

PROFESSIONAL SERVICE AGREEMENT
Between
SPRINGFIELD PUBLIC SCHOOLS DISTRICT 186
and
AMERICAN INSTITUTES FOR RESEARCH

AGREEMENT IS HEREBY MADE between **CLIENT** and **CONTRACTOR** set forth below according to the following terms, conditions and provisions:

1. IDENTITY OF CLIENT:

Name: **Springfield Public Schools District 186**
Address/City/State/Zip: 3063 Fiat Avenue
Springfield, IL 62703
Contact Person: Nicole Moody
Telephone Number: 217-525-3011
Email Address: ngales@sps186.org

2. IDENTITY OF CONTRACTOR:

Name: **American Institutes for Research**
Address/City/State/Zip: 1400 Crystal Drive, 10th Floor
Arlington, VA 22202-3289
Contact Person: Christine James, Contracts and Grants Specialist
Telephone Number: 202-403-6915
Email Address: cjames@air.org

- 3. SERVICE TO BE PERFORMED.** CLIENT desires and CONTRACTOR agrees to perform services defined in the Statement of Work incorporated herein and made part of this Agreement as Attachment A. CONTRACTOR has been selected to participate in this Project at CLIENT's discretion.
- 4. TERMS OF PAYMENT/FINANCIAL PROVISIONS.** This is a **Firm Fixed Price** for a total amount of **\$390,462** whereby CONTRACTOR will be paid by CLIENT for the delivery of services.

Performance Period: December 1, 2023 – June 30, 2024

Payment terms will be net 30 days from date of invoice. In the event CLIENT does not remit payment to CONTRACTOR by the due date, CONTRACTOR reserves the right, in its sole discretion, to charge interest at the then current interest rate as published in the Wall Street Journal, and to suspend its work efforts until payment is received. Contractor shall be paid in accordance with Attachment B.

Invoices shall be submitted to:

Name: Larry McVey
Email address: lmcvey@sps186.org

CONTRACTOR's preferred receipt of payment under this Agreement is CLIENT's direct electronic deposit to CONTRACTOR using EFT/ACH. CONTRACTOR's general accounting staff, at GeneralAccountingTeam@air.org, are responsible for receipt of CLIENT payments. Upon agreement execution, CONTRACTOR's general accounting staff will contact CLIENT to complete forms required for direct deposit payments by EFT/ACH and send them directly to the CLIENT's designated payments office via secure transmission.

If payment by electronic means is not possible, payments by check shall be mailed to CONTRACTOR's lockbox at the following address:

American Institutes for Research
PO Box 28126
New York, NY 10087-8126

5. **REIMBURSEMENT OF EXPENSES.** CLIENT shall not be liable for any additional expenses paid or incurred by CONTRACTOR in excess of amount in Section 4 of this Agreement unless otherwise agreed in writing.
6. **ADVERTISING.** CONTRACTOR agrees that the name of CLIENT, its trustees, officers, agents and employees will not be used for the purposes of advertising. CONTRACTOR and CLIENT will obtain written approval from each other prior to issuing any press release or other publicity in connection with this Agreement.
7. **NON-SOLICITATION.** Neither party shall knowingly solicit, recruit, hire or otherwise employ or retain any employee of the other, performing hereunder, during the Term of this Agreement and for one (1) year following the termination or expiration of this Agreement without the prior written consent of the other party. This paragraph shall not restrict in any way the right of either party to solicit or recruit generally in the media, and shall not prohibit either party from hiring an employee of the other who answers any advertisement or who otherwise voluntarily applies for hire without having been personally solicited or recruited by the hiring party.
8. **INDEMNIFICATION.** With regard to the Services performed by CONTRACTOR pursuant to the terms of this Agreement, the CONTRACTOR shall indemnify and hold harmless the State of Illinois, its agencies, officers, employees, agents and volunteers from any and all costs, demands, expenses, losses, claims, damages, liabilities, settlements and judgments, including in breach or violation by CONTRACTOR of any of its certifications, representations, warranties, covenants or agreements; (b) any actual or alleged death or injury to any person, damage to any real or personal property, or any other damage or loss claimed to result in whole or in part from negligent performance; (c) any act, activity or omission of CONTRACTOR or any of its employees, representatives, subcontractors or agents; or (d) any actual or alleged claim that the services or goods provided under this contract infringe, misappropriate, or otherwise violate any intellectual property (patent, copyright, trade secret, or trademark) rights of a third party. In accordance with Article VIII, Section 1(a),(b) of the Constitution of the State of Illinois, the State may not indemnify private parties absent express statutory authority permitting the indemnification. Neither Party shall be liable for incidental, special, consequential, or punitive damages. CONTRACTOR shall not be liable to CLIENT for any acts or omissions in the performance of Services on the part of CONTRACTOR or on the part of its agents or employees, except when said acts or omissions of CONTRACTOR are due to willful misconduct or gross negligence or are in breach of this Agreement. CLIENT shall hold CONTRACTOR free and harmless from any obligations, costs, claims, judgments, attorneys' fees, and attachments arising from or growing out of the Services rendered to CLIENT pursuant to the terms of this Agreement or in any way connected with the rendering of Services, except when the same shall arise due to the willful

misconduct or gross negligence of CONTRACTOR, or are in breach of this Agreement, and CONTRACTOR is adjudged to be guilty of willful misconduct or gross negligence, or in breach of this Agreement, by a court of competent jurisdiction. CONTRACTOR's liability shall be limited to the amount paid under this Agreement.

9. **NON-WAIVER.** The failure of either party to exercise any of its rights under this Agreement for a breach thereof shall not be deemed to be a waiver of such rights or a waiver of any subsequent breach.
10. **DECLARATION BY CONTRACTOR.** CONTRACTOR declares that CONTRACTOR has complied with all Federal, State and Local laws regarding business permits, certificates and licenses that may be required to carry out the work to be performed under this Agreement.
11. **HOW NOTICES SHALL BE GIVEN.** All communications pertaining to contractual and/or administrative matters under this Agreement shall be delivered in writing, by delivery notice mail or email. Such communications shall be to the person(s) set forth in Sections 1 and 2 above. Any party may change its address stated herein by giving notice of the change in accordance with this paragraph.
12. **OWNERSHIP.** The CONTRACTOR expressly acknowledges and agrees that all Custom Work Product constitutes "work made for hire" under the Federal copyright laws (17 U.S.C. Sec. 101) owned exclusively by the CLIENT it contracted with, and alternatively, hereby irrevocably assigns all ownership or other rights it might have in Custom Work Product to that CLIENT. The CONTRACTOR shall sign such documentation as may be reasonably requested by the CLIENT to ensure that title to the Custom Work Product is vested in the CLIENT. If by operation of law any of the Custom Work Product, including all related intellectual property rights, is not owned in its entirety by the CLIENT automatically upon creation thereof, the CONTRACTOR agrees to assign, and hereby assigns to the CLIENT and its designees the ownership of such Custom Work Product, including all related intellectual property rights. The Illinois State Board of Education (ISBE) hereby retains an irrevocable, paid-up, worldwide, perpetual, nonexclusive license to use the Custom Work Product.

License to Embedded IP. Except as otherwise specifically set forth in the Agreement, (i) the Agreement conveys no ownership rights to ISBE or the CLIENT or the with respect to Embedded IP, and (ii) ISBE and the CLIENT is granted a paid-up, worldwide, perpetual, nonexclusive license to use the Embedded IP strictly as an integral part of, and in conjunction with, ISBE's use of the Custom Work Product and for no other purpose.

Ownership of Generic Components. The CLIENT shall own all rights, title, and interest to any Generic Components to the Custom Work Product. The CONTRACTOR expressly acknowledges and agrees that all such Generic Components constitutes "work made for hire" under the Federal copyright laws (17 U.S.C. Sec. 101) owned exclusively by the CLIENT it contracted with, and alternatively, hereby irrevocably assigns allows ownership or other rights it might have in the Generic Components to the CLIENT. The CONTRACTOR shall sign such documentation as may be reasonably requested by the CLIENT to ensure that title to the Generic Components is vested in the CLIENT. If by operation of law any of the Generic Components, including all related intellectual property rights, is not owned in its entirety by ISBE automatically upon creation thereof, the CONTRACTOR agrees to assign, and hereby assigns to the CLIENT and its designees the ownership of such Generic Components, including all related intellectual property rights.

Definitions to the above:

"Custom Work Product" means the resulting materials, products, data, or other items created by the CONTRACTOR on behalf of ISBE or a CLIENT, or in furtherance of the services hereunder.

"Embedded IP" means any pre-existing intellectual property owned by the CONTRACTOR or by any third Party and incorporated or embedded into the Custom Work Product.

"Generic Components" means the software/programming tools developed generally by the CONTRACTOR to support the Custom Work Product and which (a) can be used in websites and systems other than the Custom Work Product developed hereunder, (b) can be used completely free of the Custom Work Product, and (c) do not embody or convey the look and feel of the Custom Work Product developed hereunder.

13. **RIGHT TO PUBLICIZE.** CONTRACTOR is encouraged to publish and otherwise disclose the results of its work under this Agreement. CONTRACTOR understands that all announcements and other materials publicizing this program must include statements as to the amount and proportion of federal funding involved in accordance with the provisions of Section 511 of P.L. 101-166 (the "Stevens Amendment"). Approximately 100% of funds for the initial contract period will be from federal sources. CONTRACTOR will provide CLIENT with an advanced copy of any substantial communication that publicizes the work funded thereby. CLIENT reserves the right to review and approve the use of its name in the context of such communication. CONTRACTOR shall provide CLIENT with five business days or a mutually agreed upon period to complete its review of such communication. No response will be deemed CLIENT approval.

14. **CONFIDENTIALITY.** During and after the term of this Agreement, the CONTRACTOR will maintain information identified by CLIENT as confidential and obtained under or in connection with this Agreement regarding CLIENT and will not divulge such information to any person (except to their own employees or subcontractors and then only to those employees or subcontractors who need to know same) without CLIENT's prior written consent, except as may be required by law, regulation or court order.

The obligations in the immediately preceding paragraph do not extend to information which was known to CONTRACTOR prior to CONTRACTOR's receipt of or access to that information under this Agreement, which was or becomes a matter of public information or publicly available through no act or failure on the part of CONTRACTOR, acquired from a third Party entitled to disclose the information without obligation of confidentiality or is developed independently and without use of CLIENT's confidential information.

15. **DATA SHARING.** Any information and/or data provided by the CLIENT and used by CONTRACTOR directly or indirectly in the performance of this Agreement shall remain at all times the property of the CLIENT. It shall be identified, clearly marked and recorded as such by CONTRACTOR on all media and in all documentation. CONTRACTOR shall take all reasonable precautions to preserve the integrity and prevent any corruption or loss, damage or destruction of the CLIENT's data and information. All personal data acquired by CONTRACTOR from the CLIENT shall only be used for the purposes of this Agreement and shall not be further processed or disclosed without the consent of the CLIENT. Upon termination of the agreement, CONTRACTOR shall dispose of the data received along with backup copies and any temporary or permanent work files that contain confidential data and provide written notification of disposal.

16. **DISPUTE RESOLUTION.** If a dispute arises from or relative to this Agreement or the breach thereof which cannot be settled by the Parties through direct discussions of executive level officers within sixty (60) days after one Party has provided written notice of the dispute to the other, the Parties agree to settlement by arbitration administered by the American Arbitration Association in accordance with its Commercial Arbitration Rules and judgement on the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof.
17. **GOVERNING LAW.** This Agreement is governed by the laws of the State of Illinois.
18. **TERMINATION.** Either party may terminate this Agreement at any time by giving fourteen (14) days written notice to the other. In addition, either party may terminate this Agreement for cause. Reasonable cause shall include, among others: (1) material violation of this Agreement, and (2) any act exposing the other party to liability to others for personal injury or property damage. Such a termination will be effective five (5) days after delivery of a written notice to that effect. CONTRACTOR shall be entitled to bill CLIENT for, and CLIENT shall be obligated to pay for all allowable costs up to the time of termination, all costs associated with non-cancellable commitments to 3rd parties (but not yet incurred), and reasonable costs incurred after the termination notice date associated with project closeout.
19. **SEVERABILITY.** Each provision of this Agreement will be considered separable. If for any reason any provision or provisions hereof are determined to be invalid or contrary to applicable law, such invalidity will not impair the operation of or affect the remaining provision of this Agreement.
20. **FORCE MAJEURE.** Neither party will be liable for its failure to perform any of its obligations hereunder during any period in which such performance is delayed by acts of God or Government authorities, fire, natural disaster, epidemic, pandemic or any other cause beyond the control of such party provided that the party experiencing the difficulty provides prompt written notice to the other party and uses its best efforts to cure the delay.
21. **ORDER OF PRECEDENCE.** The terms and conditions of any State of Illinois documents will prevail in the event of a conflict between the State of Illinois and CONTRACTOR documents. The terms and conditions of this Agreement shall prevail in the event of a conflict between the terms and conditions of this Agreement and any terms and conditions issued by CLIENT.
22. **ENTIRE AGREEMENT.** This Agreement constitutes the complete understanding of the parties supersedes any other prior agreements.
23. **AMENDMENTS.** This Agreement may be supplemented, amended or revised only in writing upon agreement by both parties.

SIGNATURE OF AUTHORIZED OFFICER:

SPRINGFIELD PUBLIC SCHOOLS DISTRICT 186

Jennifer Gill
Superintendent

Date

AMERICAN INSTITUTES FOR RESEARCH

Joseph Wagner, Jr.
Vice President, Contracts & Procurement

Date

Attachment A SCOPE OF WORK

Scope of Work

The American Institutes for Research will engage with your district during the 2023–24 academic year to conduct a school-level needs assessment for the following school(s):

| District: Springfield Public Schools District 186 | | |
|---|---------------------------|------------------|
| School Name | Assessment Type | Value |
| Springfield Southeast High School | Needs Assessment | \$38,602 |
| Matheny-Withrow Elementary School | Needs Assessment | \$38,602 |
| U S Grant Middle School | Needs Assessment | \$38,602 |
| Dubois Elementary School | Needs Assessment | \$38,602 |
| Fairview Elementary School | Needs Assessment | \$38,602 |
| Jefferson Middle School | Rigorous Needs Assessment | \$49,363 |
| Washington Middle School | Rigorous Needs Assessment | \$49,363 |
| Harvard Park Elementary School | Rigorous Needs Assessment | \$49,363 |
| Feitshans Elementary School | Rigorous Needs Assessment | \$49,363 |
| TOTAL | | \$390,462 |

AIR’s **school-level needs assessment** is designed to provide important formative feedback to the school and district to inform each school’s improvement efforts. In consultation with the Illinois State Board of Education (ISBE), AIR developed the needs assessment framework, data collection instruments, and reporting template to provide information on each school’s existing conditions in key areas such as leadership and vision, curriculum and instruction, culture and climate, and targeted instruction and support. Further, we will help school leaders, school staff, and district staff use the results of the initial needs assessment to take stock of strengths and identify areas for improvement so they can develop school improvement plans and related monitoring activities.

Our needs assessment process combines extant state, district, and school data with site-based activities to ensure a comprehensive assessment.

During the term of this agreement, AIR commits to:

- maintaining appropriate levels of communication with the district's point of contact;
- seeking feedback on data collection activities, timelines, and communications to teachers and staff regarding findings; and
- coordinating with the school point of contact to ensure that planning and execution of needs assessment activities is effective, is efficient, and provides meaningful data to inform school improvement planning.

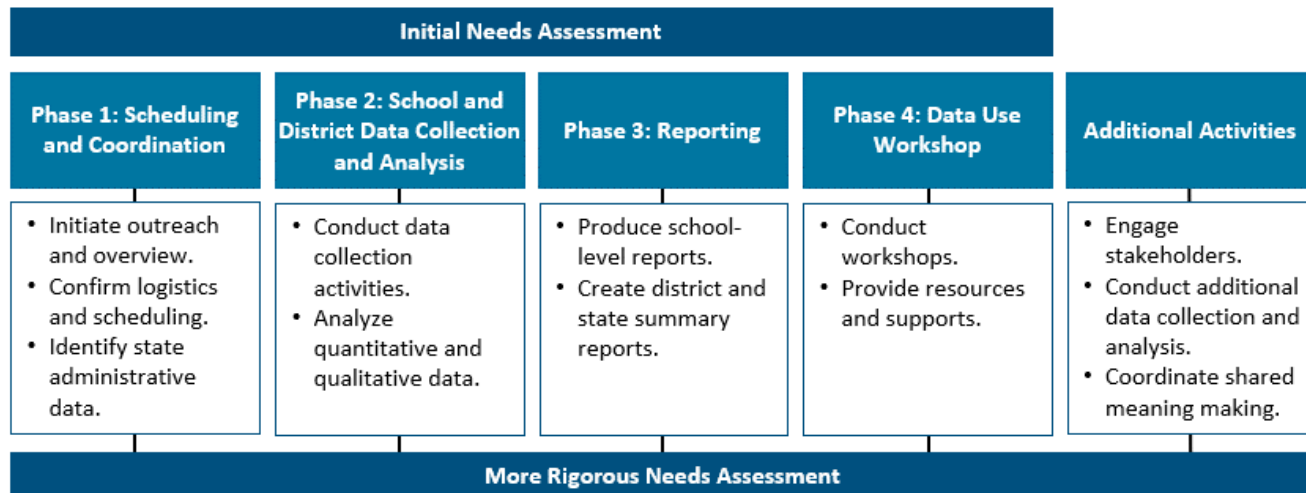
During the term of this agreement, the district commits to:

- executing the contract in a manner that allows adequate time for planning and execution of needs assessment activities;
- identifying a district point of contact who will work directly with AIR to ensure timely and frequent communication and coordination;
- supporting communication to schools regarding the needs assessment process and benefits;
- supporting the needs activities by providing necessary information, such as school calendars, teacher lists, and classroom rosters; and
- providing relevant district- or school-level data that may enhance or inform needs assessment activities.

Work Plan of Services

A needs assessment is a critical first step in engaging community members and learning about current efforts, successes, and obstacles in a district or school. Needs assessments involve intentional data collection and analysis to understand schools' existing conditions and performance on key indicators. Exhibit 1 outlines AIR's approach to the needs assessments.

AIR's Design for School-Level Needs Assessments



Phases of the Needs Assessments

| Phase | Key school-engaged activities |
|--|--|
| Phase 1: Scheduling and coordination | <ul style="list-style-type: none"> Initiate communications with district and school points of contact. Provide an overview of the initial needs assessment process. Coordinate logistics, scheduling, data collection, and related activities. |
| Phase 2: School and district data collection and analysis | <ul style="list-style-type: none"> Conduct school-based data collection activities, such as <ul style="list-style-type: none"> principal interview, classroom observations, and focus groups and interviews. Collect data remotely using measures such as <ul style="list-style-type: none"> school leader survey and instructional staff survey. |
| Phase 3: Reporting | <ul style="list-style-type: none"> Communicate with district and schools about the reporting timeline and provide updates on progress. Deliver the needs assessment report. |
| Phase 4: Data-use session | <ul style="list-style-type: none"> Facilitate a session with school and district members to discuss the findings from the initial needs assessment. Provide resources and tools to support schools and districts in connecting the results from the needs assessment report to goal development and steps for planning a school improvement plan. |

Phase 1: Scheduling and Coordination

In collaboration with the district and each school, AIR will design the scheduling and coordination approach to conduct the school-level needs assessments. AIR will coordinate district outreach and assign a district lead. The district lead will be the primary contact for district leadership and will handle communications related to scheduling and outreach to school leaders.

A site lead (who may be the district lead as well) will coordinate each school's needs assessment and will serve as a single point of contact for the school, manage all details of the visit, and answer any questions that may arise. All site leads have experience in school improvement technical assistance and/or research and data collection and will be trained on the needs assessment process. Districts and schools will receive a Needs Assessment Process Guide that provides background on the process and activities.

As part of Phase 1, AIR will initiate efforts to collect administrative data from ISBE and the district. To minimize burden, we will leverage state administrative data (e.g., student achievement data, student enrollment and demographic data), where available and appropriate. We will supplement state administrative data with administrative records from the school district to ensure that we are capturing sufficient information to inform district and school identification of areas of strength and areas for improvement. See the Requested Data section for further information.

Phase 2: School and District Data Collection and Analysis

AIR will collect relevant data, asking districts and schools to provide only information that is deemed necessary for the needs assessment. The following subsections briefly describe the specific data collection activities—which employ both qualitative and quantitative methods.

Principal Survey. AIR will design the principal survey to collect information about systems, structures, and staffing in place at the school. The principal or a designee will complete the questionnaire prior to the principal interview, which will allow the AIR site lead to focus interview questions on the most salient topics and discuss them in more detail.

Principal Interview. The site lead will conduct a principal interview by phone or video and focus on obtaining data on all aspects of the initial needs assessment using a structured interview protocol. Interview questions will focus on items identified in the framework for needs assessments (e.g., continuous improvement practices, governance, educator and employee quality, curriculum, instructional practices, and school climate and culture). The interview will take approximately 45 minutes and, with the permission of participants, will be recorded and transcribed for qualitative coding and analysis.

Instructional Staff Survey. The needs assessment instructional staff survey will provide crucial data from a broad range of staff members regarding school activities related to the key improvement practices and indicators, such as professional collaboration and school climate. AIR designed the survey to avoid duplicating existing measures (e.g., items already addressed by the

5Essentials Survey), ensuring that survey items provide new and relevant information. The survey, which AIR staff will administer through an online platform, will take approximately 20 minutes to complete. A response rate of at least 80% is preferred, but reports will include findings from individual items or constructs that obtain a response rate of at least 50%.

Classroom Observations. Certified AIR team members will observe a sample of classrooms within each school. A typical observation team will include two observers who will each make multiple observations. In schools with more than 700 enrolled students, AIR may assign additional observers. Observers will select classrooms prior to the visit, focusing on courses in English language arts and mathematics. Typically, they will also observe classes in other content areas and, in instances in which a school has a particular focus (e.g., science, technology, engineering, and mathematics [STEM] or the arts), they may also sample some of these classrooms. The resulting observation ratings will be reported as schoolwide averages to maintain the anonymity of individual classroom teachers.

Focus Groups and Interviews. Needs assessments may include a set of on-site focus groups and interviews with school stakeholders (e.g., teachers, school administrators, counselors, family members) facilitated using tailored protocols to collect data on school-specific strategies. If included, each interview and focus group will last approximately 45 to 60 minutes to accommodate school schedules and minimize burden on school staff and other participants. All resulting data will be reported in aggregate, and every effort will be made to ensure that the participants are not identifiable.

For middle and high schools designated as needing intensive support, we may conduct focus groups with students to gather their perspectives on the school. Student participants must have a signed consent form from a parent or guardian unless the student is at least 18 years old and can sign the consent form on their own. A consent form will be provided to the school leader to share with students and/or their parents or guardians. AIR will provide the consent form in other languages as needed.

AIR follows all Institutional Review Board (IRB) procedures for data collection and privacy protection, and all instruments and methodologies are reviewed and approved by the IRB prior to data collection. In addition, AIR understands that individuals may feel risk with involvement in a visit; thus, we implement multiple procedures to protect each participant's identity. Further, AIR staff participate in internal trainings such as sessions on managing implicit bias.

Phase 3: Reporting

The report that results from a needs assessment will provide school and district leaders and staff with information to help them better understand the status of improvement efforts at the school and make decisions about needs and priorities for school improvement. AIR will provide school-level reports to school leaders and district administrators within 3 to 4 weeks of the conclusion of data

collection at that school. Reports will highlight strengths and areas for improvement of each school.

Phase 4: Data Debrief Session

In addition to the reports that will be shared as part of the school-level needs assessment, AIR will provide a debrief session for the school to discuss the data resulting from the school-level needs assessments. This session may be conducted virtually and will include a review of the report findings and suggested next steps to use the resulting data to inform the school improvement process.

More Rigorous Needs Assessments

For schools designated as needing intensive support, AIR will conduct **a more rigorous needs assessment**. AIR will supplement the needs assessment process with additional data collection and analysis as well as an intentional shared meaning-making process to strengthen the link between the needs assessment results and school improvement planning.

AIR will work with ISBE to determine the additional resources to provide, ensuring that efforts are not duplicative for schools. AIR will work with districts to provide additional data collection related to their areas of need and provide enhanced information to those school teams.

Requested Data

To minimize burden on districts, AIR will request relevant extant administrative data from ISBE to support the needs assessment process. AIR will work closely with ISBE officials to determine the state administrative data to incorporate in the needs assessment process. These may include state assessment results data (growth measures and attainment results for state assessments, including the Illinois Assessment of Readiness, Dynamic Learning Maps, SAT, PSAT 10, PSAT 8/9, Illinois Science Assessment, Algebra I assessment, and ACCESS); student enrollment and demographic data (including variables for all student subgroups and students participating in specific programs, such as English learners and students with individualized education programs); graduation status data (including adjusted cohort graduation rates and enrollment exit/withdrawal types as relevant); college and career readiness indicator data; course performance and enrollment data; Grade 9 on-track data; attendance and chronic absenteeism data; school climate survey data (5Essentials Survey data); student discipline/behavior records; and teacher and administrator data.

In addition to state administrative data, we may also request data from the district for schools participating in the needs assessment process. These requests may include data that cannot be provided by ISBE and are available only from the school district, such as local assessment results from formative and summative assessments (e.g., NWEA MAP, STAR, or i-Ready data), student mobility data, additional student course performance/progress report data, and additional climate survey data. We will work closely with district administrators to minimize burden on districts and schools. Also, in the principal survey, AIR will ask school leaders about the available data at the

school and district levels to identify any additional sources of information that would be relevant to the needs assessment.

Contact Structure to Conduct School-Level Needs Assessments

AIR's district lead will consult with the identified district contact regarding the school needs assessment, providing an overview of the process and sharing the Needs Assessment Process Guide. The district lead will work with the primary district contact to discuss timeline options for each school's needs assessment and coordinate outreach efforts to primary school contacts. AIR's school site lead will then reach out to the primary school contact and introduce the needs assessment process and share the Needs Assessment Process Guide. The site lead will be the school's main point of contact for the duration of the needs assessment.

The site lead will maintain communications with the school leader on all aspects of the needs assessment. In one of the early steps in this phase, we will collect background data from the district and/or school, including the following information:

- Completed principal survey
- List of instructional staff with roles and email addresses to create the sample for an online instructional staff survey and a date to administer the survey
- Master schedule with teachers' names and subjects and a map of the school building for the classroom observations
- Time and date to conduct a principal interview
- Dates to conduct classroom observations and, if relevant, focus groups and interviews with stakeholders across the school (potentially including teachers; counselors; instructional coaches; community members; family representatives; and, in middle and secondary schools, students)

After the dates for the instructional staff survey, classroom observations, and focus groups and interviews have been set, the AIR site lead will work with the school leader or other identified staff to plan the activities around each of the data collection efforts. For the *instructional staff survey*, the site lead will send an email to instructional staff on an agreed-on day providing them with background on the needs assessment and inviting them to complete the online survey. The online survey will be open for at least 2 weeks—and maybe longer, if necessary to achieve the desired response rate—and staff who have not responded within 1 week will receive a reminder email. For the *classroom observations*, the classroom observers will check in at the school's main office and then select the classrooms to observe using the roster and schedule provided by the school leader; the school leader is not involved in selecting classrooms to visit. For the *focus groups and interviews*, the site lead will work with the school leader or other identified school staff to develop a schedule of activities. The school staff will identify participants, times, and locations for each of the sessions. Further detail on the itinerary for the day of focus groups and interviews is provided in the following section.

After the analysis of resulting data is complete, the AIR site lead will send a draft of the needs assessment report to the school lead. This draft report will outline the findings from the needs assessment. The school lead will have an opportunity to review the draft report and provide any clarifications or factual corrections. Following this review process and any necessary revisions, the site lead will submit a final report to the school, district, and ISBE contacts. The site lead also will participate in a debrief session to review the findings of the report and answer any questions about the needs assessment process that resulted in the report. As noted in an earlier section, AIR will conduct a data debrief session to review the report findings.

Following the conclusion of the needs assessment process, AIR will survey district and site primary contacts to gather information on the process and resulting report. AIR will use this information to inform continuous improvement efforts.

Presentation of the School-Level Needs Assessment Results to Schools

In addition to the reports that will be shared as part of the needs assessment, AIR will provide data debrief sessions to districts and schools to discuss the results of the needs assessments. AIR will design the data-use workshop to be an interactive data review and learning session that will increase school and district capacity to leverage data for improvement.

This session, estimated to last 60 to 90 minutes, will provide school stakeholders with an opportunity to review the results of the comprehensive needs assessment, discuss the findings across the various data sources, and ask questions for clarity and understanding. The session is intended to prepare participants for taking action during future improvement planning sessions.

Needs Assessment Reports Provided to Schools and Districts

The **Needs Assessment Report** will provide an overview of the assessment and information about the items in the framework, along with a bulleted list of findings and supporting evidence. AIR will provide this report to the school following final data collection, and it will cover all aspects of the needs assessment process, including detail on the analyses of extant data and results of the instructional staff surveys, classroom observations (including aggregated information on the ratings and information on the dimensions and domains of the Classroom Assessment Scoring System [CLASS] tool), and interviews and focus groups, as relevant.

In addition to school-specific reports, AIR will provide **district reports** of needs assessments across schools from the district. These reports will include information on how schools were rated on the items in the framework and an overview that identifies successes, challenges, and trends across the initial needs assessments.

Attachment B

FIXED PRICE PAYMENT SCHEDULE

| Date | Amount |
|-------------------|------------------|
| December 31, 2023 | \$195,231 |
| June 30, 2024 | \$195,231 |
| Total | \$390,462 |