

**APPROVE ENTERING INTO AN AGREEMENT WITH LEARNING POINT ASSOCIATES
FOR CONSULTING SERVICES**

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve entering into an agreement with Learning Point Associates to provide consulting services to the Office of Literacy for the Striving Readers initiative at a cost not to exceed the aggregate amount of \$2,390,135. The services shall be funded by Striving Readers grant awarded to the Chicago Public Schools by the United States Department of Education (USDOE). Consultant was selected on a non-competitive basis based on proposals submitted and an evaluation selection process by the funding source (United State Department of Education). A written agreement is currently being negotiated. No services shall be provided by Consultant and no payment shall be made to Consultant prior to the execution of the written agreement. The authority granted herein shall automatically rescind in the event a written agreement is not executed within 90 days of the date of this Board Report. Information pertinent to this agreement is stated below.

CONSULTANT: Learning Point Associates
1120 East Diehl – Suite 200
Naperville, Illinois 60562
Contact: Larry Friedman
Phone: (312) 288-7600
Vendor #:33897

USER: Office of Literacy
125 South Clark Street – 9th floor
Chicago, IL 60603
Contact: Audrey Cooper-Stanton, Ph.D.
Phone: (773) 553-3550

TERM: The term of this agreement shall commence on July 1, 2006 and shall end June 30, 2011.

SCOPE OF SERVICES: Learning Point Associates will conduct the external evaluation and experimental research of the five-year Chicago Public Schools Striving Readers (CPS-SR) initiative at the district level and in 64 randomly assigned schools (32 treatment/32 control). Learning Point Associates will collect and analyze qualitative and quantitative data related to the efficacy and implementation of the Striving Readers program and its components (implementation of the five CPS-SR components, student performance, the relationship of implementation and student performance). This evaluation encompasses a randomized control trial of the intervention as well as a comprehensive evaluation of schoolwide literacy instruction. All data collected throughout this project will be housed in a substantial data warehousing system.

DELIVERABLES: Learning Point Associates will provide the following each year, for all five years: monthly progress reports, draft/final annual reports, and a draft and final report at the end of the program (2011).

OUTCOMES: The evaluation of the Striving Readers project will enable the district to quantify gains in students' reading achievement relative to program implementation. The work will also demonstrate program efficacy and identify necessary program modifications both at the intervention level and the schoolwide program level.

The evaluation work has been specifically targeted under the following goals and related outcomes:

CPS-SR has three goals:

1. Redesign schoolwide reading instruction for all students (Tiers 1, 2, and 3) in all subject areas based on scientifically based reading research (*schoolwide component*).

2. Intensify reading support for struggling readers through in-class (Tiers 2 and 3) for Grade 6 and extended-day (Tier 3) intervention for Grades 6, 7, and 8 (*intervention component*).
3. Empower teachers to apply knowledge and skills in research-based instructional strategies to classroom practice (*professional development component*).

Reaching these goals will bring about the following outcomes:

1. Each project year, participating students who move into the “meets and/or exceeds standards” categories based on ISAT reading achievement scores will exceed the performance of the control group.
2. Each project year, the gap in reading achievement between participating student subgroups will indicate an improved decrease based on disaggregated ISAT reading achievement scores as compared with the control group.
3. Students participating in Tier 2 and Tier 3 interventions will improve their reading achievement levels as measured by performance on the May administrations of the ClassViews assessment as compared with October baseline data.
4. There will be a decrease in the number of students required to attend mandatory summer school, as compared with previous years.
5. Participating teachers will demonstrate mastery of the program’s research-based principles, as observed in the application of their knowledge to instruction planning and classroom practice, as compared with baseline data.
6. By the end of the project, teachers will fully implement all research-based best practices covered in their professional development in daily classroom routines, as measured through observations and self-assessment and compared with data from previous years.

COMPENSATION: Consultant shall be paid upon invoicing in quarterly installments. Annual payments shall not exceed \$489,983, or an aggregate amount of \$2,390,135.

AUTHORIZATION: Authorize the General Counsel to include other relevant terms and condition in the written agreement. Authorize the President and Secretary to execute the agreement. Authorize Chief Literacy Officer to execute all ancillary documents required to administer or effectuate this agreement.

AFFIRMATIVE ACTION: Pursuant to section 3.7.4 of the Revised Remedial Plan for Minority and Women Business Enterprise Economic Participation (M/WBE Plan), the participation goal provisions of the plan do not apply to transactions where the vendor is a not-for-profit organization. Services herein classify as an instance where the unique nature of the items makes it inappropriate to apply vendor selection criteria.

LSC REVIEW: Local School Council approval is not applicable to this report.

FINANCIAL:	Charge to Office of Literacy: \$489,983	Fiscal Year: 2007
	Charge to Office of Literacy: \$475,079	Fiscal Year: 2008
	Charge to Office of Literacy: \$475,071	Fiscal Year: 2009
	Charge to Office of Literacy: \$474,977	Fiscal Year: 2010
	Charge to Office of Literacy: \$475,025	Fiscal Year: 2011

Budget Classification: 0320 – 264 -xxx * – 2437 – 5410 (* Project numbers TBD)
Source of Funds: Striving Readers Grant awarded by USDOE

GENERAL CONDITIONS:

Inspector General – Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts – The agreement shall not be legally binding on the Board if entered into in violation of the

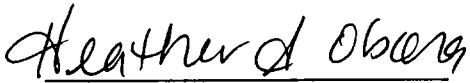
provisions of 105 ILCS 5/34-21.3 which restricts the employment of, or the letting of contracts to, former Board members during the one-year period following expiration or other termination of their terms of office.

Indebtedness – The Board's Indebtedness Policy adopted July 26, 1995 (95-0726-EX3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics – The Board's Ethics Code adopted June 23, 2004 (04-0623-PO4), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability – The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

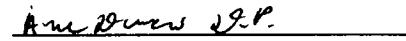
Approved for Consideration:



Heather A. Obora
Chief Purchasing Officer

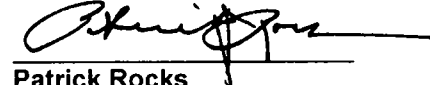
Within Appropriation:


John Maiorca
Chief Financial Officer

Approved:


Arne Duncan
Chief Executive Officer

Approved as to legal form: 


Patrick Rocks
General Counsel