

**REQUEST FOR PROPOSALS  
TO CONDUCT AN INSTRUCTIONAL AND  
CURRICULUM AUDIT**

**Muncie Community Schools  
2500 North Elgin Street  
Muncie, Indiana 47303**

**Response due: February 14, 2019**

## Section I – OVERVIEW OF REQUEST FOR PROPOSAL

### A. Purpose of RFP

Muncie Community Schools (MCS) seeks proposals from person or entities to conduct (A) an instructional audit; and (B) a curriculum audit for MCS as more particularly described below. Responses to this RFP may seek to perform either or both audits.

### B. Submission Requirement/Deadline

Three copies of the response to this RFP, along with one electronic version of the response, must be delivered to MCS by no later than February 14, 2019.

## Section II – MUNCIE COMMUNITY SCHOOLS

During a special legislative session held in May 2018, the Indiana General Assembly adopted unprecedented legislation to address concerns regarding the status and operation of MCS. According to this law, codified at IC 20-23-18, the Indiana General Assembly believed this legislation was needed to “address the unique issues faced by the Muncie Community School Corporation” and was necessary to “take advantage of the relationship between Ball State University and the Muncie Community School Corporation.”

In addition, the Indiana General Assembly granted MCS relief from a significant number of Indiana legislative provisions that regulate other Indiana school corporations to grant MCS “all administrative and academic flexibility to implement innovative strategies.” A copy of this statute is attached.

Acting pursuant to this law, the Ball State Board of Trustees appointed a new seven-member Board to serve as the governing body of MCS effective July 1, 2018. The Board is seeking assistance to help it fulfill the legislative mission for the benefit of MCS students and its community and is conducting the curriculum and instructional audits to inform this process.

## Section III – THE CURRICULUM AUDIT

**Curriculum Audit Purpose:** The Muncie Community Schools will conduct a curriculum audit to analyze the school district’s written curriculum in the core academic subject areas (mathematics, science, reading/English language arts, and social studies). The curriculum audit should answer at least the following questions: 1) Is the curriculum aligned with the academic standards assessed on the State of Indiana standardized tests? 2) Is the curriculum horizontally and vertically articulated? 3) Is the written curriculum also the curriculum that is taught and 4) Is the curriculum well-designed in terms of scope and sequence? The ultimate goal of the curriculum audit is to gain insight in how to adjust its written curriculum to best enhance the delivery of classroom instruction.

**Process:** The curriculum for the core academic subject areas in each school will be evaluated through a close examination of the existing written curriculum utilized by teachers in specific grade and subject level areas. The evaluators will determine the following: 1) the curriculum being used and not used by classroom teachers, 2) scopes and sequences, 3) how the curriculum in each core subject area is aligned with the academic standards as assessed by the state’s standardized tests, and 4) is the curriculum well-designed across grade levels and for a natural ascension of student learning goals between grade and subject levels. The audit will result in a written report to the school district a written report itemizing each area and identifying where improvements are needed.

### **Curricular Items to be Analyzed Should Include:**

- The existing written curriculum in all core academic subject areas (mathematics, science, reading/English language arts, and social studies).
- Alignment of written curriculum to taught curriculum.
- Alignment of taught curriculum to tested curriculum.
- Scopes and sequences by grade level for all core academic subjects.
- Existing written statements in the curriculum for student behavior outcomes which indicate measurable student mastery levels.
- Alignment of written curriculum to academic standards assessed through Indiana State standardized assessments.
- Observations of taught curriculum to determine adherence to written curriculum.
- Curricular leadership and monitoring practices by schools' instructional leaders.
- An inventory of various data related to curriculum as presented by instructional leaders such as teaching supplies, etc.
- Social/emotional learning activities embedded in curriculum.
- Curricular maps for all core academic subject areas.
- Assessment pieces embedded in the curriculum.
- Enumeration of learning materials in the curriculum.

## **Section IV – THE INSTRUCTIONAL AUDIT**

**Instructional Audit Purpose:** The Muncie Community Schools will conduct an instructional audit to assess the instructional practices, materials, and needs of each school. The school district wishes to gain critical information to plan and implement instructional practices which best support student learning. Information to be attained through the audit will be a list of effective instructional practices and materials currently being used to improve student instruction, ineffective instructional practices being used which should be discarded, and additional instructional practices and materials to consider for implementation in the schools to improve student learning. The school district's ultimate goal for the instructional audit will be to gain insight on how to improve instructional practices to best enhance student learning.

**Process:** The instructional practices and materials utilized in each school will be analyzed through observation of instruction, interviews of teachers and school leaders, and review of instructional materials. The school district expects the instructional audit to be documented in a written report to the school district with a list of effective instructional practices and materials currently being used to improve student instruction, ineffective instructional practices being used which should be discarded, and additional instructional practices and materials to consider for implementation in the school district's schools to improve student learning.

### **Instructional practices and materials to be analyzed should include:**

- Core area (mathematics, science, reading/English language arts, and social studies) instructional practices.
- Adopted textbooks, online resources, and other materials used in core academic subject instruction.

- Each school's instructional staff instructional responsibilities.
- Allotted time frames for all core academic subject instruction.
- Alignment of instruction to academic standards tested on standardized state testing instruments.
- Teacher planning processes, procedures, and substitute plans.
- Instructional day calendar and arrangement of teaching schedules.
- Teaching practices yielding student learning.
- Teaching practices to consider discarding.
- Giving and receiving student feedback.
- Grading practices and how student performance is reviewed and reported.
- The quality of student engagement.
- Classroom management practices.
- Student work products.
- Student grouping.
- Inequities in student grouping or access to instruction by talent, gender, and diversity.
- Student equity in the classroom.
- Instructional technology used and capacities for growth or enhancement.
- Instructional materials and equipment used.
- Unused materials and equipment stored.
- The process for selecting instructional materials.
- The monitoring of instruction by instructional leaders.
- Homework policy and procedures.
- Existing tutoring and remediation programs or practices.
- Instructional practices employed in advanced classes.
- Writing instruction/writing assignments.
- Reading instruction and practices and corrective programs for struggling readers.
- Classroom and school rules.

## **Section V – TIME FRAME FOR AUDITS**

The curriculum audit would be completed prior to the instructional audit. It is anticipated that after selection of the firm(s) to do the audits, there would be a meeting with MSC leadership to finalize the details of the audits. The firm doing the audit would be expected to undertake onsite reviews of at least one or more days per school. It is estimated the onsite review of the curriculum audit may take 9 to 12 days based on the team of evaluators and the same additional amount of time for onsite reviews for the instructional audit. Muncie Community Schools has 10 schools counting the Career Center. The evaluators would be onsite at each school site during the course of the audit.

## **Section V – REQUIRED PROPOSAL CONTENT**

The proposal shall contain, at a minimum, information addressing the following topics:

### **A. Firm or Individual Profile**

1. A description of the qualifications and experience of the firm or individuals relevant to this scope of work;
2. Factors that differentiate you or makes you the most qualified to conduct the work;
3. Proposed timeline of search;
4. Identify key personnel to be assigned to this search, including resumes;
5. Examples of prior audits;
6. A list of references from prior audits;
7. Are there any current legal claims pending against your firm? Have there been any legal claims filed by an institution against your firm in the past 10 years? Has full or partial payment been withheld by an institution within the last 10 years? If yes to any of these, provide details; and
8. Is your firm, its owners, and/or any member of your professional staff involved in any pending complaint or litigation regarding professional misconduct, discrimination, or sexual or other unlawful harassment? If yes, provide details. If there is no such pending complaint or litigation, has such a complaint or litigation been filed or settled prior to filing at any time within the last 5 years? If yes, provide details.

### **B. Describe and itemize the anticipated fee structure for the audits.**

1. Detail the firms' fee structure proposed for this work. Include expense reimbursements that would be charged to the School. Provide an estimate, based upon the firm's proposed fee structure, for the total cost to the School.
2. Describe the manner in which additional services requested by the School would be charged.

## **Section V – Selection/Interview Process**

MCS will review all proposals and may invite responsible offerors to participate in an interview process.

The primary contact listed in the RFP response will be contacted regarding the status of their proposal, including in any interview. The Board will select the proposal that it deems will best serve the interest of MCS, taking into account a range of technical, managerial, and cost-related criteria, including the scope, clarity, relevance, and feasibility of each respondent's proposal; the qualification of the individuals who will work on the project; the demonstrated ability of the respondent to perform the services set forth in the proposal; and the relative cost of the proposals. The Board reserves the right to reject any and all submitted proposals. The consultant's contract will be negotiated based on a form prepared by MCS's counsel which will be made available upon request.

## **Section VI – Responses, Contact Information and Questions**

The three copies of the response should be delivered to:

Muncie Community Schools  
2500 North Elgin Street  
Muncie, Indiana 47303  
Attn: Stephen Edwards

The electronic copy of the response should be delivered to: [Stephen.Edwards@muncieschools.org](mailto:Stephen.Edwards@muncieschools.org)

Questions regarding the response should be directed to: Stephen Edwards at the email address listed above.