



# **STATE OF INDIANA**

## **Request for Information 11-74**

**INDIANA DEPARTMENT OF ADMINISTRATION**

**On Behalf Of  
Indiana Department of Education**

**Solicitation For:  
Lead Partner for Probationary Status Schools**

**Response Due Date: June 30, 2011**

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Procurement Division  
402 W. Washington St., Room W478  
Indianapolis, Indiana 46204

## REQUEST FOR INFORMATION 11-74

This is a Request for Information (RFI) issued by the Indiana Department of Administration (IDOA) in conjunction with the Indiana Department of Education (IDOE). This RFI requests responses for Lead Partners for Probationary Status Schools. The State reserves the right to award contracts resulting directly from this RFI.

### BACKGROUND

Public Law 221 is Indiana's comprehensive accountability system for K-12 education. Passed by the Indiana General Assembly in 1999, prior to *No Child Left Behind Act of 2001*, the law aimed to establish a statewide accountability system. To measure progress, P.L. 221 will place Indiana schools into one of five letter categories based upon student pass rates on state ISTEP+ tests: A, B, C, D, and F. Prior to letter grades, placement in categories used were: Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation. Schools in academic probation and/or receiving a grade of "F" for six consecutive years are eligible for state intervention.

The goal of school turnaround is to realize significant improvement over a short period. This requires swift changes by the school and district staff and the Lead Partner to implement research-based components of high-poverty, high-performing schools. Thus, Lead Partners must have a demonstrated record of successful and effective work with academically underperforming schools, especially high schools. Lead Partners are contracted by the LEA for the purpose of providing expertise and direction in turning around Indiana's lowest-performing schools. The LEA maintains appropriate and adequate autonomy over the administrative and operational services provided by the LEA (e.g., education, transportation, food service). Lead Partners are hired to help radically change the course of low-performing schools by providing comprehensive services.

The goal of the IDOE is to dramatically increase high quality options across Indiana by targeting schools in P.L. 221 probationary status eligible for state intervention. In this case, Lead Partners will be assigned to schools in their existing buildings to assist the school and district in providing students, families and communities with exceptional academic choices within their neighborhoods. Indiana leaders have a profound sense of urgency to bring about dramatic improvement in these schools.

To support the commitment in creating high-quality educational options for parents and children, IDOE is identifying qualified Lead Partners for the 2011-2012 school year and beyond. If necessary, the IDOE may make multiple contract awards to meet the capacity needs of the IDOE. Lead Partners must abide by all applicable federal and state laws.

The primary responsibility of a Lead Partner is to implement instructional, programmatic, and/or structural supports that result in improved student performance. All supports must serve to increase student achievement no matter the specific focus (e.g., student attendance, teacher evaluation). The SBOE will establish performance targets for each school with the Lead Partner being responsible for meeting those pre-established performance targets by working closely with the school and district and all stakeholders and, when appropriate, other Lead Partners.

The Lead Partner will be responsible for the following:

1. Meeting agreed upon performance criteria and acceptance of the consequences for failing to do so.
2. Providing ongoing performance data, including both leading and lagging indicators of success and failure.
3. Establishing a contract with the LEA (school district/corporation). In some cases, the contract may require the negotiation and creation of waivers with staff to provide flexibility from collective bargaining agreements. The specific autonomies provided to the Lead Partner must be agreed to by the LEA and described in the contract developed by the LEA and the Lead Partner and approved by IDOE prior to acceptance.
4. Focusing on one or more agreed upon target areas (e.g., evaluation, curriculum and instruction, leadership) based on the identified needs of the school(s).
5. Providing consistent and intense on-site support.
6. Ensuring the support provided is strategically aligned with school-wide initiatives and designed for long-term viability and sustainability.
7. Participating in data collection, evaluation, and reporting activities as specified by the SBOE and IDOE. Accountability indicators may include data such as number of discipline incidents or teacher attendance rates.
8. Any other duties outlined in the established agreement between the state and Lead Partner.

The following schools are currently in year five of PL 221, or probationary status. After the end of the 2010-2011 school year when category placements will be made, schools still in the lowest category will be eligible for state intervention, up to and including takeover. In the Technical Proposal, the Respondent should list the schools that it is willing to serve. Please take note that all but one of these schools is a high school.

Fort Wayne Community Schools

North Side High School

South Side High School

Gary Community Schools

Theodore Roosevelt High School

Indianapolis Public Schools

Arlington Heights High School

Broad Ripple High School

Emerich Manual High School

Northwest High School

Emma Donnan Middle School

Thomas Carr Howe Community High School

George Washington Community

Lake Ridge School District

Calumet High School

Marion Community Schools

Marion High School

School City of East Chicago

East Chicago Central High School

School City of Hammond

Hammond High School

Morton Senior High School

South Bend Community School Corporation

Riley High School

Washington High School

Rise Up Academy – formerly Bendix School

Services are classified by the three support areas below:

1. *“Readiness to Learn:* Schools directly address poverty-related student deficits with such strategies as:
  - Extended school day and longer year
  - Action against poverty-related adversity
  - Discipline and engagement
  - Close student-adult relationships
  
2. *Readiness to Teach*
  - Stated staff responsibility for student achievement
  - Personalized instructional based on diagnostic assessments and flexible time on task
  - A teaching culture that stresses collaboration and continuous improvement
  
3. *Readiness to Act*
  - Ability to make mission-driven decisions about people, time, money, and program
  - Leaders adept at securing additional resources and leveraging partner relationships
  - Creative responses to constant unrest<sup>1</sup>”

<sup>1</sup>Calkins, A., Guenther, W., Belfore, G., & Lash, D. (2007). *The turnaround challenge: Why America’s best opportunity to dramatically improve student achievement lies in our worst-performing school*. Mass Insight Research Education and Research Institute (p. 5).

### **SPECIFIC NEEDS**

IDOE expects to solicit responses from highly qualified respondents that could perform the services as defined above. IDOE is especially interested in receiving the following information from each Respondent’s RFI submission:

- Indicate which of the three support areas will be the area(s) of focus, and which of the schools listed above the respondent would be interested in serving, should that school (or schools) become eligible for intervention.
  - Readiness to Learn
  - Readiness to Teach
  - Readiness to Act

- Outline the programs and services to be implemented within the support areas selected above.
  - Provide a clear and concise description of the scope of services to be implemented with the selected school(s) related to the selected support areas, clearly indicating each support (e.g. school culture).
  - A timeline for task initiation and completion schedules, including regular on-site presence at the selected schools.
- Experience in providing the same or similar services contemplated herein, including evidence of prior positive impact in the areas of support.
  - Verifiable (e.g. names of schools, addresses, dates, etc.) quantitative data that demonstrates the Respondent’s past effectiveness in improving and sustaining student achievement. Include the size of the school, the location (e.g., urban, suburban), and the general student demographics.
  - Corporate capability; comparable project references of similar scope and size.
  - Contact information for 3 references.
- Names, qualifications, and experience of key staff that would be assigned to the project.
  - Provide resumes for proposed staff members.
  - Explain how each proposed staff member has the qualifications and skill set to work with *high-poverty, high-minority secondary schools*.
  - Discuss additional staff that will be needed (if any) and describe the procedures for recruiting and hiring.
- Evidence that the program design is research-based.
  - Explain the rationale for the proposed model in each of the selected support areas.
  - Include citations.

IDOE will be looking for the following when evaluating submissions:

- Description of programs and services to be implemented with the support area(s) clearly indicated.
- Detailed narrative of prior, positive impact on schools or districts in the support area(s) chosen, including demographics of prior work and quantitative data of success.
- Provision of theoretical and empirical research base of program design for support area to be implemented, including full citations.
- Qualifications of staff in narrative, including prior experience and effectiveness specific to support area(s) selected.
- Timeline of task initiation and completion schedules including regular on-site presence at the school.

*Additional evaluation criteria can be found at [www.doe.in.gov/turnaround](http://www.doe.in.gov/turnaround)*

## **COST**

Please provide a cost to the State to complete the program as outlined above. The Respondent should indicate the pricing breakdown per school. It is likely the State will select more than one Lead Partner to support schools that become eligible for intervention. To assist in the selection and assignment of Lead Partners, the State requests all Respondents to indicate the cost to provide services and any other costs associated with providing these services. Respondents' cost should be all inclusive, as no additional costs will be considered after potential awards are made and agreements are executed.

## **RESPONSES**

Firms interested in providing information to IDOA should submit a hard-copy original and a CD original as well as three (3) CD copies of the written response to:

**Steve Webb, Strategic Sourcing Analyst  
Indiana Department of Administration  
Procurement Division  
402 West Washington Street, Room W468  
Indianapolis, IN 46204**

Responses must be received no later than 3 p.m. Eastern Standard Time on June 23, 2011. The outside of the package (envelope or box) should be clearly marked:

**“RESPONSE TO REQUEST FOR INFORMATION 11-74”**

Any questions regarding this RFI must be submitted to the above address. Questions may also be submitted by e-mail to [swebb@idoa.in.gov](mailto:swebb@idoa.in.gov) no later than 3 p.m. EST on June 1, 2011. Responses to all questions will be promptly prepared through a cooperative effort of IDOA and IDOE. A copy of the question and answer document will be disseminated equally.

Inquiries are not to be directed to any staff member of IDOE. Doing so may result in disqualification of your proposal from consideration for potential award(s).

Responses will be considered public information once a potential contract award has been made.

Please note that Steve Webb is the State's single point of contact for this RFI.