

**DETERMINATION AND FINDING  
FOR A SOURCE PROCUREMENT**

**AGENCY:** District of Columbia Public Schools  
Office of Specialized Instruction (OSI)  
**CAPTION:** Intensive Literacy Intervention (K-2 Early Learning Supports)  
**PROPOSED CONTRACTOR:** Lindamood-Bell Learning Processes  
**CONTRACT NO.** TBD

**FINDINGS**

**1. AUTHORIZATION:**

D.C. Code 2-354.04.5 and 27 DCMR, Section 1304 and 1701

**2. MINIMUM NEED:**

The District of Columbia Public Schools (DCPS), Office of Specialized Instruction (OSI), has an immediate need to procure the services of a contractor to establish two intensive literacy interventions for DCPS students inside a special education setting and inside a general education setting.

The contractor will conduct in depth assessments of these students' literacy needs and prescribe and execute subsequent individual learning plans. The contractor will also work with DCPS to systematically collect data on student progress over the life of the contract.

A. The Office of Specialized Instruction (OSI) needs, at a minimum, to increase its use of "evidence-based intervention" that provide classroom-level data about achievement as a pre-referral intervention for students who are suspected of having a disability, in order to better mitigate future due process complaints involving the identification of students with disabilities (as part of Child Find requirements) and overall service delivery. Too often, DCPS refers struggling readers to receive special education services before addressing those students' academic deficits with proven, evidence-based interventions. By using evidence-based interventions, students can benefit in the following ways such as: Students with non-disability related difficulties in learning are identified and treated prior to special education referral; and students who have disabilities are appropriately identified and are able to receive appropriate services in a timely fashion, preventing untimely IEPs and other manifestations of poor special education service delivery.

- DCPS is in need of a vendor that has established intensive literacy centers on school campuses.
- The vendor must be able to hire and train the necessary staff to deliver their research-based interventions with high fidelity.
- The literacy program must include in-depth assessment batteries and prescribe corresponding individual learning programs for students selected to participate in the center based on those assessment results.

- The vendor must be able to provide at least 120 hours of small group literacy instruction for all participating students.
- The literacy program must have significant evidence supporting their ability to aggressively improve academic outcomes for students participating in their learning centers.

Intervention A will provide 2 hours of reading instruction daily in a small group setting using research based interventions for up to 50 DCPS students, attending our District-wide K-2 Early Learning Supports program, at up to 5 school sites (“program sites”) during School year 2015-2016.

- B. The Office of Specialized Instruction (OSI) needs, at a minimum, to increase its use of research-based reading interventions to support the individual learning needs of students with disabilities. OSI requires interventions that provide classroom-level data about achievement in order to provide targeted and higher quality special education services and supports for students. Additionally, OSI needs to train special education teachers to effectively implement research-based reading interventions in their classrooms. To do this, OSI requires a vendor who can provide intensive classroom-based interventions to students coupled with one-on-one instructional planning support for teachers based on individual student progress.
- DCPS is in need of a vendor that has established intensive literacy centers on school campuses.
  - The vendor must be able to hire and train the necessary staff to deliver their research-based interventions with high fidelity.
  - The literacy program must include in-depth assessment batteries and prescribe corresponding individual learning programs for students selected to participate in the center based on those assessment results.
  - The vendor must be able to provide a minimum of 80 and a maximum of 210 hours of small group literacy instruction for up to 110 participating students in up to 11 OSI Early Learning Support (ELS) classrooms during the 2015-2016 school year.

The literacy program must have significant evidence supporting their ability to aggressively improve academic outcomes for students participating in their learning centers.

Intervention B will provide 2 hours of reading instruction daily in a small group setting using research based interventions for up to 150 DCPS students, primarily in 1<sup>st</sup> and 2<sup>nd</sup> grade general education classrooms at up to 5 school sites during school year 2015-2016.

**3. ESTIMATED COST:**

The estimated cost is \$1,294,500 (Date of Contract Award through September 30, 2016)

**4. FACTS WHICH JUSTIFY A SOLE SOURCE PROCUREMENT:**

- A. Lindamood-Bell's instructional program fits the academic needs of the DCPS students whom the Office of Specialized Instruction seeks to serve. The intended DCPS student participants in this program scored in the "at risk" level in the areas of phoneme segmentation, nonsense word fluency, and oral reading fluency on the 2014 end of year DIBELS assessment. Lindamood-Bell's decoding instruction would directly address the areas in which these students showed weakness on the DIBELS assessment through its use of symbol imagery, phonemic awareness, word attack, and reading fluency skills. Moreover, students who are enrolled in Lindamood-Bell's reading program experience a planned, integrated procedure and learn methodically. Lindamood-Bell's teaching plan is based on continual evaluation of the students' needs. Its programs are multisensory, organized, and cumulative. Instruction is provided in one and one half to three hour intensive blocks with group sizes no bigger than five students, all of whom have similar learning profiles.

Lindamood-Bell has created similar intensive literacy centers on the campuses of other schools and most recently created literacy centers that served over 450 DCPS students from October 2013 to July 2016.

- B. Lindamood-Bell's instructional program fits the academic needs of the DCPS students whom the Office of Specialized Instruction seeks to serve. The intended DCPS student participants in this program are currently placed in OSI Early Learning Support K-2 classrooms (special education setting) for the majority of their school day due to disability-based learning needs that included deficits in reading achievement. Lindamood-Bell's decoding instruction will directly address areas of individual student reading weakness through its use of symbol imagery, phonemic awareness, word attack, and reading fluency skills. Furthermore, Lindamood-Bell's small group instruction model based on comprehensive student learning assessments assures a planned, integrated, and thorough instructional model. Lindamood-Bell's teaching plan is based on continual evaluation of the students' needs. Its programs are multisensory, organized, and cumulative. Instruction is provided in two-hour intensive blocks with group sizes no larger than three students, all of whom have similar learning profiles. Students also receive one-on-one instruction based on their individual needs.

**5. Background and History:**

During the 2011-2012 school year ("SY 11-12"), approximately 700 rising 1<sup>st</sup> and 2<sup>nd</sup> grade students in the District of Columbia Public Schools ("DCPS") scored "in the red," well below grade level in reading, on the End of Year DIBELS assessment. In response to that reality DCPS engaged Lindamood-Bell Learning Processes to established school-based literacy centers at several neighborhood elementary schools. 140 general education students across those schools were provided with 120 hours of intensive literacy intervention from Lindamood-Bell Learning Processes staff during the morning literacy block over the course of two instructional periods (fall 2012 and spring 2013). Following instruction students showed significant growth across several reading skill areas.

During the 2013 Summer School session, Lindamood-Bell was again engaged to provide intensive literacy intervention for 105 students at two sites. The summer program included both general education students and special education students, providing students with disabilities with this intensive, multi-sensory reading intervention for the first time. Students saw significant growth across reading skill areas.

Immediate services are required, in order to assist OSI school year 2015 – 2016 implementation/planning.

#### **6. The Proposed Vendor’s Unique Qualifications:**

Lindamood-Bell has no known competitors in the Washington, DC metropolitan area who provide such reading instruction (including symbol imagery) in learning centers located on public school campuses. Reading programs such as the Wilson Reading System and organizations such as the Institute for Multi-Sensory Education (ISME) provide teaching methodologies, curricula, training, professional development and support for classroom teachers to implement reading interventions. Unlike Lindamood-Bell, Wilson, IMSE and others like them do not offer to hire and train teachers for the purpose of implementing reading intervention to large groups of struggling readers on school campuses; nor do they offer to implement an on-site instructional model for students with disabilities that involves one-to-one lesson planning with teachers based on current student performance.

In light of the above findings a sole source award is in the best interest of DCPS and would be the most efficient and cost-effective procurement method to provide the required services.

Failure to engage *Lindamood-Bell Learning Processes* as the contractor for the requested items/services will impede government operations and may cause an adverse impact to the teaching and learning process.

#### **CERTIFICATION BY THE DCPS PROGRAM:**

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

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Date

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Office of Specialized Instruction (OSI)

#### **CERTIFICATION AND 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 1701).

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Date

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Chief Procurement Officer