



**Request for Proposals**  
**Differentiated Literacy Program for Grades K-3**  
**RFP 23-023**

**DUE:** July 6, 2023 | 2:00 P.M.

# Table of Contents

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I. Purpose	3
II. Background	4
III. Description of Current Technology	4
IV. Scope of Services	4
V. Technical Proposal Response	7
1. Transmittal Letter (2 pages Maximum)	7
2. Executive Summary (2 pages Maximum)	7
3. Detailed Discussion (6 pages Maximum)	8
4. Samples of Instructional Materials	8
5. Protected / Proprietary Information	9
VI. Fee Proposal Response (5 page Maximum)	10
VII. Multi-Stage Evaluation Process and Criteria	10
VIII. Term of Agreement	12
IX. Due Date	12
X. Tentative Timeline (Subject to modification)	12
XI. Questions and Contact Information	13

## I. Purpose

Leveraging the Utah State Board of Education's Early Intervention Software Program (EISP) as articulated in R277-496, Ogden City School District (the "District") (OSD) is seeking a **Differentiated Literacy Program** that will bolster our multi-tiered system of support **in grades K-3**. The district's goal in this adoption is to provide a systematic, adaptive learning program that will effectively support teaching and learning practices for our elementary-school students by scaffolding students as they struggle and advancing them to higher levels as they demonstrate proficiency.

Through this evaluation and selection process, the District aims to advance the Ogden School District Board of Education's mission, vision, and values by (a) increasing effectiveness of instructional practices, (b) providing print and/or technological assets that promote data-driven decision-making, and (c) streamlining access to progress-monitoring reporting tools.

The purpose of the RFP is to solicit complete proposals in accordance with the Proposal Response Format listed in the RFP, from agencies with expertise in providing high-quality, **Differentiated Literacy Program** for medium to large K-12 public school districts and meeting state-level requirements. The selection and implementation of a district-wide Differentiated Literacy Program is a complex process as it will serve a broad range of stakeholders. Therefore experience with successful management of similar projects is integral to this project's success.

This RFP is designed to provide interested parties 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. Respondents are at liberty and are encouraged to expand upon the specifications as to provide further evidence of service capability under any proposed agreement. Bids will be evaluated and each requirement will be scored. Emphasis will be placed on alignment to the District's vision, mission and values; quality of the intervention resources, evidence of positive impact on student outcomes, ease of teacher and student use, data privacy, set-up costs, initial training, and ongoing support.

The District reserves the right to reject any and all proposals or waive any non-statutory informality. The District further reserves the right to award the contract in the best interest of the District, as deemed by the Ogden School District Board of Education, regardless of the selection committee's evaluation and scoring. The Board's decision to accept or reject the contract will be final. Upon completion of the evaluation and selection process, Ogden School District will assume ownership of all materials provided as part of the proposal.

The Differentiated Literacy Program Selection Committee (the "Selection Committee") is composed of district content specialists, district administrators, and school administrators. To ensure diverse, representational evaluations; the Selection Committee is made up of members of various roles, responsibilities, and backgrounds. To maintain a fair and independent evaluation process, all Selection Committee members serve on a volunteer, non-stipend basis. Each member will personally review all proposals submitted for approval. The Selection Committee will then submit the final recommendation directly to

the Ogden School District Board of Education. This multi-stage evaluation process, involving numerous people, guarantees each Agency equity and fairness in the bidding, evaluation, and selection process.

Respondents are strongly encouraged to carefully read the entire request for proposals.

## II. Background

Ogden School District has a grades K-3 student enrollment of approximately 4,700 students. At the elementary-school level, the District currently operates 10 elementary schools.

District offices are located at 1950 Monroe Blvd, Ogden, Utah 84401

## III. Description of Current Technology

Ogden School District digital teaching and learning environment uses a mixture of client/server and web-based technologies for delivery of information services.

Application Description	Vendor/Product
Student Information System	Infinite Campus
Directory Services	Microsoft Active Directory
Roster Sync	Clever
English Language Arts Curriculum	McGraw-Hill Wonders
Early Warning System	Panorama Student Success
Productivity/Communication	Google Workspace for Education
Universal Screener	Acadience Reading
Learning Management System	Canvas LMS (K-12)

## IV. Scope of Services

The desired outcome for this evaluation and selection process is to provide our learning communities with a Differentiated Literacy Program that will effectively support our multi-tiered system of support, significantly improve Tier II and Tier III reading intervention in our elementary schools, and offer all teachers and students greater access to evidence of students' literacy performance.

The following list of needs, although extensive, is not exhaustive and is intended to provide interested parties with sufficient basic information to submit proposals meeting minimum

expectations, but is not intended to limit a proposal's content or exclude any relevant or essential information. Moreover, the Selection Committee members will be expected to introduce their knowledge of Ogden School District's learning communities' needs and classroom requirements as they evaluate each Differentiated Literacy Program in relation to the selection criteria.

### **Program Design Requirements**

The Differentiated Literacy Program is designed to:

1. Provide a web-based, personalized reading curriculum for K-3 students, which covers the major areas of reading instruction—Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension
2. Focus on foundational skills to develop automaticity and fluency, listening and reading comprehension with complex text, and academic and domain-specific vocabulary
3. Automatically places students at their appropriate starting level in the program according to their demonstrated performance
4. Offer non-linear instructional pathways that adapt the activities within each unit based on individual performance
5. Provide ample practice activities, in which students hone previously learned skills, to promote speed of processing and integrate automaticity with multiple skills at each level
6. Embed formative assessments that provides teachers and administrators ongoing progress monitoring data without interrupting the flow of instruction
7. Provide teachers with the data and student-specific resources they need for individual or small-group instruction.
8. Provide targeted instructional resources, including scripted materials, lessons, skill builders, and collaborative activities that reinforce and extend the online learning and work flexibly in the classroom
9. Provide native language support for Spanish
10. Enable students and parents to track progress toward personalized goals by providing access to an intuitive dashboard
11. Offer quick access to real-time reporting at the student, class, and district levels
12. Support a flexible implementation model that aligns with the needs of local systems and context

## **Program Effectiveness Requirements**

The Differentiated Literacy Program is:

1. Aligned to science of reading pedagogy highlighted in state and district literacy initiatives.
2. Supported by evidence that shows the proposed Differentiated Literacy Program has proven effective in substantially raising student literacy achievement
3. Aligned to the Every Student Succeeds Act (ESSA) evidence standards.

## **System and Technical Requirements**

1. Program is web-based and accessible via laptops, Chromebooks, and iPads.
2. Program is available 24/7 outside of regularly-scheduled maintenance and/or update windows
3. User-friendly interface and navigation for all users
4. Does not require local client installation
5. System features can be updated and/or phased in overtime without disruption and at no additional cost to district

## **Student Data Privacy and Security Requirements**

1. The agency's data management tool must allow the District to configure roles and permissions to control access to student data.
2. The agency's digital/electronic/online resources and tools must meet all Federal and State student data privacy requirements.
  - Information about Federal and State requirements can be accessed by following the link below:
    - <https://www.schools.utah.gov/studentdataprivacy/lawpolicy>
3. The agency must sign a Data Privacy Agreement with the Utah State Board of Education Third Party Evaluator Exhibit H included

## Training, Service and Support Requirements

### Training and Support

1. Agency has knowledgeable and capable comprehensive Differentiated Literacy Program deployment/implementation specialists to drive a successful implementation.
2. Agency's customer support is available via phone, email, or online support portal with a guaranteed response of one business day after receiving notice of issue.
3. Agency offers initial on-site training, training of trainers, and refresher training as necessary.
4. Agency has knowledgeable client support staff who are available to personally take calls and provide immediate assistance.
5. Agency has on-going reporting of client satisfaction and a clear escalation path for issue resolution.
6. Agency maintains a thorough online knowledge base; including training documents, user guides, and administration guides.

### Evidence of Performance

1. Agency has a broad client base of districts of various sizes, with different requirements and unique needs.
2. Agency exhibits a strong, steady client retention rate within the K-12 public school market that proves its success in providing high levels of value and service to its clients.
3. Agency can present multiple references from districts of similar size and requirements as Ogden School District.

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## V. Technical Proposal Response

Each respondent should set forth its most compelling case as to its ability to provide a Differentiated Literacy Program for grades K-3. All proposals must have page numbers and be organized in the following order to comply with the following sections:

- 1. Transmittal Letter (2 pages Maximum)**
  - The letter of transmittal should include: a) an introduction of the agency, including name, address, telephone number and email address of primary contact and others authorized to deal with this proposal response; b) a general statement of interest and what sets your agency apart from other potential respondents.
- 2. Executive Summary (2 pages Maximum)**
  - The executive summary should briefly describe the agency's philosophical approach to Differentiated Literacy Programs in K-12 public education

systems and its summarized approach to completing the scope of services outlined. Clearly indicate any options or alternatives being proposed and clearly disclose any major requirements included in the scope of services the agency cannot address.

### **3. Detailed Discussion (6 pages Maximum)**

- This section constitutes the major portion of the proposal and must contain at least the following information:
  - Provide a brief narrative of the Differentiated Literacy Program and any ancillary resources. Describe the agency organization and list of the agency's personnel available to the District.
  - Briefly summarize your agency experience and overall qualifications as a Differentiated Literacy Program provider for K-12 public school districts. Provide three (3) to five (5) references of existing clients.
  - Provide summary resumes and credentials for the professionals anticipated to be assigned to work with the District. (Professional resumes will not count toward six page maximum).
  - Provide documentation of system/technical requirements.
  - Provide a statement regarding your agency's ability to provide the scope of services requested.

### **4. Samples of Instructional Materials**

- Samples of instructional materials, manipulatives and/or digital resources/software/tools submitted for review are due to Ogden School District by the posted dates on the RFP timeline.
- Samples must be clearly labeled as "REVIEW SAMPLES," and marked with the content area/grade levels for which they have been submitted.
- Samples will not be returned to the publisher and must be sent free of charge.
  - The SHIPPING ADDRESS for UPS, FEDEX, etc. is:  
Ogden School District  
% Curriculum Department  
956 20th Street  
Ogden, UT 84401
- Text Materials (if necessary)
  - Individual Titles - One (1) copy of the student edition and one (1) of the teacher edition, along with one copy of the listed ancillary materials.
  - Series - One (1) copy of each main title and related ancillary materials.
- Software, Multimedia & Online Curriculum
  - For online/digital programs, agencies must send instructions, usernames, and passwords to allow committee members to access your program.
  - Software or online material publishers are requested to send at least one (1) copy of the information or catalogs about the software or multimedia program for the Selection Committee to reference. Committee members reserve the right to request sample copies of material from publishers.



## **5. Protected / Proprietary Information**

Protected information should be clearly identifiable and included in the *Detailed Discussion* section of the proposal. Do not incorporate protected information throughout the proposal. Rather, provide a reference in the proposal response directing readers to the specific area of this Protected Information Section.

The Government Records Access and Management Act (GRAMA), UCA § 63G-2-305, provides in part that:

The following records are protected if properly classified by a government entity:

- (1) trade secrets as defined in Section 13-24-2, the Utah Uniform Trade Secrets Act, if the person submitting the trade secret has provided the governmental entity with the information specified in UCA § 63G-2-309 (Business Confidentiality Claims);
- (2) commercial information or non-individual financial information obtained from a person if: (a) disclosure of the information could reasonably be expected to result in unfair competitive injury to the person submitting the information or would impair the ability of the governmental entity to obtain necessary information in the future; (b) the person submitting the information has a greater interest in prohibiting access than the public in obtaining access; and (c) the person submitting the information has provided the governmental entity with the information specified in UCA § 63G-2-309;

\* \* \* \* \*

And

- (6) records, the disclosure of which would impair governmental procurement proceedings or give an unfair advantage to any person proposing to enter into a contract or agreement with a governmental entity, except, subject to Subsections (1) and (2), that this Subsection (6) does not restrict the right of a person to have access to, after the contract or grant has been awarded and signed by all parties.

**Pricing may not be classified as confidential or protected and will be considered public information after award of the contract.**

**Process for Requesting Non-Disclosure:** Any Offeror requesting that a record be protected shall include with the proposal a Claim of Business Confidentiality. To protect information under a Claim of Business Confidentiality, the Offeror must complete the Claim of Business Confidentiality form with the following information:

1. Provide a written Claim of Business Confidentiality at the time the information (proposal) is provided to the state, and
2. Include a concise statement of reasons supporting the claim of business confidentiality (UCA § 63G-2-309(1)).
3. Submit an electronic “redacted” (excluding protected information) copy of the proposal. Copy must clearly be marked “Redacted Version.”

**An entire proposal cannot be identified as “PROTECTED”, “CONFIDENTIAL” or “PROPRIETARY”, and if so identified, shall be considered non-responsive unless the Offeror removes the designation.**

**Redacted Copy:** If an Offeror submits a proposal that contains information claimed to be business confidential or protected information, the Offeror must submit two separate proposals: one redacted version for public release, with all protected business confidential information either blacked-out or removed, clearly marked as "Redacted Version"; and a non-redacted version for evaluation purposes, clearly marked as "Protected Business Confidential."

All materials submitted become the property of Ogden School District. Materials may be evaluated by anyone designated by the District as part of the proposal evaluation committee. Materials submitted may be returned only at the District's option.

## **VI. Fee Proposal Response (5 page Maximum)**

### ***Must be in a separate attachment from the technical proposal***

- The District is interested in a Fee for Services arrangement under this agreement. All respondents must include a fee for services proposal.
  - a. Fee proposals should enumerate any costs the District can expect to be charged and specify the types of materials and services that would generate any additional charges; including ongoing costs, maintenance fees, technical support costs, and professional development costs.
  - b. Fee proposal should include single year and longitudinal costs for at least a five-year period.
  - c. Respondents are welcome to submit alternative fee proposals for consideration.

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## **VII. Multi-Stage Evaluation Process and Criteria**

The Selection Committee shall develop specific criteria and a rating and/or scoring methodology by which the general criteria will be evaluated. Evaluation shall be by individual rating/scoring or by group consensus or another method as deemed in the District's best interests. Based on the results of the initial evaluation, two to five respondents may be required to meet (face-to-face or online) with the Selection Committee for an oral presentation and comprehensive product demonstration.

Proposals, however, may be accepted without oral presentation and the District reserves the right to accept or reject any proposal. It is also the right of the District to waive any formality or technicality if determined to be in the best interest of the school district.

1. **Stage 1:** The Selection Committee will evaluate each agency's proposal based on the listed requirements and select two to five respondents to continue to stage 2.

2. **Stage 2:** Based on the Selection Committee’s evaluation, **two to five respondents** will be selected to meet (face-to-face or online) with the Selection Committee for an oral presentation and comprehensive product demonstration. Proposals, however, may be selected without an oral presentation.
  - **Oral Presentations and Product Demonstration:** During stage 2, committee members will have the opportunity to engage with agency representatives during an oral presentation and product demonstration. This stage will provide the agency to showcase their Differentiated Literacy Program and respond to committee members’ questions.
  
4. **Stage 3:** The Selection Committee will convene to discuss all aspects of the evaluation process and select the Differentiated Literacy Program to be presented for the Board’s consideration.

### **Evaluation Weighting**

#### **Stage 1**

Category	Weight
Program Design and Effectiveness Requirements	80%
System and Technical and Student Data Privacy and Security Requirements	10%
Agency Qualifications, Experience, and Support	10%

#### **Stage 2 - Committee**

Category	Weight
Agency Presentation - Informational Only	N/A

#### **Stage 3 - Committee**

Category	Weight
Fee Proposal and Fee Schedule	30%
System and Technical and Student Data Privacy and Security Requirements	5%
Agency Qualifications, Experience, and Support	5%
Perception of Agency's Ability to Accomplish Scope of Service <ul style="list-style-type: none"> <li>● <i>Presentation Notes</i></li> <li>● <i>Committee Member's Evaluation of Program Design and Effectiveness</i></li> </ul>	60%

Fee Proposal will not be the sole determinant for the award. Award shall be made to the respondent deemed most capable of accomplishing the Scope of Services required, taking into account the proposals and evaluation factors here outlined.

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## **VIII. Term of Agreement**

The Contract resulting from this RFP shall be renewable annually for up to five (5) years. Tentative date for formal approval by the Board is **August 17, 2023**.

Effective date of contract will be **August 18, 2023**.

Annual renewal is contingent upon the District's satisfaction with the services provided and overall performance of the agency.

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## **IX. Due Date**

To qualify as a responsive proposal; samples of instructional materials sent to the district address listed above as well as 1 electronic copy of the technical proposal (a redacted electronic copy of the technical proposal may also be submitted) and 1 electronic copy of the fee proposal (as a separate attachment) submitted through SciQuest

<https://solutions.sciquest.com/apps/Router/SupplierLogin?CustOrg=StateOfUtah>, not later than **2:00 pm on July 6, 2023**.

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## **X. Tentative Timeline (Subject to modification)**

RFP Advertised: June 19, 2023

Deadline for Questions: June 23, 2023

RFP Response Deadline: July 6, 2023

Stage 1 Evaluation: July 7, 2023

Open House 1: July 10, 2023

Product Demonstrations: July 14, 2023

Open House 2: July 17, 2023

Final Proposal Evaluation: July 17, 2023

Board Action: August 17, 2023

Contract Effective Date: August 18, 2023

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## **XI. Questions and Contact Information**

Questions, interpretations, clarifications or communication regarding **RFP 23-023** must be submitted through Scquest and must be submitted by noon on **June 23, 2023**.

Responses to any postings shall be the responsibility of: Ken Crawford - Director of Support Services

Contact made with any other Ogden School District personnel during the RFP process concerning the RFP may be considered grounds for disqualification.

**RFP 23-023** will be posted on Scquest

<https://solutions.scquest.com/apps/Router/SupplierLogin?CustOrg=StateOfUtah>, which is where any addenda to this solicitation will be posted, up to 24 hours prior to the closing of the bid. It is the sole responsibility of all interested offerors to ensure submittals reflect all the details of the solicitation in its entirety.