The School District of Pittsburgh

(Pittsburgh, PA)

REQUEST FOR PROPOSAL (RFP)

K-5 Core Mathematics Program
6-8 Core Mathematics Program

Issuance Date:
Submission Date:

1. **Introduction**

The purpose of this Request for Proposal (RFP) is to solicit one or more established providers of elementary curricula to provide Pittsburgh Public Schools (PPS) with evidence-based, researched, and reviewed curricular and instructional materials in Mathematics that are aligned with the Common Core State Standards, adopted by the Pennsylvania Department of Education Standards (the "State Standards") from Kindergarten through Grade 8 for Mathematics. This RFP seeks curriculum providers ("Respondents" or "Offerors") who share a vision for ensuring that all students have access to the highest quality instructional resources aligned to the research in National Council of Teachers of Mathematics' *Principles to Actions: Ensuring Mathematical Success for All*, PA State Standards, and evidence-based practices, to ultimately increase student achievement and ensure success in college, careers, and community participation. PPS is committed to providing a high-quality education for all students therefore, this request for proposal seeks a comprehensive math curriculum that meets the needs of all students, including those who receive the following services: English Language Development, Specialized Learning, and Gifted.

Adopted materials will be implemented during the 2024-25 school year and physical materials will need to be delivered by July 31, 2024.

2. **Background**

The Pittsburgh Public School District is the largest of 43 school districts in Allegheny County and the second largest in Pennsylvania. The district serves approximately 20,000 students in Pre-Kindergarten through Grade 12, with approximately 700 math teachers (including self-contained, departmentalized, ELL and teachers of students with exceptionalities). Pittsburgh Public Schools has a vision that all students will graduate high school, college, career, and life ready; prepared to complete a two-or four-year college degree or workforce certification.

3. **Scope of Services**

The requirements outlined in this RFP, although extensive, is not exhaustive and is intended to provide interested Respondents with sufficient basic information to submit proposals meeting minimum requirements but is not intended to limit a proposal's content or exclude any relevant or essential information. Proposals should address the entire scope of services requested. In this RFP, Curricular and Instructional Materials are defined to be the comprehensive curricula and materials needed for the entire Mathematics instructional experience for all students in every classroom, aligned to the Common Core Standards, PA State Standards, and adaptable to meet the needs of students with exceptionalities and English Language Learners.
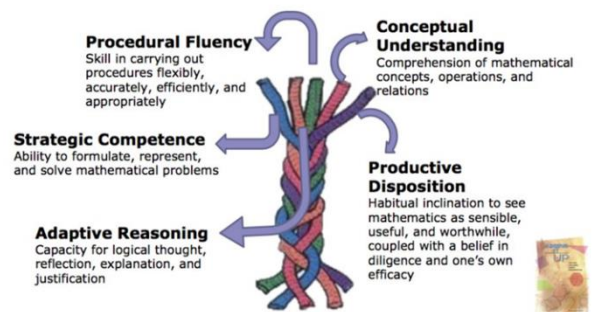
Proposals must comply with the following selection requirements as written in PPS Board Policy 106, Adoption of Instructional Materials:

- *The primary criteria for the selection of instructional materials are to address the needs of students as described in the Content Standards at each grade level. All instructional materials and supplementary materials shall reflect in both narrative and illustration a diverse American society and shall provide equal representation of African American and other cultural and ethnic groups. Adopted instructional materials should avoid stereotyped images based on race and gender. Instructional materials should reflect gender and ethnic minorities participating in leadership roles in all aspects of society. The instructional materials that are ultimately selected in each subject area must be challenging and stretch students to meet high standards.*

4. **Curriculum Requirements**

- Instructional materials must be aligned with the PA Core standards and eligible content for mathematics or include a crosswalk document from the Common Core State Standards to the PA Core standards and eligible content for mathematics. This includes a crosswalk document from Common Core State Standards for Algebra 1 to the Keystone Algebra 1 standards.
- Instructional materials must be able to align with the Anticipate-Launch-Explore-Summarize instructional model.
- **Standards of Mathematical Practice** are an explicit part of instruction, and the curriculum demonstrates authentic connections between content standards and practice standards.
- Instructional materials must include the 5 Practices for Orchestrating Productive Mathematical Discussions.
- Instructional materials are designed so that students build towards fluency from conceptual understanding to procedural skills using the Concrete-Representational-Abstract (CRA) approach.
- Instructional materials must be aligned with the three shifts in mathematics: focus, coherence, and rigor, including the three aspects of rigor in mathematics: conceptual understanding, procedural skills/fluency, and application.
- Instructional materials must have a "green" rating on EdReports for "Focus and Coherence" and "Rigor and Mathematical Practices".
- Instructional materials must be focused coherently on the "major work" of the grade, from Achieve the Core, in a way that is consistent with the learning progressions in the PA Core math standards and the learning progression of standards across grade levels is clearly identified.
- Instructional materials must have and promote the three components of mathematical fluency: flexibility, accuracy, and efficiency.
- Instructional materials must support the five strands of mathematical proficiency (see the figure to the right).
- Instructional materials must have embedded evidence-based mathematics instructional routines.
- Instructional materials must have mathematics vocabulary naturally integrated throughout the curriculum.
- Instructional materials must have continuous progress monitoring embedded throughout the curriculum.
- Instructional materials must include teacher guidance on how to anticipate students' misconceptions and analyze errors.
- Embedded principles of Universal Design for Learning (UDL).
- The instructional design of the materials includes a variety of tasks that address all levels of Webb's Depth of Knowledge (DOK).
- Instructional materials must include resources that support tiered instruction in the following areas: intervention, enrichment, and acceleration.
- Recommended manipulatives, both physical and digital, are accessible, aligned, and integrated with the instructional materials content. They are included as an essential part of the lesson, not just an available add on.
- Instructional materials are structured in a way that allows teachers to personalize the materials and easily use the materials to support their instruction. This should include digital materials that can be used with classroom technologies available in PPS.
- Instructional materials must include two optional pathways for grade 8 students: grade 8 math or Algebra 1.
- Instructional materials provide strategies and supports for students who read, write, and/or speak in a language other than English to meet or exceed grade-level standards.
- Integrate explicit instruction and resources to support the teaching and learning of English Language Learners.
- Digital materials include opportunities for teachers to extend learning, to personalize learning for all students, and use adaptive or other technological innovations that allow for progress monitoring and data disaggregation and reporting.
- Include features that support the access of students with exceptionalities and are adaptable to meet the needs

The Five Strands of Mathematical Proficiency

Procedural Fluency
Skill in carrying out procedures flexibly, accurately, efficiently, and appropriately

Conceptual Understanding
Comprehension of mathematical concepts, operations, and relations

Strategic Competence
Ability to formulate, represent, and solve mathematical problems

Productive Disposition
Habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy

Adaptive Reasoning
Capacity for logical thought, reflection, explanation, and justification

of students who are blind or visually impaired, deaf, or hard of hearing, those with print disabilities, and students with significant cognitive disabilities.

- Allow for flexibility in meeting the needs of a wide range of students and include accommodations for special populations, including English Language Learners, students with exceptionalities, including students who are visually impaired and/or deaf or hard of hearing, those with print disabilities, and students with significant cognitive disabilities, and students identified as gifted and talented.
- Culturally and linguistically inclusive materials are reflective of the ethnic, racial, and cultural diversity of PPS students.
- Include a suite of accessible formative and summative assessment materials, available digitally, aligned to the curriculum, and intended to inform and improve instruction, not intended to replace other standards-based external assessments administered in PPS.
- Provide accessible digitally available student-facing and teacher-facing materials and resources in multiple languages.
- Include digital and hard-bound print formats.
- A proposal can be submitted for one or both grade bands: K-5 and 6-8, with an option for Algebra 1.

4.2 Usability

- The instructional materials are organized in a systematic way that is comprehensive and clear.
- Instructional materials must be aligned with the PA Core standards and eligible content for mathematics or include a crosswalk document from the Common Core State Standards to the PA Core standards and eligible content for mathematics.
  - The crosswalk must be easily accessible for teachers and presented in an organized and coherent manner.
- The instructional materials include opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.
- The instructional materials include resources that teachers may edit, adapt, or enrich.
- The instructional materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials.
- The instructional materials provide a comprehensive list of supplies needed to support instructional activities, including but not limited to student-centered hands-on investigations.
- The instructional materials include a system of assessments identifying how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data.
- The instructional materials provide data dashboards at the teacher, school, and District level for monitoring usage and performance.
- The instructional materials provide specific guidelines for instruction so digital learning is not solely dependent on student independent work.
- **Teacher materials include a curriculum map and overview, containing:**
  - Clearly identified mathematical instructional strategies, mathematical instructional routines, instructional materials, and differentiated resources that are specific to the teaching and learning of students with exceptionalities including students who are blind or visually impaired, deaf, or hard of hearing, and students with significant cognitive disabilities.
  - Research-based and evidenced-based instructional strategies and mathematical routines for a range of academically diverse learners are explicitly identified and embedded into the core curriculum.
  - Scope and sequences for instruction that explicitly outlines the various pathways available for academically diverse learners.
  - Resources for scaffolding for English Language Learners and students with exceptionalities in lessons.
  - Embedding of principles of UDL that incorporate multiple means of representation (presentation of information/content, various formats for presenting content, i.e., video, audio, images, text, within a lesson), expression (student options for expression of what they know), and engagement (interesting and motivating ways for students to interact with the information/content). UDL identified in daily instructional teacher-facing materials, such as captioned videos, specialized formats of print materials

and accessibility features with both hard copies and online.

- o   Provide an at-a-glance view of when each PA Core standard is addressed.
- o   Anticipated misconceptions in learning in units of study.
- o   Tiered interventions, supplemental to the core curricula, provide increasing levels of targeted support and differentiated instruction for students not meeting the learning standards.
- o   Professional learning resources and opportunities that help teachers both implement the program and deepen their content and pedagogical knowledge.

4.3 Parents/Guardians Engagement

- The instructional materials include printable parent/guardians' letters for sharing data and progress monitoring with families.
- Parent/guardian materials or any home/school connections (digital and print) must be provided in multiple languages to increase access for non-English speakers.
- The instructional materials include tools, resources, and documents that provide parents/guardians and others with the necessary resources to provide transparency in the curriculum and to provide support to academic progress at home or outside the school setting.

4.4 Student Engagement

- The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject and is neither distracting nor chaotic.
- The instructional materials provide opportunities for teachers to incorporate productive struggle and perseverance in problem solving within their lessons (Standards of Mathematical Practice #1 and PDE Digging Deeper Documents).
- The instructional materials emphasize reasoning abstractly and quantitatively (Standards of Mathematical Practice #2 and PDE Digging Deeper Documents).
- The instructional materials include specific activities that require students to construct viable arguments and critique the arguments of others (Standards of Mathematical Practice #3 and PDE Digging Deeper Documents).
- The instructional materials provide opportunities for students to model numerical relationships in a variety of ways (Standards of Mathematical Practice #4 and PDE Digging Deeper Documents).
- The instructional materials provide opportunities for students to use appropriate tools strategically (Standards of Mathematical Practice #5 and PDE Digging Deeper Documents).
- The instructional materials curriculum addresses mathematical terms and critical content vocabulary in a direct and explicit manner (Standards of Mathematical Practice #6 and PDE Digging Deeper Documents).
- The instructional materials focus on structures and patterns, extending the process of patterning to more complicated concepts and relationships and introduce algebraic patterns (Standards of Mathematical Practice #7 and PDE Digging Deeper Documents).
- The instructional materials are organized to incorporate the generalization and applications of mathematical processes through rich tasks appropriate to each grade band and curricular area (Standards of Mathematical Practice #8 and PDE Digging Deeper Documents).
- The instructional materials provide students with the opportunity to engage in real world and authentic mathematical experiences.
- Offers cultural and linguistically responsive materials that differentiate for students of all abilities and backgrounds, such as, students receiving support from special education, ELL, and advanced academics.
- Student materials support and encourage students to communicate their thinking by addressing the spectrum of student needs.

4.5 Assessments

- Offers assessments that include diagnostic, formative and summative tools.
- Assessments are designed to elicit evidence of students' mathematical thinking and value the students' lived experiences.
- Formative assessment opportunities are regularly integrated into lessons and activities.
- Instructional materials provide scoring rubrics for formative and summative assessments. This supports interpreting student responses to all work as assessments, including students' strategies and processes of

problem solving. Based on this information, the next steps for instruction are provided and integrated into lessons. The instructional materials guide teachers to view students' cultural and linguistic knowledge as assets when interpreting student responses.

- The instructional materials provide a variety of assessment questions beyond multiple choice. Assessments are available in multiple formats (paper-pencil, digital, etc.) for teachers to utilize, including editable assessment files. Multiple versions of the same assessment are easy to generate.

5.0   Training and Professional Development

- The proposal shall describe the initial training and professional development necessary to begin implementation of the proposed instructional materials. The training plan should include mechanisms to train district teachers and central staff who, in turn, will train school staff and provide support districtwide, including the availability of digital professional learning tools.
- The professional development plan should be designed to supplement, not supplant, the district's existing approach to professional development that includes the development of school and district expertise and capacity to deliver training districtwide; a focus on equity and cultural proficiency; school-based embedded support from school and district staff; and development of blended professional learning models that include both face-to-face and virtual learning.
- Define the training required to prevent drift in instructional implementation and assessment administration processes.
- Describe the cost and how often research shows that refresher training is required.

5.1   Proposal Submission and Deadline

- All proposals must be submitted electronically to Lindsey Smith by 5:00 PM EST by October 13, 2023, with "PPS Mathematics Materials" as the subject line. Proposals, including any/all attachments and cover letters, should be submitted as a single PDF document. In addition, digital access to all program materials must be provided along with hard copy sample instructional materials units that can be mailed directly to: Lindsey Smith, K-5 Math Curriculum Coordinator, School District of Pittsburgh Greenway Professional Development Center, Room 223, 1400 Crucible Street, Pittsburgh, PA 15205. Proposals should be submitted in accordance with the proposal guidelines outlined in this RFP. Pittsburgh Public Schools reserves the right to reject any and all proposals, waive irregularities, and to select the proposal that is determined to be the most advantageous to the school district. Late proposals will not be accepted. Proposals submitted via hard copy or fax will not be accepted.

5.2 Timeline

- The Pittsburgh Public Schools is requesting proposals from experienced and qualified firms to provide the services described herein. Selection of the firm will be made based upon proposals submitted. There may also be presentations or interviews. A timetable for the selection process is provided below:

RFP Issued	September 13, 2023
Proposals Due	October 13, 2023
Presentations (If requested)	October 26, 2023 October 30, 2023 November 9, 2023 November 13, 2023 December 7, 2023
Approval by the Board of Directors	January 24, 2024
Notification of Board Recommendation to Applicant Finalist	By January 31, 2024

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:
Lindsey Smith
K-5 Math Curriculum Coordinator
School District of Pittsburgh
Greenway Professional Development Center, Room 223
1400 Crucible Street
Pittsburgh, PA 15205
Email: lsmith6@pghschools.org

5.3 Proposal Introduction
- **Cover Letter:** Provide the name, mailing address, e-mail address, and telephone number of the firm submitting the proposal. The cover letter must be signed by an authorized officer of the organization.
- **Table of Contents:** Clearly identify material contained in the proposal by section and page number.
- **Introduction:** Provide an overview of the company and its programs' effectiveness related to this RFP. Share data-based evidence of high student outcomes from prior and current school districts with similar student demographics as Pittsburgh Public Schools.
- **Program Overview:** Provide an overview of the program and its core components.
- **Independent External Evaluations –** For example EdReports, Evidence for ESSA, or What Works Clearinghouse.
- **Confirmation Certification of EBE Compliance:** Include the EBE participation percentage.

5.4 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. The overall evaluation feedback from reviewers 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.
- An evaluation committee, including but not limited to math teachers, principals, chief academic officer, curriculum and instruction staff, assistant superintendents, district-level staff, board members, parents, and community members, will review the proposals. The role of the evaluation committee is to review and assess to what extent submitted proposals meet the evaluation criteria and to make a recommendation. The contract will be awarded to the qualified bidder whose proposal is most advantageous to the district. The evaluation criteria will be considered but will not be the sole factor used to determine the successful bidder.

6.0 Platform and Solution Requirements
- Is your online platform compatible with Clever?
- 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?
- Does your platform provide real-time data reporting in a dashboard with progress reports at the standard and skill level?
- Can your online program be customized to a variety of student proficiency levels?
- Does your platform have the ability to create learning paths that specifically meet the needs of individual students?

6.1 Product Information
- Software product name
- Complete Product Description
- 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.
- 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.
- Product licensing structure

6.2 Technical Specifications

- Is this a web-based application or would the product need to be installed on premises?
- What browsers are compatible with this product?
- If locally hosted and installed on premises, what are the recommended/required hardware and operating system platforms for deployment.
- If locally hosted, what are the recommended/required Relational Database Management System for deployment.
- If locally hosted, do you recommend a dedicated server to support your application?
- How much bandwidth is required for connectivity?
- Is external access required?
- What ports does the application/website use?
- What are the URLs?
- Is the website HTTPS?
- How frequently are system back-ups created?
- What Operating System does the application use?
- What database does the application use?
- Do we need to purchase end user devices?
- What is the authentication method?
- How are logins managed?
- What, if any, 3rd party vendors or stakeholders involved and what is the expiration?
- Are SSLs involved and what is the expiration?
- Do we need to be aware of any legal or regulatory constraints?
- Is there inherent risk, weakness, or data threats?
- Data protection – sharing data social medial policy.
- Data privacy – what are the rules for personally identifiable information, protected health information, and other private data?
- Encryption rules?
- Do you support Clever as a single sign-on using our Active Directory (Azure)?
- What data is needed from other district systems?
- What data will be provided to other district systems?
- How often does data need to be exchanged?
- How are changes in the data handled?
- Students transferring schools, staffing changes, etc.
- How can we ensure the security of the data during exchange?
- Is there a mitigation process established?
- Is there any existing metadata, definition, or classifications of the data elements?
- Is there an existing data dictionary?
- What is the Right to Know procedure?

6.3 Data Exchange

- 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 not, how do you reflect current student assignment and provide teachers/educators with appropriate access to student data.
- Rostering & data import into your system (in order of preference) – provide the import specifications for each method that you support for review by IT team.
  - Do you support ed-fi integration (if yes what version & have you accomplished this with)?
  - Do you have 1EdTech One Roster integration (1.1)?
  - Do you support clever integration?
  - CSV/flat file (provide import specifications)
- Integration with Learning Platforms:
  - Does your product support standardized mechanisms for import into an LMS (for example 1EdTech LTI certification)?

- - Is your product certified for the 1EdTech Learning Tools Interoperability (LTI) standard?
    - Identify locations that you have worked with that have successfully integrated your product with the district's current LMS (currently Schoology)?
- Integration into testing platforms
  - Does your product integrate with assessment platforms?
  - What certifications does your product have for these integrations?
- Exporting data from your system? (Provide data export specifications and data dictionaries for review by IT and DREA team).
  - This must be provided in an automated, regular data load to the district that does not require staff time or intervention.
  - 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)
  - Verify that your nightly export.
    - Is provided in an automated, regular data load to the district that does not require staff time or intervention?
    - Provides individual user level 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
  - Describe your data access/permissions at a minimum address:
    - How you automate the process for access provision
    - How do you establish data access and permissions for teachers and school administrators?
    - How do you establish permissions for district administrators?
    - Provide your auditing capabilities (click paths, change log, etc.)

6.4 Data Security and Destruction

- The district does not allow organizations to maintain copies of student data provided by the district or generated in the system by our students beyond the scope of the contract. What are your procedures to ensure that all student data is 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)

7. Technology Cost

- What is the entire cost of implementation? You may attach a separate budget sheet if you prefer.
- One-time cost?
- Ongoing yearly cost?
- Customization rate?
- Report's development costs?
- Is there an additional cost for training?
- Is there an additional cost for support?
- What is the cost associated with integrating other third-party providers?
- If your solution is a cloud-based service, is there a service-level agreement and uptime guarantee? If not, do you

provide any discount for the customers?
- Do you provide any contractual flexibility and price discount if either party decides to terminate?

    7.1 Overall Program Cost
- Include overall costs for the entire curriculum and materials including but not limited to instructional materials and guides, interventions, assessments, professional development, program setup, delivery service, and related materials.

    7.2 ELIGIBLE BUSINESS ENTERPRISE (EBE) PARTICIPATION

- **EBE Goal**

    An aspirational Eligible Business Enterprise (EBE) goal of 10%, for business diversity spend, has been assigned for this contract opportunity.

    An EBE is a collective of firms that are certified in one or more of the following business diversity categories, registered.
    in our online EBE directory, and used to track the District's diversity spend:
    - Minority Business Enterprise (MBE)
    - Women Business Enterprise (WBE)
    - Disadvantaged Business Enterprise (DBE)
    - U. S. Small Business Administration 8(A)

- **Proposed Business Diversity Utilization**
    - Is your firm a certified MBE, WBE, DBE or 8(a) firm? If so, please provide proof of current certification from a certifying entity. Self-certification is not accepted.
    - Please also provide detailed information regarding any additional business entity that will assist in completing the scope of work as defined by this solicitation. This should include the:
        1. Company Name
        2. Company Contact (including title, email, and phone number)
        3. Scope of Work
        4. Dollar Amount & Percentage of Contract
        5. Company Diversity Type (provide proof for each certified firm) oMBE, WBE, DBE, 8(A), Diverse but not certified, N/A

- **Good Faith Effort**

    If no portion of this contract will be awarded to a diverse business, specifically $0 or 0% diversity spend, please provide detailed information addressing your firm's culture for business diversity & inclusion.
    1. Diversity Spend: How much money did your company spend with certified MBE, WBE, DBE and/or 8(a) firms last year? What was the diversity percentage based on your total spend?
    2. Diversity Count: What is the total number of MBE, WBE, DBE and/or 8(a) firms that your company contracted with last year? Please itemize by each diversity type as well.
    3. Membership: Are you a member of any supplier/business diversity organizations? If so, please share the name of the organization and provide details concerning your level of involvement with that organization.

For additional documentation related to EBE policies, the proposer should visit the District's website at: https://www.pghschools.org/mwbe or contact Paula B. Castleberry, Minority/Women Business Coordinator at pcastleberry1@pghschools.org.