



Pittsburgh Public Schools
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<https://www.pghschools.org>

Minika C. Jenkins, Chief Academic Officer

**The School District of Pittsburgh
(Pittsburgh, PA)**

REQUEST FOR PROPOSAL (RFP)

**Supplemental Resources and Training
Grades Pre-K – 12**

Issuance Date: April 30, 2021

Submission Date: May 21, 2021 5:00 pm

Introduction

Pittsburgh Public Schools (PPS) is seeking supplemental resources and training to support students with the application of content and learning. This work may begin July 1, 2021-July 31, 2024

Scope of Work

- Provide software or web-based products that measure mastery of the PA Core Standards at regular intervals throughout the school year for all content areas.
- Provide a web-based reading technology program that supports a blended learning delivery model with a variety of learning opportunities to meet the needs of all students and supports teachers – regardless of their level of experience.
- Provide automated reports on student and teacher usage and growth at the student, class, school, and district level.
- Provide professional development for teachers, school administrators, and central staff on assessment implementation, reporting, and data analysis.

Background

As the largest of 43 school districts in Allegheny County and second-largest in Pennsylvania, Pittsburgh Public Schools serves approximately 22,000 students in Pre-Kindergarten through Grade 12 in 56 schools with 2,200 teachers.

Timetable/Response Submittal

The Chief Academic Office is requesting proposals from experienced and qualified individuals/companies. Selection of the consultant will be made based upon the proposals submitted and possible interview if needed. A timetable for the selection process is provided below:

- April 30, 2021: Release of RFP
- May 21, 2021: Receipt of Proposals
- June 01, 2021: Recommendation for Selection
- June 23, 2021: Legislative Approval by Board

Upon the release of this RFP and during the conclusion of the selection process, there shall be no communication between any prospective respondents, their lobbyist(s) or agent(s) and any employee of PPS or its elected Board of Directors, except as provided for in the RFP. Any violation of this provision by any prospective firm and/or its agent shall be grounds for immediate disqualification.

All proposal packages shall be submitted to PPS as follows:

Chief Academic Officer
School District of Pittsburgh
Email: ChiefAcademicOfficerOffice@pghschools.org
*A confirmation of receipt will be returned via email

The proposal package shall include the Transmittal Letter, Proposal, W-9, and Sole-Source letter (if applicable). This package shall be submitted to PPS electronic format by 5:00 pm on Wednesday, May 21, 2021.

Proposal packages, including any/all attachments, cover letter, and tabs should not exceed twenty-five (25) pages in length on 8 ½" X 11" paper, single-spaced using a minimum font size of 10 pt.

Proposals should be submitted following the instructions detailed below. PPS reserves the right to select a proposal in its entirety or some portion(s) thereof. Furthermore, PPS reserves the right to reject any and all proposals and to waive irregularities.

Any questions regarding this RFP should be addressed to the ChiefAcademicOfficerOffice@pghschools.org

Responses should address the following questions or requests for information:

I. Letter of Transmittal

Each proposal should be accompanied by a letter of transmittal which summarizes key points of the proposal and which is signed by an authorized officer.

II. Experience and Qualifications

Provide brief biographies for the partners and employees who will be supporting PPS' account, including any relevant experience for each. Please include only those individuals who will work on PPS' account and specify their role in the project.

Please describe relevant experience with board member governance training including previous work with other school districts. Please provide three references.

III. Company Information/Equal Employment Opportunity

- A. Describe your company's equal employment opportunity policies and programs.
- B. Has your company or any of its employees, or anyone acting on its behalf, ever been convicted of any crime or offense arising directly or indirectly from the conduct of your company's business or have any of your company's officers, directors, or persons exercising substantial policy discretion ever been convicted of any crime or offense, i.e., financial misconduct, fraud, or child abuse? If so, please describe any such convictions and surrounding circumstances in detail.
- C. Has your company, or any of its employees, or anyone acting on its behalf, been indicted or otherwise charged in connection with any criminal matter arising directly or indirectly from the conduct of your company's business which is still pending or have any of your company's officers, directors or persons exercising substantial policy discretion been indicted or otherwise charged in connection with any criminal matter, i.e., financial misconduct, fraud or child abuse which is still pending? If so, please describe any such indictments and surrounding circumstances in detail.

IV. Project Work Plan

Address all components detailed in the scope of work, include a variety of sample items, and the corresponding PA Core Standard. Answers to all questions in the addendum section should also be included.

Submit a detailed work plan for performed services, including a timeline for completion of specific work products.

V. Fee Proposal

Please provide a fee structure that your company would propose to provide board governance services for the Board of Directors, given the scope of services provided in your detailed work plan. Proposals must include the overall cost of all work and hourly or daily rates and must include cost estimates for travel and time associated with conference calls with PPS staff.

Evaluation Criteria and Selection Process

The contract will be awarded to the qualified proposer whose proposal is most advantageous to PPS, based on the evaluation criteria specified below. Thus, while the points in the evaluation criteria indicate their relative importance, the total scores will not necessarily be determinative of the award. The overall scores will guide PPS in making an award decision based on the evaluation criteria.

PPS reserves the right to request an interview from those companies determined to be in a competitive range and shall use the information derived from these interviews, if any, in its evaluation.

PPS anticipates selecting one consultant using the following criteria:

Component	Points
Platform and Solution Requirements	20
Access for all students	20
Teachers and administrators use	10
Family use	10
Experience working with urban school districts	10

Addendum

Platform and Solution

1. Does your platform provide equity of access for all students aligned to the state standards?
2. Can your program be customized to a variety of student proficiency levels?
3. Is there scientifically based third-party efficacy research for your program (e.g., – listings in What Works Clearinghouse or Evidence for ESSA) that shows student growth?
4. Does your platform provide real-time data reporting in a dashboard with progress reports at the standard and skill level?
5. Does your program use both summative assessments and embedded formative assessments – available in both English and other languages spoken in our district. (list of spoke languages attached)
6. Does your program have a method of effective use within blended learning to promote independent work and teach direct instruction for large and small groups?

Student Use

1. Platform allows for access to grade-appropriate content, differentiated to multiple levels, that provides equity to every learner by servicing each learner at their level
2. Platform has the ability to create learning paths that specifically meet the needs of individual students
3. Access is automatic and provides more complex content as literacy levels improve
4. The ability for students to track their growth over time
5. The ability for students to track their lesson progress over time
6. A motivational and interactive learning environment with opportunities for independent work
7. A variety of language supports that allow for students to work at their level in English with language supports or fully in other languages represented by our families, as needed

Teacher and Administrator Use

1. Flexible blended professional learning options for data analysis for teachers, school/district administrators
2. Data dashboards at the teacher, school, and district level for monitoring usage and performance, reporting on gaps to inform instruction, and reporting on growth
3. Specific guidelines for instruction so digital learning is not solely dependent on student independent work
4. Class, school, and district customization tools to match lessons with scopes and sequences
5. Ability to group students based on their skills gaps and provide small-group instruction
6. Custom curriculum-resource/textbook alignment for a seamless fit into district curriculum in reading and other content areas.

Family Use

1. Home-school connection to engage families in literacy growth
2. Professional learning options for families

Product Information

1. Software product name
2. Complete Product Description
3. Current release version and length this product has been on the market. If you are presenting multiple products to meet our business requirements, please specify for each product.
4. Total customer sites that are currently using the current version of the product, particularly with a client of our size. Please indicate if any of them are in Pennsylvania.
5. Product licensing structure

VI. Technical Specifications

1. Is this a web-based application or would the product need to be installed on premises?
2. What browsers are compatible with this product?
3. If locally hosted and installed on premises, what are the recommended/required hardware and operating system platforms for deployment.
4. If locally hosted, what are the recommended/required Relational Database Management System for deployment.
5. If locally hosted, do you recommend a dedicated server to support your application?
6. How much bandwidth is required for connectivity?
7. Is external access required?
8. What ports does the application/website use?
9. What are the URLs?
10. Is the website HTTPS?
11. How frequent are system back-ups created?
12. What Operating System does the application use?
13. What database does the application use?
14. Do we need to purchase end user devices?
15. What is the authentication method
16. How are logins managed?
17. What, if any, 3rd party vendors or stakeholders involved and what is the expiration?
18. Are SSL's involved and what is the expiration?
19. Do we need to be aware of any legal or regulatory constraints?
20. Is there inherent risk, weakness, or data threats?
21. Data protection – sharing data social medial policy
22. Data privacy – what are the rules for personally identifiable information, protected health information, and other private data?
23. Encryption rules?
24. Do you support Clever as a single sign-on using our Active Directory?
25. What data is needed from other district systems?
26. What data will be provided to other district systems?
27. How often does data need to be exchanged?
28. How are changes in the data handled?
29. Students transferring schools, staffing changes, etc.
30. How can we ensure the security of the data during exchange?
31. Is there a mitigation process established?
32. Is there any existing metadata, definition, or classifications of the data elements?
33. Is there an existing data dictionary?
34. What is the Right to Know procedure?

Data Exchange

1. Rostering & data import into your system (in order of preference) – provide the import specifications for review by IT team.
 - Do you support ed-fi integration (if yes what version & have you accomplished this with)
 - Do you have IMS Global One Roster integration (1.1)
 - Do you support clever integration
 - CSV/flat file (provide import specifications)
2. Exporting data from your system? (Provide data export specifications and data dictionaries for review by IT and DREA team).
 - Ed-fi (what version and what organization have you accomplished this with)
 - API (provide documentation to include what endpoints are included in the API)
 - FTP (provide export specifications)
3. Your nightly export is expected to provide information related to student usage and staff usage explain what elements address the following:
 - Fidelity of usage for students (e.g. daily time logged-in, daily time on task, lessons/segments completed, metrics providing insight into student growth)
 - Staff usage
 - Student and staff audit trails
4. Do you support nightly automated loads to and from your system (we have high mobility and systems must reflect at least a day-behind state)
 - If no how do you reflect current student assignment and provide teachers/educators with appropriate access to student data
5. Describe your data access/permissioning at a minimum address:
 - How do you establish data access and permissioning for teachers and school administrators?
 - How do you establish permissions for district administrators?
 - Provide your auditing capabilities (click paths, change log, etc.)
6. Data security and destruction
 - What are your procedures to ensure that all student data are destroyed and eliminated from your system?
 - What are your policies and processes for the use of individual student data for anything outside of the delivery of the service provided by your platform?
 - Security, privacy and other agreements must be in addendums to the contracts the contract and agreement shall not reference agreements housed on websites or other changeable mediums– they may not be changed without approval and agreement from the school board

The application must include the following:

- The frequency of data exchange must be nightly
- The data exchange must be automated

- The program must have data available to support fidelity of usage (minutes logged-in, time on task, lessons/segments completed and student growth)

Training and Support

1. What is the recommended start-up training program, schedule, materials provided, number and length of courses?
2. Where are your support services located?
3. What are the hours of operation and response times of support services? Do you have a service-level-agreement (SLA)?
4. Does support include product updates as well as bug fixes?
5. How are software and/or database updates transmitted to customers (for locally hosted applications)?
6. What is your helpdesk escalation procedure?

Cost

1. What is the entire cost of implementation? You may attach a separate budget sheet if you prefer.
 - a. One-time cost?
 - b. Ongoing yearly cost?
 - c. Customization rate?
 - d. Report’s development costs?
 - e. Is there additional cost for training?
 - f. Is there additional cost for support?
 - g. What is the cost associated with integrating other third-party providers?
2. If your solution is a cloud-based service, is there a service-level-agreement and uptime guarantee? If not, do you provide any discount to the customers?
3. Do you provide any contractual flexibility and price discount if either party decides to terminate?

VII. Curriculum Content Specifications

All Content Areas: 1 of 3

# of Teachers: 2,200	# of Students: 22,000
# of Schools: 56	Grade Level(s): K-12
<p>Scope of Work</p> <ul style="list-style-type: none"> • Build educator capacity so PPS Teachers can effectively accelerate student learning by providing rigorous standards aligned student-centered engaging learning opportunities in a remote, hybrid or in-person classroom. • Provide students with vetted multi-modal resources they can use to enhance their understanding in a variety of content areas. The proposal must provide a plan that strategically addresses the following: <ul style="list-style-type: none"> • Learning platform that provides multi-modal resources for all content areas, including social and emotional learning (video, text, simulations, audio, images, primary documents, lesson materials) aligned to PA and National Academic Standards. • Learning platform that integrates high-quality multi-modal content, instructional tools and strategies, and professional learning for K-12 teachers in all content areas. 	

- Learning platform that provides a Professional Learning Center step-by-step guides, interactive learning courses, and on-demand professional learning opportunities.
- Learning platform that provides ready-to-go resources designed to provide develop critical professional learning skills, such as literacy and supporting social and emotional learning.
- Learning Platform that is compatible with Schoology and Clever.
- Learning platform that provides support for all students with the following Literacy Tools:
 - Immersive Reader,
 - Lexile scoring,
 - Differentiated reading levels;
 - Accessibility Tools: text-to-speech and closed captioning;
 - English Language Learner Tools: translation options and bilingual content.

All Content Areas: 2 of 3

# of Teachers: 2,200	# of Students: 22,000
# of Schools: 64	Grade Level(s): Pre-K-12
<p>Learning Management System (LMS)</p> <ul style="list-style-type: none"> • Supports a blended model for instruction (synchronous and asynchronous capabilities) • Allows for tagging of State Standards; specifically, Pennsylvania State Standards and Eligible Content • Automatic grading features <p>Technical Features</p> <ul style="list-style-type: none"> • Integrates with Performance Matters/Unify • Single sign-on with Clever • Integrates with multiple web-based curricular resources 	

All Content Areas: 3 of 3

# of Teachers: 2,200 + Central Office Staff and Admin	# of Students: 0
# of Schools: 56	Grade Level(s): N/A
<p>Professional development for educators focused on developing and strengthening cultural responsiveness in both classroom and school environments. Professional development should include:</p> <ul style="list-style-type: none"> • Professional learning that highlights strategies, skills, and tools to support culturally and linguistically responsive teaching • Professional learning that can be facilitated with multiple schools at a time in either a virtual or in-person setting • Professional learning that includes a series of trainings and various learning designs to support the learning and needs of staff (training modules are designed as a continuum of learning) • Each professional learning session offers concrete tools and strategies that can be implemented in the classroom • The professional learning design includes on-going coaching support for smaller groups of educators • Professional learning offerings include options that highlight the alignment to content areas and social emotional learning 	

Arts: 1 of 1

# of Teachers: 52	# of Students: 9,356
# of Schools: 52	Grade Level(s): 3-12
<p>CURRICULAR DESIGN & MATERIALS</p> <ol style="list-style-type: none"> 1. Lessons and materials allowing for teacher support of the National Core Arts Standards 2. Progressive materials for beginning through advanced students in both universal (grade-wide [e.g., general music]) and elective (e.g., band, orchestra) instrumental instruction 3. Musical exercises presented in identical order and in unisons/octaves for each respective instrument group (band, orchestra, recorders), plus short ensemble compositions as appropriate 4. Flexible and engaging support audio, including: <ol style="list-style-type: none"> (a) teacher piano accompaniments, (b) recorded accompaniments available to teacher users, (c) recorded online accompaniments allowing for student-selectable tempo and accompaniment style, and (d) exemplary performances by skilled musicians on the student's instrument 5. Literacy and theory materials to support concurrent musical exercises 6. (OPTIONAL) Availability to procure additional recorders as needed <p>ONLINE CAPABILITIES</p> <ol style="list-style-type: none"> 1. Textbook access fully aligned to the corresponding offline materials 2. Multiple-device (desktop, laptop, tablet, smartphone) support 3. Individual, multi-year student accounts for progress tracking 4. Student creation and submission of performance audio and/or video recordings 5. Teacher feedback and/or grading of student recordings 6. Teacher creation, addition, and presentation of additional materials 7. Two-way messaging between teacher and student 	

ELA: 1 of 3

ELA Supplemental

# of Teachers: 2,000	# of Students: 22,000
# of Schools: 51	Grade Level(s): 3-12
<p>Scope of Work</p> <ul style="list-style-type: none"> • Provide a web-based, supplemental reading program for students in grades 3-12 that provide support with fluency, vocabulary, and comprehension with a variety of texts across ELA, science, and social studies with grade-level, standards-aligned content available at multiple Lexile levels, while supporting college, career, and life readiness. • Provide reports on student and teacher usage at the student, class, school, and district level. <p>Component Points</p> <ul style="list-style-type: none"> • The web-based program provides individualized differentiated reading instruction and practice through adaptive lessons aligned to standards at grade level. 10pts. • The web-based program allows for student and teacher access in school and at home. 10pts. • The web-based software provides diagnostic assessment, placement assessment, or considers NWEA MAP Growth RIT for accurate program placement. As students progress through lessons, the program presents only learning objectives the student has yet to learn. 10pts. • The web-based program measures student Lexile based on MetaMetrics' proprietary formula. 10pts. 	

- The web-based software provides opportunities for progress monitoring, student review and practice, and virtual instruction. 10pts.
- The web-based program provides acceleration and remediation lessons/materials when necessary. 10pts
- The web-based program provides explicit reading instruction. 10pts.
- The web-based program provides reports for usage, progress monitoring, and growth at the student, teacher, classroom, and district level. The program provides real-time data to inform instructional decisions. 10pts.
- The web-based program provides support with fluency, vocabulary, and comprehension with a variety of texts across ELA, science, and social studies with grade-level, standards-aligned content available at multiple Lexile levels while supporting college, career, and life readiness. 10pts.
- The web-based program is engaging and interactive for students while age-appropriate regardless of content. 10pts.
- Professional learning is available for teachers and administrators for program implementation and fidelity of usage. 10pts.
- The program is user-friendly and can provide students with additional support, addressing learning loss as a result of the 2020 pandemic. 10pts.
- The web-based program avoids stereotypical characterizations and images of prejudice and stereotypes in narrative and illustrative forms. 10pts.

ELA: 2 of 3

T2 Reading K-5

# of Teachers: 550	# of Students: 10,000
# of Schools: 34	Grade Level(s): K-5

Scope of Work

- Provide web-based, Tier 2 reading intervention for students in grades K-5 that will support students working in a virtual, hybrid, or in-person environment.
- Provide reports on student and teacher usage and student progress at the student, class, school, and district level.

Evaluation Criteria and Selection Process

The contract will be awarded to the qualified proposer whose proposal is most advantageous to PPS, based on the evaluation criteria specified below. Thus, while the points in the evaluation criteria indicate their relative importance, the total scores will not necessarily be determinative of the award. Rather, the overall scores will guide PPS in making an intelligent award decision based on the evaluation criteria.

PPS reserves the right to request an interview from those companies determined to be in a competitive range and shall use the information derived from these interviews, if any, in its evaluation.

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PPS anticipates selecting one consultant using the following criteria:

Component Points

- The web-based program is self-paced and easy for students to utilize independently. 10pts.
- The web-based program is research-based and supports student growth in phonemic awareness, phonics, spelling, vocabulary, comprehension, and fluency. The program supports emergent and early readers with gaps in their core reading knowledge. 10pts.
- The web-based program explicitly teaches letters and sounds. 10pts.

- The web-based program provides an assessment or considers NWEA MAP Growth RIT for accurate placement and determination of appropriate, independent, personalized, targeted learning pathways that pinpoint each student’s needs. 10pts.
- The web-based program engages students through gamification and interactive activities. 10pts.
- The web-based program provides additional reading resources for teachers and students: texts, activities, etc. 10pts.
- The web-based program provides reports for usage, progress monitoring, and growth at the student, teacher, classroom, and district level. The program provides real-time data to inform instructional decisions. 10pts.
- Students will have access in school and at home. 10pts.
- The web-based interface is age-appropriate regardless of content. 10pts.
- Professional learning is available for teachers and administrators for program implementation and fidelity of usage. 10pts.
- The program is user-friendly and can provide students with additional support, addressing learning loss as a result of the 2020 pandemic. 10pts.
- The program avoids stereotypical characterizations and images of prejudice and stereotypes in narrative and illustrative forms. 10pts.

ELA: 3 of 3

T2 3-5, 6-8, 9-12

# of Teachers: 2,000	# of Students: 22,000
# of Schools: 51	Grade Level(s): 3-5, 6-8, 9-12

Scope of Work

- Provide web-based, targeted reading intervention for students in grades 3-11 that will support students working in a virtual, hybrid, or in-person environment.
- Provide reports on student and teacher usage and student progress at the student, class, school, and district level.

Evaluation Criteria and Selection Process

The contract will be awarded to the qualified proposer whose proposal is most advantageous to PPS, based on the evaluation criteria specified below. Thus, while the points in the evaluation criteria indicate their relative importance, the total scores will not necessarily be determinative of the award. Rather, the overall scores will guide PPS in making an intelligent award decision based on the evaluation criteria.

PPS reserves the right to request an interview from those companies determined to be in a competitive range and shall use the information derived from these interviews, if any, in its evaluation.

PPS anticipates selecting one consultant using the following criteria:

Component Points

- The web-based program provides individualized differentiated reading instruction and practice through adaptive lessons tailored to a student’s reading level. The program focuses on vocabulary, comprehension, and concepts of print. 10pts.
- The web-based program allows for access in school and at home. 10pts.
- The web-based software provides diagnostic assessment, placement assessment, or considers NWEA MAP Growth RIT for accurate program placement. As students progress through lessons, the program presents only learning objectives the student has yet to learn. If a student struggles to master newly presented skills,

- the program automatically provides a series of remedial lessons to help the student review necessary skills. 10pts.
- The web-based program measures student Lexile based on MetaMetrics’ proprietary formula. 10pts.
 - The web-based program avoids stereotypical characterizations and images of prejudice and stereotypes in narrative and illustrative forms. 10pts.
 - The web-based software provides opportunities for progress monitoring, student review and practice, and virtual instruction. 10pts.
 - The web-based program provides explicit reading instruction. 10pts.
 - The web-based program provides reports for usage, progress monitoring, and growth at the student, teacher, classroom, and district level. The program provides real-time data to inform instructional decisions. 10pts.
 - The web-based program is engaging and interactive for students while age-appropriate regardless of content. 10pts.
 - Professional learning is available for teachers and administrators for program implementation and fidelity of usage. 10pts.
 - The program is user-friendly and can provide students with additional support, addressing learning loss as a result of the 2020 pandemic. 10pts.

ESL: 1 of 1

# of Teachers: 2,200	# of Students: 22,000
# of Schools: 56	Grade Level(s): K-12

Pittsburgh Public Schools is looking to collaborate with an experienced company to assist with the translation and interpretation needs for schools, departments, etc., across the district. This includes, but is not limited to, documents for Special Education, Early Childhood, Gifted and Talented, Academic and Behavioral Updates, and Health and Medical. Ninety-six (96) languages are spoken in Pittsburgh Public Schools, and the partner company must support the translation and interpretation for the majority of these languages. A reasonable mutually agreed return time on documents is also expected. The company must also be able to expedite emergency translation and interpretation requests as needed. Additionally, the company must be able to provide systematized support with interpretation. This includes, but is not limited to, phone calls and virtual meetings. In-person interpreters may be necessary on a less frequent basis. Experience in working with a linguistically diverse school district is a plus.

Mathematics: 1 of 3 K-8 Tier 2 Intervention/Enrichment

# of Teachers: 540	# of Students: 14,200
# of Schools: 44	Grade Level(s): K-8

- 1) LESSONS/CONTENT
 The lessons and content must:
- a) align to the PA Core Standards and Eligible Content for Mathematics grades K-8
 - b) utilize automatic scaffolding based on user input in all grade-levels
 - c) create individualized learning plans for students based on individual needs
 - d) require no more than 60 minutes/week to achieve expected growth
 - e) include supplemental instructional resources for teacher use
- 2) DATA REPORTING

<p>The feedback and data reporting must:</p> <ul style="list-style-type: none"> a) provide real-time feedback for teachers and students b) include periodic checkpoints embedded in the program to adjust the learning path c) produce data reporting that includes users and non-users d) incorporate data reporting categories aligned to the PA Core Standards and/or Eligible Content <p>3) ADDITIONAL ONLINE FEATURES</p> <p>Expected online features include:</p> <ul style="list-style-type: none"> a) text to speech b) language translation features c) scientific and graphic calculator integration d) student workspace available within the system

Mathematics: 2 of 3 K-5 Tier 2 Intervention/Enrichment

# of Teachers: 410	# of Students: 9,197
# of Schools: 40	Grade Level(s): K-5
<p>1) LESSONS/CONTENT</p> <p>The lessons and content must:</p> <ul style="list-style-type: none"> a) occur in a game-based learning environment b) consider the social, emotional, and motor skill development of students across grades c) align to the PA Core Standards and Eligible Content for Mathematics grades K-5 d) build on the research of best practices in building number sense and fact fluency e) require no more than 20 minutes/week to achieve expected growth <p>2) DATA REPORTING</p> <p>The feedback and data reporting must:</p> <ul style="list-style-type: none"> a) provide real-time feedback for teachers and students b) include periodic checkpoints embedded in the program to adjust for individual student needs c) produce data reporting that includes users and non-users <p>3) ADDITIONAL ONLINE FEATURES</p> <p>Expected online features include:</p> <ul style="list-style-type: none"> a) text to speech b) language translation features c) automatic notification to teacher when student is struggling d) opportunity for student to self-engage without teacher intervention e) supports for pre- and non-readers 	

Mathematics: 3 of 3
 9-12 Tier 2 Intervention/Enrichment

# of Teachers: 105	# of Students: 6,200
# of Schools: 13	Grade Level(s): 9-12
<p>1) LESSONS/CONTENT</p> <p>The lessons and content must:</p> <ul style="list-style-type: none"> a) align to the PA Core Standards and/or Eligible Content for Mathematics Courses <ul style="list-style-type: none"> i. Algebra I ii. Algebra II 	

- iii. Geometry
 - iv. Statistics
 - v. Pre-calculus
 - b) utilize automatic scaffolding based on user input in all grade-levels
 - c) create individualized learning plans for students based on individual needs
 - d) require no more than 30 minutes/week to achieve expected growth e) provide supplemental instructional resources for teacher use
- 2) DATA REPORTING
- The feedback and data reporting must:
- a) provide real-time feedback for teachers and students
 - b) include periodic checkpoints embedded in the program to adjust the learning path
 - c) produce data reporting that includes users and non-users
 - d) incorporate data reporting categories aligned to the PA Core Standards and/or Eligible Content
- 3) ADDITIONAL ONLINE FEATURES
- Expected online features include:
- a) text to speech
 - b) language translation features
 - c) scientific and graphic calculator integration
 - d) student workspace available within the system

Science: 1 of 1

Science and Mathematics

# of Teachers:	# of Students: 22,000
# of Schools: 56	Grade Level(s): K-Biology

Scope of Work

- Build educator capacity so PPS Teachers can effectively accelerate student learning by providing rigorous standards aligned student-centered engaging learning opportunities in a remote, hybrid or in-person classroom.
- Provide students differentiated resources they can use to enhance their understanding of mathematics and science content in grades K-12.
- The proposal must provide a plan that strategically addresses the following:
- Learning platform that provides resources aligned to PA Academic Science Standards and Eligible Content in grades 4, 8 and biology.
- Learning platform that provides resources aligned to PA Core Mathematics Standards and Eligible Content in grades K-12. Learning platform that provides data reporting aligned to the Standards and Eligible Content.
- Learning platform that integrates high-quality science content that augments hands-on inquiry-based science instruction. Learning platform that provides real-time feedback for students and teachers.
- Learning platform that provides benchmark assessments aligned to PA Academic Science Standards and Eligible Content in grades 4, 8 and biology.
- Learning platform that provides benchmark assessments aligned to PA Core Mathematics Standards and Eligible Content in grades K-12.
- Learning platform that provides support to all students with: Literacy Tools, Immersive Reader, and Lexile scoring differentiated reading levels.

SEL: 1 of 1

# of Staff: 3,100	# of Students: 22,000
# of Schools: 61	Grade Level(s): Pre-K-12
<p>Educational technology platform focused on supporting the growth and development of social emotional learning (SEL) skills for both staff and students with the following features:</p> <ul style="list-style-type: none"> • Activities and materials are aligned to the Collaborative for Academic Social and Emotional Learning (CASEL) Social-Emotional Learning Competencies • Lesson plans are included for all activities and materials provided within the platform • Lessons and materials are differentiated by grade level • Tiered lessons and supports are available by grade band, preferably by grade level • At-home support materials are included in the platform highlighting how SEL skills taught in the classroom can be reinforced at home • Strategies are included for showing how SEL skills can be reinforced and addressed during academic instruction • Resources are included for educator professional development • A social and emotional assessment and screener are available within the platform • SEL assessments and screeners include reporting features at the student, teacher, school, and district level • Backend reporting includes utilization reports on the individual, school, and district level • Ability to add additional users outside of the Pittsburgh Public Schools district (i.e., access to out of school time providers) • The platform offers both a student and educator interface • Materials and videos can be accessed via ipads, laptops, and desktop • Platform is compatible with Clever and single sign on integration 	

Social Studies: 1 of 1

# of Teachers: 450	# of Students: 11,500
# of Schools: 56	Grade Level(s): K-12
<p>Provides content that is curated so that students and teachers have access to content in the areas of civic engagement, history, cultural and physical geography, economics, etc., inclusive of and highlighting the lived experiences of people of color, women, and other marginalized groups. Students and teachers will be provided with content that is up to date, culturally representative, and supports Pennsylvania and district performance standards associated with reading, writing, speaking, and critical thinking. Preference will be given to supplemental programs where the district's curriculum can be aligned with lessons, activities, and assessments provided via the supplemental program(s). Supports students in grades K-12 or specific grade bands or configurations, i.e., K-2, 3-5, 3-8, 6-8, 6-12, 9-12, etc. If a supplemental product does not cover all of a grade band, a complimentary supplemental product that could service another grade band will be considered as long as this product provides similar benefits to its companion product and meets the requirements outlined in this RFP.</p> <p>Can support the use of NWEA data or other district assessment data to determine a student's comprehension level, which will be used to facilitate assigning a student text, learning activities, and assessments. The supplemental product should generate data that can be imported into the district's performance management system so that data is readily available at the district, school, and classroom level.</p>	

Uses analytics embedded in the supplemental product, which are associated with student growth and proficiency, to offer recommendations concerning strategies to improve student proficiency. The supplemental product should provide differentiation strategies and activities that a teacher can use to help students struggling with a particular reading, writing, thinking, or speaking skill.

Uses analytics that track student and teacher usage. The supplemental product should facilitate an administrator or teacher's ability to monitor how students are using the product.

Provides learning activities that can be used whether students are working in a synchronous or asynchronous learning environment.

Facilitates professional learning via synchronous and asynchronous learning. Professional learning can be supported at the district or school level.

Supports the district's efforts to ensure the effective use of culturally responsive pedagogy.