

REQUEST FOR PROPOSALS

ITEM DESCRIPTION: Comprehensive Reading, Mathematics, Language Acquisition, Science, and Social Emotional Learning Screening, Diagnostic, Progress Monitoring and Intervention System

DATE AND TIME TO BE OPENED: Thursday, February 2, 2023 at 1:00PM

PRE-BID CONFERENCE (IF APPLICABLE): None

SUBJECT MATTER EXPERT (NAME): Molly Hannon

SUBJECT MATTER EXPERT (EMAIL): Molly.Hannon@ppsd.org

QUESTION DEADLINE: Friday, January 13, 2023 at 4:30PM

Instructions

1. Bidders must submit sealed proposals in an envelope clearly labeled with the Item Description shown above on the outside of the envelope. The proposal envelope and any information relative to the proposal must be addressed to:

**Purchasing Department, Suite 206
ATTN: Molly Hannon
797 Westminster Street
Providence, RI 02903**

2. Bidders must include **at least** one original, one copy, and a digital PDF copy on a flash drive.
3. Proposal responses must be in ink or typewritten.
4. Bidders are advised that all materials submitted to Providence Public Schools for consideration in response to this Request for Proposals shall be considered to be public records as defined in [R.I. General Law Section 38-2 et seq.](#), without exception, and may be released for public inspection. All proposals submitted become the property of Providence Public Schools.
5. Bid proposals that are not present in the Providence Public Schools Purchasing Department at the time of opening for whatever cause will be deemed to be late and will not be considered. Postmarks shall not be considered proof of timely submission.
6. Questions regarding this request for proposals must be submitted to the Subject Matter Expert via email by the question deadline listed above. Questions will be answered via addendum to be posted publicly on the Providence Schools website. Bidders are responsible for checking the website for all addenda distributed in response to questions and requests for additional information.

Notice to Vendors General Terms

1. Providence Public Schools reserves the right to award the contract on the basis of the lowest responsible evaluated bid proposal.
2. In determining the lowest responsive evaluated bid proposal, cash discounts based on preferable payment terms will not be considered.
3. No proposal will be accepted if it is made in collusion with any other bidder.
4. Providence Public Schools reserves the right to award to a single vendor, to split the award between multiple vendors and to reject any and all proposals. Unless otherwise specified, Providence Public Schools reserves the right to make the award by item or items or by total as may be in its best interest.
5. As Providence Public Schools is exempt from the payment of Federal Excise Taxes and Rhode Island Sales Tax, prices quoted are not to include these taxes.
6. In case of error in the extension of prices quoted, the unit price will govern. In the event there is a discrepancy between the price written in words and written in figures, the prices written in words shall govern.
7. Awards shall be subject to the General Terms set forth herein, which terms shall be deemed accepted by the Bidder upon submission of the bid proposal, subject to the provisions of this paragraph, and shall be further deemed to be incorporated into the contract upon issuance of the award. Any proposed exceptions, modifications, or deviations from the terms, conditions, and specifications contained herein must be listed and fully explained on a separate sheet attached to the Bidder's detailed conditions and specifications and referred to separately in the Bids. Such proposed exceptions, modifications, or deviations shall be an additional variable for consideration by the Providence Public School District in addition to vendor qualifications, price, quantity, and/or scope of services. In all cases not indicated by Bidders as an exception, modification, or deviation, it is understood that the terms, conditions and specifications of the Providence Public School District shall apply. No exception, modification, or deviation shall be deemed accepted, approved, or otherwise incorporated into the contract unless expressly set forth in the award notice.
8. Proposals must meet the attached specifications. Bids may be submitted on an "equal in quality" basis. Providence Public Schools reserves the right to decide equality and determine whether bids are responsive. Bidders must indicate brand or make offered and submit detailed specifications if other than brand requested.
9. A bidder who is an out of-state corporation shall qualify or register to transact business in this State, in accordance with R.I. General Law [Section 7-1.2-1401](#) et seq. as amended)
10. Delivery dates must be shown in the bid. If no delivery dates are specified, it will be assumed that an immediate delivery from stock will be made.

11. Only one shipping charge will be applied in the event of partial deliveries for blanket or term contracts.
12. For contracts involving construction, alteration and/or repair work, the provisions of State Labor Law concerning payment of prevailing wage rates apply (See R.I. General Law [Section 37-13-1](#) et seq. as amended).
13. All proposals will be disclosed at the opening date and time listed above. After a reasonable lapse of time, tabulation of proposals may be viewed on the Providence Public School's website (<https://www.providenceschools.org/Page/4634>).
14. Awards will be made within ninety (90) days of the proposal opening. All proposal prices will be considered firm, unless qualified otherwise. Requests for price increases will not be honored.
15. No goods should be delivered and no work should be started without a Purchase Order from Providence Public Schools.
16. Prior to commencing performance under the contract, the successful bidder (the "Contractor") shall attest to compliance with provisions of R.I. General Law [Section 28-29-1](#), et seq. If exempt from compliance, the Contractor shall submit a sworn Affidavit by a corporate officer to that effect, which shall accompany the signed contract.
17. Prior to commencing performance under the contract, Contractor shall, submit a certificate of insurance, in a form and in an amount satisfactory to Providence Public Schools.
18. The Contractor will not be permitted to: assign or underlet the contract; or assign either legally or equitably any monies or any claim thereto without the previous written consent of the Director of Purchasing.
19. The Contractor shall not be paid in advance.
20. The contract shall be in effect from the date of award through **June 30, 2024** or for such other duration as may be agreed to in writing and signed by the parties, unless terminated by either party at any time, with or without cause.
21. In the event of termination by District or the Contractor prior to completion of the contract, compensation shall be prorated on the basis of hours actually worked, and the Contractor shall only be entitled to receive just and equitable compensation for any satisfactory work completed and expenses incurred up to the date of termination.
22. Failure to deliver within the time quoted or failure to meet specifications may result in default in accordance with the general specifications.
23. The Contractor must conduct a criminal background check, at the Contractor's expense, of all employees employed under the contract who interact with students, except District employees.

The Contractor shall provide a copy of the background check report(s) to the District, upon request.

24. The Contractor is not an employee of District and is not entitled to fringe benefits, pension, workers' compensation, retirement, etc. District shall not deduct Federal income taxes, FICA (Social Security), or any other taxes required to be deducted by an employer, as this is the responsibility of the Contractor.
25. The Contractor understands products produced as a result of the contract are the sole property of the District and may not be used by the Contractor without the express written permission of the District.
26. The Contractor agrees to hold District and the City of Providence harmless from any and all damages incurred by District or the City by reason of the Contractor's negligence or breach of contract, including without limitation, damages of every kind and nature, out-of-pocket costs, and legal expenses.
27. The contract may not be modified or amended in any way except by mutual agreement in writing and signed by each party. Notwithstanding the foregoing, and subject to the provision concerning exceptions, modifications, or deviations set forth in Paragraph 7 hereinabove, the General Terms shall not be modified or amended in any way by subsequent agreement. In the event of a conflict between the General Terms and any subsequent modification or amendment to the contract, the General Terms shall control.
28. The Contractor expressly submits itself to and agrees that all actions arising out of or related to the contract or the relationship between the parties shall occur solely in the venue and jurisdiction of the State of Rhode Island.
29. District agrees and acknowledges that Company and its licensors own all intellectual property rights in and to the Products including, without limitation, all trademarks, trade names, service marks and copyrights in the Products and all underlying software programs and related documentation. District agrees and acknowledges that District and any school shall not acquire any right, title or interest in or to any Company's intellectual property (IP), including, without limitation, software, trademarks, copyrights and other intellectual property of Company and no other rights are granted by Company to the District or any school in Company's IP by implication, estoppel or otherwise. District further acknowledges and agrees that Company shall continue, during the term hereof, to expand and modify its Products, in its sole discretion.
30. Data and Release (Representations and Warranties):
 - a. In connection with Company's provision of the Products to District and to allow for the proper functioning and purpose of the Products, the District agrees to and shall release certain data to the Company and agrees to permit the Company to collect certain data from District's users of the Products (collectively, "**Data**"). Certain of this Data may be subject to the Family Educational Rights and Privacy Act ("**FERPA**") (20 U.S.C. § 1232g; 34 CFR Part 99), in which case it will be known as FERPA Data ("**FERPA**").

Data”). Certain portions of the Data may be considered Personally Identifiable Information (“*Personally Identifiable Information*”). De-Identified Data (“*De-Identified Data*”) is data generated from usage of Company Products from which all Personally Identifiable Information has been removed or obscured so that it does not identify an individual student and there is no reasonable basis to believe the remaining information can be used to identify a student. For the purposes of this agreement De-Identified Data will not be considered Personally Identifiable Information and, thus, shall not be deemed FERPA Data, as defined above, or COPPA Data, as defined below. Personally Identifiable Information may be collected from students under the age of 13 during the normal course of such students’ use of the Products and thus may be subject to the Children’s Online Privacy Protection Act, in which case it will be known as COPPA Data (“*COPPA Data*”), but with respect to both COPPA Data and FERPA Data, such Data may only be used for the purpose of facilitating and enhancing the use and functionality of the Products and in connection with Company’s providing the Products to District and its users. Company will access, use, restrict, safeguard and dispose of all FERPA Data and COPPA Data related to this Agreement in accordance with FERPA and COPPA, respectively. Notwithstanding such release or collection, the FERPA Data, COPPA Data, and Personally Identifiable Information remain the property of the District.

- b. Company in providing Products to the Customer may use external service providers as required to facilitate a variety of operations, known as Third Party Service Providers. Outsourced operations may include, but are not limited to: web hosting, assisting with providing customer support, database reporting, analytics, and assisting with marketing or billing. As a result of this relationship, Third Party Service Providers may have access to Personally Identifiable Information. Company Partners are obligated to take appropriate commercially reasonable steps to maintain the confidentiality of all District information they receive in connection with Company Product and are subject to other legal restrictions that prohibit the use of District information for any purpose other than that described below for specific Company purpose. Any data exchanged with Third Party Service Providers will be deleted or transferred, per District request, when no longer needed, or at contract expiration. Company Partners should be submitted when bidding.
- c. Company assures that data is secured and protected in a manner consistent with industry standards at a minimum and has attached documentation reflecting Company’s existing data privacy and security guidelines and/or policies. The guidelines and/or policies will apply to both Personally Identified Information and De-Identified Data. Company’s use of Personally Identifiable Information shall be for the exclusive use of the District and/or third parties identified and approved by the District. Company may use De-Identified Data for the following purposes: to improve the Product, to demonstrate the effectiveness of the Product, and for research or other purposes related to developing and improving the Product. Company’s use of such De-Identified Data may survive termination of this Agreement.

- d. "Personally Identifiable Information" or "**PII**" means information provided to Company in connection with Company's obligations to provide the Products under the Agreement that (i) could reasonably identify the individual to whom such information pertains, such as name, address and/or telephone number or (ii) can be used to authenticate that individual, such as passwords, unique identification numbers or answers to security questions or (iii) is protected under Applicable Laws. For the avoidance of doubt, PII does not include aggregate, anonymized data derived from an identified or identifiable individual
- e. District represents and warrants that:
 - i. any such FERPA Data released to Company has been released pursuant to, among other things, a limited exception under FERPA acting for the District as a "**School Official**" with a legitimate educational interest for the purposes of providing the Products; and
 - ii. District has complied fully with FERPA and, among other things, has specified at least annually in a FERPA notification to parents/guardians that it uses outside contractors/consultants as "School Officials" to provide certain institutional services and functions such as those set forth in this Agreement.
- f. Company shall function as a school official of the District and agrees to the following conditions, as required by 20 U.S.C. Section 1232g and 34 C.F.R. Section 99.31:
 - i. Company is performing a service or function for which the District would otherwise use employees;
 - ii. Company is under the direct control of the District with respect to the use and maintenance of education records;
 - iii. Company is subject to the requirements of 34 C.F.R. Section 99.33(a) governing the use and re-disclosure of personally identifiable information from education records; and
 - iv. Company represents that it has the knowledge, skill and resources necessary to provide and maintain a web-based educational product or platform that is sufficiently secure and encrypted to protect confidential information.
- g. Company and District each represent and warrant that any COPPA Data and FERPA Data released and/or shared by Company and/or District for the purposes of this Agreement shall be covered by that party's respective agreement with the other party regarding FERPA Data and COPPA Data and no further agreement shall be needed by the other party for such release or sharing.
- h. Company and District agree that all such FERPA Data is provided on an "as is" basis and neither party shall be liable for any express or implied warranties, including but not limited to implied warranties of merchantability, non-infringement, and fitness for a particular purpose. Further, absent gross negligence or willful misconduct, neither party shall be liable to the other for any damages in whatever form or under any theory of liability for the "as is" data, even if advised of such.

31. **Data Transfer Protocol.** The District will assign a team representing technical and academic expertise (“District team”) to work with Company to establish the automated data transfer. The project timeline, services provided by Company, and tasks required of the District Team will be finalized in a Statement of Work provided by Company and agreed upon by the District. Company will need to provide a detailed data definition and layout document that the District team will use to map their data system(s) to Company’s data feed specification. At that point, Company will work with the District team to establish scheduled, automatic data transfers between the District student data system(s) and a secure file transfer protocol (“SFTP”) site hosted by Company. Company will provide their data validation rules to the District team. Every time new data is published to the SFTP, Company will validate the data, load the successful records into the Company data system, and send an email to the District team notifying them of potential errors.

32. **Ownership and Protection of Confidential Information**

- a. By virtue of this Agreement and providing District with the Products, the parties may have access to information of the other party that is deemed confidential (“**Confidential Information**”). Confidential Information includes information, ideas, materials or other subject matter of such party, whether disclosed orally, in writing or otherwise, that is provided under circumstances reasonably indicating that it is confidential or proprietary. Confidential Information includes, without limitation, all business plans, technical information or data, product ideas, methodologies, calculation algorithms and analytical routines; and all personnel, customer, contracts and financial information or materials disclosed or otherwise provided by such party (“**Disclosing Party**”) to the other party (“**Receiving Party**”). For the purposes of this agreement De-Identified Data will not be considered Confidential Information. Confidential Information does not include that which (a) is already in the Receiving Party’s possession at the time of disclosure to the Receiving Party, (b) is or becomes part of public knowledge other than as a result of any action or inaction of the Receiving Party in violation of this Agreement, (c) is obtained by the Receiving Party from an unrelated third party without a duty of confidentiality, or (d) is independently developed by the Receiving Party.

Confidential Information means any and all information of either party disclosed or otherwise made available to or learned by the parties under this Agreement, which is designated as “confidential” or “proprietary” or which, under all of the circumstances, ought reasonably to be treated as confidential, and includes, but is not limited to, school data and, all school student records and personnel records of both parties.

Company, the District, and each school partner will maintain the confidentiality of any and all Personally Identifiable Information exchanged as part of the Agreement. Confidentiality requirements will survive the termination or expiration of this Agreement. To ensure the continued confidentiality and security of student data, Company and school security plans will be followed

- b. Ownership. Confidential Information of either party (and any derivative works thereof or modifications thereto) is and will remain the exclusive property of that party or its

licensors, as applicable. Neither party shall possess nor assert any lien or other right against or to Confidential Information of the other party. No Confidential Information of either party or any part thereof, will be sold, assigned, leased, or otherwise disposed of to third parties by the other party or commercially exploited by or on behalf of Company, its employees or agents.

- c. Method of Transfer. Company will employ industry best practices, both technically and procedurally, to protect the Data from unauthorized physical and electronic access during transfer.
- d. Restrictions on Use. The Receiving Party shall not use Confidential Information of the Disclosing Party for any purpose other than in furtherance of this Agreement, with the understanding that the Company also retains aggregate, de-identified, anonymized information for improvement, research and development purposes. The Receiving Party shall not disclose Confidential Information of the Disclosing Party to any third parties except as otherwise permitted hereunder. The Receiving Party may disclose Confidential Information of the Disclosing Party only to those employees, subcontractors or agents who have a need to know such Confidential Information and who are bound to retain the confidentiality thereof under provisions (including, without limitation, provisions relating to nonuse and nondisclosure) no less restrictive than those required by the Receiving Party for its own Confidential Information. The Receiving Party shall maintain Confidential Information of the Disclosing Party with at least the same degree of care it uses to protect its own proprietary information of a similar nature or sensitivity, but with no less than reasonable care under the circumstances. Each party shall advise the other party in writing of any misappropriation or misuse of Confidential Information of the other party of which the notifying party becomes aware.
- e. Exclusions. Notwithstanding the foregoing, this Agreement shall not prevent a party receiving a judicial order or other legal obligation from disclosing Confidential Information of the other party, provided that the other party is promptly notified and cooperates to allow intervention to contest or minimize the scope of the disclosure (including application for a protective order). Otherwise, neither Company nor any of its personnel may release confidential data or results if such data or results include individual person, District- or state-identifiable data or results, either directly or inferentially, unless agreed by the parties in writing on a case by case basis. Notwithstanding the foregoing, nothing in this Agreement shall limit Company's ability to use De-Identified Data for product development and research purposes as permitted under FERPA.
- f. Destruction of Confidential Information. At no cost to the party that owns the Confidential Information, the other party shall upon (a) written request by the owner at any time, and (b) upon termination or expiration of this Agreement, securely eliminate or return promptly in the format and on the media in use as of the date of the written request, all or any requested portion of Confidential Information that may be in the other party's possession or control.

- g. Breaches and Misuse. A Security Incident is a suspected, attempted, or imminent threat of unauthorized access, use, disclosure, breach, modification, disruption or destruction to or of District Data. In the event of a Security Incident, Company shall investigate the Security Incident, identify the impact of the Security Incident and take commercially reasonable actions to mitigate the effects of any such Security Incident. If the Security Incident results in a Security Breach, a documented, unsecured disclosure, access, alteration or use of the data, not permitted in this Agreement, which poses a significant risk of financial, reputational or other harm to the affected End User or the District, Company shall, (i) timely provide any notifications to individuals affected by the Security Breach that Company is required to provide, and, (ii) notify District of the Security Breach, subject to applicable confidentiality obligations and to the extent allowed and/or required by Applicable Laws. Except to the extent prohibited by Applicable Laws, Company shall, upon District's written request, provide District with a description of the Security Breach and the type of data that was the subject of the Security Breach.

The parties will each cooperate fully in resolving any actual or suspected acquisition or misuse of Confidential Information.

33. In the event of termination by District or Company prior to completion of the contract, only the segment of fees attributable to non-licensing shall be subject to proration. Compliance with FERPA and COPPA is subject to survival of any provisions in accordance with their specific terms. Company obligations to comply with FERPA requirements will survive the expiration or termination of this contract.

BID FORM 1: BIDDER INFORMATION

Agrees to Bid on: Comprehensive Reading, Mathematics, Language Acquisition, Science, and Social Emotional Learning Screening, Diagnostic, Progress Monitoring and Intervention System

DATE AND TIME TO BE OPENED: Thursday, February 2, 2023 at 1:00PM

Name of Bidder (Firm or Individual): _____

Business Address: _____

Contact Name: _____

Contact Email Address: _____

Contact Phone Number: _____

Delivery Date: _____

Signature of Representation

Title

I. Introduction

The PPSD Office of Teaching and Learning is seeking proposals from interested service providers that provide a **Comprehensive Reading, Mathematics, Language Acquisition, Science and Social Emotional Learning Screening, Diagnostic, Progress Monitoring System that includes personalized interventions for students of varying abilities**. We are interested in companies that specialize in serving K-12 public school systems with experience working with urban districts. The primary purpose of this Request for Proposals (RFP) is to assess the marketplace, ascertain viable solutions available and make a selection that best meets our needs and specifications; which may include multiple vendors to meet the needs of the District.

Our district is committed to Innovative Teaching and Learning which is deeply embedded in our Core Values of Equity and Excellence. Instruction is student-centered and focused on the goal of mastering the curricula of the District, which is aligned with Rhode Island state standards and Rhode Island Comprehensive Assessment System (RICAS) frameworks. Important elements of quality instruction include but are not limited to, the implementation of the district curricula, teaching to the objectives, utilizing effective methods of delivery, assessing, re-teaching, and providing expanded opportunities in the learning process.

II. Background

The Providence Public School District (PPSD) is soliciting proposals for a **Comprehensive Reading, Mathematics, Language Acquisition, Science and Social Emotional Screening, Diagnostic, Progress Monitoring System that includes personalized interventions for students of varying abilities** to provide K-12 instructional support, resources, interventions, data analysis tools, and professional development on multiple options of instruction in order to support the needs of all learners including differently-abled learners and multi-language learners.

The Providence Public School District (PPSD) serves approximately 24,000 students attending our 41 schools. PPSD employs more than 3,200 professionals who work in and provide support to our schools, which include 22 elementary schools, 7 middle schools, 10 high schools and 2 public district charter schools. Of our employees, approximately 2,000 educators, and more than 600 others directly support students and families in our schools.

Our schools are diverse learning communities. Approximately 68% of our students are Latinx, 15% Black, 6.5% White, 4% Asian, 5.5% Multi-racial and 1% Native American.

Approximately 31% of students are multilingual learners, and about 16% of students receive special education services. Approximately 55% of students come from homes where English is not the primary language spoken. Combined, our students and families speak 55 different languages and hail from 91 countries of origin.

PPSD's purpose for issuing this RFP is to deepen and institutionalize our work to accelerate the academic and behavioral improvement of students identified at risk of school failure. To

that end, we are seeking MTSS interventions for PreK-12 students in the areas of reading, math, writing and language acquisition that will help to identify students who need additional academic support and provide specific diagnostic data and provide personalized interventions to accelerate student academic growth in the desired areas. Currently, the district uses the STAR assessment universal screening assessments in literacy and mathematics skills as part of a Multi-Tiered System of Support (MTSS) framework which is given three times per year. Results of universal screener administrations allow school-based staff to monitor students' academic progress throughout the school year while also providing a common valid measure to identify students at risk of school failure. Simultaneously, screener data allow central office staff to assess the interim performance of our system in the aggregate as well as for subgroups of students. Students identified at risk of school failure may be prioritized for targeted interventions, and the provision of those measures monitored to ensure they have been delivered. Academic progress monitoring is conducted to determine if something more or different is required to support students' improvement.

Having access to high-quality curriculum materials is an important component of increasing equitable access to a rigorous education that prepares every student for college and careers. Through this national movement to increase access to high-quality materials, in 2019, [RIGL § 16.22.30-33](#) was passed which requires the Commissioner of Elementary and Secondary Education, and RIDE, to accomplish the following:

1. Develop statewide academic standards and curriculum frameworks;
2. Identify at least five (5) examples of high-quality curriculum and materials for each of the core subject areas (English Language Arts, Mathematics, & Science);
3. Support LEAs in the selection and implementation of curriculum materials.

This legislation requires that all RI LEAs adopt high-quality curriculum materials in K-12 schools that are (1) aligned with academic standards, (2) aligned with the forthcoming curriculum frameworks, and (3) aligned with the statewide standardized test(s) (i.e. RICAS, PSAT/SAT), where applicable. This is noted in the following instructional management requirements noted by RIDE ([RI Reading, Math & Literacy content standards](#)), (*include Science*) & PPSD Board policy *on MTSS* ([PPSD MTSS Policy](#)).

The school district implements a curriculum that has been adopted by the school board and includes standards and frameworks required in the curriculum frameworks approved by the State Board of Education that are available to all teachers in each school. The Providence Public School District will follow the RI [Overall Selection Process for High-Quality Curriculum process](#).

1.0 Introduction

The purpose of this document is to solicit proposals to provide a **Comprehensive Reading, Mathematics, Language Acquisition, Science, and Social Emotional Screening, Diagnostic, Progress Monitoring System that includes personalized interventions for students of varying abilities**. Proposals should include the following components and capabilities: electronic administration; minimum three times per year screening; diagnostic assessment; progress monitoring biweekly to monthly; national and local norming; and

evidence-based measures. The solution should be appropriate for grades K – 12, and should address each item outlined in the scope of work.

The system will provide tools for daily formative assessment and periodic progress-monitoring technology to enhance curriculum, support differentiated instruction, and personalize practice in reading, language acquisition, writing, and math. The digital program will offer psychometrically sound computer-adaptive assessments and intervention tools that are favorably reviewed by the National Center on Intensive Intervention (<https://intensiveintervention.org>). The program will provide online/virtual, onsite, and job-embedded professional development as well as instructional technology tools and technical support necessary for a data system. The Service Provider will be prepared to host data on student progress in the identified subject areas, along with detailed longitudinal student reading and math practice records, and reading and math test scores.

2.0 Required Qualifications

- Service Providers, with an electronically-administered universal screening assessment, proven to be reliable and valid, that provides immediate results, including a clear, accurate picture of students' status with respect to key developmental skills in the subject area will be sought to serve teachers and instructional leaders within the Providence Public School District to provide extensive support of the Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS) process.
- The Service Provider must provide a program that will effectively support the Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS) process for K – 12 students in the language of English and Spanish to be administered three times a year (beginning, middle, and end of year).
- The Service Provider must provide an electronically administered diagnostic assessment component that provides educators with immediate results, as well as an accompanying progress monitoring component. These components must be reliable and valid and must align to key developmental skills in reading and mathematics regardless of whether the student is below, at, or above grade level.
- The Service Provider and digital program must have the ability to offer onsite, online, and print resources for educators. All program maintenance, updates, and upgrades must be included at no additional cost for the license term.
- The Service Provider must make an (in-person) data presentation to the district leadership teams quarterly and upon request.
- The digital program must provide online reports after each Screener administration to include the following: Lexile level per student; overall reading level per student; percentile rank for each student's overall reading level; growth report which track student growth and progress throughout the year; English and Spanish reports; estimated oral reading fluency (Grades K – 12) both of which are criterion-referenced; include parent reports, and should be easy for teachers and administrators to use and manage.

PPSD encourages vendor(s) to submit proposals that meet the qualifications listed below:

Functional Requirements: The resource must meet the following requirements:

1. Content

- Works with our Data warehouse (Mastery Connect) and SIS network (Skyward)
- Student facing capabilities and compatibility with a wide array of digital devices such as Chromebook, PC and Apple devices and mobile devices.
- The program should include evidence of testing reliability and data validity.
- Respondents shall make available ongoing professional development opportunities over the course of the purchase.

2. Technical Features

- Provides for role-based access and security settings that ensure student confidentiality is protected.
- Offers accommodations and accessibility features to meet diverse student needs.
- Allows for a year-end rollover process that advances student data from the new school year without removing the previous year's data.
- Offers educators, administrators, and all other stakeholders an easy-to-use online interface that allows them to navigate through the program with relative ease.
- Provides the district staff with meaningful assistance and support through the onboarding and ongoing use of the program. The program should include embedded resources with clear directions for technical setup, test administration, and reporting.

3. Implementation, Training, and Support

- Please provide a training plan for teachers and administrators.
- Please describe any on-demand educator support resources.
- Provides opportunities for teachers to communicate with families about learning opportunities, student progress, and home support.
- Provides an automated roster-management feature for secure district data integration (Clever).
- Provides ongoing product technical support.
- Digital components can be used with ease across multiple platforms
- Is easily transferable from in-person to distance learning. Include a full explanation of how product(s) can be used in distance learning situations.
-

References

Please provide contact information for two organizations of similar size and usage as Providence Public School District that have used your company for similar products/services within the last three years.

3.0 Scope of Work

This Request for Proposals is a means of information gathering to inform a purchasing decision. The district is requesting proposals/quotes from a single or multiple vendors for a Comprehensive Screening, Diagnostic, and Progress Monitoring System in Reading,

Mathematics, Language Acquisition, Science and/or Social Emotional Learning that can be used as a screener, a diagnostic assessment program and include computer and/or teacher-driven interventions. We ask that all submissions address targeted areas of interest whether your product specifically addresses one or more of the following areas.

1. Please provide an overview and evidence of your MTSS data system that includes the features it offers users to:
 1. identify students at risk of school failure and grade level,
 2. connect those students to interventions,
 3. monitor if students are receiving the interventions prescribed,
 4. monitor students' progress in response to interventions,
 5. determine if the administered interventions are working, and
 6. are students not "at-risk" remaining above benchmark and making academic progress.
 7. Easily convey individualized information to parents.
2. Please address if your MTSS data system allows central office staff to monitor the "health" of the multi-tiered system of support at the district, school, grade, class, intervention group, and/or subgroup levels (see question #1 for desired areas).
3. Based upon the desired Scope of Work, prepare a detailed proposal that outlines how your organization will support Providence Public Schools to implement the RtI/MTSS practices fully and improve scores on RICAS/SAT Accountability Standards.
4. How does your product use the Universal Screening information to Tier 2 supplemental instruction and/or Tier 3 intensive interventions? Screening assessments should help teachers place students into preliminary instructional groups based on initial instructional needs.
5. Provide specific information for which subject areas your product is proposing for the screener, diagnostic assessments, and interventions for reading, writing, language acquisition, math, science, and social-emotional learning which must be aligned to the RI Common Core Aligned curriculum for Grades K - 12.
6. Expand the following areas and how your product, if applicable, addresses the following:
 1. How your product addresses the progress monitoring and aligns interventions for the progression of student reading and literacy in grades K-12.
 2. Expand on how the screener and diagnostic assessment for grades K - 3 addresses the following components for literacy and provides interventions in critical areas of early reading development:
 - Phonemic Awareness
 - Alphabetic Knowledge
 - Vocabulary
 - Comprehension
 - Fluency
 - Phonological letter knowledge
 - Phonics and decoding.

3. Provide digital mathematics progress monitoring and intervention that includes:
 - Problem-solving activities for grades K – 12 that dive deeper into math concepts;
 - The Solution must be evidence-based and be available for early numeracy, grade K through 12th;
 - Provide conceptual math understanding and procedural fluency and must include energetic instruction that involves word problems, problem-solving, key mathematical topic and encourages students to use the standards of mathematical practice;
 - Intentional focus must explain how the screener, diagnostic assessments and interventions for mathematics is aligned to Grades K - 5 RI curriculum and address the following components:
 - counting and cardinality,
 - operations and algebraic thinking,
 - numbers and operations in base ten,
 - measurement and data,
 - and geometry.
4. Provides digital science progress monitoring and tier 2 and 3 interventions aligned to the NGSS science standards.
5. Provides Service to Multi-Language Learners and accelerates language acquisition skills.
6. Provides programming for the development of social-emotional learning, and provides guidelines for behavior management and interventions.
7. Incorporates tiered instructional interventions for tiers 1, 2 and 3.
8. The provider must provide rigorous, supplemental Tier 2 and 3 instruction that supports educators with teaching the identified curriculum areas and adopted Rhode State Curriculum. The solution must have electronic and/or hard copy resources and support for students and teachers. The Service Provider's solution should also include skills-based language arts and individualized mathematics instruction customized based on each student's assessment data and integration capabilities with nationally recognized assessment partners.
7. Online supplemental program and professional development:
 1. Provide diagnostic grouping information that will inform teachers on needed areas of specific interventions for grades K-5.
 2. Provide school-wide and/or district-wide summaries of reading updated in real-time for tracking of reading progress on school and district metrics;
 3. Provide data and schedule meetings with the District Office three times a year to review data.
 4. Coordinate with the PPSD Office of Teaching and Learning and The Office of Data and Assessment to include all delivered information imported into the data warehouse.
 5. Provide professional development for analyzing reports that are available online and in real-time at the individual, class, grade, school, and district levels. At a minimum, the solution must include individual student reports, a report that groups students according to instructional level for effective

remediation, a report that will outline the growth of students, reports that include information related to specific skill deficits are desired (specific suggestions for targeted instruction based on results are preferred), and district level reports used to monitor student growth and scale score that is aligned to predict K-8 RICAS score and SAT score for grades 9-12;

8. Ability to print reading and mathematics activities and search/create assignments that are aligned to the RI adopted Curriculum regardless of whether the student is below, at, or above grade level;
 1. Provide an intervention component linked to diagnostic results that provides curriculum and/or resources for educators to meet the needs of students who have been identified as in need of intervention;
 2. Provide immediate corrective feedback and remediation for students struggling with specific concepts; built-in supports for English language learners, students with disabilities, and other students with special needs or considerations; and the ability to challenge high ability students;
 3. Digital tools to visually show and develop critical thinking such as audio recording, highlighter, answer eliminator, and text response.
9. Address the technical areas
 1. Data export to build customizable reports;
 2. Single sign-on integration with Google and Microsoft (Please identify the one in which you integrate);
 3. User Synchronization Service certified by IMS Global OneRoster v1.1 standards, that can automatically provision users, classes, and group enrollment information, with no additional fee associated with rostering;
 4. Strict, proven privacy practices to secure student data;
 5. Integration with the district's Learning Management System (LMS) to support the use of an LMS effectively in the classroom (Please identify all the LMSs in which your program integrates);
 6. Does your program partner with Clever? If so, to what extent? SSO, SSO and Rostering, Saved Passwords.

III. Proposal Requirements

To achieve a uniform review process and obtain the maximum degree of comparability, it is required that proposals be organized in the manner specified. The proposal shall be submitted with the tabs as set forth below:

Title Page - Bid Form 1: Bidder Information (Page 10 of this document)

Tab 1 - Table of Contents

Clearly identify the materials by section and page number

Tab 2 - Executive Summary

Tab 3 - Profile of the Proposer and Products and Services Offered

- Vendor’s qualifications and experience completing related work
- Proven track record and/or research related to the effectiveness of products submitted in this RFP in large, urban school districts.
- Qualifications and experience providing training, equipment and completing related work.
- Testimonials from other districts supported

Tab 4 - Evidence that services meet standards and qualifications outlined in this RFP as outlined in the Scope of Work.

- Clearly identify which subject areas and tier of instruction is proposed. Identify grade levels, and subject area, indicate purpose as either screener, progress monitoring or intervention, and tier of instruction.
- Sample instructional support, tools, and resources with multiple options for students to master content
- Sample instructional support, tools, and resources with multiple options for differently abled students to masters content
- Sample professional development opportunities
- A detailed project plan for providing services.
- Access to a demo account as a student, teacher and administrator to review the platform, if applicable.

Tab 5 - Professional development & First Year Implementation Plan

- Provide a detailed professional development plan needs and include the grade level/audience for the PD. Include the details for PD
 - prior to the beginning of the year for Teaching & Learning staff,
 - beginning of the year for screening and how tiered interventions are assigned,
 - Progress monitoring for success,
 - Best practices and ongoing administrator and teacher support

Tab 6 - Demo Account Access

- Access to a demo account as a student, teacher and/or administrator to review the system/dashboard, if applicable.

Tab 7 - Pricing Proposal

- A proposed budget for FY 2023-2024 with additional options for three one-year options for 2024-25, 2025-26, and 2026-27.
- Per pupil cost and/or site based cost and/or district license cost.
- Price proposals for professional development offerings. Pricing should be on a per session basis and should outline the minimum and a maximum number of participants per session. Pricing should be made for both in-person sessions and virtual sessions (if offered)
- Any and all pricing information, including any alternative pricing proposals that may be acceptable for individual components and/or supplemental products/services that meet all or some of the criteria listed in this RFP.

- Provide a detailed narrative of the implementation schedule and pricing.
- District may request the pricing to be submitted electronically at a future date.

Tab 8- Integration

Confirmation that the Consultant’s digital tools integrate with PPSD’s data integration system.

Tab 9 – Addenda

Insert all addenda under this section. Such as proposed exceptions, modifications, or deviations to Standard Terms: In accordance with #7 of the Notice to Vendor Section, any proposed exceptions, modifications, or deviations from the terms, conditions, and specifications contained herein are listed and fully explained on a separate sheet.

Tab 10 - Proposed exceptions, modifications, or deviations to Standard Terms

In accordance with #7 of the Notice to Vendor Section, any proposed exceptions, modifications, or deviations from the terms, conditions, and specifications contained herein listed and fully explained on a separate sheet.

IV. Limitations

This Request for Proposals (RFP) does not commit the Providence School Department to award any contract or pay for the preparation of any proposal submitted in response to this RFP. The Providence School Department may withdraw or amend this RFP in its entirety or in part, at any time if it is in the best interests of the organization to do so. This award is contingent upon the receipt of funding.

V. Questions

Questions concerning this solicitation should be emailed to Molly Hannon at Molly.Hannon@ppsd.org. Questions are due by **Friday, January 13, 2023 at 4:30PM**. Questions will be answered via addendum.

VI. Evaluation of Proposals

Each vendor proposal will be reviewed and scored against the criteria in the table below. A review committee with at least three members will evaluate the proposals. Each member of the committee will conduct a thorough, independent evaluation of each proposal. The committee will then meet for a discussion after which members will have the option to revise their scores. The technical score will be determined by averaging each member’s score in each category.

The maximum number of points scored is 100. The threshold to advance to cost proposal review is 75 points. Proposals scoring below 75 points will be deemed technically unacceptable and will not be considered in the cost proposal review.

The award will then be made to the lowest cost, technically acceptable proposal(s).

A Separate Rubric will be completed for each area – Reading, Math, Language Acquisition, and SEL	
Technical Proposal Category	Score
<i>Executive Summary (0 - 5 points)</i>	
<i>Previous Experience, Background and References (0-10 points)</i>	
<i>Capability, Capacity, Staffing and Qualifications of Vendor (0-10 points)</i>	
<i>Project Plan/Approach Proposed/Professional Development (0-10 points)</i>	
<i>The degree to which the product is aligned with best practices in the target subject area. (0-15 points)</i>	
<i>The ability of the resource to diagnose, progress monitor and recommend interventions for Reading/Math/Science/SEL/Language Acquisition (0-20 points)</i>	
<i>The ability of the resource to support the needs of Multi-Language Learners and Students with differing abilities. (0-10 points)</i>	
<i>The ability to work with current or proposed universal screening tools and integrate with current district interfaces. (0-5 points)</i>	
<i>Degree to which proposals support and provide localized, student-centered, learning opportunities to accelerate student learning and the goals of MTSS. (0-15 points)</i>	
Total Score	

Providence Public Schools may choose to seek clarifications from vendors with regard to their proposals. All responses will be provided in writing, and incomplete and/or unclear responses may result in a proposal being deemed technically unacceptable. Providence

Public Schools reserves the right to make a selection without requesting clarification. Additionally, Providence Public Schools may not necessarily seek clarifications from all vendors submitting proposals.