



Request for Proposals

Mathematics Core Curriculum for Secondary Math I, II, III (High School) RFP 9-007

General Information

A. Purpose

Ogden School District (the "District") (OSD) is seeking to adopt a comprehensive Mathematics curriculum for Secondary Mathematics I, II, III for all three junior high schools, two comprehensive high schools, and two alternative high schools. The district's goal in this adoption cycle is to provide up-to-date, research-based, relevant, and appropriate materials that will effectively support teaching and learning practices in our Secondary Mathematics I, II, and III classrooms that will also offer teachers and all students greater access to relevant digital resources/tools.

Moreover, through the curriculum adoption process, the District aims to advance the Board of Education's mission, vision, and values by improving access to (a) meaningful content, (b) increasing awareness of sound instructional practices, (c) providing technological assets that promote creativity, connections, and innovation, and (d) engaging students in rigorous activities/assessments.

The purpose of the RFP is to solicit complete proposals in accordance to the Proposal Response Format listed in the RFP, from agencies with expertise in providing high-quality, standards-aligned core curricular resources for medium to large public school districts. The selection and implementation of a core curriculum 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 Utah Core Mathematics Standards, research/evidence base for instructional strategies/resources, quality of supporting resources, support for improved understanding/application of the standards of mathematical practice, complimentary digital resources, 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 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 curriculum adoption process and selection, Ogden School District will assume ownership of all materials provided as part of the proposal and will assume full responsibility for student record management in all related digital systems.

The High School Mathematics Curriculum Adoption Committee (the "Committee") is composed of highly-qualified teachers, parents, district content specialists, and school administrators. To ensure diverse, representational evaluations, the Committee is made up of members from various schools, grade-levels, and backgrounds. To maintain a fair and independent evaluation process, all Committee members serve on a volunteer, non-stipend basis. Each member will personally review all materials submitted for approval. The Curriculum Oversight Team will then review all Committee evaluations and submit the final recommendation directly to the Ogden School District Board of Education. This multi-stage evaluation process, involving numerous people, guarantees to each publisher equity and fairness in the bidding, evaluation, and selection process.

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

B. Background

Ogden School District has a ninth, tenth, eleventh, and twelfth grade student enrollment of approximately 3,500 students. The District currently operates three junior high schools (grades 7-9), two comprehensive high schools (grades 10-12), and two alternative high schools.

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

C. Scope of Services

The desired outcome for this adoption cycle is to provide up-to-date, research-based, relevant, and appropriate materials that will effectively support teaching and learning practices in our Secondary Mathematics I, II, and III classrooms and will offer all teachers and students greater access to high-quality, relevant digital resources/tools.

The following list of requirements, although extensive, is not exhaustive and is intended 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. Moreover, the Committee members will be expected to introduce their knowledge of Ogden School District's learning communities' needs and classroom requirements as they evaluate the curricular resources in relation to the selection criteria.

Curricular/Design Requirements

1. Utah Core Mathematics Standards Alignment

- Instructional Materials in all formats, including digital/online materials, are required to be accompanied by documentation of alignments to the Utah Core Mathematics Standards. All items should be aligned by page number, URL or section, and sent in a pdf file (do not print) as part of the submitted proposal. These documents should be formatted in such a way that reviewers may easily scrutinize alignments during the course of the evaluation meetings held at the Ogden School District Professional Development Center ([sample alignment form](#)).
 - Printable listings of the [Core Standards](#) are available.
 - Publishers are allowed to enlist an independent reviewer to prepare the alignments.
 - Credentials for the aligners must also be included with the submitted alignments.
- Curriculum materials must have a clear and documented research base. The most important evidence is that the curriculum accelerates student progress toward career and college readiness.

2. Mathematics Curricula (Secondary Mathematics I, II, III)

- Key Criteria for Focus and Coherence
 - Curricular materials, instruction, and assessment must give especially careful treatment to the domains, clusters, and standards, including their interconnections and their application and must focus coherently on the “[Widely Applicable Prerequisites](#)” for subsequent courses in a way that is consistent with the progressions in the Utah Core Standards.
 - In any single course, students spend at least 50% of their time on “[Widely Applicable Prerequisites](#)” for subsequent courses.
 - Student work in Geometry involves significant work with applications/modeling and problems that use algebra skills.
 - There are problems at a level of sophistication appropriate to high school (beyond mere review of middle school topics) that involve the application of knowledge and skills from grades 6-8.
 - Materials base courses on the content specified in the Utah Core Standards.
- Key Criteria for Rigor and Balance
 - Materials must reflect the balances in the Utah Core Standards and help students meet the Standards’ rigorous expectations.
 - The materials support the development of students’ conceptual understanding of key mathematical concepts, especially where called for in specific content standards or cluster headings.
 - The materials are designed so that students attain the fluencies and procedural skills required by the Utah Core Standards.

- The materials are designed so that teachers and students spend sufficient time working with applications, without losing focus on the [“Widely Applicable Prerequisites”](#).
- Key Criteria for Standards for Mathematical Practice
 - Materials must authentically connect content standards and practice standards.
 - Materials address the practice standards in such a way as to enrich the [“Widely Applicable Prerequisites”](#); practice standards strengthen the focus of the course instead of detracting from it, in both teacher and student materials.
 - Tasks and assessments of student learning are designed to provide evidence of students’ proficiency in the Standards for Mathematical Practice.
 - Materials support the Utah Core Standards’ emphasis on mathematical reasoning.
- Key Criteria for Access to the Standards for All Students
 - Materials should be designed to support all students (including English language learners and other special populations) in accessing the Utah Core Mathematics Standards.
 - Support for English language learners and other special populations is thoughtful and helps those students meet the same Standards as all other students. The language in which problems are posed is carefully considered.
 - Materials provide appropriate level and type of scaffolding, differentiation, intervention, and support for a broad range of learners with gradual removal of supports, when needed, to allow students to demonstrate their mathematical understanding independently.
 - Design of lessons attends to the needs of a variety of learners (e.g., using multiple representations, deconstructing/reconstructing the language of problems, providing suggestions for addressing common student difficulties).
 - Materials should offer the resources necessary for supporting students who are developing knowledge of content vocabulary.
- Key Criteria for Assessment
 - A majority of assessments require the application of ideas and concepts.
 - Embedded assessments support teachers in differentiating their instruction to meet the needs of individuals and groups of students.
 - Submissions offer monitoring opportunities that genuinely measure progress and provide the teacher and student with timely feedback.
 - Assessments effectively and efficiently provide data for teachers to design effective interventions to ensure that each student has access to the Utah Core Standards.
 - Materials regularly and systematically offer multiple and varied formative assessment opportunities that genuinely measure progress on mastery of grade-level standards.

Digital Resources/Tools Requirements

1. Mathematics Digital Curricula

- Print materials use multimedia and technology to deepen attention to evidence and mathematical concepts.
- Digital materials are consistent with Utah Mathematics Core Standards and requirements.
- Visual representation of student, class and program progress that is easily accessible and informative to all parties.
- Robust and dynamic selection of relevant digital resources available.
- Digital materials/tools engage students in meaningful learning experiences using innovative and exciting online content and visual representations.
- Digital materials/tools enhance and/or extend classroom instructional practices.
- Digital materials/tools provide access to individualized, applicable, and cost-effective curricular materials using vast stores of available digital content.
- Digital Resources/tools promote 21st-Century skills (i.e., critical thinking, problem solving, creativity and innovation, collaboration, communication, self-direction, visual learning, information literacy, and global and cultural awareness) as learning standards for all students across all levels.
- Digital tools regularly and systematically offer assessment opportunities that genuinely measure progress on students' knowledge and understanding of grade-level standards and proficiency in applying concepts within various contexts.
- Digital curriculum can be adjusted to provide personalized learning opportunities.
- Digital curriculum and resources can be integrated into the Canvas Learning Management System.

2. Usability

- User-friendly access and navigation for all users.
- Ability for the district digital administrator and/or building administrator and class teacher to manipulate the curriculum offered.
- Provide reasonably detailed trainings for teachers and administrators.
- Digital resources/tools should be compatible with the Ogden School District's student information system (Aspire), ClassLink, OneRoster, and/or Clever.
 - Please include your tech support contact information so the District can determine specific compatibility.
- Digital resources/tools must be web-based and device agnostic.
- User friendly access (i.e. Single Sign On) and navigation for all users.

3. Student Data Privacy

- All digital/electronic/online resources and tools meet all Federal and State student data privacy requirements.
 - Information about Federal and State requirements can be accessed by following the link below:
 - <http://www.uen.org/usbe-datasecurityprivacy/law.shtml>

Professional/Service Requirements

1. Training, Service and Support

- Agency has knowledgeable and capable curriculum deployment/implementation specialists who will guide our district employees through the implementation process.
- Agency's customer support is available 24/7 via phone, email, or online support portal with a guaranteed response of one business day after receiving notice of issue.
- Agency offers initial on-site training, training of trainers, and refresher trainings as necessary.
- Agency makes the following information available:
 - Digital resources/tools guaranteed uptime
 - Digital resources/tools minimal performance expectations
 - Digital resources/tools guaranteed uptime bug fixing policy
- Agency has knowledgeable client support staff who are available to personally take calls and provide immediate assistance.
- Agency offers an online client community that provides collaboration and communication opportunities for sharing ideas, information, templates, best practices, and other resources.

2. Evidence of Performance

- Agency has a broad client base of districts of various sizes, with different requirements and unique needs.
- 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.
- Service provider can present multiple references from districts of similar size and requirements as Ogden School District.

D. Proposal Response

Each respondent should set forth its most compelling case as to its ability to provide a core Mathematics Curriculum for Secondary Mathematics I, II, and III. Based on the scope of services required. All proposals must be organized and tabbed 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 High School Mathematics Curricula in public education

classrooms 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 (5 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 comprehensive Secondary Mathematics I, II, III core curriculum and ancillary resources. Describe the agency organization and list of the agencies personnel available to the District.
 - Briefly summarize your agency experience and overall qualifications as a Secondary Mathematics I, II, III curriculum publisher. 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 five page maximum).
 - Provide documentation of alignments to the Utah Core Mathematics Standards. (Alignment documentation should be in digital format only and will not count toward five page maximum).
 - Provide a statement regarding your agency's ability to provide the scope of services requested.

4. Samples of Instructional Materials

- Samples of instructional materials and digital resources/software/tools will be submitted for review are due to Ogden School District by the posted dates on the RFP timeline.
- Samples must be clearly labeled as "OFFICIAL ADOPTION 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
 - Individual Titles - Five (5) copies of the student edition and five (5) copies of the teacher edition, along with one copy of listed ancillary materials.
 - Series - One copy of each main title and related ancillary materials.
- Software, Multimedia & Online Curriculum
 - One copy of main software title or multimedia program along with any available ancillary materials. For online programs you must send instructions, usernames, and passwords for accessing your program.
 - Agency must provide at least 15 sample/demo accounts
 - [Requirements for Access to Digital Resources/Instructional Materials](#)

- Software or online material publishers are requested to send 15 copies of the information or catalogs about the software or multimedia program for the Curriculum Adoption 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.

6. Fee Proposal (5 page Maximum --- **Separately Sealed)**

- 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 longitudinal costs for at least a five-year period.
 - c. Respondents are welcome to submit alternative fee proposals for consideration.

E. Multi-Stage Evaluation Process and Criteria

1. **Stage 1:** The district curriculum adoption **Oversight Team** will evaluate the curricular/design and professional/service sections, but will not consider fee proposals.
 - The district curriculum adoption oversight team will simultaneously evaluate high-quality Open Educational Resources (no associated agency), using the same Curricular/Design criteria, for the Committee’s consideration.
2. **Stage 2:** Based on the results of the initial evaluation by the **Oversight Team**, two to five respondents will be brought before the full **Curriculum Adoption Committee** (the “**Committee**”) for evaluation (Stage 2). The Committee will then evaluate the curricular/design and professional/service sections.
 - Following the the curricular/design and professional/service proposals, the **Committee** will open and evaluate the fee proposals.
3. **Stage 3:** Based on the Committee’s evaluation, two to five respondents will be selected to meet (face-to-face or online) with the **Mathematics Curriculum Adoption Committee** for an formal presentation and comprehensive product demonstration. Proposals, however, may be selected without a formal presentation.
 - Stage 3 (presentations) is for information-gathering only and will not include a formal evaluation.

Classroom Pilots: Prior to the final evaluation, committee members will pilot instructional materials and digital resources/tools in the classroom, with the expectation to document experiential knowledge and provide detailed reports to all committee members.

Open House: Prior to the final evaluation, the Committee will host a Mathematics Curriculum Adoption Open House during which all grades 6-8 teachers will be invited to view the provided samples and leave feedback for the Committee's consideration.

- Stage 4:** The Committee will convene to discuss all aspects of the evaluation process, (including Curricular/Design requirements, professional/service requirements, classroom pilots, community feedback from the open house, fee proposals, and perception of agency's ability to accomplish scope of service) and select the core curriculum to be presented for the Board's consideration.

The District reserves the right to:

- Accept or reject any proposal, *and/or*
- Waive any formality or technicality if determined to be in the best interest of the school district, *and/or*
- Select a high-quality Open Educational Resource (no agency association) as the recommended core Mathematics curriculum.

Evaluation

Stage 1 - Oversight Team

Category	Weight
Curricular/Design Requirements	80%
Digital Resources/Tools	15%
Agency Qualifications, Experience, and Support	5%

Stage 2 - Committee

Category	Weight
Curricular/Design Requirements	50%
Digital Resources/Tools	15%
Agency Qualifications, Experience, and Support	5%
Fee Proposal and Fee Schedule	30%

Stage 3 - Committee

Category	Weight
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Agency Presentation - Information Only	N/A
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Stage 4 - Committee

Category	Weight
Curricular/Design Requirements	35%
Digital Resources/Tools	10%
Agency Qualifications, Experience, and Support	5%
Fee Proposal and Fee Schedule	30%
Perception of Agency's Ability to Accomplish Scope of Service <ul style="list-style-type: none"> • <i>Presentation Notes</i> • <i>Committee Member's Perceptions</i> • <i>Classroom Pilot Feedback</i> • <i>Open House Feedback</i> 	20%

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.

F. 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 **March 21, 2019**.

Effective date of contract will be **March 22, 2019**.

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

G. Due Date

To qualify as a responsive proposal, five (5) hard copies of the proposal and 1 electronic copy (a redacted hardy copy with a corresponding electronic copy may also be submitted) must be sealed and received by Ken Crawford, Director of Purchasing (1950 Monroe Blvd. Room 210, Ogden, Utah 84401) not later than **2:00 pm on November 29, 2018**. Outside of submission must be marked **RFP 9-007**.

H. Tentative Timeline (Subject to modification)

RFP Advertised: October 12, 2018

Deadline for Questions: November 2, 2018

RFP Response Deadline: November 29, 2018 at 2:00 pm MDT

Service Provider Demonstrations: January 7-11, 2019

Final Proposal Evaluation: March 6, 2019

Board Action: March 21, 2019

Contract Effective Date: March 22, 2019

I. Questions and Contact Info.

Questions, interpretations, clarifications or communication regarding RFP 9-007 **must** be submitted through Sciquest and must be submitted by noon on **November 2, 2018**.

Responses to any postings shall be the responsibility of:

Ken Crawford- Director of Support Services

Contact made with any other Ogden City School District personnel may be considered grounds for disqualification.

RFP 9-007 will be posted on Sciquest

<https://solutions.sciquest.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 details of the solicitation in its entirety.

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