



**The School District of Pittsburgh  
(Pittsburgh, PA)**

**REQUEST FOR PROPOSAL (RFP)**

**K-2 Mathematics  
Universal Screening for  
Number Sense Assessment**

**Issuance Date: March 20 2023**

**Submission Date: April 13, 2023**

**1. Purpose**

This Request for Proposal (RFP) seeks applicants who can provide a mathematics universal screening for number sense assessment designed for students in grades Kindergarten (K) through two (2). The program should offer high-quality PA Core-aligned assessment questions with grade and age-appropriate item types aligned to all three aspects of rigor; conceptual understanding, procedural fluency, and application. The assessment system should also provide customizable reports at the district, school, grade level, classroom, and student levels. Assessments must include at least (3) tests per year in K-2 Mathematics, with options to assess additionally as needed. Pittsburgh Public Schools has approximately 5,000 students in grades Kindergarten (K) through two (2). The RFP includes detailed requirements for all proposal submissions.

**2. Background**

As the largest of 43 school districts in Allegheny County and the second largest in Pennsylvania, Pittsburgh Public Schools (PPS) serves approximately 20,000 students in Kindergarten through Grade 12 in 54 schools. In addition, Early Childhood programs serve over 1,500 three and four-year-olds in classrooms across the city. Pittsburgh Public Schools has a vision that all students will graduate high school, college, career, and life ready; prepared to complete a two-or four-year college degree or workforce certification.

**3. Pittsburgh Public Schools Board Policy 106**

**Proposals must comply with the following selection requirements as written in PPS Board Policy 106, Adoption of Instructional Materials:**

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

#### **4. Assessment Requirements**

##### **4a) Assessment Purpose and Use**

- Screening tools are administered to all students up to three times per year to help identify where students are academically. The screening tool must demonstrate adequate reliability and validity to ensure that results represent accurate information about students for the intended use of the assessment.
- Any assessment materials should be pre-made and readily available to the teachers, to decrease preparation time.
- Assessments should:
  - Assist teachers in understanding how their students are making sense of mathematics.
  - Measure key number sense skills, concepts and developmental milestones.
  - Aid teachers in better understanding how to support all students in accessing grade level content and accelerating learning.
  - Inform MTSS tiers 1 and 2.
  - Identify students who might need additional supports.

##### **4b) Developmental appropriateness**

- Assessments should be engaging in order to accurately assess students' competency rather than their level of motivation.

##### **4c) Item Types**

###### **As requirements, the K-2 universal screening for number sense assessment must:**

- Include, but not be limited to, items aligned to the Common Core/PA Core Standards.
  - Kindergarten
    - **Counting and Cardinality**
      - Know number names and the count sequence.
      - Count to tell the number of objects.
      - Compare numbers.
    - **Operations and Algebraic Thinking**
      - Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.
    - **Number and Operations in Base Ten**
      - Work with numbers 11–19 to gain foundations for place value.
    - **Measurement and Data**
      - Describe and compare measurable attributes.
      - Classify objects and count the number of objects in categories.
    - **Geometry**
      - Identify and describe shapes.
      - Analyze, compare, create, and compose
  - 1<sup>st</sup> grade
    - **Operations and Algebraic Thinking**
      - Represent and solve problems involving addition and subtraction.
      - Understand and apply properties of operations and the relationship between addition and subtraction.
      - Add and subtract within 20.
      - Work with addition and subtraction equations.
    - **Number and Operations in Base Ten**

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.
- **Measurement and Data**
  - Measure lengths indirectly and by iterating length units.
  - Tell and write time.
  - Represent and interpret data.
- **Geometry**
  - Reason with shapes and their attributes.
- 2<sup>nd</sup> grade
  - **Operations and Algebraic Thinking**
    - Represent and solve problems involving addition and subtraction.
    - Add and subtract within 20.
    - Work with equal groups of objects to gain foundations for multiplication.
  - **Number and Operations in Base Ten**
    - Understand place value.
    - Use place value understanding and properties of operations to add and subtract.
  - **Measurement and Data**
    - Measure and estimate lengths in standard units.
    - Relate addition and subtraction to length.
    - Work with time and money. Represent and interpret data.
  - **Geometry**
    - Reason with shapes and their attributes.
- The assessment questions should include a balance of the three aspects of rigor: conceptual understanding, procedural skill and fluency, and application.
- Include questions that assess the Standards of Mathematical Practice through the content.
- Include age and grade level appropriate items that may involve the use of manipulatives or pictures to solve problems.
- Contains a diagnostic interview tool for grades K-2.
- Contain screeners to identify students who need intervention supports in major topics of the standards.
- Include items that are open to a variety of strategies and algorithms, based on place value.
- Any open-ended questions or word problems be free from bias in the portrayal of ethnic groups, gender, age, cultures, religion, and people with exceptionalities.

#### **4d) Usability**

**As requirements, the K-2 universal screening for number sense assessment must:**

- If the assessment tool is computer-based, include a text-to-speech tool, which includes the reading of mathematical equations and other mathematical tasks.
- If the assessment tool is computer-based, it includes online tools capabilities (lockdown browser, highlighter, magnifier, color contrast, virtual manipulatives, etc.).
- Include features that support the access of students with disabilities and are adaptable to meet the needs of students who are blind or visually impaired, deaf or hard of hearing, those with print disabilities, and students with significant cognitive disabilities.
- Allow for flexibility in meeting the needs of a wide range of students and include accommodations for special populations, including English Language Learners, students with disabilities, including students who are visually impaired and/or deaf or hard of hearing, those with print disabilities, and students with significant cognitive disabilities, and students identified as gifted and talented.

#### **4e) Data and Reporting**

**As requirements, the K-2 universal screening for number sense assessment must:**

- Assessments must include at least (3) tests per year in Mathematics, with options to assess additionally as needed.
- Provide data that can be used as both a diagnostic tool, as well as a benchmarking tool.
- Generate data reports that include mastery as well as growth measures.
- Data reports must contain detailed performance and progress information in both written and graphical form to facilitate the use of the scores for instructional planning and decision-making.
- Generate predictability values within 48 hours after the closing of district administered benchmarks.
- Allow for district and/or teacher to view and save assessment item examples.
- Allow for exporting of test results to upload into the district Data Management System.
- Provide the district the ability to disaggregate data for underserved student groups efficiently.
- Include reports that provide parents/guardians and others with necessary information about the progress of the learner so that they may provide support at home or outside the school setting.
- If the assessment tool is computer-based, it provides accessible digitally available student-facing, teacher-facing, and parent/guardian facing data reports in multiple languages.

#### **4g) Support, Training, and Professional Development**

- The proposal shall describe the initial training and professional development necessary to begin implementation of the proposed assessment system. The training plan should include mechanisms to train district teachers and central staff who, in turn, will train school staff and provide support districtwide, including availability of digital professional learning tools.
- The proposal shall allow respondent representative(s), in a timely manner, to work on a regular basis with district/school personnel to answer all questions regarding production or financial matters pertaining to the individual services required.
- What is the training required to prevent drift in assessment administration processes?
- What is the cost and how often does research show that refresher training is required?
- Can it be administered in large groups? If not, how long does the assessment take per student?
- What are the trainings provided for the use of the results for the individual students?
- How can assessment results be leveraged by the teacher to examine self-practice and improvement?
- How can the results be referenced by school and district leaders to examine school wide growth and performance, to inform teacher supports based on student need and comparison of schools performance and growth, inform where the students are performing on state standards and projection to the first state assessment in 3<sup>rd</sup> grade?

#### **5.0 Proposal Submission and Deadline**

- All proposals must be submitted electronically to Lindsey Smith, at lsmith6@pghschools.org by **5:00 PM EST by April 6, 2023**, with “K-2 Universal Screening for Number Sense Assessment” as the subject line. Proposals, including any/all attachments and cover letters, should be submitted as a single PDF document. In addition, digital access to all program materials must be provided. Proposals should be submitted in accordance with the proposal guidelines outlined in this RFP. Pittsburgh Public Schools reserves the right to reject any and all proposals, waive irregularities, and to select the proposal that is determined to be the most advantageous to the school district. Late proposals will not be accepted. Proposals submitted via hard copy or fax will not be accepted.

#### **5.1 Timeline**

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

|                                    |   |
|------------------------------------|---|
| RFP Issued                         | <b>March 13, 2023</b>                     |
| Proposals Due                      | <b>April 6, 2023</b>                      |
| Presentations (If requested)       | <b>April 20, 2023, and April 21, 2023</b> |
| Committee Recommendation           | <b>April 26, 2023</b>                     |
| Approval by the Board of Directors | <b>May 24, 2023</b>                       |

Upon the release of this RFP and during the conclusion of the selection process, there shall be no communication between any prospective respondents, their lobbyist(s) or agent(s) and any employee of PPS or its elected Board of Directors, except as provided for in the RFP. Any violation of this provision by any prospective firm and/or its agent shall be grounds for immediate disqualification.

All proposal packages shall be submitted to PPS as follows:

Lindsey Smith  
K-5 Mathematics Coordinator  
School District of Pittsburgh  
Greenway Professional Development Center, Room 220  
1400 Crucible Street  
Pittsburgh, PA 15205  
Email: [lsmith6@pghschools.org](mailto:lsmith6@pghschools.org)

**5.2 Proposal Introduction**

- **Cover Letter:** Provide the name, mailing address, e-mail address, and telephone number of the firm submitting the proposal. The cover letter must be signed by an authorized officer of the organization.
- **Table of Contents:** Clearly identify material contained in the proposal by section and page number.
- **Introduction:** Provide an overview of the company and its products as they relate to this RFP. Share relevant data-based evidence of impact, outcomes from prior and current school districts with similar demographics.
- **Assessment System Overview:** Provide an overview of the assessment system and its core features.
- **Independent External Evaluations:** Provide access to findings from independent external evaluations, conducted by non-profit organizations (ex. EdReports), Evidence of ESSA, and US Department of Education’s Institute of Education Sciences (IES), the What Works Clearinghouse.

**5.3 Evaluation Criteria and Selection Process**

- The contract will be awarded to the qualified proposer whose proposal is most advantageous to PPS, based on the evaluation criteria specified below. The overall evaluation feedback from reviewers will guide PPS in making an award decision based on the evaluation criteria.
- PPS reserves the right to request an interview from those companies determined to be in a competitive range and shall use the information derived from these interviews, if any, in its evaluation.
- An evaluation committee, including but not limited to teachers, principals, chief academic officer, curriculum and instruction staff, assistant superintendents, librarians, district-level staff, board members, parents and community members, will review the proposals. The role of the evaluation committee is to review and assess to what extent submitted proposals meet the evaluation criteria and to make a recommendation.

## **6.0 Platform and Solution Requirements**

- Is your online platform compatible with Clever?
- Does your platform provide real-time data reporting in a dashboard with progress reports at the standard and skill level?
- Is your online platform aligned to PA Core Standards and Eligible Content?
- Does your platform have the ability to create learning paths that specifically meet the needs of individual students?
- Does your platform have the ability to assess specific skills from the curriculum as they are taught?

## **6.1 Product Information**

- Software product name
- Complete Product Description
- Current release version and length this product has been on the market. If you are presenting multiple products to meet our business requirements, please specify for each product.
- Total customer sites that are currently using the current version of the product, particularly with a client of our size. Please indicate if any of them are in Pennsylvania.
- Product licensing structure

## **6.2 Technical Specifications**

- Is this a web-based application or would the product need to be installed on premises?
- What browsers are compatible with this product?
- If locally hosted and installed on premises, what are the recommended/required hardware and operating system platforms for deployment.
- If locally hosted, what are the recommended/required Relational Database Management System for deployment.
- If locally hosted, do you recommend a dedicated server to support your application?
- How much bandwidth is required for connectivity?
- Is external access required?
- What ports does the application/website use?
- What are the URLs?
- Is the website HTTPS?
- How frequently are system back-ups created?
- What Operating System does the application use?
- What database does the application use?
- Do we need to purchase end user devices?
- What is the authentication method?
- How are logins managed?
- What, if any, 3rd party vendors or stakeholders involved and what is the expiration?
- Are SSLs involved and what is the expiration?
- Do we need to be aware of any legal or regulatory constraints?
- Is there inherent risk, weakness, or data threats?
- Data protection – sharing data social medial policy.



- Data privacy – what are the rules for personally identifiable information, protected health information, and other private data?
- Encryption rules?
- Do you support Clever as a single sign-on using our Active Directory (Azure)?
- What data is needed from other district systems?
- What data will be provided to other district systems?
- How often does data need to be exchanged?
- How are changes in the data handled?
- Students transferring schools, staffing changes, etc.
- How can we ensure the security of the data during exchange?
- Is there a mitigation process established?
- Is there any existing metadata, definition, or classifications of the data elements?
- Is there an existing data dictionary?
- What is the Right to Know procedure?

### **6.3 Data Exchange**

- Rostering & data import into your system (in order of preference) – provide the import specifications for review by IT team.
- Do you support ed-fi integration (if yes what version & have you accomplished this with)?
- Do you have 1EdTech One Roster integration (1.1)?
- Do you support clever integration?
- CSV/flat file (provide import specifications)
- Exporting data from your system? (Provide data export specifications and data dictionaries for review by IT and DREA team).
- Ed-fi (what version and what organization have you accomplished this with)
- API (provide documentation to include what endpoints are included in the API)
- FTP (provide export specifications)
- Your nightly export is expected to provide information related to student usage and staff usage explain what elements address the following:
  - (a) Fidelity of usage for students (e.g. daily time logged-in, daily time on task, lessons/segments completed, metrics providing insight into student growth)
  - (b) Staff usage
  - (c) Student and staff audit trails
- Do you support nightly automated loads to and from your system (we have high mobility and systems must reflect at least a day-behind state)
- If no, how do you reflect current student assignment and provide teachers/educators with appropriate access to student data.
- Describe your data access/permissions at a minimum address:
  - (a) How do you establish data access and permissions for teachers and school administrators?
  - (b) How do you establish permissions for district administrators?
  - (c) Provide your auditing capabilities (click paths, change log, etc.)

#### **6.4 Data security and Destruction**

- The district does not allow organizations to maintain copies of student data provided by the district or generated in the system by our students beyond the scope of the contract. What are your procedures to ensure that all student data is destroyed and eliminated from your system?
- What are your policies and processes for the use of individual student data for anything outside of the delivery of the service provided by your platform?
- Security, privacy, and other agreements must be in addendums to the contracts the contract and agreement shall not reference agreements housed on websites or other changeable mediums– they may not be changed without approval and agreement from the school board.
- The application must include the following:
  - The frequency of data exchange must be nightly.
  - The data exchange must be automated.
  - The program must have data available to support fidelity of usage (minutes logged-in, time on task, lessons/segments completed and student growth)

#### **7.0 Technology Cost**

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

## 7.1 Overall Program Cost

- Include overall costs for the entire program including but not limited to assessments, support materials, professional development and related materials, program setup, delivery service.

### ELIGIBLE BUSINESS ENTERPRISE (EBE) PARTICIPATION

#### 1. EBE Goal

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

An EBE is a collective of firms that are certified in one or more of the following business diversity categories, registered

in our online EBE directory, and used to track the District's diversity spend:

- Minority Business Enterprise (MBE)
- Women Business Enterprise (WBE)
- Disadvantaged Business Enterprise (DBE)
- U. S. Small Business Administration 8(A)

#### 2. Proposed Business Diversity Utilization

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

#### 3. Good Faith Effort

If no portion of this contract will be awarded to a diverse business, specifically \$0 or 0% diversity spend, please provide detailed information addressing your firm's culture for business diversity & inclusion.

- 1) Diversity Spend: How much money did your company spend with certified MBE, WBE, DBE and/or 8(a) firms last year? What was the diversity percentage based on your total spend?
- 2) Diversity Count: What is the total number of MBE, WBE, DBE and/or 8(a) firms that your company contracted with last year? Please itemize by each diversity type as well.
- 3) Membership: Are you a member of any supplier/business diversity organizations? If so, please share the name of the organization and provide details concerning your level of involvement with that organization.

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