



INDIANA STATE BOARD OF EDUCATION

MEMORANDUM

To: Indiana State Board of Education
From: Ron Sandlin, Senior Director of School Performance & Transformation
Date: January 10, 2018
RE: Approval of Consultant Positions for CSUSA Transition

ISSUE: The State Board of Education (“SBOE”) has stated its intent is to transition the three turnaround academies currently operated by Charter Schools USA (“CSUSA”) out of state intervention following the 2019-2020 school year. A comprehensive transition plan is needed to guide this transition to mitigate any negative impact on students, families, and the entire school community.

RECOMMENDATION: Approve staff recommendations to contract with an expert consultant to facilitate the design of a school transition plan, to be approved by the SBOE, for the three turnaround academies currently operated by CSUSA.

HISTORY: On August 2, 2017 the SBOE directed the Indiana Department of Education (“IDOE”) to extend the contract for CSUSA to serve as a special management team for the turnaround academies at T.C. Howe High School (5639) and Emmerich Manual High School (5481) to align with the expiration date of the existing contract for CSUSA to operate the turnaround academy at Emma Donnan Middle School (5572).

As a condition of the extension, the SBOE declared its intent to transition the three turnaround academies out of SBOE intervention following the 2019-2020 school year as described in IC 20-31-9-9.

In order to ensure the transition plan is informed by a rigorous analysis of past performance and operational considerations, along with stakeholder input, SBOE staff recommends contracting with an expert consultant to design a comprehensive community engagement and school transition plan. The key components of the work will include:

- **Community Taskforce:** Work with representatives from CSUSA, Indianapolis Public Schools (“IPS”), and other community organizations to recruit members for an advisory taskforce of community stakeholders to facilitate the design of a transition plan. The advisory taskforce will meet at least once a month with a start and end date to be determined in the contract with the expert consultant.
- **Student Performance & School Operations Reports:** Collect and organize data on key aspects of student performance and school operations in a series of technical reports to be presented to the advisory taskforce and SBOE. The total number of reports and the scope for each will be determined in the contract with the expert consultant.
- **School Transition Plan:** In consultation with the advisory taskforce, along with representatives from CSUSA and IPS, finalize a comprehensive school transition plan to be presented to the SBOE for approval no later than February, 2019.

Position: Expert Consultant - School Transition Planning & Design

Location: Indianapolis, IN

Job Type: Full Time

Job Summary:

The expert consultant for school transition planning and design will serve as an advocate for providing vision, focus, and unified direction for the design of a strategic school transition plan for three schools currently under state intervention that are operated by Charter Schools USA (“CSUSA”) with a major emphasis on community engagement. The ideal candidate will effectively facilitate the design of a comprehensive school transition plan informed by community input and research into past performance and other relevant factors of the School Corporation and special management team. The role will be integral in developing and strengthening relationships with local community-based organizations and local/state officials.

Objective:

Facilitate the design of a comprehensive school transition plan for the three turnaround academies within the Indianapolis Public Schools (“IPS”) that are currently operated by CSUSA that ensures a student-centered approach to transitioning the schools out of intervention.

Required Qualifications:

- Graduate Degree in education, law, or business fields
- Deep knowledge of school operations, budgeting, facilities planning, and performance metrics
- Experience designing and managing dynamic projects to achieve a clear objective
- Knowledge of the history and impact of SBOE intervention within IPS
- Minimum of five years of relevant experience and expertise in the education legislative process
- Must be able to work flexible hours (some evenings/weekends)
- Proficiency with Microsoft Excel, PowerPoint, Word, and Outlook

Essential Duties and Responsibilities:

- In consultation with CSUSA and IPS, provide strategic direction for the design of a comprehensive school transition plan for the three schools operated by CSUSA.
- In consultation with CSUSA and IPS, recruit and manage an advisory taskforce that regularly meets to discuss progress related to the transition planning process.
- Conduct research and develop reports on student performance, school operations, school finance, and other relevant factors to be presented to the SBOE and advisory taskforce.
- Create and assist with presentations and event preparations such as SBOE meetings, taskforce meetings, and other community hearings.
- Develop and implement a partner engagement strategy with community organizations, the business community, and other stakeholder groups with an interest in one or more of the three schools.
- Communicate regularly with SBOE members and/or staff, along with representatives from CSUSA and IPS to keep each party apprised of relevant developments.
- Manage state-level political activities including regularly reporting progress to the State Board of Education and meeting with local elected officials.

Skills and Knowledge:

- Experience in strategic planning processes and project management involving diverse constituencies
- Demonstrated initiative, management skills, and ability to think in an innovative manner regarding the myriad of influences that impact schools

- Substantial experience in program planning, development, marketing, and implementation
 - Excellent interpersonal and communication skills and ability to form collaborative relationships with both internal and external stakeholders
 - Knowledge and demonstration of using innovative skills in instruction (analytical thinking, problem solving, communicating, collaborating, and finding and evaluating information)
 - Demonstrate a strong sense of urgency through prioritizing and following through on commitments
 - Evidence of ongoing professional learning and reflective practice to continuously improve student and adult learning
 - A working knowledge of current research and resources around school design,
 - Proficient use of the computer and Microsoft Office software
 - Maintain confidentiality
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