high quality professional development, communication & job embedded work, question regarding leveraging support of community partners (how)?	20	16.70%	100	60	100	UEPC	pages 4-17	pages 9-23
RECOMMENDATIONS FOR CHANGE											
Criteria 2 -recommendations regarding changes to low performing school's personnel, culture, curriculum, etc. (specific actions the vendor will take or lead to address)	4-use of data, quick wins, short and longterm goals, their focus on SEL needs, recommend using their assessment system- not sure how we feel about that(concern)	Criteria 2 -recommendations regarding changes to low performing school's personnel, culture, curriculum, etc. (specific actions the vendor will take or lead to address)	4-highest priority needs are number one guide for recommendations, aligned to evidence based strategies, philosophy of teachers and leaders working side by side	10	8.30%	50	40	40	UEPC	pages 38- top of page 40	page 12 page 13 page 26
MEASUREABLE STUDENT OUTCOMES											

Criteria 3- measurable student achievement goals and objectives and benchmarks (specific actions the vendor will take or lead)	3-like for many of same reasons mentioned above, focused on teachers and self, everything that is here we have already as a district and we do not need to use their documents and they do not discuss frequency, less often and vague	Criteria 3- measurable student achievement goals and objectives and benchmarks (specific actions the vendor will take or lead)	3-questions being asked are really not different from what we are already doing, so have a high and a low, we do not see teacher level collecting data and analyzing-no specificity around data sources regarding what will be collected and analyzed	10	8.30%	50	30	30	UEPC	pages 9-13 page 40 top of page 41	pages 5-top of page 8 pages 12-13 page 26-27, 28-29 Reference USBE CSI Handbook pages 130-145
PROFESSIONAL DEVELOPEMENT		PROFESSIONAL DEVELOPEMENT									
Criteria 4- professional development plan with strategy to address instructional practice (specifically length of professional development, at what time of day, is there planning for substitutes and impact on student learning?)	3-all of the necessary components, but research base is weaker and no references, long list of instructional strategies, online component	Criteria 4- professional development plan with strategy to address instructional practice (specifically length of professional development, at what time of day, is there planning for substitutes and impact on student learning?)	4-well organized progression, designed to address individual school needs & has hierarchial structure, strong evidenced based research strategies	10	8.30%	50	30	40	UEPC	pages 18-top of 21 bottom of page 41 pages 14-17 workshop tab Appendix A-PD	middle bottom page 16 top page 17-page 20 bottom of page 22-23 middle of page 27
BUDGET		BUDGET									
Criteria 5- detailed budget (Is there specific reference to professional development and all costs associated with the professional development?)	2- #30 days in person coaching, 30 days virtual coaching(zoom), and travel for personnel, amount of visits decreases in subsequent years-huge concern	Criteria 5- detailed budget (Is there specific reference to professional development and all costs associated with the professional development?)	3-Includes 12 site visits (1-3 days) each, 2-3 hours weekly (48 days) electronic support zoom, includes only personnel and salary & 1 conference (not included in cost)	10	8.30%	50	20	30	UEPC	separate document referenced middle of page 45	separate document referenced on page 28
ASSESSMENT & PROGRESS MONITORING		ASSESSMENT & PROGRESS MONITORING									
Criteria 6- plan to assess and monitor progress	3-manageable amount, focused, purposeful, lovely dashboard but requires alot of additional tools and to sell their PD with limited experience and not as strong evidence based research, data informed but in a programatic way	Criteria 6- plan to assess and monitor progress	4-aligned to core principles, school plan focused, however vague on process of assessing data	10	8.30%	50	30	40	UEPC	middle page 45	page 16 (top paragraph) middle of page 28 top of page 29
COMMUNICATION TO STAKEHOLDERS		COMMUNICATION TO STAKEHOLDERS									
Criteria 7-plan to communicate and report data on progress to stakeholders (Are a variety of communication methods utilized? Is it one way communication? Does it include seeking feedback and input from stakeholders?)	2-like the idea to meet with SLT committee but could not find where they were meeting with anyone else, could not find where faculty was part of plan development	Criteria 7-plan to communicate and report data on progress to stakeholders (Are a variety of communication methods utilized? Is it one way communication? Does it include seeking feedback and input from stakeholders?)	3-more of what is the school leadership doing to develop the clear message, did not see a lot of how they were going to conduct communication	10	8.30%	50	20	30	UEPC	bottom of page 45	page 29
TIMELINE		TIMELINE									
Criteria 8 - timeline for implementation	0-could not find an actual timeline	Criteria 8 - timeline for implementation	4-well outlined process for PD, including all necessary components & designed to be flexible to meet school needs	10	8.30%	50	0	40	UEPC	bottom of page 46 page 47	chart on page 15 chart on page 22 pages 29-32
TOTAL POINTS EARNED		TOTAL POINTS EARNED					340	470	UEPC		
SCORING GUIDE:											
100 points possible breakdown: Score of 1=20pts, Score of 2=40pts, Score of 3=60pts, Score of 4=80pts, Score of 5=100 pts											
50 points possible breakdown: Score of 1=10pts, Score of 2=20pts, Score of 3=30pts, Score of 4=40pts, Score of 5=50 pts											

When reviewing individual RFP documents in relation to the categories stated above, consider the following when determining your score:

- How does this information align to the framework and structures presently identified as effective practice in OSD?
- How does this proposal ENHANCE the present practices and framework of OSD Instructional Practices, Professional Development, Data Driven Instruction, and Communication?
- How will this proposal ENHANCE the school success plan framework and systems implementation that has been initiated this year at JMES?
- How does this proposal ENHANCE the systems of support in place for JMES by OSD cabinet and senior staff?
- How does this proposal ENHANCE Meaningful Parent & Family Engagement at JMES?