

**DETERMINATION AND FINDING
FOR A SOURCE PROCUREMENT**

AGENCY: District of Columbia Public Schools
Office of the Chief of Schools, Office of School Turnaround and Performance

CAPTION: Consulting and Coaching Services

PROPOSED CONTRACTOR: Turnaround for Children

CONTRACT NO. RQ878948

FINDINGS

1. AUTHORIZATION:

D.C. Code 2-354 and 27 DCMR, Section 1304 and 1702

2. MINIMUM NEED:

The District of Columbia Public Schools (DCPS), Office of the Chief of Schools, Office of School Turnaround and Performance (OSTP) is seeking a contractor to provide consulting services and coaching to DCPS school leadership staff in SY 2014-2015.

The contractor shall engage with leadership team in the following areas:

- Team for School Improvement: collaborate with school's leadership to put in place a Team for school Improvement (TSI)
- School-wide proactive Discipline: facilitate, via structured consultations and work sessions with the school leadership and other school staff, the development, implementation, and maintenance of a proactive, school-wide discipline framework.
- Leadership Consulting: shall systematically preload the school's leadership in all of the knowledge, skills structures, and processes being delivered by contractor.

3. ESTIMATED COST:

The estimated reasonable price is \$40,000.00 for SY2014-2015

4. FACTS WHICH JUSTIFY A SOLE SOURCE PROCUREMENT:

The District of Columbia Public Schools (DCPS), Office of Chief of Schools has a need for Turnaround for Children to work in two schools to execute and coordinate comprehensive strategies for increasing school-wide gains in student academic performance and socio-behavioral functioning, as measured by Math/ELA test scores, reading levels, rates of absenteeism and behavioral incidents, and the DCPS Stakeholder survey.

Background and history of this vendor with DCPS

Turnaround for Children (TFC) is a nonprofit organization that supports schools in developing the internal capacity to respond to the challenges stemming from poverty. TFC's priority mission addresses gaps in teacher and leader preparation and re-engineers school behavioral and instructional systems. The Office of School Turnaround would like to procure services from

TFC. As a component associated with the PROMISE initiative (Promoting Rigorous Opportunities for Meaningful Innovative Student Explorations); TFC will supply the resource for fulfilling the school turnaround initiative to address the creation of a highly effective environment for learning through its partnership with Orr ES and Walker Jones EC. The model per school will consist of the following targeted services:

- Effective and targeted behavioral and academic interventions for high-need students, provided through a system of interdisciplinary teams in schools trained and coached by Turnaround to guide and track interventions (STT), provide a school-based social worker trained by Turnaround (Student Support Social Worker), effective linkage with a nearby mental health provider put in place and monitored by Turnaround.
- Training and support for all teachers in classroom and behavior management practices and skills proven to support positive social and emotional development and a positive overall school climate.
- Training and support for all teachers to become proficient in instructional practices shown in numerous studies to be highly effective in promoting student engagement, academic progress and social development. These include participatory learning structures that apply cooperative learning principles and student-involved formative assessments directly tied to well-crafted learning targets.
- Principal coaching and other leadership support for the school necessary for the school to become a high performing organization, including integrating all improvement activities through and effective school improvement team; supporting essential elements of instructional leadership; establishing school wide disciplinary and other practices to support a positive culture, and establishing practices that support family and community engagement and collaboration.

The Proposed Vendor's Unique Qualifications:

Turnaround for Children strives to fulfill the promise of public education by helping high-poverty, low-performing public schools create positive learning environments that foster healthy intellectual, social, and emotional growth in every student.

Turnaround's interdisciplinary teams of educators and mental health professionals partner with schools over a three-year period to build the permanent capacity in each school to sustain a positive learning environment and bring about academic achievement for all students. The turnaround Intervention comprises the following elements that Turnaround has found to be essential for a successful high poverty school:

- Training and support for all teachers to become proficient in identified high-leverage instructional practices that support rigorous academics (model Element A1). These include the use of formative assessments directly tied to well-crafted learning targets (following the work of the Assessment Training Institute), and participatory learning structures that apply cooperative learning principles.
- Training and support for all teachers in acquiring and using proven classroom and behavior management practices and skills that support positive social and emotional development and a positive overall school climate.
- Effective and targeted behavioral and academic interventions for high-need students provided through a system of:
 - Interdisciplinary teams in schools trained and coached by Turnaround to Guide

- and Track interventions;
 - A school-based social worker trained by Turnaround;
 - Effective linkage with a nearby mental health provider put in place and monitored by Turnaround; and
 - Structures for ongoing collaboration with juvenile justice, child protective services or other social services as required.
- Coaching and other support to achieve foundational conditions necessary for a high functioning school, including key knowledge and skills for a principal, a school-wide improvement plan, and family and community partnerships.

In the 2012-2013 School Year Turnaround for Children, Inc. is partnered with 22 schools and served nearly 9,000 students. Turnaround is a sought-after adviser to federal officials and policy leaders on issues of education reform. Turnaround has presented briefings to members of Congress and congressional staff as well as to leadership of the Department of Education and Department of Justice on innovative strategies for transforming high-poverty, low-performing schools. In fall 2011, the Education Committees in both the House and Senate asked Turnaround to define the universal attributes and accountabilities of a high performing school and a successful external transformation partner. Turnaround has also partnered with policy organizations and thought leaders in Washington, DC in listening sessions attended by Federal officials. Turnaround staff has contributed to the public dialogue on education reform through numerous presentations and publications.

Turnaround will be responsible for providing for both schools a transformation model that is delivered by a team of two senior educators and a social worker who work intensively with the school principal, staff, and students to establish new school capacities that are sustainable without continued intensive support. The total cost of the Program is \$900K and Turnaround has committed to providing \$860K in private philanthropy contributions while DCPS shall commit to \$40K to support the remainder of the funds to carry out the program in the two schools listed below.

Turnaround shall provide service for Orr ES and Walker Jones EC for SY14-15 in addition to the targeted supports explicated above.

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

CERTIFICATION BY THE DCPS PROGRAM OFFICE:

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

Date

Office of the Chief of Schools

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 1702.

Date

Chief Procurement Officer