

**APPROVE ENTERING INTO AN AGREEMENT WITH EDUCATIONAL DEVELOPMENT CENTER, INC.  
FOR DEVELOPMENT OF SUPPORT FOR MATH INSTRUCTION SERVICES**

**THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:**

Approve entering into an agreement with Educational Development Center, Inc. ("the Consultant") to provide professional services to the Office of the Chief Executive Officer in order to create a more robust set of instructional materials and supports for Chicago Public Schools at a total cost not to exceed \$5,000,000.00. The Consultant was selected on a competitive basis in accordance with Board Rule 5-4.1 pursuant to a duly advertised Request for Proposal (Specification No. 07-250046). A written agreement for the Consultant's services is currently being negotiated. No services shall be provided and no payment shall be made to the Consultant prior to the execution of such written agreement. The authority granted herein shall automatically rescind in the event a written agreement is not executed within 120 days of the date of this Board Report. Information pertinent to this agreement is stated below.

**SPECIFICATION NO:** 07-250046

**CONSULTANT:** Education Development Center, Inc.  
55 Chapel Street  
Newton, MA 02458  
Contact: Glenn Natali  
Phone #: 617-618-2525  
Vendor #24529

**USER:** Office of the CEO  
Chicago Public Schools  
125 S. Clark Street  
Chicago, IL 60603  
Contacts: Angus Mairs (773-553-2075)

**TERM:** The term of the agreement shall commence on the date the agreement is signed and shall end on June 30, 2011. The Board shall have 2 options to renew the agreement, each for a period of one-year, the cost of which will be determined at the time of renewal.

**EARLY TERMINATION RIGHT:** The Board shall have the right to terminate the agreement with thirty (30) days written notice.

**SCOPE OF SERVICES:** The Consultant shall provide services to the Board to implement Development of Support for Math Instruction Services. The consulting services will focus on building capacity for powerful classroom instruction in our low-performing high schools. The strategy places teacher improvement at the center and builds a holistic "Instructional Development System" (IDS) that is focused on specific course tools and facilitated by expert, flexible coaching.

The goal of the specific course tools is to give math teachers the concrete structure and materials they need in order to put most of their energy into working effectively with students, and to enable teams of teachers working on the same course plan to do concrete and effective lesson study together. This additional math IDS provides a rigorous mathematical curriculum which is less technologically intense than the two existing math curricula. Adding such a curricula completes a set of choices from which schools can choose and is consistent with district goals to include 8<sup>th</sup> grade algebra offerings within the IDS system. The goal of facilitation by expert and flexible coaches is to enable a highly targeted teacher development process that responds to

needs in specific classroom situations and recognizes the localized human development aspects of instructional improvement. At a school leadership level, the overarching support mechanism that an IDS provides will carefully integrate with department chairs, administrators and principals so that their capabilities and interactions strengthen and the balance of external support at the school can decrease over a three to five year period.

To build and implement this system within the existing IDS network quickly and expertly, the Consultant will partner with previously contracted and ongoing 3<sup>rd</sup> party help. **The above named Consultant will provide services for IDS Development and Implementation** in Mathematics as indicated above. The Consultant will be responsible for the development and implementation of the IDS approaches and networks for Mathematics.

**DELIVERABLES:** The Consultant will provide services to build IDS support for 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade courses in Mathematics. The Consultant will build and offer schools support options that adhere to common three-year learning standards, but differ meaningfully from the instructional approach and design of the existing Math IDSs. The goal is to enable schools to make a reasonably flexible choice of approaches to match their local school vision and focus.

After a stakeholder-invested development process during the 2007-08 school year, IDS support will be made available to approximately 20 schools, starting with the 9<sup>th</sup> grade courses, for use during the 2008-09 school year. The implementation ramp-up in the following years will add subsequent grade level courses at the same schools, and will add new sets of implementing schools at the 9<sup>th</sup> grade level. In total, as many as 75 or more schools will receive holistic IDS support by the 2010-11 school year.

**Anticipated Ramp-Up Schedule for 3<sup>rd</sup> Math IDS**

	2008-09	2009-10	2010-11
First Wave (20 schools)	9 <sup>th</sup> grade	9 <sup>th</sup> and 10 <sup>th</sup> grade	9 <sup>th</sup> , 10 <sup>th</sup> and 11 <sup>th</sup> grade
Second Wave (15 schools)		9 <sup>th</sup> grade	9 <sup>th</sup> and 10 <sup>th</sup> grade
Third Wave (15 schools)			9 <sup>th</sup> grade

The Consultant will provide services to deliver IDS support to schools selecting their approach, according to the IDS implementation ramp above.

**OUTCOMES:** The Consultant's services and associated materials will be available for implementation in approximately 20 schools in 2008-09, 35 schools in 2009-10, and 50 schools in 2010-11 following the grade ramp detailed above. Coaching, professional development, and networking opportunities will also be provided to create relevant and differentiated teacher support. Moreover, course-relevant assessments embedded in each IDS will also be provided. All these outcomes will be coordinated by both a previously contracted assessment consultant and the CPS administration to ensure short-term implementation success and long-term sustainability and improvement.

The Consultant's services will result in an overall system of tightly managed and steadily strengthening networks of teachers who are developing their abilities and sharing their practice via the common tools and supports of the IDS that serves their subject area.

**COMPENSATION:** The Consultant shall be paid based upon deliverables as stated in the agreement for its role in the development of support for math instruction services, as well as a variable price based on the number of schools opting into Consultant's approach. The total compensation payable to the Consultant shall not exceed \$5,000,000.00 in the aggregate.

**AUTHORIZATION:** Authorize the General Counsel to include other relevant terms and conditions in the written agreement. Authorize the President and Secretary to execute the agreement. Authorize the Chief Executive Officer to execute all ancillary documents required to administer or effectuate the agreement and the compensation to be paid to Consultant during the renewal term.

**AFFIRMATIVE ACTION:** Pursuant to Section 5.2 of the Remedial Program for Minority and Women Owned Business Enterprise Contract Participation in Goods and Services contracts, M/WBE provisions do not apply to those firms who operate as not-for-profit organizations. This consultant is exempt as a non-profit entity.

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

**FINANCIAL**

The total cost of the new math IDS will be funded through various grants. CPS expects to fund a significant portion of the one-time and transition costs of implementing the instructional support through outside funding.

<b>Budget Classification # Various Units :</b>	Fiscal Years : 2007-08
11325-332-54105-221243-430067	2008-09
11325-225-54105-221243-000703	2009-10
11325-115-54105-221243-000000	
1325-124-54105-221243-000937	Sum: \$5,000,000.00

**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 Chicago 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 June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

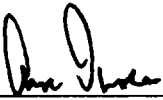
Ethics – The Board's Ethics Code adopted June 23, 2004 (04-0623-PO4), as amended from time to time, shall be incorporated into and made a part of the agreement.

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

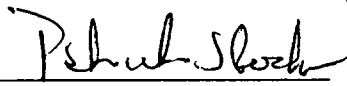
**Approved:**

  
\_\_\_\_\_  
**Arne Duncan**  
Chief Executive Officer

**Within Appropriation:**

  
\_\_\_\_\_  
**Pedro Martinez**  
Chief Financial Officer

**Approved as to legal form:** 

  
\_\_\_\_\_  
**Patrick J. Rocks**  
General Counsel 