

**DETERMINATION AND FINDINGS  
FOR A SOLE SOURCE PROCUREMENT**

**AGENCY:** District of Columbia Public Schools  
Office of School Improvement and Supports (OSIS)  
**CAPTION:** Value Added Measures (VAM) – Research and Analysis SY20/21  
**PROPOSED CONTRACTOR:** SAS Institute, Inc.  
**CONTRACT NO.:** RK164920

**FINDINGS**

**1. AUTHORIZATION:**

D.C. Official Code: §2-354.04, and 27 DCMR 1304, 1702.

**2. MINIMUM NEED:**

The District of Columbia Public Schools (DCPS) Office of Resource Strategy, Contracts & Acquisitions Division on behalf of the Office of School Improvement and Supports (OSIS), has an immediate need to procure a contractor to design, create and report on usage of a value-added measure (VAM) to assess student achievement and potential learning loss the period beginning on January 1, 2020 through September 30, 2021.

**3. ESTIMATED COST:**

The estimated cost is \$75,000.00 for the proposed period of performance (January 1, 2020 – September 30, 2021) pursuant to RK164920. This contract will be for a period of nine (9) months.

**4. BACKGROUND AND HISTORY:**

The purpose of this sole source procurement is to create a value-added measure to assess student learning loss due to adjustments in the 2019-20 and 2020-21 school years. Measuring impact on student achievement can be challenging. For example, students start the year at different skill levels, and they all face different factors inside and outside the classroom that affect how they learn. At its core, value-added is a way of addressing these challenges. The District of Columbia Public Schools is interested in using this information to determine how the transition to virtual learning from the COVID-19 pandemic has affected student achievement while controlling for outside factors.

Determining the measure of a teacher’s impact on a student’s learning can be challenging as well. VAM addresses these challenges by estimating a teacher’s impact on student learning over the course of the school year, as evidenced by a standardized assessment, by taking into account other factors such as a student’s incoming test scores, special education status, and eligibility for free or reduced-price meals, to name a few.

## 5. FACTS WHICH JUSTIFY SOLE SOURCE PROCUREMENT:

### COVID-19 Related Changes SY19/20

Due to suspended standardized testing/assessments for the 2019-20 school year as a result of the COVID-19 pandemic, SAS will provide research and analysis options for the 2020-21 school year's at the request of the District of Columbia Public Schools (DCPS).

### Learning Loss Research and Analysis

SAS student projections provide information about how individual students are likely to perform on a future assessment. The projections are based on the students' own prior testing history as well as how the most recent group of students who took the assessment actually performed. Research can leverage these projections as a robust expectation of students' expected performance and then compare the results to how the students actually perform on the next available assessment. This yields insight into how students' performance prior to the pandemic compares to actual results following the pandemic.

The list below provides examples of how student projections can be used to explore learning loss among student groups, which can assist policymakers, administrators and educators in their support of student learning:

- **Identify whether specific student groups experienced more learning loss than other student groups**, such as those in a specific demographic category or socioeconomic status.
- **Identify any differences in patterns of learning loss across different grades and subjects**, which could inform strategies about how to help students regain ground.
- **Incorporate data based on access to online learning environments, online learning usage, hybrid learning opportunities, and data about school closures**. Depending on the available data, this research could inform resource allocation to mitigate the impact of the pandemic and support strategic decisions about what instruction might look like during future interruptions.
- **Identify potential exemplars among schools** that may have implemented strategies that limited learning loss or limited inequities in learning loss.
- **Identify patterns of differences between projections and actual results could also be compared to any patterns that exist in previous years of data**. For example, if certain student groups were more likely to fall short of projections from 2018-19 to 2020-21, were these same patterns present in comparisons from previous years, such as from 2016-17 to 2018-19? These results could help to separate out the potential impacts of the pandemic and could identify additional patterns in student achievement data that could inform instructional approaches and allocation of resources.

This information will be used to investigate trends as described above such that DCPS can assess the extent of learning loss in the 2020-21 school year among different groups of students and then compare these results to trends in previous years.

SAS will provide DCPS with summary data of these trends as well as a high-level overview of the model and key takeaways based on empirical results. In addition, SAS will provide DCPS with available students' projections to the 2020-21 school year for students who last tested in the 2018-19 school year.

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SAS, Inc. has worked with DCPS on Value Added Measures (VAM) in SY19/20 and has the technical expertise and understanding of DCPS to fulfill the requirements above. SAS also has access to all the information for what DCPS has done in the previous years. A new contractor would need to re-run simulations from prior years and would need to complete research that SAS, Inc. has already completed in the last fiscal year. This would take substantially more time, effort and more fiscal resources for a new contractor to develop. Due to this being an expedited, one-off nine (9) month requirement due to COVID, further competition would prove to be cost-prohibitive to the District.

In light of the above findings a sole source award to SAS Institute, Inc. is in the best interest of the District and would be the most time efficient and cost-effective procurement method.

**6. CERTIFICATION BY DCPS PROGRAM:**

I hereby certify that the above findings are true, correct and complete, and the anticipated cost to DCPS is fair and reasonable.

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Date

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Director, Office of School Improvement and  
Supports (OSIS)

**7. DETERMINATION**

Based on the above certified findings in accordance cited authority, I hereby determine that it is not feasible or practical to invoke the competitive bidding process under Section 402 or 403 of the District of Columbia Procurement Practices Reform Act of 2010 (D.C. Law 18-371); DC Code 2-354 and 27 DCMR 1304 and 1702

\_\_\_\_\_  
Date

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Contracting Officer