

Resilient Schools Support Program (RSSP) III and IV Request for Qualifications

Background

Effectively addressing COVID-related unfinished learning will require data-driven prioritization of research-based learning acceleration strategies, intentional and multi-year strategic planning, and ongoing continuous improvement through implementation. The Resilient Schools Support Program, as part of the Texas COVID Learning Acceleration Supports (TCLAS), will provide LEA leadership with the expert technical assistance needed to effectively performance-manage LEA-wide learning acceleration.

The Texas Education Agency (TEA) is conducting an emergency procurement to secure several vendors to provide direct services to multiple districts to support the coordinated and coherent efforts of districts in the development and implementation of their COVID recovery and learning acceleration strategic plan in school years 2022-2023 and 2023-2024.

In providing customized technical assistance to districts, the TEA aims to support more districts in strategic planning and performance management to prioritize, launch, and continuously improve learning acceleration strategies that results in increased fidelity and effectiveness as demonstrated in student outcomes growth.

Program Description

The technical assistance providers (TA Partners) will support each LEA that they are matched with to accomplish, in partnership, the following objectives:

1. Prioritize district-wide learning acceleration strategies using data and stakeholder input
2. Develop strategic district-wide learning acceleration plan
3. Provide ongoing project, stakeholder, and change management support
4. Run data-driven continuous improvement cycles to learn and iterate over the course of each school year
5. *For districts who opt in:* Provide campus-level implementation supports
6. Provide planning and coordination support across multiple TCLAS learning acceleration strategies and supports, as needed

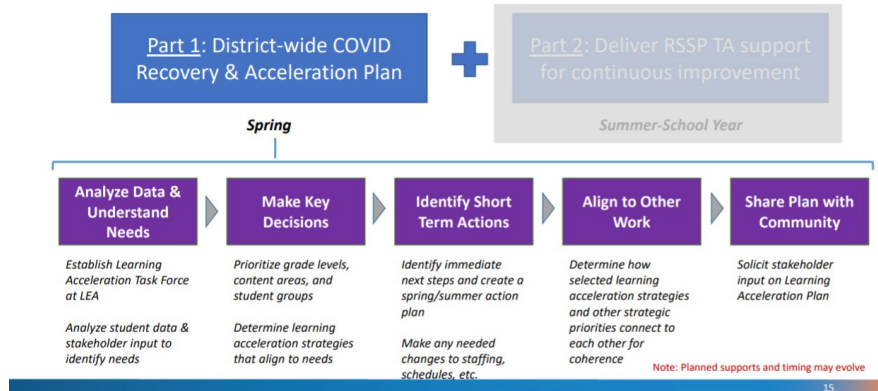
RSSP Districts will select to participate in one or two school years of RSSP support in their TCLAS applications. TEA's RSSP team reserves the right to change the timeline of technical assistance provider support based on district needs:

- School Year 2022-2023 only
 - Technical assistance support will be provided January 2022-June 2023
- School Year 2022-2023 and School Year 2023-2024
 - Technical assistance support will be provided January 2022-June 2024
- School Year 2023-2024 only
 - Technical assistance support will be provided January 2023-June 2024

Part 1 – COVID Recovery and Learning Acceleration Strategic Planning (January 2022 – May 2022)



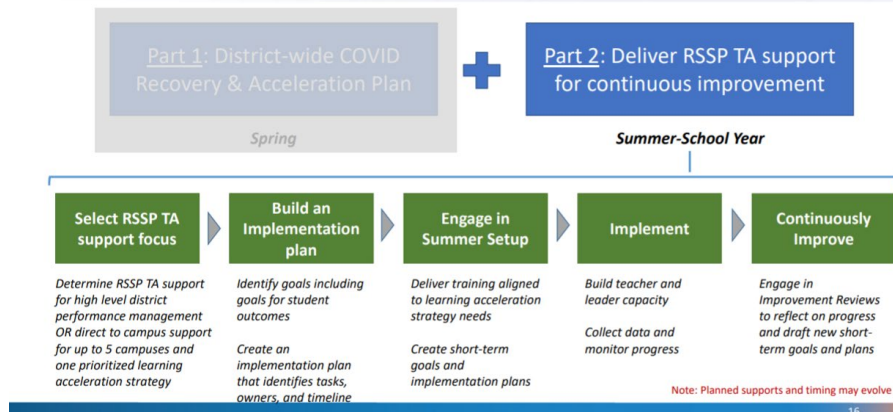
TA partners will first support LEAs in strategically planning for COVID recovery...



Part 2 – Implementation and Continuous Improvement (June 2022 – June 2023)



...then deliver tailored support to your highest priority COVID recovery needs



Districts are eligible to apply for RSSP supports through the TCLAS application Decision 1a: LEA strategic planning and coaching (and additional cohort and campus-based supports). Additional information shared with districts across Texas regarding the support they would receive from Decision 1a can be found on [TEA's TCLAS Webpage](#).

Program Deliverables and Milestones

Throughout the duration of both part 1 and part 2 deliverables and milestones:

- Conduct at minimum weekly to bi-weekly coaching calls with district lead and acceleration team
- Conduct ad hoc calls as necessary to support progress of work in coaching calls

Part 1 – COVID Recovery and Learning Acceleration Strategic Planning (January 2022 -May 2022)

- **Complete an analysis and review of the districts' current:**
 - Student and other relevant data (i.e., STAAR, benchmarks, curriculum embedded assessments)
 - Stakeholder input (i.e., family surveys, staff focus groups)

- Curriculum and assessment materials (i.e., HQIM and research based instructional practices)
- Staff capacity and professional development (i.e., observations and surveys)
- Data systems and structures (i.e., collection methods, protocols)
- Progress towards established district and campus goals (i.e., board goals, improvement plans)
- Existing learning acceleration initiatives and ESSER III funding usage plan
- **Conduct cross-initiative stakeholder meeting(s) across all LEA-selected TCLAS supports and other relevant learning acceleration initiatives to identify points of coherence and alignment in supports and goals across the district’s participation**
- **Create a stakeholder friendly COVID Recovery and Learning Acceleration Strategic Plan that consists of:**
 - Summary of analysis and review as listed above
 - Prioritized grade level(s), content area(s), campus(es), and student subgroup(s) based on data and input
 - Identified learning acceleration strategies, rationale, and expected supports
 - Established goals of learning acceleration plan with identified progress points throughout the year
 - Implementation plan that identifies clear action steps, owners, measurement plan, and timeline
- **Support the change management process including a presentation of COVID Recovery and Learning Acceleration Strategic Plan to key stakeholders for investment and feedback (i.e., board, all campus leadership)**
- **Identify the spring and summer decisions, arrangements, and actions that need to be completed prior to the first day of school and the support that will be provided to complete them such as:**
 - Year-Long
 - Professional development scope and sequence for teachers and leaders
 - Curriculum and assessment strategy and materials
 - Data systems, structures, and protocols setup
 - Family engagement and communication structures
 - Short-Term
 - Summer in-service professional development
 - Summer School set up and implementation
 - Campus schedules and teacher assignment setup

Part 2 – Implementation and Continuous Improvement (June 2022 – June 2023)

- **Make determination with district if highest need for implementation and ongoing continuous improvement support is:**
 - A) High level district performance management across learning acceleration strategies as identified in strategic plan or
 - B) Direct to campus support for up to five campuses and one prioritized learning acceleration strategy
- **Based on determination above:**
 - **Create for each improvement cycle an Implementation Plan that identifies for that cycle in alignment with the broader strategic plan:**
 - Scope of implementation (i.e., focus campuses, grades, contents, student subgroups)
 - Identified action steps, timeline, and owners
 - Cycle’s goals, measurement plan, and data collection (i.e., increment of progress towards annual goals)

- Ongoing stakeholder engagement (i.e., teacher voice, student voice throughout)
 - District responsibilities and technical assistance provider responsibilities in supporting implementation plan
 - **Provide materials, supports, and tools as needed for the spring and summer decisions, arrangement and actions needed prior to first day of school and the execution towards each continuous improvement cycle’s implementation plan such as:**
 - Professional development
 - Instructional visions or frameworks
 - Theory of actions
 - Stakeholder communication
 - Scope and sequences
 - Professional Learning Cohort protocols
 - Data analysis protocols
 - Observation and planning protocols
 - Surveys and focus groups
 - **Conduct Improvement Reviews for each cycle that include:**
 - Evidence of implementation and key actions taken in support of reaching all goals set
 - Deep dives into key data collected to measure progress towards all goals set
 - Reflections and lessons learned to drive greater impact in next cycle
 - Proposed goals and action items for next cycle
- **Conduct cross-initiative stakeholder meeting(s) across all LEA-selected TCLAS supports and other relevant learning acceleration initiatives to identify points of coherence and alignment in supports and goals across the district’s participation**

Support Terms and Options to Extend

- Districts have the option to apply for one or two school years of RSSP support
 - SY2022-2023
 - SY2022-2023 and SY 2023-2024
 - SY2023-2024
- The term of any contract resulting from this RFQ shall be from contract award through June 2023. TEA, at its own discretion, may extend any contract awarded pursuant to this RFQ for up to one additional year under the same or different terms subject to appropriation funds by the emergency funding for this program.

Travel to Districts for In-Person Support

Per district and RSSP program approval, travel for in-person support is allowable for the following milestones if it does not exceed the pre-determined allotted amount for travel per LEA:

- COVID Recovery and Learning Acceleration Strategic Plan board or districtwide presentation
- Improvement Reviews (maximum: 3 times per school year)
- Observations of classrooms, professional learning cohorts, and coaching sessions (maximum: quarterly)
- To conduct professional development (maximum: monthly)

Program Requirements

All technical assistance providers who are approved and matched with districts will:

- Attend virtually all onboarding and training prior to program launch and as the RSSP requires throughout the program duration
- Participate in bi-weekly check-ins with TEA’s RSSP team to discuss specific district updates towards milestones and deliverables
- Attend virtually alongside districts the launch webinar and all quarterly step-backs
- Build an increased understanding and provide ongoing coherence and alignment to other related programs and initiatives (i.e., Effective Schools Framework, COVID Recovery Instructional Materials Support Initiative, tutoring, Additional Day School Year, Math Innovation Zones, Texas Instructional Leadership, Teacher Incentive Allotment, School Improvement, Lone Star Governance)
- Collect, disaggregate, and provide visualizations of data from districts to support data-driven coaching meetings and improvement reviews (i.e., student outcome data disaggregated by subgroups)
- Engage with both district and campus level staff at each district
- Abide by any district determined data sharing and privacy agreements
- *If a district has opted into a Data Fellow as part of Decision 1b – incorporate the fellow’s support including the data tools, systems, and protocols they have built into the RSSP support and process

Agree to the standardized pricing per year based on LEA enrollment size as measured in their TCLAS application:

Size Designation	Price	Enrollment Bounds
Very Small	\$110,000	1-1,500
Small	\$130,000	1,500-5,000
Small Medium	\$150,000	5,000-10,000
Medium Large	\$170,000	10,000-30,000
Large	\$185,000	30,000-100,000
Very Large	\$200,000	100,000+

Abide by travel reimbursement requirements for in-person RSSP district support:

- Receipts for all food and lodging that claim the actual expenses incurred for meals and lodging not to exceed the maximum allowable rates as determined by the current fiscal year’s US General Service Administration Per Diem Rates
- Map with driving directions for to and return travel that precisely lists the mileage of travel, not to exceed the maximum allowable rate as determined by the current fiscal year
- Receipt of aircraft expense and mileage of to and return aircraft mileage, not to exceed the maximum allowable rate as determined by the current fiscal year

Submission Requirements

Responding technical assistance providers will be evaluated based on their submitted qualifications as outlined below. There may be an interview as part of the scoring and selection process.

To be considered, submit your organization’s qualifications in response to this RFQ, covering all topics below in the order they are listed. Requested attachments can either be linked into the submission or submitted as a separate attachment with the submission:

- **Texas Specific Experience and Knowledge**
 - Please describe your firm’s understanding and relevant experience of the following:

- Texas COVID Learning Acceleration Supports (TCLAS)
 - Resilient Schools Support Program (RSSP)
 - Texas Education Knowledge Standards (TEKS)
 - STAAR, TPRI, TELPAS (Texas specific assessments and scoring levels)
 - High Quality Instructional Materials (HQIM)
 - Names of Texas districts (ISDs, CISDs, or charters) that your firm has previously worked with and in what capacity your firm supported them
- **Change Management Support Experience**
 - Please describe a time when your firm had to support a district through the change management process.
 - What priorities shifted for the district? (and any other background information that is helpful context to know)
 - How did you support them in the change management process at the beginning, middle, and end?
 - If district leadership was asked, what would they say were the successes and shortcomings of the change management process your organization supported them through?
 - What were your firm’s strengths in supporting the district? What were key lessons learned? Reflecting on this experience, is there anything you would do differently?
- **Strategic Planning and Learning Acceleration Expertise and Experience**
 - Please describe and provide supporting evidence of your firm’s expertise and previous experience supporting districts with the following:
 - District wide strategic planning
 - Performance management and continuous improvement
 - Goal setting (student outcome specific for annual and short term, including specific goals for student subgroups such as special populations, at-risk, and economically disadvantaged)
 - Data analysis of student outcomes including student subgroups such as special populations, at-risk, and economically disadvantaged
 - Learning acceleration versus remediation
 - Curriculum materials review as well as the adoption and implementation of High-Quality Instructional Materials (HQIM)
 - High Dosage Tutoring
 - Extended Instructional Time (including summer school, extended day)
 - Just in Time Intervention
 - Instructional capacity development through coaching, professional learning community protocols, teacher and instructional leader professional development, and observations/walkthroughs
 - Assessment materials and strategy, data driven instruction protocols
 - Supporting special populations such as English Learners and Students with Disabilities
 - Tier II interventions
 - Operational supports – e.g., scheduling and staffing
- **Team and Team Structure**
 - Names, roles, and qualifications of the staff members who will direct and be assigned to the program throughout the duration (qualifications can be short paragraph form of relevant experience or submitted resumes)

- Roles and responsibilities of team (i.e., organizational chart of those who would be supporting RSSP program and in what capacity)
- **Coaches and Capacity**
 - How many districts can your firm serve for school years 2022-2023 and 2023-2024?
 - Please include any specific details such as if your firm specializes in a specific type of supposed based on district:
 - Size (i.e., size based on pricing chart above)
 - Geographical Location (i.e., rural/urban, west/east)
 - Student Demographic (i.e., majority economically disadvantaged)
 - Special Population (i.e., English Learners)
 - How many districts would a coach support and what percentage of their weekly time would they dedicate to each district? How would you think about pairing a coach with a matched district?

Submissions will be accepted through August 27, 2021, at 5:00 PM CST. In addition to your submission of the criteria above, your firm must review and submit the attached TEA Contract Terms, Conditions and Affirmations Document, redline any exceptions you may have directly on it, and sign the document itself to acknowledge that you have reviewed and highlighted exceptions.

Please email your submission and signed acknowledgements to rssp@tea.texas.gov.

The RSSP Program team will collect submitted questions regarding this RFQ on a rolling basis from technical assistance providers and release a FAQ document to points of contact on the following dates. Any questions regarding this RFQ will not be discussed or answered outside of this FAQ process and timeline. You can submit questions to rssp@tea.texas.gov.

- FAQ #1 Released – August 9, 2021
- FAQ #2 Released – August 20, 2021

You can assume RSSP III will have the program launch occur in late January of 2022 and that approved Technical Assistance Provider onboarding and pre-launch training will occur beginning in November of 2021.

Due to the highly fluid nature of the 2022-2023 and 2023-2024 school years, TEA reserves the right to modify the anticipated timeline and nature of RSSP program and support for districts.