

Francis Howell School District



RFP 2024-2025

Contact Information:

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Request for Proposal:

Web-Based Universal Screener & Personalized Math Instructional Tool

Issue Date: November 5, 2024

Submission Deadline: November 20, 2024

Time: 10:00 am (CST)

**PLEASE SUBMIT ONE (1) ORIGINAL PROPOSAL DOCUMENT AND 6 COPIES IN THE
FORMAT/DESIGN REQUIRED, ALONG WITH ANY OTHER DOCUMENTATION
ATTACHED TO THE BACK OF PROPOSAL.**

Please submit physical proposals or digital submissions to the address listed below:

Francis Howell School District
Attn: Matthew Bollwerk
matthew.bollwerk@fhdschools.org
801 Corporate Centre Drive
O'Fallon, MO 63368

Any proposal not received by the stated submission deadline/time will not be considered and/or opened. The proposal will be returned to the vendor at the vendor's expense.

The District accepts no liability for late submissions due to the actions of the United States Postal Service, Federal Express, United Parcel Service or any other delivery methods.

Proposal

1.0 Introduction

The mission of the Francis Howell School District is to empower students to be lifelong learners prepared for the future. The district maintains high expectations so students continuously grow and experience success as they prepare themselves for college and careers. We equip students with necessary life skills including collaboration, communication, critical thinking, creativity, citizenship, and character. We provide authentic and engaging real-world learning experiences in technology-rich, flexible, and inclusive environments. We prepare students to take responsibility for their learning. We also develop collaborative resourceful partnerships where families and our community unite to be responsible for sustaining high-quality schools.

Instruction is student-centered and focused on the goal of mastering the curricula of the District, which is aligned with state standards and frameworks. Important elements of quality instruction include but are not limited to, 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.

The purpose of this document is to solicit proposals to provide a Comprehensive Mathematics Universal Screening, Diagnostic, and Progress Monitoring System that includes the following components and capabilities: electronic administration; minimum three times per year universal screening; diagnostic assessment; progress monitoring weekly; national and local norming; and evidence-based measures. The solution should be appropriate for grades K – 12 (at a minimum) and should address each item outlined in the scope of work.

The computer-based universal screener will provide tools for daily formative assessment and periodic progress-monitoring technology to enhance curriculum, support differentiated instruction, and personalize practice in reading, 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 Response to Intervention (NCRTI). The digital program will provide online/virtual, onsite, and job-embedded professional development as well as instructional technology tools and technical support necessary for a world-class, integrated data system. The Service Provider will be prepared to host data on student math progress, along with detailed longitudinal student math practice records, and math test scores.

2.0 Project Overview

Service Providers, with an electronically-administered universal mathematics 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 mathematics will be sought to serve teachers and instructional leaders within the Francis Howell School District to provide extensive support of the Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS).

The school district implements an instructional management system that has been adopted by the district's Board of Education 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 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 a minimum of three times a year (beginning, middle, and end of year).

The Service Provider must provide an electronically administered diagnostic assessment component which 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 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.

3.0 Scope of Work

The district is requesting proposals/quotes for a Comprehensive Mathematics Universal Screening, Diagnostic, and Progress Monitoring System that can be used as a screener and as a diagnostic assessment program. The product should also include learning paths for students with teacher resources.

The Comprehensive Mathematics Universal Screening will be administered to all students three times during the year to provide an especially critical “first look” at individual students who may be at-risk and in need of Tier 2 supplemental instruction and/or Tier 3 intensive intervention. Screening assessments should help teachers place students into preliminary instructional groups based on initial instructional needs.

Both the screener and diagnostic assessments for math must be aligned to the Missouri Learning Standards for Grades K - 12. Both the screener and diagnostic assessments for mathematics must be aligned to the MLS for Grades K -12 and address the following components: counting and cardinality, operations and algebraic thinking, numbers and operations in base ten, measurement and data, and geometry.

The Service Provider must provide rigorous, supplemental mathematics instruction that supports teachers with teaching MLS. The solution must have 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.

Francis Howell School District is requesting that each interested vendor prepare a response to this proposal in the following manner:

Based upon the desired Scope of Work (Section 3.0, page 10), prepare a detailed proposal that outlines how your organization will support FHSD to meet all math performance standards as outlined in MO DESE MSIP 6.

The following areas of support must be addressed in your proposal as it pertains to online supplemental programs and professional development:

- The Francis Howell School District requires digital materials and technologies to be accessible to students, employees, and community members with disabilities. Digital materials and technologies should conform to the standards for accessibility set forth in Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d), and its implementing regulations (36

C.F.R. § 1194). The Revised Section 508 incorporates the Web Content Accessibility Guidelines (WCAG) by reference. Web and non-web content (including websites and documents) is required to conform to the most current version of WCAG at level AA in order to meet Section 508 requirements. Beyond Section 508, additional specifications are defined according to the type of material or the delivery format.

- Conformance to the specified standards can be documented through the submission of an up-to-date, complete, and accurate Accessibility Conformance Report (ACR). The ACR should be based on the latest version of the [Voluntary Product Accessibility Template \(VPAT®\)](#), which can be obtained from the Information Technology Industry Council (ITI) website. The ACR's Remarks and Explanations for each criterion should include an explanation of not only how the criterion is supported, but also how that support was validated and tested. For any criterion that is not fully supported, an explanation of the barriers created by the criterion not being supported should also be included. If the criterion does not apply, an explanation should be provided. In addition to a current and accurate ACR, priority will be given to product submissions whose conformance is documented through the completion of an independent, third-party audit that does not rely solely on an automated scan but also includes manual testing. If the ACR is completed by a third party and includes verification of manual testing, that ACR can serve as the independent audit. Updated documentation, including an assurance of continued compliance, should be provided on an annual basis, or whenever a significant product update takes place. Any questions about documentation requirements should be directed to Matthew Bollwerk.
- Provide an evidence-based intervention tool that will focus on the critical math skills, and motivational needs that will have the greatest impact on math achievement in grades K through 12;
- Provide a program that offers the ability to create custom reports to track the progress of student groups;
- Provide 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 skills deficits that are desired (specific suggestions for targeted instruction based on results are preferred), and leveled reports by state MLS;

- Provide a solution that will continually adjust its choice of test questions to the student's responses and will allow teachers to set goals and track growth in student math achievement longitudinally within the school year and across multiple years;
- Ability to print mathematics activities and search/create practice and assessments that are aligned to MLS regardless of whether the student is below, at or above grade level;
- 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 and extension;
- Provide immediate corrective feedback and remediation for students struggling with specific concepts, built-in support for English language learners, and the ability to challenge high-ability students;
- Provide digital mathematics instruction 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, grades K through 12;
 - Provide conceptual math understanding and procedural fluency and must include energetic instruction that involves word problems, problem-solving, and key mathematical topics; and
 - Differentiated activities present the same grade level standard at varying levels of difficulty and with a variety of item types.
- Provide a computer-adaptive universal screener that will include built-in components for essential training and implementation support;
- Provide data and schedule meetings with the District Office three times a year to review data;

Additionally, as you prepare your proposal, please take into consideration how your organization will support the desired outcomes as stated above to achieve the following desired outcomes:

- Service Provider will create a customized plan for professional development and support that includes recommendations for training and coaching for instructional staff and administrators of principals, technical onboarding assistance, online job-embedded resources, and easy online access to chat with support professionals.
- The Service Provider will comply with the following technical specifications:
 - Open, flexible browser-based platform certified by IMS Global Learning Tools Interoperability (LTI);
 - Data export to build customizable reports;
 - Single sign-on integration (Please identify the one in which you integrate)

- User Synchronization Service standards, that can automatically provision users, classes, and group enrollment information, with no additional fee associated with rostering;
- Strict, proven privacy practices that comply with all applicable legal requirements to secure student data;
- Integration with the district's Learning Management System (LMS), Canvas, to support the use of an LMS effectively in the classroom
- Does your program partner with Clever? If so, to what extent? SSO, SAML, and Rostering Saved Passwords.
- Integration with the district's data warehouse tool, eduCLIMBER

Teachers will be able to:

- Engage students in the learning process by setting ambitious, obtainable, individualized math goals with an evidence-based solution that is aligned to MLS;
- Develop individualized goals for proficiency and growth by student class and PLC to ensure that students are proficient and master required state-specific standards;
- Print mathematics activities, lesson plans, and search for and create practice and assessments by MLS (available online/offline);
- Use assessment data to drive instructional decisions;
- Implement the District's Instructional Management System with fidelity;
- Communicate strengths and weaknesses to students, parents, administrators, and others as appropriate;
- Employs direct, guided, and collaborative instruction while allowing students to work independently;
- Provide computer-adaptive growth monitoring assessments to students in grades K - 12;
- Provide resources that are scaffolded for mathematics and promote interest-driven, math performance tasks for students; and
- Provide interim assessments monthly and utilize items from the same item bank as the diagnostic for comparability.

4.0 Criteria for Evaluation of Proposals

Each proposal will be evaluated using the selection criteria indicated below. Maximum points for each criterion are as follows:

I. Project Description	Maximum Points
A. Professional Development & Customer Support	9 points
B. Technical Components	93 points
C. Assessment Functionality	69 points
D. Reporting	48 points

5.0 Additional Vendor Evaluation Processes

At least two, but no more than five, Service Providers will be selected to move forward in the evaluation process based on the number of points received during the initial evaluation. If selected to move forward in the process, you must be available to present in-person to the FHSD RFP Evaluation Committee on December 2, 2024.

After the conclusion of the in-person presentations, at least two, but no more than three, vendors will be selected to move forward to the final evaluation process. We will notify selected vendors to move forward with a no-cost two-month trial to include administration of universal screener, diagnostics, progress monitoring, and instructional tools in 10 classrooms (K-12). The trial will take place January-February 2025. Vendors will need to provide professional development for the teachers and selected building and district-level admin. Support should be available to staff participating throughout the trial. The selection committee will make a determination of which vendor to take as a purchase request to our March 2025 Board of Education meeting.

6.0 Management Responsibilities

The Francis Howell School District will designate one representative who will act as the primary contact for this project. The representative will be responsible for conferring with any and all parties necessary to resolve unanticipated issues or requirements that might occur during the course of the RFP. If you have any questions, please contact:

Matthew Bollwerk
Purchasing Manager
801 Corporate Centre Drive O'Fallon, MO 63368
636-851-4092 | matthew.bollwerk@fhdschools.org

7.0 Contractual Terms

The selected vendor will be expected to enter into a contractual agreement with the district that contains the following terms:

- Provider shall adhere to all applicable laws, rules, regulations, policies, and procedures when engaged in the performance of this Agreement, including but not limited to Board Policies and Regulations, the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232(g) (FERPA), 45 CFR §§ 160 and 164 ("HIPAA Privacy Rule"), if applicable, Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act, and all civil rights laws.
- With respect to access to personally identifiable information from education records, as those terms are defined under FERPA, Provider represents, warrants, and agrees that:
 - Provider has a legitimate educational interest in accessing the information;
 - Provider performs an institutional service or function for which District would otherwise use employees;
 - Provider is under the direct control of District with respect to the use and maintenance of education records; and
 - Provider is subject to the requirements of 34 C.F.R. §99.33(a) governing the use and redisclosure of personally identifiable information from education records.
- District and Provider are acting herein as independent contractors and independent employers. Nothing herein shall create or be construed as creating a partnership, joint venture or agency relationship between any of the parties and no party shall have the authority to bind the other in any respect. Provider and any person employed by or conducting business with District shall not be a partner, employee, agent or joint venturer of District.
- Within 7 days of the execution of this Agreement, Provider shall provide to District an affidavit of compliance with E-Verify rules including a notarized statement that Provider has enrolled in and is currently participating in E-Verify or an equivalent electronic verification of work authorization program operated by the United States Department of Homeland Security under the Immigration Reform and Control Act of 1986 (IRCA) and that Provider does not knowingly employ any person who is an unauthorized alien in conjunction with the Services being provided under this Agreement.
- To the extent that § 34.600, RSMo. applies to this Agreement, Provider hereby certifies pursuant to said statute that it is not currently engaged in

and shall not for the duration of this Agreement engage in a boycott of goods or services from: the State of Israel; companies doing business in or with Israel or authorized by, licensed by, or organized under the laws of the State of Israel; or, persons or entities doing business in the State of Israel.

- This Agreement shall be governed and interpreted in all respects according to the laws of the State of Missouri. In the event either party must bring a legal or equitable action to enforce any of its rights under this Agreement, the parties agree that the sole and exclusive venue for such actions shall be in the state or federal courts located in or with jurisdiction over St. Charles County, Missouri.
- Provider shall defend, hold harmless, and indemnify District, its governing Board, officers, agents, and employees from every claim, demand, loss, and expense which may be made by reason of any injury to person or damage to property sustained by any person, firm, or corporation, caused by any negligent act or omission, or willful misconduct, of Provider or any person, firm, or corporation, employed by Provider, including any subcontractors, in connection with Provider's performance under this Agreement.
- Nothing in this Agreement shall constitute any waiver of District's sovereign immunity for lawsuits, pursuant to Missouri law, including, but not limited to Section 537.600 et seq., of the Missouri Revised Statutes.

8.0 Proposal Contents

In addition to the other requirements contained in this RFP, proposals should include the "Proposal Cover Page" below, as well as the other information indicated in this section.

Proposal Cover Page

VENDOR INFORMATION

Name and Title

Company

Name_____Date_____

SUBMISSION COVER SHEET AND CONFIGURATION SUMMARY

By my signature below, I hereby represent that I am authorized to and do bind the offeror to the provisions of the attached proposal. The undersigned offers and agrees to perform the specified personal and professional services in accordance with provisions set forth in the Request for Proposals. Furthermore, the undersigned fully understands and assures compliance with the Conditions of Solicitation and Standard Terms and Conditions contained in the RFP. The undersigned is fully aware of the evaluation criteria to be utilized in vendor selection for approval. I further certify that _____ is an authorized dealer in good standing of the products/services included in the proposal submitted in response to the RFP.

Authorized Signature

Date

Printed Signature

CONFIGURATION SUMMARY

Vendor must provide a summary of the main component of services offered in this proposal using 100 words or less.

Basic Program Description

1. Provide evidence that your program has a positive impact on student achievement as demonstrated by state, district, and/or other independent student performance assessments, particularly for low-income, under-achieving students.
2. Provide letters of reference from previous clients that specifically relate to the School Improvement services of your organization. Provide contact information for each reference. (Submit a minimum of 3 letters and/or references)
3. Explain how the key instructional practices and major design elements of your proposal are (1) high quality, (2) based on research, and (3) specifically designed to increase student academic achievement.
4. Describe your program's connection to specific benchmarks in the Missouri Learning Standards for Mathematics.
5. Describe the specific process you would use to evaluate and monitor progress toward achieving proposal objectives.
6. Describe the qualifications of your employees who would be providing professional development/consultative services to teachers and administrators.
7. Describe your capacity to deliver quality services over time to the identified population.
8. Successful proposals will include a link to the vendor's technology specifications including a list of sites to approve for web filtering and content hosting.
9. Describe your data privacy and security measures, including whether you are willing to enter into the "National Data Privacy Agreement" offered by the Student Data Privacy Consortium.

