



RIO RANCHO PUBLIC SCHOOLS PURCHASING DEPARTMENT
NOTICE OF INTENT TO AWARD SOLE SOURCE PROCUREMENT
March 30, 2017

Chief Procurement Officer: Tom Weeks
Telephone Number: (505) 962-1143

Prospective Contractor:
Northwest Evaluation Association (NWEA)
121 NW Everett Street
Portland, OR 97209

Total amount of prospective contract for SY17-18: \$164,000
Total amount of prospective contract over three years: \$494,000

To include:

- **Web-based MAP for Primary Grades for Reading and Math for students in grades K-2**
- **Web-based Measures of Academic Progress (MAP) for Reading, Math & Language Usage for students in grades 3-12**
- **Skills Navigator Diagnostic and Progress Monitoring Assessments and OER practice materials for select students in the Student Assistance Team process**
- **Professional development related to the administration of and interpretation of data from proprietary assessments developed by and administered by NWEA and the relationship of these assessments to other assessments in a balanced assessment system.**

Proposed Contract Term: 36 Months (3 years)

Summary:

The Rio Rancho Public Schools Purchasing Department intends to make a purchase for which we believe there is no competition. This will be a “Sole Source” procurement made in

accordance with 13-1-126 NMSA 1978. The purpose of this notice of intent is to attempt to identify possible alternatives. Any potential vendor who does not agree that this product or service is available from only the intended source must contact the Rio Rancho Public Schools Purchasing Office within thirty (30) calendar days of the date this notice is posted to the State of New Mexico General Services/Purchasing Division "Sunshine Portal". Note, the full Notice of Intent - Sole Source Procurement and Contractor Measurement and Verification Plan package may be viewed online at the following website address:

<https://www.rrps.net/cms/one.aspx?pageId=338932>

Your response must be in writing and describe the product or service you are proposing as an equivalent or alternative product and service. Please send your response, via email to: tom.weeks@rrps.net The words "Response to Proposed Sole Source" must appear in the subject line. If you have any questions, please contact this office at that email address.

PROJECT DESCRIPTION:

In 2013 the Public Education Department through the State of New Mexico General Services Department entered into Statewide Price Agreement Number 30-924-13-16156AB with the Northwest Evaluation Association (Awarded Vendor Number 0000094307) to provide an interim benchmark assessment called the Measures of Academic Progress (MAP). This price agreement expires on June 30, 2017. Since the Public Education Department no longer has the funding to provide interim benchmark assessments to all of the districts, the Public Education Department is not renewing the price agreement. However, the district has used the Measures of Academic Progress (MAP) with students in grades 3-12 and the Measures of Academic Progress for Primary Grades in grades K-2 (MPG) over the past four years and has a significant amount of longitudinal trend data that would be devastating to lose. The Northwest Evaluation Association is the sole source provider of MAP and MPG including their proprietary scoring and reporting software and related research including national norms studies.

The MAP and MPG were selected as the interim benchmark assessment to provide real-time valid and reliable instructional feedback aligned to the state-adopted standards. At the current time, these standards are the Common Core State Standards. MAP and MPG provide information about students' relative strengths and weaknesses both at the skill and at the standard level and provide guidance regarding the skills to reinforce, develop, and introduce.

The interim benchmark assessment also needs to provide predictive information about whether students are on-track to meeting proficiency on the state accountability assessment and college and career readiness standards. At the current time, MAP provides information about students' predicted performance level on PARCC and on ACT.

Furthermore, the interim benchmark assessment needs to provide information about student proficiency and growth relative to similar students nationwide and to provide information about how the rate of growth of the school as a whole compares to similar schools nationwide. One report that the district frequently uses is a scatterplot that shows students' conditional growth

percentiles in relationship to their proficiency percentiles by classroom. This scatterplot visual has been instrumental to determining trends within classrooms and range of growth percentiles (as opposed to just looking at average growth measures). The district has also used data related to proficiency and growth for the purpose of developing district norms for the dual discrepancy model in addition to incorporating the data into placement and exit criteria for interventions.

MAP and MPG are computer-adaptive assessments that provide measures of student growth on the Common Core State Standards both within and across school years. Given the adaptive structure of the assessment, MAP and MPG provide information about students' instructional needs with minimal error regardless of whether students are performing on, below, or above grade level.

The structure of the assessments is unusual in that they are designed to provide valid and reliable information about students' growth across different grade levels. This structure has allowed the district to use the data for program evaluation purposes. The longitudinal data obtained has been instrumental in measuring the effectiveness of various initiatives. Use of different assessments would result in the loss of trend data and would severely hamper the program evaluation process. For example, students' individual line graphs showing their scores across different grade levels have been used to show whether the student's participation in a grade-level specific intervention program changed the student's growth trajectory as compared to the year prior to and the year after the intervention. Cohort data has been used to compare whether, on average, summer regression exists and if so to what extent and in which content areas. Finally, the district has used this interim benchmark assessment as a common measurement of growth of students participating in different types of assessments in order to determine effectiveness and transferability of skills learned.

The district has also piloted the use of the Skills Navigator diagnostic and progress monitoring assessments that provide specific skill gap information related to the goal areas of MAP and MPG during SY16-17 and has an interest in the further pilot of this tool. These diagnostic and progress monitoring tools start with information about the student's performance on MAP or MPG and provide more granular information about particular skill gaps that may account for the student's overall performance. Skills Navigator then shows appropriate open educational resources that have been curated by Knovention that teachers can assign to students to learn, practice, and master the targeted skills. The ability to pinpoint students' specific skill gaps and remediate those specific gaps can lead to much more efficient instruction. Also, the use of MAP or MPG data as a starting point greatly minimizes the number of items that a student needs to respond to in order to obtain accurate information.

The final product being delivered for Rio Rancho Public Schools must include integration with existing technological systems. Furthermore, it must include professional development to support the proper administration of the assessments, interpretation of the reports, and the understanding of how this data fits into a balanced assessment system. This professional development should be a combination of on-site training, webinars, and context-embedded how-to guides and short video tutorials. It is our belief that only professional developers from NWEA are aware of the most recent product enhancements and are best informed about these proprietary assessments and reports.