



REQUEST FOR PROPOSAL: HIGH SCHOOL REDESIGN & CURRICULUM REVIEW

Proposal Deadline: February 13, 2024

Proposal Contact: Venessa Marks, Senior Director Initiative Design, vmarks@kipp.org

Introduction

KIPP is in the process of identifying standards all KIPP schools will adopt to drive stronger student results. To determine these standards, KIPP is reviewing internal and external research and conducting formal curriculum reviews to ensure we are identifying the most effective practices and tools for networkwide adoption. For our high schools, the KIPP Foundation is interested in better understanding innovative high school models and in assessing the quality of our current curricula against other options on the market.

The KIPP Foundation is seeking one or more consultants to lead two distinct, but related projects related to the design and curriculum used by our high schools. KIPP will consider proposals from independent consultants, consulting organizations or partnerships between consulting entities to lead the following streams of work:

- **Workstream A: Analysis of Innovative High School Models** – an analysis of innovative public high schools and public charter school models followed by recommendations for further exploration or testing by KIPP.
- **Workstream B: Academic Curriculum Review** – a formal review of high-quality high school academic curricula in four core content areas, including KIPP’s own ‘AP for All’ curricula.

Background

KIPP Public Schools is a national network of public charter schools that prepares students with the skills and confidence to create the future they want for themselves, their communities, and us all. We are a network of 280 schools, nearly 15,000 educators, and 175,000 students and alumni.

Our mission: Together with families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose—college, career, and beyond—so they can lead fulfilling lives and build a more just world.

Our vision: Every child grows up free to create the future they want for themselves and their communities.

The **KIPP Foundation** is a nonprofit organization that supports KIPP schools across the country. The KIPP Foundation trains and develops outstanding educators to lead KIPP public schools; provides tools, resources and training for excellent teaching and learning; promotes innovation; and facilitates the exchange of insights and ideas across KIPP and other public schools and organizations.

The KIPP network includes 49 high schools within 28 KIPP regions. Historically, KIPP school leaders have had significant autonomy in building and executing their academic strategies. This includes freedom to create their school model, choose their curricula, and establish norms for school culture. As KIPP moves to becoming a more unified and aligned national network of schools, the KIPP Foundation is seeking consultants, or consultants in partnership, to help us assess and compare innovative high school models and curricula.

This work is part of our high school design initiative, a key component of our One KIPP initiative. One KIPP aims to strengthen student outcomes across the KIPP network through unified instructional practices and support systems. To ensure all decisions related to One KIPP practices are made *with* our regional leaders, the KIPP Foundation (KF) created the One KIPP Task Force – composed of design teams with discrete expertise in priority areas such as high school, and an overarching Council composed of regional Executive Directors and Chief Academic Officers. **The One KIPP Council will be heavily engaged by KF and the consultant throughout this project.**

As we consider different high school models and assess curricula, it will be crucial to center our mission and values in all assessment criteria. The following values ground our work:

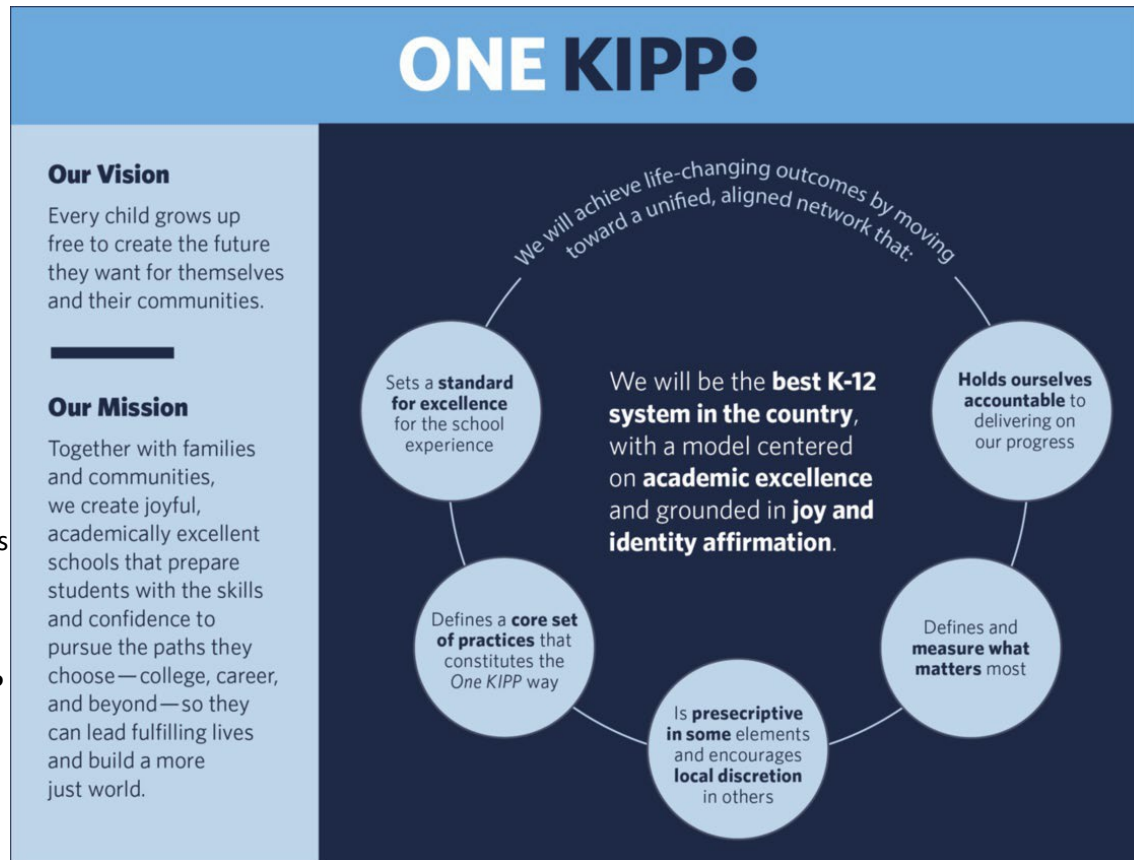
- **Affirmation:** Every student walks through the doors of school bearing gifts. We support our students to see those gifts, then build the skills and confidence they need to thrive.
- **Joyful Excellence:** We challenge our students’ minds while nurturing their joy of learning.
- **Community:** We join together with families and communities, partnering to pursue the more just world we all want to see.
- **Collective Power:** Together, our students are lighting ever-wider paths to opportunity and change. For themselves. For all those who will follow them. And for us all.
- **Optimism:** Together, we are working toward a just world with no limits, and it starts at our schools.

Scope of Work

In order to improve student outcomes in high school, we believe we need to implement network-wide, shared practices and systems. To date, our high schools have not achieved the outcomes we know our students are capable of realizing. Before determining which practices are crucial for all KIPP high schools to adopt as part of One KIPP, we want to “lift our periscopes” up to better understand innovative high school models that are driving results for students similar to ours. Concurrent to this work, we also want to conduct a formal assessment of high-quality HS academic curricula.

Consultants may partner with another consultant or organization but must provide a single point of contact for both workstreams. Consultants should highlight how they will leverage equitable practices to ensure the analysis and review provides a comprehensive, balanced assessment and generates information that best suits the needs of KIPP students and the broader KIPP community in alignment with our mission and values.

The contract and scope of work deliverables will span from March 2024 and need to be completed by November 8, 2024.



Workstream A: Analysis of Innovative High School Models

Task 1: Develop a rubric to assess innovative high school models

Run a design process with heavy involvement from the One KIPP Task Force and the KIPP network to develop a rubric to assess high school models. The rubric should include critical success metrics to enable KIPP and the consultant to compare the student populations served by each HS model and the outcomes it achieves. The purpose of this rubric is to help us narrow the list of high school models to deeply assess.

Categories included in the rubric should include, **at minimum**:

- School type (e.g., traditional public school, public charter)
- Model type (e.g., IB, dual enrollment, AP-focused)
- Student population metrics (e.g., percent qualifying for free and reduced-price lunch, race, gender)
- Student retention metrics (e.g., attrition rates such as the percent of 8th grade completers matriculating to the high school and graduating, percent of 9th graders completing 12th grade)
- Student outcomes metrics, including growth (e.g., GPA average and range, ACT/SAT average and range, percent taking AP tests, AP score average and range by subject, % matriculating to and % enrolling in postsecondary education or training by type, 4 year and 6-year college completion rates. Outcomes should be disaggregated whenever possible, ideally by MLL/SPED as well as race/ethnicity and gender.)
- Network scale (e.g. has this high school model been successfully replicated in multiple schools? Cities? States?)
- Approach to college and career readiness
- Approach to creating joyful, identify-affirming learning environments

Task 2: Identify 10-15 high schools for preliminary assessment and recommend 2-3 models for deep analysis

Identify 10-15 high schools and collect data to complete the rubric-based preliminary analysis. Based on the data collected for the rubric, recommend 2-3 high school models for deep analysis. Prepare a brief summarizing results of the preliminary analysis and rationale for the recommendation that can be shared with the full KIPP network.

KIPP is interested in exploring a variety of school models in the preliminary analysis, including:

- Models that center experiential learning and/or project-based learning
- Models that center internships, career exploration, and/or work-based learning
- Dual enrollment models
- International Baccalaureate (IB) models
- Models that center advanced placement standards, classes and testing
- Models that are replicable across multiple states, taking into account disparities in resourcing and differences in state requirements

Schools included in the preliminary analysis should be restricted to public schools (traditional and charter) primarily and (to a lesser degree) independent private schools operating in the United States, with a preference for schools serving a similar student population to KIPP. KIPP regions will have the opportunity to nominate their own schools and external schools for inclusion in the preliminary analysis.

Task 3: Conduct a deep analysis of 2-3 high school models

Through interviews, site visits and an analysis of materials, conduct a deep analysis of 2-3 high school models, including the following critical information (**at minimum**):

- Academic approach/philosophy and associated research base
- Instructional design*
- Staffing model
- Budget (per pupil + any fundraised dollars; top line allocations across programs and staff types)
- Enabling conditions (e.g., critical internal support structures, environmental conditions such as access to corporate partnerships for internships)
- Staff profiles (e.g., level of training, tenure)

- Approach to student and family engagement
- Replicability (e.g., consistency/fidelity of model replication across schools, cities, and states)
- For charter management organizations (CMOs):
 - Structure between national office and schools
 - Best practices that could apply to CMOs that operate in multiple states, particularly with significant variance in state standards and/or required college entrance assessments (such as Texas, Louisiana, Florida, or North Carolina)

*As a part of Instructional Design, we wish to better understand how these high-performing high schools approach curricular decisions. For instance:

- Do the schools adopt (select, purchase/create, and support) best-in-class curricula for each subject, or do they adopt cross-content curricula? What do they see as the benefits, risks and drawbacks of this choice?
- Do schools have a bar of rigor (such as AP, state assessments or ACT/SAT) that they use to drive their instructional design decisions? What is that bar? Have they found that when they meet that bar of rigor, it translates to proficient and advanced state test scores?
- What methods do they use to prepare students for high stakes assessments such as AP and ACT/SAT?
- How do they define “college and career readiness”?
- What is their broader assessment landscape? How do they approach formative and summative assessment, and what have they found to be effective? How do their formative assessments relate to their summative assessments?

KIPP Foundation and regional staff should have the opportunity to join the consultant on-site visits and can participate in any observation protocols the consultant creates.

Prepare a brief summarizing results of the deep analysis that can be shared with the full KIPP network.

Task 4: Recommendations for further exploration, testing and implementation

With input from the One KIPP Task Force and regional leaders, share a set of recommended next steps for KIPP to potentially modify the current school model and/or test and adopt a new school model. This should include:

- A recommendation and rationale for KIPP’s future high school model vision
- A high-level recommended timeline with key milestones for further exploration, testing, and implementation
- Identification of key enabling conditions for this work
- Implications for the curriculum review and selection process (e.g.; is it advisable to seek to adopt a cross-state curriculum that all KIPP high schools adopt? Should we look for cross-content curricula, or identify different curricula by subject area?)

Task 4 recommendations can be included in the Task 3 brief summarizing results of the deep analysis, but should be priced out separately.

Workstream A Timeline:

Consultants should propose a more detailed timeline based on their approach to the work. As a general frame, KIPP is recommending the following high-level timeline:

- Task 1 Rubric: March
- Task 2 Preliminary Analysis: March - April
- Task 3 Deep Analysis: April - May
- Task 4 Recommendations: June

Workstream B: Academic Curriculum Review

Task 1: Assess Viability of Different Curricular Approaches

Prior to kicking off the curriculum review process, the consultant will interview internal-to-KIPP and external experts and

instructional leaders at the CMO and/or district level to assess benefits, risks and drawbacks to the following key questions regarding curricular approach:

- **Selecting best-in-class curricula for each subject area vs. adopting cross-content curricula.** Historically, KIPP has taken different approaches to this issue at different grade levels. For our K-8 schools, we've selected or developed different curricula by subject area (for example, selecting curricula from different companies for ELA and Math). For HS, we've prioritized developing a single curriculum to cover all subject areas (our in-house 'AP for All' curriculum). How have other strong CMOs or districts approached this issue and what have they learned?
- **Bar of rigor:** any curricula we choose must prepare our graduates to succeed in competitive college courses. Historically, we've used Advanced Placement exam standards as our bar of rigor, developing curricula to that standard. What alternative rigor bars are strong high schools using to prepare students for college-level content?
- **Implementation options:** we've learned that strategically pacing changes to curricula for our schools is crucial for successful implementation. How have other CMOs or districts approached the rollout of new curricula across multiple subject areas and grades? What are the benefits, risks and drawbacks of rolling it out by grade (e.g., 9th grade first, then 10th grade, etc.) vs. subject area (e.g., math first, followed by ELA) or a combination of the two.

The consultant will produce a brief summarizing results of their research and findings that can be shared with the full KIPP network. The brief should identify any implications or recommendations for the curriculum review approach or process emerging from these findings.

Task 2: State Requirements

KIPP currently operates high schools in 18 states (see locations [here](#)). We will need a comprehensive understanding of curricular and assessment requirements for our high schools in each of these states. The consultant will research and compile a draft report of state and district requirements related to:

- Required tests and timing for administration;
- Requirements for assessment scores & impact on school licensing, ratings, etc.
- Curricular standards in 4 core subjects 9-12;
- Requirements for curricula.

The consultant will share the draft report with regional leaders in each of these states to confirm accuracy and field any questions. The consultant will then finalize a report that can be shared with the KIPP network.

Task 3: Generate rubric for academic curriculum review

With input from the One KIPP Task Force, KIPP Foundation and the KIPP network (including KIPP teachers and students), develop a research-backed rubric representing KIPP's perspective on high school high-quality instructional materials (HQIM) to be used in assessing all curricula. The One KIPP Task Force must be key stakeholders in developing and finalizing the rubric.

KIPP recently developed a rubric, with support from an external consultant and the One KIPP Task Force, to assess and select K-8 reading comprehension and writing curricula. The high school curricula rubric should align with the K-8 rubric (where possible) to ensure K-12 alignment and representation of critical organizational values. For example, our K-8 rubric includes the following criteria that align with our values:

- **Diversity and Inclusion:** Instructional materials include a diversity of identities, authors, and themes within and across years
- **Multilingual Learners:** Instructional materials are deliberately designed to draw from multilingual learners' assets and include a range of scaffolds and supports to engage with grade-level content
- **Scaffolding and Supports:** Instructional materials are designed to support a variety of student strengths and needs in ways that do not interfere with their ability to engage with grade-level content

The rubric should include a set of baseline criteria to use to complete a preliminary assessment and identify 8 to 12 curricula for a deeper review using the full rubric, including any differentiated criteria by our four core subject areas (Mathematics, English, Science, History/Social Studies).

Task 4: Conduct baseline assessment review

With input from the One KIPP Task Force, KIPP Foundation and the KIPP network, source and identify curricula for an initial review against the baseline criteria. The KIPP Foundation will work with the consultant to identify relevant curricula in use in KIPP high schools, capturing curricula that regions want included for consideration. The consultant will provide a comprehensive synthesis of all other competitive curricula in the marketplace (must be in use in SY24-25 and available for KIPP schools to use in SY25-26 and beyond). KIPP's AP for All curriculum should be included in the baseline assessment and review.

The list of curricula included in the baseline assessment review must match the majority of KIPP high schools' graduation requirements/course sequence and must include at minimum:

- 4-6 English curricula
- 4-6 Math curricula
- 2-3 Science curricula
- 2-3 History and Social Sciences curricula

Apply the baseline criteria to the list of identified curricula and recommend 8-12 total curricula (2-3 per subject area) for deeper review. Ensure the selected curricula include at least two options per core subject area. Prepare a brief summarizing results of the baseline assessment that can be shared with the full KIPP network.

Task 5: Conduct deep review with 8-12 curricula and prepare recommendations

Apply the rubric to formally assess 8-12 curricula. The consultant may propose an efficient and equity-centered method for review, which could include a deeper focus on select grades across all curricula. The review must cover all core subject areas.

To obtain further regional input in the review process, the consultant could also propose to:

- Conduct virtual or in-person focus groups with regional leaders, teachers, parents and/or students
- Administer a survey with regional leaders, teachers, parents and/or students
- Invite regional staff to apply the rubric to formally assess one or more curricula
- Conduct interviews with teachers and/or students

Develop a plan to organize teams to conduct school visits to observe these curricula (or a narrowed subset of curricula) in use in KIPP and external classrooms. KIPP schools should have the opportunity to pilot one or more curricula and host a site visit. Site visit teams should include KIPP Foundation staff, KIPP regional staff and staff from the consultant. The consultant will create an observation tool and train site visit teams to use the observation tool. The consultant should work with curriculum providers to identify schools (external to KIPP) that are implementing their curriculum with fidelity. The consultant should propose a process for completing these site visits, including the number of schools and classrooms that should be observed. The consultant's budget should include their own travel costs, but not the cost of travel for KIPP staff.

Based on the deep review and results of observations as well as input from the One KIPP Council and KIPP Foundation, prepare a brief recommending a curriculum or set of curricula for KIPP adoption beginning in SY25-26. The report should include: methodology, research, rubric, findings, ratings, and consultant(s) considerations/recommendations.

Workstream B Timeline:

Consultants should propose a more detailed timeline based on their approach to the work. As a general frame, KIPP is recommending the following high-level timeline:

- Task 1 Curricular Approaches: March
- Task 2: State Requirements: March
- Task 3 Rubric: April - May
- Task 4 Baseline Assessment: June - July
- Task 5 Deep Review: August - October

*Note: KIPP typically holds a regional leader retreat (RLR) the last week of November. In order for regions to have sufficient time to plan and budget for major curricular or programmatic changes, we should announce any key decisions at RLR.

VENDOR REQUIREMENTS

The KIPP Foundation is seeking an experienced contractor or team that meets the following specifications:

- Expertise in innovative high school models, with a focus on public schools.
- Experience conducting rigorous reviews of high school outcomes.
- Experience in high school curriculum evaluation.
- Expertise in the high school national assessment landscape, inclusive of ACT, SAT, AP, and other high stakes assessments.
- Expertise on the current state of college admissions and preparation for college and career success.
- Extensive familiarity with the current market of curricula and curricula assessments K-12, with an emphasis on high school.
- Proven expertise and experience in equitable design and evaluation.
- Existing partnerships or relationships with high-performing CMOs (particularly CMOs operating in multiple states) and public school systems likely to be studied as a part of this work.
- Capacity to and experience in communicating with remote stakeholders.
- Demonstrated commitment to furthering racial equity, as evidenced by internal company practices and client recommendation.
- Experience implementing pedagogical practices and HS curricula that support equitable outcomes for BIPOC students and multilingual learners.
- Dedicated point of contact to work closely with KIPP Foundation’s project manager.
- A diverse (by race and gender) and experienced team. If the consultant applying is an individual contributor, demonstrable experience applying a diverse lens and working across difference.
- Demonstrable understanding of and commitment to the ideals within KIPP’s mission.

RFP PROCESS

Listed below are the scheduled activities related to this RFP.

Activity	Expected Completion Date
Publication of RFP	January 16, 2024
Due date for consultants’ questions	January 31, 2024
Response to questions	February 6, 2024
Proposal due date	February 13, 2024
Finalists notified and invited to final task or interview, if applicable	February 16, 2024
Estimated notification of award	February 23, 2024
Estimated contract start date	March 1, 2024

Responses to questions from consultants will be emailed to consultants. Proposals must be submitted in PDF format only via email to Venessa Marks, Senior Director Initiative Design (vmarks@kipp.org) with a CC to procurement@kipp.org. Please include “Your Company Name-HS Redesign & Curriculum Review” in the email subject line. No responses will be received after 11:59 pm PT on February 13, 2024.

PROPOSAL ELEMENTS

To ensure all proposals are evaluated in an equivalent manner, consultants must submit a proposal that contains responses to all the sections below. Proposal formatting should also correspond to the sequence and format outlined below. To allow for a blind review, please do not embed a logo or other identifying insignia in submitted materials. The KIPP Foundation will redact identifying information in pertinent proposal materials to allow the selection committee to complete a blind review.

Consultants are welcome to submit joint proposals. Joint proposals can be considered as one and must collectively meet the needs outlined in this RFP. If selected, KIPP and these consultants can ensure project approach, contracting, etc. work for all parties.

Each proposal should contain the following information:

1. **Consultant Background and Previous Experiences**
2. **Contact Information**
3. **Organizational and Staff Capability**
4. **Scope of Work**
5. **Expertise**
6. **Pricing by task**
7. **Client References**
8. **Additional Capabilities (if applicable)**

1. Consultant Background and Previous Experiences

To demonstrate the Consultant’s experience with similar organizations and/or with similar work, include:

- Summary description of organization and its primary offerings
- Experiences with high school design/redesign, training, support, and curriculum review
- Relevant experiences in K–12 education sector, particularly with charter management organizations similar to KIPP

2. Contact Information

Primary Contact Name	
Primary Contact Title	
Primary Contact Phone Number	
Primary Contact Email Address	

Consultant Legal Name	
Consultant Address	
Consultant Phone Number	
Consultant Website	
Year Founded	
Number of Clients	
Number of Employees	

3. Organizational and Staff Capability

To demonstrate how the consultant will manage, supervise, and execute the work, include:

- Description of experience and qualifications (i.e., resumes) of all key personnel expected to be staffed on the project. Key personnel are defined as any staff member who will be working on or providing oversight on the project. For all key personnel, describe planned level of effort, anticipated duration of involvement, ethnicity, gender, and tenure with consultant.
- Description of management and reporting relationships. Provide organizational chart and project staffing model.
- Description of how the consultant will project manage the workstreams to keep the KIPP Foundation project team engaged and updated on work throughout the project.

4. Scope of Work

To demonstrate how the consultant will effectively perform the services specified in this RFP, include:

- Description of how the Consultant will provide all aspects of each workstream as specified; include plan listing out all major activities and deliverables and description of exemplar practices in equity and racial justice that will be leveraged.

- Explanation of each major activity planned and how the expected output(s) will inform the final work product and deliverable.
- Estimated timeframe (e.g., number of days, number weeks, etc.) estimated for each major activity planned.
- A proposed high-level project plan that includes the current requirements specified in this RFP.

5. Expertise

To demonstrate the consultant’s expertise in the workstreams specified in this RFP, include:

- Sample work products relevant to the RFP’s scope.
- Examples of how the Consultant’s approach to the RFP scope of work is grounded in exemplar practices in equity and racial justice
- Documentation of existing partnerships or relationships with high-performing multi-state CMOs and public-school systems to facilitate gathering research and information necessary for the work.

6. Pricing

Consultants must provide a detailed proposal and cost breakdown **by workstream task**, including the number of FTEs staffed, the proposed staffing levels of the team members, and the estimated hours and price breakdown for each task. KIPP’s maximum budget for this work is currently set at \$500,000.

7. References

List up to three client references to which the consultant has provided curriculum-related consulting services within the past five (5) years.

Reference Information

Name of Company	
Company Address	
Contact Name	
Contact Title	
Contact Phone Number	
Contact Email Address	
Brief Description of Services Provided	
Dates of Service	

8. Additional Capabilities

If applicable, include a description of any other resources to be provided by the consultant that would enhance the consultant’s ability to carry out the services (e.g., additional services, deliverable quality assurances, etc.)

EVALUATION CRITERIA AND METHOD

The weighted criteria listed below will be considered in evaluating proposals.

Criteria	Maximum Points
Consultant Capacity and Approach	30
Prior Experience	30
Price	25
Reputation and References	15
Total	100

- **Consultant Capacity and Approach:** Consultant has the staffing and resources necessary to complete the services required and outlines a plan to deliver high-quality work products that meet the full scope of work and leverage exemplar practices in equity and racial justice.
- **Prior Experience:** Consultant provides resumes for key staff and documentation, e.g., work samples, client testimonials, etc. that verifies expertise in successfully implementing similar work with clients like KIPP.

- **Price:** Consultant offers the requested services at a competitive price and all necessary factors that contribute to the price are accounted for.
- **Reputation and References:** Consultant has a demonstrated track record of success in performing the requested services and/or in the industry and provides positive references.

The KIPP Foundation review committee seeks to evaluate each consultant's capacity and approach, prior experience, and price through a blind review, meaning the consultant's name will be redacted from proposal materials relating to these criteria. **Please submit an editable Word or Google doc version of the proposal to enable us to complete the blind review.** The consultant reputation and references will be evaluated separately and will include identifying information about the consultant.

APPENDIX

- [About the KIPP Foundation](#)
- [KIPP's Structure](#)
- [List of Regions](#)