Request for Proposals
Secondary English Language Arts Primary Curriculum for Grades 6-12
RFP 8-008

General Information

A. Purpose

Ogden City School District (the "District") (OSD) is seeking to adopt a comprehensive English Language Arts curriculum for 6th through 12th grade for our 14 elementary schools (Grade 6), 3 junior high schools (Grades 7-9), 2 comprehensive high schools (Grades 10-12), and 1 alternative high school. 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 6th- through 12th-grade English Language Arts 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 primary curricular resources for medium to large public school districts. The selection and implementation of a primary 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 English Language Arts Standards, research/evidence base for instructional strategies/resources, quality of supporting texts, support for improved writing practices, 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 make the contract award deemed by the Ogden City School Board of Education to be in the best interest of the district 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 City School District will assume ownership of all materials provided as part of the proposal and will will assume full responsibility for student record management in all related digital systems.

The Secondary English Language Arts 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-level 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 City School District has a 6th-12th-grade student enrollment of approximately 6,200 students. The District currently operates fourteen (14) elementary schools, three (3) junior high schools, two (2) comprehensive high schools, and one (1) alternative high school.

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 6th- through 12th-grade English Language Arts classrooms and will offer all teachers and students greater access to relevant digital resources/tools.

Although we are evaluating primary curricular resources for 6th through 12th grade, the Curriculum Adoption Committee (The "Committee"), through the selection process, may recommend more than one agency to fulfill our requirements if it deems that multiple curricula would best serve our learning community's needs. For example, the Committee may determine that one curriculum is best for our 6th- through 9th-grade classrooms while another is better suited for our 10th- through 12th-grade classrooms. In this situation, the Committee would recommend one agency for 6th-9th grade and another agency for 10th-12th grade for the Board's consideration.

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 ELA Standards Alignment

   - Instructional Materials in all formats, including digital and online materials, are required to be accompanied by documentation of alignments to the Utah Core English Language Arts Standards. All items should be aligned by page number, URL or section, and sent in a pdf file 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 (a sample alignment form is included following this document).
     - 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. ELA and Literacy Curricula

   - Key Criteria for Text Selection
     - Texts for each grade align with the complexity requirements outlined in the standards
     - All students (including those who are behind) have extensive opportunities to encounter grade-level complex text.
     - Shorter, challenging texts that elicit close reading and re-reading are provided regularly at each grade.
     - Novels, plays, and other extended full-length readings are also provided with opportunities for close reading
     - Additional materials aim to increase regular independent reading of texts that appeal to students' interests while developing both their knowledge base and joy in reading
     - Literacy materials shift the balance of texts and instructional time to include equal measures of literary and informational texts.
     - The quality of the suggested texts is high — they are worth reading closely and exhibit exceptional craft and thought or provide useful information.
     - Specific text types named in the standards are included.
     - Within a sequence or collection of texts, specific anchor texts are selected for especially careful reading.

- ○ Materials are free from bias in their portrayal of ethnic groups, gender, age, disabilities, cultures, religion, etc. and contain accommodations for multiple learning styles, students with exceptionalities, English Language Learners, and cultural differences.
- Key Criteria for Questions and Tasks
  - ○ A significant percentage of tasks and questions are text dependent.
  - ○ High-quality sequences of text-dependent questions elicit sustained attention to the specifics of the text and their impact.
  - ○ Questions and tasks require the use of textual evidence, including supporting valid inferences from the text.
  - ○ Instructional design cultivates student interest and engagement in reading rich texts carefully.
  - ○ Materials provide opportunities for students to build knowledge through close reading of specific texts.
  - ○ Questions and tasks attend to analyzing the arguments and information at the heart of informational text.
  - ○ Scaffolds enable all students to experience rather than avoid the complexity of the text.
  - ○ Reading strategies support comprehension of specific texts and the focus on building knowledge and insight.
  - ○ Design for whole-group, small-group, and individual instruction cultivates student responsibility and independence.
  - ○ Questions and tasks require careful comprehension of the text before asking for further evaluation or interpretation.
  - ○ Materials make the text the focus of instruction by avoiding features that distract from the text.
  - ○ Materials regularly and systematically offer assessment opportunities that genuinely measure progress on reading comprehension and writing proficiency as well as on mastery of grade level standards.
  - ○ Materials help teachers plan substantive academic discussions.
  - ○ Questions and tasks 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.
  - ○ Materials regularly and systematically build in the time, resources, and suggestions required for adapting instruction to allow teachers to guide all students to meet grade-level standards (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies).
- Key Criteria for Academic Vocabulary
  - ○ Materials focus on academic vocabulary prevalent in complex texts during reading, writing, listening, and speaking instruction.
  - ○ Materials help teachers plan substantive academic discussions.
- Key Criteria for Writing to Sources and Research
  - ○ Materials portray writing to sources as a key task.
  - ○ Materials focus on forming arguments as well as informative writing.
  - ○ Materials make it clear that student writing should be responsive to the needs of the audience and the particulars of the text in question.

- ○ Students are given extensive practice with short, focused research projects.
- ○ Materials help teachers plan substantive academic discussions.
- ○ Materials embrace the most significant grammar and language conventions.

3. **English Language Learners**

- Materials should be designed to provide thoughtful supports/scaffolds to support all students in accessing the Utah Core ELA Standards.
- Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or whose first language is other than English, with extensive opportunities to work with and meet grade-level standards.
- Materials should offer the resources necessary for supporting students who are developing knowledge of high-frequency words.
- Materials should make it possible for students to learn the words' meanings on their own, providing such things as student-friendly definitions for high-frequency words whose meanings cannot be inferred from the context.

4. **Spanish Dual-Language Immersion Support**

- Materials are available in English as well as Spanish

Digital Resources/Tools Requirements

1. **ELA and Literacy Digital Curricula**

- Print materials use multimedia and technology to deepen attention to evidence and texts.
- Digital materials are consistent with Utah ELA 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.
- Engage students in meaningful learning experiences using innovative and exciting online content and visual representations.
- Enhance and/or extend classroom instructional practices.
- 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 reading comprehension and writing proficiency as well as on mastery of grade level standards.
- Digital curriculum can be adjusted to provide personalized learning opportunities.

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 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 primary English Language Arts Curriculum for 6th through 12th Grade. 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 English Language Arts Curricula in 6-12 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 6-12 English Language Arts 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 6-12 English Language Arts 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 six page maximum).
     - Provide documentation of alignments to the Utah Core English Language Arts Standards. (Alignment documentation will not count toward six 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
      1950 Monroe Blvd
      Ogden, UT 84401
  - ○ <u>Text Materials</u>
    - Individual Titles - Five (5) copies of the student edition and five (5) copies of the teacher edition, along with one copy of the listed ancillary materials.
    - Series - One copy of each main title and related ancillary materials.
  - ○ <u>Software, CD-ROMS, Multimedia & Online Curriculum</u>
    - 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 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 five-year period.

     c. Respondents are welcome to submit alternative fee proposals for consideration.

E. Multi-Step Evaluation Process and Criteria
1. The district curriculum adoption **Oversight Team** will evaluate the curricular/design and professional/service sections, but will not consider fee proposals at this stage.

- The district curriculum adoption oversight team will also simultaneously evaluate high-quality Open Educational Resources (no associated agency), using the same Curricular/Design criteria, for the Committee's consideration.

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.

3. Following the the curricular/design and professional/service proposals, the **Committee** will open and evaluate the fee proposals.

4. Based on the Committee's evaluation (Stage 2), two to five respondents may be selected to meet (face-to-face or online) with the **ELA Curriculum Adoption Committee** for an oral presentation and comprehensive product demonstration (Stage 3 if necessary).
   - Proposals, however, may be selected without oral presentation.

5. 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.

6. Prior to the final evaluation, the Committee will host an ELA Curriculum Adoption Open House during which all secondary school ELA teachers will be invited to view the provided samples and leave feedback for the Committee's consideration.

7. 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 primary 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 primary Secondary English Language Arts curriculum.

Stage 1

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

Stage 2

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

Stage 3 (if necessary)

Category	Weight
Demonstration of Services	30%
Perception of Agency's Ability to Accomplish Scope of Service • *Committee Member's Perceptions* • *Classroom Pilot Feedback* • *Open House Feedback*	70%

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 ten (10) years. Tentative date for formal approval by the Board is **February 15, 2018.**
Effective date of contract will be **February 16, 2018.**
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 proposals and 1 electronic copy must be sealed and received by Ken Crawford, Director of Purchasing (1950 Monroe Blvd. Room 210, Ogden, Utah 84401) not later than **11:00 AM** on **October 30, 2017**. Outside of submission must be marked **RFP 8-008.**

H. Tentative Timeline (Subject to modification)

RFP Advertised: October 10, 2017

Deadline for Questions: October 23, 2017

RFP Response Deadline: October 30, 2017 at 11:00 AM MDT

Service Provider Demonstrations: December 6-15, 2017

Final Proposal Evaluation: January 31, 2018

Board Action: February 15, 2018

Contract effective date: February 16, 2018

I. Questions and Contact Info.

Questions, interpretations, clarifications or communication regarding RFP 8-008 must be submitted through Sciquest and must be submitted by **October 23, 2017**. 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 8-008 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.