



SCHOOL BOARD ACTION REPORT

DATE: August 4, 2020
FROM: Denise Juneau, Superintendent
LEAD STAFF: Wyeth Jessee, Chief of Schools & Continuous Improvement,
rwjessee@seattleschools.org

For Introduction: August 26, 2020
For Action: September 9, 2020

1. TITLE

Approval for Contract Amendment with School Data Solutions for School-Based Implementation of MTSS Student Data Portal (RFP09615)

2. PURPOSE

This Board Action Report approves a one year contract amendment totaling \$300,765, allowing the district to continue to provide a student data portal (Homeroom) to all schools and central office to further implement a multi-tiered system of support (MTSS) for the 2020-21 school year.

3. RECOMMENDED MOTION

I move the School Board authorize the Superintendent to execute a contract amendment with School Data Solutions in the amount of \$300,765 for the student data portal Homeroom, in the form of the Contract Amendment dated July 15, 2020, and attached to the School Board Action Report, with any minor additions, deletions, and modifications deemed necessary by the Superintendent, and to take any necessary actions to implement the contract amendment.

4. BACKGROUND INFORMATION

- a. **Background:** The student data portal Homeroom was field tested during the 2016-17 school year with full implementation for the 2017-18 school year. SPS staff members were trained on the use of Homeroom throughout the 2017-18 school year and the tool continues to be refined. The student data portal has supported the implementation of a Multi-Tiered System of Support and eliminating the opportunity gaps by allowing teacher and building teams to use data in a meaningful way and align supports to diverse student needs. Training and support will continue as buildings access the power of this data portal in the 2020-21 school year.
 - i. Homeroom was used district-wide at all schools in 2019-20. Homeroom has become an integral part of how schools make decisions about instruction, engagement, and support for students as part of MTSS.

- ii. Homeroom vendor, School Data Solutions, has made significant updates to their platform as requested by SPS leadership. The changes made address many of the requested components but the platform looks and operates significantly differently. Due to this and the COVID closure, staff logins were lower than projected for the 19-20 school year.
- b. **Alternatives:** An alternative is to not fund a continued contract for Homeroom, which is not recommended because staff need access to student data in one central location in order to collaboratively plan instruction, monitor progress, and support students on their learning targets.
- c. **Research:** As part of the field test in 2016-17, we regularly met with MTSS and data teams, both as a large group and individually at buildings, as well as conducted surveys to gather input on the use of the tool, and how it could shift the MTSS implementation process in support of eliminating opportunity gaps. Information gathering from field test participants was strongly in support of a data portal tool to streamline the access to student data for the purpose of MTSS and eliminating the opportunity gaps.

Throughout the 2017-18 school year, a comprehensive and multi-faceted training plan was implemented. Teachers were able to access training independently on Schoology, face-to-face through planned trainings on the use of the tool at Central Office, and at their school with specially designed training with an MTSS Coach. These trainings have been growing from “How to use Homeroom” to “Accessing Student Data” in professional learning communities (PLCs), student intervention teams (SIT Teams), and MTSS Leadership teams to plan supports to meet the needs of every student. As more teachers and leaders master the use of Homeroom, the reports are encouraging. The Student Data Portal Homeroom will be much more robust and flexibly used in the fall.

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be \$274,000 + tax = \$300,765 for the 2020-21 school year.

The revenue source for this motion is BEX V funding..

Expenditure: One-time Annual Multi-Year N/A - select annual

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District’s Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

This is an amendment to an existing contract, and while engagement is ongoing, the majority of engagement with the community occurred during our vendor selection process and field test of the Homeroom tool.

7. EQUITY ANALYSIS

Use of the Racial Equity Analysis tool helped us to determine that continuing this contract is in the best interest of our work to implement MTSS to eliminate opportunity gaps for historically marginalized populations.

The Division of Continuous Improvement considers school implementation and central support of multi-tiered system of support to be our high leverage systemic strategy for achieving outcomes for students that are equitable and responsive to the cultural needs of our students. MTSS, when implemented with fidelity, engages stakeholders including educators and families to ensure the unique needs of students are addressed as determined by qualitative and quantitative results.

In 2018, an internal study of the effectiveness of MTSS was completed by the Seattle Public Schools' Research, Evaluation and Assessment Department. Published in the spring of 2019, the study affirmed MTSS, when implemented with fidelity across critical foundational practices, provided schools the structural and systems framework within which to achieve or exceed equitable outcomes for students historically underserved and furthest from educational justice.

As part of the study, a quantitative student data analysis was conducted to examine student outcomes at Schools of Promise and explore correlations between MTSS implementation and student growth based on state assessments.

An analysis of student outcome data demonstrated that in our Schools of Promise:

- From 2017 to 2019 at Schools of Promise, ELA proficiency rates increased by 8 points for African American males (5 point increase at Other Schools) and increased by 5 points for Students of Color Furthest from Educational Justice (0 point increase at Other Schools).
- A reduction in exclusionary discipline occurred (Incidents per 100 Students) for all students and Strategic Plan focus student groups. Regular Attendance rates declined slightly for all reported student groups, however.
- Median Student Growth Percentiles increased for Schools of Promise, with a significant 13 point gain for African American Males over last year and a 6-point gain for Students of Color FFEJ. Improvement was lower overall, but Strategic Plan focus groups still lag behind the District median growth of 51.
- The most growth at Schools of Promise came from students who scored Level 1 in the baseline year. At Schools of Promise, median Student Growth Percentiles (SGPs) for African American males and Students of Color FFEJ in 2019 matched median growth for Level 1 students district-wide.

- At Schools of Promise in 2019, larger proportions of students achieved high levels of growth, with 32% of African American Males and 31% of Students of Color achieving High Growth on the Smarter Balanced Assessment, approaching the state average of 33% of students in the High Growth category.

Homeroom plays a critical role in school and central staff for:

- having ready, ‘just in time’ access to assessments that align to the Strategic Plan KPIs, such as Fountas and Pinnell assessment data, MAP data, and academic proficiency as well as student growth percentiles (SGPs) informed by Smarter Balance Assessment Data;
- access to data that can be filtered, sorted and where access to historical data for students is imperative to drive equity-focused instructional decision making, promote professional development and support for staff;
- grounding practices designed to support equity and outcomes for all students in shared focus and practice, especially African American boys and teens; and
- providing professional development to staff through coaching, coursework, and support provided through vendor contract. In 2019, over 50 Central Office coaches participated in Homeroom training provided by the Vendor to ensure schools had access to a Homeroom expert, equipped to support all elements of the platform and effective teacher application of data literacy skills.

The practice of ready access to shared data to inform instruction is a compelling benefit in regard to racial equity and the analysis of culturally responsive practices as educators ground decisions in readily available and shared data. Unintended consequences that our system must continue to respond to and mitigate are the implicit biases found within the review and analysis of available data; albeit this consequence is grounded in practice and not in access to a data portal. In addition, the benefits of accessible varied, multiple data points allows our schools to make decisions from multiple points of view, backgrounds, and opportunities for students to demonstrate what they know and are able to do, as well as how much academic growth has been realized over time. Homeroom provides opportunity to realize these benefits through accessible progress monitoring data as well as the capability for educators to collaborate around designing and monitoring intervention, support plans and advancement for groups of students.

We will continue to evaluate and remain accountable to equitable outcomes for students through the monitoring of growth and achievement of our students in partnership between Central teams and schools. The success evidenced so far and as reflected above indicates the effectiveness of coordinated supports to schools through Learning Support Teams and the ability to engage directly with leaders for purposes of collaborative support and coaching. Access to shared data grounds and drives the relevance and responsiveness of support teams aligned to student need.

8. STUDENT BENEFIT

Access to many student data points together in one location allows educators to learn how students are doing academically, socially, and emotionally, so they can better align supports to diverse student needs.

Having a data tool such as Homeroom allows for better sharing of instructional practices that eliminate gaps, leading to better outcomes for all students.

9. WHY BOARD ACTION IS NECESSARY

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. _____, [TITLE], provides the Board shall approve this item
- Other: _____

10. POLICY IMPLICATION

Contracts with an initial value exceeding \$250,000, or changes or amendments of more than \$250,000 require Board approval (Policy No. 6220, Procurement).

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Audit & Finance Committee meeting on August 17, 2020. The committee reviewed the motion and moved the item forward with a recommendation for consideration by the full Board.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, professional development will continue to occur throughout the 2020-21 school year for school-based MTSS teams, professional learning communities, central office staff, and data leads at each school who are prepared to advance their data-inquiry practice. We will also continue to work with the vendor to enhance and refine the tool.

13. ATTACHMENTS

- Amendment No. 4 (for approval)
- Exhibit J, 2020-21 Scope of Services (for reference)
- Homeroom Usage Data Summary for school year 2019-20 (as of 7/15/2020) (for reference)

SEATTLE PUBLIC SCHOOLS CONTRACT AMENDMENT FORM

CONTRACTOR NAME AND ADDRESS (Legal Name – MUST match registered Name with Tax ID Number)	CONTRACT AMENDMENT MUST BE FULLY EXECUTED IN ADVANCE OF SERVICES	
PO Number (Ex: 7500000001): 7500015613	Amendment Number: 4	RFP/RFQ/Contract Number: RFP09615
Name: School Data Solutions, Inc	WA Business License (UBI#): 602 004 598	
DBA:	Phone:	Fax:
Address: 703 W 7th Ave	E-mail: joe@schooldata.net	
City/State/Zip: Spokane, WA 99204-2806	Vendor Number: 207745	

This Contract Amendment is made between the Seattle School District (“the District”) and the above-named contractor (the “Contractor”) under the above-referenced PO Number. All terms and conditions in the above referenced contract shall apply.

District employees, other than personnel in the District Financial Services Department, are not authorized to make promises for contractual services, promises for a particular period of time or promises of a particular level of payment. Any verbal or written statements to that effect by District employees other than Financial Services personnel are null and void.

CHANGE to an existing Contract - Identify the nature of amendment (Check all that apply): <input checked="" type="checkbox"/> Extension of Time (1) <input type="checkbox"/> Dollar Amount Increase (3) <input type="checkbox"/> Dollar Amount Decrease (3) <input type="checkbox"/> Cost Center Revision (2) <input type="checkbox"/> Other (4):							
Explain the change in conditions since the initial contract and other applicable considerations that clearly justify the decision to amend the original contract or last approved amendment: Extension of Contract Amendment 4 of 6							
For sections 1-4 below, complete only what is relevant to the nature of your change noted above.							
1) Last Approved End of Service Date: 8/31/20 Revised End of Service Date: 8/31/21	2) Last Approved Cost Center: 2G001311BO Revised Cost Center: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 70%;">Cost Center</th> <th style="width: 30%;">Amount (\$)</th> </tr> </thead> <tbody> <tr> <td>1000 08097721C0</td> <td>\$300,765 including tax</td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Cost Center	Amount (\$)	1000 08097721C0	\$300,765 including tax		
Cost Center	Amount (\$)						
1000 08097721C0	\$300,765 including tax						
3) Original Approved Contract Amount (\$): 105,000 Total Amount Added From Previous Mods (\$): 1-\$366,750, 2-\$274,000, 3-\$300,765 including tax Amount of Increase/Decrease for this Mod (\$): \$300,765 including tax	4) Contract Language to Add or Revise (attach separate document(s), listing new exhibits, if needed): Amendment 4 w/ exhibit J Amendment 3 w/ Exhibit I, Amendment 2, 1 & Original contract						
REVISED Total Contract Amount Not to Exceed (\$): \$1,347,280 including tax							

1. Capital funds may not be combined with grant or general funds; a separate Contract Amendment should be established.
2. If the modification is solely to revise budget coding, it is considered an administrative change and the contractor is not required to sign the amendment.
3. A certificate of insurance will be required if the revised total contract amount now exceeds \$50,000.

SEATTLE PUBLIC SCHOOLS CONTRACT AMENDMENT FORM

CONTRACTOR ACCEPTANCE:

Signature	Date
Printed Name	E-mail

DISTRICT USE ONLY

Except as specifically modified above, the original contract remains in force. This amendment becomes a part of the original contract when signed by the Contractor and the Seattle School District Accounting Director for amendments up to \$75,000, Chief Financial Officer (CFO) for amendments \$75,000 to \$100,000. Amendment amounts in excess of \$100,000 require the additional approval of the Superintendent. Amendments which exceed \$250,000 require the additional approval of the School Board. Amendments with an increase of more than 25% of original contract amount are required to be signed by the CFO.

CONTRACT ADMINISTRATOR:

Signature	Printed Name	Date
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ADDITIONAL DEPT. APPROVAL (if required):

Signature	Printed Name	Date
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ACCOUNTING DIRECTOR (All amendments):

Signature	Printed Name	Date
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PROCUREMENT (Amendments more than \$20,000 or 25% greater than original contract amount):

Signature	Printed Name	Date
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LEGAL (Amendments more than \$20,000 or 25% greater than original contract amount):

Signature	Printed Name	Date
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CHIEF FINANCIAL OFFICER (Amendments more than \$20,000 or 25% greater than original contract amount up to \$100,000):

Signature	Printed Name	Date
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SUPERINTENDENT (Over \$100,000)

Signature	Printed Name	Date
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BOARD APPROVAL DATE (Required if amendment is over \$250,000):

Date

BOARD COMMITTEE INFORM DATE (For amendments with a total aggregate that exceeds \$250,000):

Date

FOR ACCOUNTING USE ONLY

Grant Review Approval: _____ Date: _____

Funds Encumbered (\$): _____ Date: _____ Accounting Initials: _____

JUSTIFICATION FOR CONTRACT AMENDMENT

This form is to be included if the contract amendment amount is greater than twenty-five percent (25%) of the original contract amount.

CONTRACT INFORMATION

Contractor Name: School Data Solutions	Purchase Order No./Amendment No.: 7500015613 / Amendment 4 of 6
SPS Contract Owner: Heather Wixom and Kari Hanson	SPS Contract Owner Phone/E-mail: klhanson1@seattleschools.org

JUSTIFICATION SUMMARY

1. **Amendment Purpose.** Describe the type of services that is to be included under this amendment. Amended services must align with the original contract's purpose and scope of work:

Executing option to extend the contract with School Data Solutions to provide a Student Data Portal/Platform for District-wide MTSS.

2. **Specific Problem or Need.** What is the business problem or need that requires this amendment?

A successful and robust Multi-Tiered System of Support requires the ability to access and use student data to make decisions about supports and instruction for students. MTSS is a district priority that supports the Strategic Plan and leads to better academic and social outcomes for students.

3. **Contract Amendment.** State the rationale for amending an existing contract rather than competitively procuring the good and/or services and awarding a new contract.

This is the fourth of six amendments to this contract.

4. Are the proposed services under this amendment within the scope of the original contract? If the answer is "no", explain what conditions have changed since the original contract and other applicable information that clearly justifies the decision to amend the contract.

yes

2020-21 SCOPE OF SERVICES

Seattle Public Schools (SPS) plans to continue partnering with School Data Solutions (SDS) on provision of a secure data platform (Homeroom) to support school-based implementation of a Multi-Tiered System of Supports (MTSS) in all schools for the 2020-21 school year. In 2017-18, we made the student data portal available to all schools (104 in total), for all students. Professional development was provided jointly between the vendor and SPS – see below – and included a combination of in-person use training, as well as online resources.

In 2020-21, we plan to work with School Data Solutions to continue improving usability and tailoring Homeroom to best meet the needs of our MTSS Team, Professional Learning Communities (113 schools for 20-21). Where necessary, we will partner with SDS to provide resources and coordinated professional development. Our Department of Technology will work with the vendor around any data migration, validation, or security purposes that arise

SPS-SDS Partnership

SPS plans to work closely with SDS in the following capacities:

- Regular meetings between SPS and SDS to ensure a smooth and productive partnership
- Data validation – validating that data in Homeroom is accurate and jointly addressing issues as they arise
- Custom reporting or modification needs – Jointly discussing priorities and requests from schools and creating timelines or roadmaps for implementation.
- Customer service and troubleshooting

Vendor Responsibilities (see Year 3-7 pricing sheet for details; page 65 of original contract)

- Provide Homeroom license, ongoing support and maintenance
- 100 hours of ongoing advanced configuration*
- Provide database server
- Partner with SPS as needed to provide support, professional development, or resources

*Hours required above and beyond the 100 included in the contract will be agreed upon between SDS and SPS in advance, and will cost \$150/hour.

District Responsibilities

- Provide a business and technology contact to SDS
- Provide dedicated district personnel to support coaching and professional development of school staff
- Provide regular communication and check-ins to ensure a smooth and productive partnership

Exhibit J

Product Accessibility

Seattle Public Schools is committed to making its technology-related products and services accessible to individuals with disabilities in compliance with applicable law and technical standards. SDS has voluntarily disclosed information bearing on whether the firm's proposal complies with Section 508 of the Rehabilitation Act of 1973 (29 U.S.C. 794d), as amended, all other regulations promulgated under Title II of the Americans with Disabilities Act, and the accessibility standards of the Web Content Accessibility Guidelines ("WCAG") 2.0 AA. SDS has submitted a completed Voluntary Product Access Template ("VPAT") to the District for verification.

Summary of SPS Homeroom Usage 2019-20 School Year to Date

Current Homeroom Sessions (As of June 2, 2020)	
District Total	16,303
Goal % of 27,000	60%

Sessions by School Level	
Elementary Schools	10,353
K-8 Schools	2,014
Middle Schools	1,180
High Schools	468
Alternative/Other School Sites K-12	14

Central Office Staff Sessions	
All District Level Staff	2,274

Top 10 Schools	Sessions
Roxhill Elementary	582
Concord International School	547
Thurgood Marshall Elementary	473
West Woodland Elementary	456
Broadview-Thomson K-8 School	455
South Shore PK-8 School	439
Loyal Heights Elementary	404
John Rogers Elementary	345
Arbor Heights Elementary	344
Louisa Boren STEM K-8 School	342

- COVID impact- March 16 2020- Due to COVID closure Homeroom did not have the same number of users for the 19/20 school year. Staff utilizes this tool to reflect and communicate around current assessments and other essential data points. Due to COVID all testing and possible other additional attendance and discipline data was

not added after the closure. This had a drastic impact on staff needing to engage in Homeroom from March to the end of the school year.

- School Data Solutions, the vendor for Homeroom, created a new platform and interface for the portal starting in late summer and into early fall of 2019. Due to the significant changes in the platform many staff, who were already hesitant to learn a new platform, did not fully engage in Homeroom. Many schools instead relied upon 1-3 staff members in their building to guide and support their data review. This shift decreased the number of visible logins since one staff member could login and “drive” for team meetings instead of all members logging in on their individual computers.