

# RFP Bidder's Conference



Connecticut State Department of Education



# Reminders



## Meeting Reminders

- The slide deck is posted in the chat.
- The meeting is being recorded and will be posted following the meeting at <https://portal.ct.gov/SDE/RFP/Request-for-Proposals/2024-RFPs>.
- Attendees are on mute. (Please use the raise hand feature during the questions phase at the end.)



# Meeting Purpose



## Meeting Purpose

To provide an overview of the Request for Proposal for the Summative Assessment Contractor for English Language Arts/Math, Science, and Alternate Assessments.



# RFP








As a reminder, the RFP can be found here: [RFP 0000018122 Summative Assessment Contractor for ELA/Math, Science, and Alternate Assessments](#)

[Nothing in this PowerPoint presentation shall supersede what is in the RFP.](#)



# Who is Here?













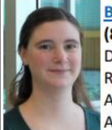






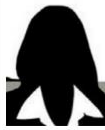




Leadership Team		
 <a href="#">Ajiit Gopalakrishnan</a> , Chief Performance Officer 860-713-6888		 <a href="#">Abe Krisst</a> , Bureau Chief 860-713-6894
 <a href="#">Renee Brousseau</a> , Support Staff 860-713-6865	 <a href="#">Shondel Edwards</a> , Administrative Assistant 860-713-6887	 <a href="#">Kimberly Johnson</a> , Education Support Technician (860) 713-6885



# Who is Here?



Expert Areas				
Note: To email a person directly, click on their name. The email format is <a href="mailto:firstname.lastname@ct.gov">firstname.lastname@ct.gov</a> .				
Data Collection	Student Assessment	EdSight		Special Analyses / Psychometrics
 <p><b><a href="#">Keryn Felder</a></b> 860-713-6833 Teacher Course Student, ED166 Discipline, PSIS, Website, Qualtrics</p>	 <p><b><a href="#">Cristi Alberino</a></b> 860-713-6862 ELA, Interims Writing Portfolio Testing Support LAS Links</p>	 <p><b><a href="#">David Alexandro</a></b> (860) 713-6881 Early Indication Tool, EdFacts Interim, Data Loads, Public/Secure Reports, Shortage Areas, Special Analyses</p>	 <p><b><a href="#">Danielle Bousquet</a></b> (860) 713-6832 Accountability Data Loads Public/Secure Reports P20WIN, Special Analyses</p>	 <p><b><a href="#">Francis Apaloo</a></b> 860-713-6874 ED 204 ED 205 Cohort Grad.</p>
 <p><b><a href="#">Laura Guerrero</a></b> 860-713-6898 Special Ed. – CTSEDS SEDAC Directory Manager Restraint and Seclusion</p>	 <p><b><a href="#">Deirdre Ducharme</a></b> 860-713-6859 Accessibility Accommodations Special Populations Testing Support</p>	 <p><b><a href="#">Phillip Gillett</a></b> (860) 713-6893 EdFacts Coordinator SAT/AP, ACT, IB Data Data Loads Public/Secure Reports</p>	 <p><b><a href="#">Stephanie O'Day</a></b> 860-713-6803 Public/Secure Reports Data Loads Promotions Special Analyses</p>	 <p><b><a href="#">Pei-Hsuan Chiu</a></b> 860-713-6869 Psychometrics Special Analyses</p>
 <p><b><a href="#">Ada Kovaci-Kume</a></b> 860-713-6855 CT-SEDS Eval. Timelines Pre-K Special Ed. K-3 Reading</p>	 <p><b><a href="#">Jeff Greig</a></b> 860-713-6854 NGSS Testing Support</p>	 <p><b><a href="#">Briana Hennessy</a></b> (860) 713-6873 Data Loads, Public/Secure Reports, P20WIN, Attendance, Special Analyses</p>	 <p><b><a href="#">Samuel Kamin</a></b> 860-713-6877 Perkins Public/Secure Reports Data Loads Special Analyses</p>	 <p><b><a href="#">Diane Murphy</a></b> 860-713-6891 Special Ed., Restraint &amp; Seclusion, SPP/APR, Part B Data Mgr., Special Analyses</p>
 <p><b><a href="#">Raymond Martin</a></b> 860-713-6876 Educator Data/Eval. Non-Certified Staff ED165 School Data Physical Fitness Directory Manager</p>	 <p><b><a href="#">Michelle Rosado</a></b> 860-713-6748 SAT, PSAT, AP ED159 Collection Testing Support Newsletters</p>		 <p><b><a href="#">John Watson</a></b> 860-713-6899 EdSight PM Data Loads Release Management</p>	 <p><b><a href="#">Michael Sabados</a></b> 860-713-6856 English/Multilingual Learners Testing Support Assessment Data Accountability</p>
 <p><b><a href="#">Kendra Shakir</a></b> 860-713-6896 PSIS Registration PSIS Oct/June PSIS Assessment Kindergarten Inv.</p>	 <p><b><a href="#">Katherine Seifert</a></b> 860-713-6722 Accessibility Accommodations Special Populations Testing Support</p>			 <p><b><a href="#">Renée Savoie</a></b> 860-713-6858 NAEP International Assessments Accountability</p>



# Who is Here?



Can one representative from each vendor please introduce yourself and state your company name?





# Meeting Agenda



## Meeting Agenda

- Overview (This overview is only high level. Vendors should refer to **the RFP for full details.**)
- Questions
  - There will be an opportunity for questions at the end of this presentation.
  - Some questions may be answered during this webinar and those that are not will be logged and then answered in the FAQ to be posted on June 14, 2024.
  - We ask that questions be asked verbally and posted in the chat if possible.





# RFP Summary

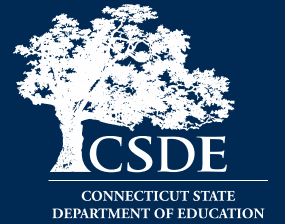


## RFP Summary

- The Connecticut State Department of Education is seeking proposals from contractors to develop, maintain, and support a statewide standardized assessment platform.



# Procurement Schedule



Event	Date
Bidder's Conference	May 31, 2024
Letter of Intent Due	June 3, 2024
Deadline for Questions	June 3, 2024
Answers to Questions Posted	June 14, 2024
Proposals Due	July 1, 2024, at 3 p.m. EST



# RFP Eligibility



- Be **received** on or before July 1, 2024, at 3 p.m. EST
- Meet the Proposal Requirements
- Have submitted a letter of intent, and
- Be complete.
  - Proposals that fail to follow instructions or satisfy the minimum submission requirements may be deemed ineligible for further review.



# Submission Requirements

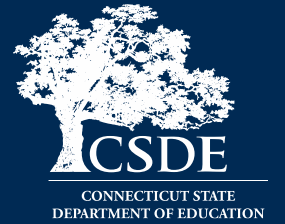


Proposers must submit:

- One electronic proposal and,
- One printed original proposal plus four printed copies of the original proposal.
- Proposals received after the due date and time may be accepted by the CSDE as a clerical function, but late proposals will not be evaluated.
- The submission of multiple proposals as the exclusive (only Contractor) is not an option for this procurement. Note that multiple cost options within a single proposal is allowable.



# Timeline



Date	Major Activities
January 2025 – May 2025	<ul style="list-style-type: none"> <li>Negotiate and <b>execute contract.</b></li> </ul>
June 2025	<ul style="list-style-type: none"> <li><b>Conduct first annual planning meeting.</b></li> <li>Develop a work plan with detailed tasks and timelines for summative and interim assessments.</li> </ul>
June 2025 – March 2026	<ul style="list-style-type: none"> <li>Prepare materials for interim and summative assessment administration.</li> <li>Prepare online interim and summative assessment delivery system.</li> <li>Launch online interim and summative assessment administration system and communicate with districts regarding access.</li> <li>Training of districts for February/March 2026 test administration. This includes Smarter Balanced, NGSS Assessments, CTAA, and CTAS.</li> <li>Launch any collections that are needed prior to the assessment window such as the Early Stopping Rule collection needed for Alternate Assessments.</li> <li>NOTE: NGSS Grade 11 begins in early February.</li> </ul>
September 2025	<ul style="list-style-type: none"> <li>Connecticut Alternate Science Assessment materials made available.</li> <li>Smarter Balanced Interim Assessment window opens.</li> </ul>
February/March 2026	<ul style="list-style-type: none"> <li>Summative test window opens for 2026. (NOTE: NGSS Grade 11 begins in early February.)</li> </ul>



# Legislative Requirements For Assessments



## **Connecticut General Statutes Section 10-14n-Mastery examination (b) states:**

- (1) For the school year commencing July 1, 2015, and each school year thereafter, each student enrolled in grades three to eight, inclusive, and grade eleven in any public school shall, annually, take a mastery examination in reading, writing and mathematics during the regular school day...
- (3) For the school year commencing July 1, 2018, and each school year thereafter, each student enrolled in grades five, eight and eleven in any public school shall annually take a state-wide mastery examination in science during the regular school day.

## **The Every Student Succeeds Act:**

- States must administer, to all students, annual statewide assessments in reading/language arts and mathematics in Grades 3-8 and once in high school, as well as assessments once in each grade span (3-5, 6-8, and in high school) in science.
- Federal law requires full participation of all students on the state summative assessments. The minimum standard for the participation rate is at least 95 percent of all students and all student groups for each subject.



# Assessments



## The Smarter Balanced Assessments

- The Smarter Balanced Assessments are aligned to the Connecticut Core Standards (CCS) in ELA and mathematics and measure student progress toward college and career readiness. These assessments are administered to students in Grades 3-8.
- The ELA assessment consists of a Computer Adaptive Test (CAT) while the mathematics assessment consists of a CAT and a Performance Task (PT).
- The Connecticut State Board of Education adopted the use of the Smarter Balanced Assessment System shortly after the CCS were adopted in 2010.
- **The Contractor will not be responsible for delivering an ELA and mathematics standard assessment in Grade 11.**





# Assessments



## The Next Generation Science Standards (NGSS) Assessments

- The NGSS Computer Adaptive Assessments are aligned to the [NGSS](#).
- These standards were adopted by the CSBE in November 2015.
- The first operational year of the NGSS Assessments was the 2018-19 school year.
- The assessments are administered in Grades 5, 8, and 11.



# Assessments



## The Connecticut Alternate Assessments (CTAA)

- Alternate assessments support student independence to the greatest extent possible by making academic content accessible and the expected achievement levels appropriate.
- The CTAA for math and English language arts was developed to ensure that all students with significant cognitive disabilities can participate in an assessment that measures what they know and can do in relation to grade-level standards.
- The CTAA is only administered to eligible students with significant cognitive disabilities in Grades 3-8 and 11.
- It is a secure test, accessed online with the support of a trained teacher.



# Assessments



## Connecticut Alternate Science Assessments (CTAS)

- The CTAS was developed to ensure that all students with significant cognitive disabilities can participate in an assessment that is a measure of what they know and can do in relation to the NGSS.
- The CTAS includes six Performance Tasks that are intended to be administered throughout the year as teachers work with eligible students to rate student performance on the CTAS Core Extensions.
- This alternate science assessment is only administered to eligible students with significant cognitive disabilities in Grades 5, 8, and 11.
- The Contractor must have a system in place to receive the student responses collected by the trained teacher for scoring and reporting purposes.



# Scope of Services



## General Requirements (Section 1)

- Summative and interim assessment program administration
- Contractor must have experience with projects of similar scale, scope, and implementation timeline as outlined in this RFP
- Create Transition Plan

## Assessments (Section 2 -7)

- See Sections 2–7 of the Scope of Services for details of each assessment.
- See these sections for information on the following:
  - Technical Guidance
  - MOU/Consortium information (if applicable)
  - Guidance on Interim Assessments
  - Item Development (if applicable)



# Scope of Services



## Program Management (Section 8)

- Staffing and support
- Meeting schedule

## Assessment Administration System/Platform (Section 9)

- Technology requirements, monitoring, maintenance, and security
- Practice and training sites
- Universal tools, designated supports, and accommodations
- System can accommodate 250,000 concurrent testers

## Documentation of Records (Section 10)

- Documentation requirements
- Security measures

## Online and Paper Reporting (Section 11)

- Development and maintenance of secure reporting site
- User roles and security
- Delivery of paper reports
- Resources to support interpretation of reports



# Scope of Services



## Data File Transfers (Section 12)

- Data Files

## Contractor Psychometric Consultation (Section 13)

- Item Bank Management
- Establish, implement, and maintain the scoring engine
- Provide scoring specifications
- Weekly phone calls
- Annual meetings
- Annual comprehensive technical reports

## Educator Training for Test Administration (Section 14)

- Collaboration with the CSDE to develop plans and materials for in-person and virtual trainings
- Collaboration with the CSDE to create necessary supports for assessment administration

## Accommodations and Accessibility (Section 15)

- Support and create training for educators administering the alternate assessments
- Ensure access to tools, supports, and accommodations
- Resource development for special populations students
- Provide a mechanism for supports and accommodations to seamlessly load into the test administration system



# Scope of Services



## Assessment Security Requirements (Section 16)

- Test and Data Security
- System to track test irregularities and appeals

## Assessment Validation and Peer Review Support (Section 17)

- Planning and preparation for meetings and discussions with the Technical Advisory Committee
- Collection and tracking of documents required for Federal peer review

## Quality Assurance (Section 18)

- Ensuring quality assurance measures are taken in Data Preparation and with the Test Delivery System and Test Preparation
- Plan for and implement User Acceptance Testing (UAT)





# Scope of Services



## Communications (Section 19)

- Assist the CSDE in developing a communication plan and related materials including:
  - Publicly accessible portal
  - Distribution method to educators for test related activity
  - Support and deliver webinars to train educators on test administration, results interpretation, etc.
- Support the CSDE with communications as requested
- Ensure resources meet the requirements of Section 508, ADA, and Web Content Accessibility Guidelines
- Provide a technical support help desk
- Maintain and provide access to call log information and performance metrics

## Disaster Planning (Section 20)

- Plan for potential disasters
- Communicate with the CSDE throughout the event
- Communicate with districts if applicable
- Ensure systems are routinely backed up and maintain a schedule of information

## Data Ownership and Contract Transition (Section 21)

- Details on end of contract steps for data ownership and contract transition



# Proposal Submission Outline and Requirements



## Proposals should contain:

- Cover Sheet
- Table of Contents
- Executive Summary
- Main Proposal Submission Requirements (**Organization Description and History, Scope of Services, Staffing Plan, Subcontractors, Work Plan, Financial Profile and Cost Competitiveness and Budget Narrative**)
- Attachments
- Declaration of Confidential Information
- Conflict of Interest – Disclosure Statement
- Statement of Assurances



# Proposal Submission Outline and Requirements – Budget



## Budget Considerations

- Budget proposal should be completed.
- Present a narrative that explains the basis and rationale for the costs proposed. Provide assumptions or calculation approaches used to develop the cost proposal.
- It is recommended to use the [budget template](#).



# Evaluation



## Evaluation Process

- Conduct a comprehensive, fair, and impartial evaluation of proposals received in response to this RFP.
- Review Committee to evaluate proposals submitted in response to this RFP.
- Proposals meeting the minimum submission requirements will be evaluated according to the established criteria.
- See the Evaluation Criteria in the RFP for explicit scoring criteria.



# Questions



# Thank you for your participation!

