THE PENNSYLVANIA CYBER CHARTER SCHOOL

MIDLAND, PENNSYLVANIA

AMENDED: REQUEST FOR PROPOSAL*

Description: Digital Curriculum and Content System

Proposal Due Date: August 11, 2014

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1.0   INTRODUCTION

The Pennsylvania Cyber Charter School ("PA Cyber" or "the Charter School") has determined that the use of competitive sealed bidding will not be practical or advantageous to the school in completing the acquisition of the services and/or commodities described herein. All proposals submitted pursuant to this request shall be made in accordance with the instructions and specifications set forth herein.

Prices will not be the sole determinant for the award. As defined by the American Bar Association Model Procurement Code, Competitive Proposals will be evaluated based upon criteria formulated around **best value**, which may include among other criteria: price, quality, references, the ability to supply services or commodities successfully, and organizational best fit.

1.1 Purpose of Procurement

This Request for Proposal (RFP) is soliciting proposals for a digital content system that provides high quality, interactive content directly aligned to the Pennsylvania Core Standards, Assessment Anchors and Eligible Content, and delivered through a highly customizable web-based vendor hosted platform.

Specific Vision Related to this Request for Proposal

PA Cyber values student and teacher access to high quality digital content. The Charter School has a need for both digital content and a delivery method for access to such content for a wide range of subjects and grade levels. The Charter School currently serves Commonwealth of Pennsylvania students in Kindergarten through Twelfth Grade. PA Cyber also wishes to accelerate blended learning options for students across grade levels and content areas. The Charter School believes that access to high quality, customizable digital content in a platform that is also highly customizable and editable can be transformative to student learning and teacher instruction.

The purpose of this RFP is to assist with the selection and possible procurement of a digital content system to help fulfill this vision.

1.2 This Request for Proposal seeks assurance of:

A. A proven track record of the Proposer;

B. Significant reliability;

C. Customizable platform;

D. Curriculum aligned to Pennsylvania standards;

E. Timely implementation;

F. User friendly platform; and,

G. Affordability.

1.3 BACKGROUND

PA Cyber serves the needs of public education throughout every county in the Commonwealth of Pennsylvania. Central administrative offices are located at 652 Midland Avenue, Midland, PA 15059. PA Cyber operates satellite offices in Allentown, Erie, Greensburg, Harrisburg, Philadelphia, Pittsburgh, State College, and Wexford. PA Cyber provides services to more than 10,000 students.

PA Cyber's computing environment uses a mixture of client/server and web-based technologies for delivery of information services. The student information management system resides on Windows XP-based servers. These servers are accessible to users over the LAN/WAN system. AT&T provides and monitors the Metro E WAN and Internet connectivity.

2.0 GENERAL TERMS AND CONDITIONS

The proposals shall be evaluated in accordance with the evaluation criteria set forth in this RFP. Subsequent to the opening of proposals, discussion may be conducted by PA Cyber with responsible Proposers who submit proposals determined to be reasonably susceptible of being selected for award for the purpose of clarification to assure full understanding of and responsiveness to the solicitation requirements. Proposers shall be accorded fair treatment with respect to any opportunity for discussion and revision of proposals; and such revisions may be permitted after submissions and prior to award for the purpose of obtaining best and final offers.

In conducting any such discussions, there shall be no disclosure of any information derived from proposals submitted by competing Proposers. All such discussions shall be conducted by the proposal administrators, Dr. Michael Conti and Jennifer Shoaf

From the issue date of this RFP until a provider is selected and the selection is announced, Proposers are not allowed to communicate for any reason with any PA Cyber employee except through the contract administrators named herein. For violation of this provision, PA Cyber shall reserve the right to reject the proposal of the offending Proposer. All questions concerning

the RFP must be submitted via email to a contract administrator. PA Cyber responses provided by proposal administrators will be binding on PA Cyber and be posted to the PA Cyber Request for Proposal for Digital Content System website at: www.pacyber.org.

Award shall be made to the responsible Proposer whose written proposal is determined to be the most advantageous to PA Cyber, taking into account all of the evaluation criteria set forth in this RFP. PA Cyber reserves the right to accept or reject any and all proposals submitted in response to this request.

Proposers are instructed to read carefully all terms, conditions, and specifications set forth in the RFP. Proposal forms must be completed in their entirety. **Any correction made on the proposal form (white out or strike through) must be initialed by an authorized representative of the company submitting the bid or the bid may be rejected by PA Cyber**. Each Proposer is required to furnish all information requested in the Request for Proposal. See Appendix A for Schedule of Events.

This Request for Proposal is listed on the PA Cyber website: www.pacyber.org

3.0   SCOPE OF SERVICES

Proposers must respond to the following sections of the RFP. Responses to this RFP should fully address each of the following criteria. The following paragraphs outline key digital content and learning management criteria that PA Cyber is seeking. Responses to this RFP must address how the provider can meet these specific requirements.

3.1   Delivery Requirements

3.1.1 Deliver digital content for students through a provider-hosted model. Provider will not only provide the digital content, but will host its own course management.

3.1.2 Provide customizable course content that enables instructors, Charter School administrators, and program administrators to add content, hide content, and create custom courses in an easily edited and highly customizable learning management platform.

3.1.3 Provide train-the-trainer model professional development and related redelivery materials to approximately 100 PA Cyber staff.

3.1.4 Provides a web-based and/or phone technical support for staff and students.

3.1.5　Provide a detailed timeline for implementation with a start date of July 1, 2015.

3.1.6　Vendor will implement a system that can support 11,000 students and is scalable to accommodate growth in student population.

3.1.7　The vendor agrees to the requirement of PA Cyber that all data collected, analyzed, and/or disseminated by the system remain the sole property of and for the exclusive use of PA Cyber.

3.1.8　The system is compliant with the Federal Educational Rights and Privacy Act (FERPA).

3.1.9　Vendor will provide a project plan that includes a schedule based on project management best practice.

3.1.10 The vendor's solution will provide the client with the capability to create custom courses within the delivery system when the vendor is unable to provide a needed course/content or as otherwise needed (i.e. custom course shells).

3.1.11 The system will provide/has analytic capabilities and features. Please be specific.

3.2 Digital Content Specifications

The following paragraphs outline key criteria for the digital content implementation. An in-depth review of the Provider's online content will be conducted if it is determined that such a review is desired based on this RFP response. See also Appendix B for Criteria for Evaluating Curriculum.

3.2.1　Provide a list of the digital content/online courses that your organization has available that are specifically designed for use in both a fulltime enrollment virtual environment and a blended learning instructional environment.

- A.　Please identify whether the digital content/courses is developed and owned by your organization.

- B.　Does your digital content/online courses cover grades Kindergarten through Twelfth, including content for core and elective courses? (Providers are encouraged to submit a response even if only a subset of the content areas and/or grade levels is addressed by your offerings).

- C.　Please describe the degree to which your digital content utilizes video, audio lectures, interactive simulations, and other product design features that foster student engagement and addresses multiple learning styles.

3.2.2 Provide evidence that digital content is aligned to the Pennsylvania Core Standards, Assessment Anchors, and Eligible Curriculum for the specific courses to which these standards apply. Include a brief explanation for the process you utilize to ensure that such standards are addressed in your content. In the event that content is not aligned to the Pennsylvania Core Standards, Assessment Anchors, and Eligible Curriculum, please provide commentary in your response as to the reasons why and what accommodations to meet such standards can be made.

    A.   Specifically address the standards alignment of digital content/courses to Pennsylvania's middle school and high school's integrated math curriculum. Please be as specific as possible.

    B.   Provide evidence that the assessments within the digital content/courses reflect the rigor and complexity of Pennsylvania Core Standards, Assessment Anchors, and Eligible Curriculum standards in English Language Arts and Mathematics.

3.2.3 Describe real-time adaptive interventions based on student performance that the system provides.

3.2.4 Describe the student assessment process that exists within the digital content/courses. In your description of options, please address the following questions as appropriate:

    A. Describe the various types of assessments that are utilized.

    B. To what extent are computer-graded assessments utilized?

    C. Are test banks capable of giving multiple versions of exams and quizzes to promote mastery learning included?

    D. Will the client have the ability to modify or create its own assessments?

    E. Can teachers create conditions that constrain student progression based on performance?

    F. Can test questions be randomized?

    G. Does digital content include unit tests, formative assessments, and final exams?

    H. Describe any safeguards that exist to prevent students from merely guessing answers until correct answer is obtained.

3.2.5 Describe the differentiated instruction and interactive features that meet the varying learning needs of students. In your description, please address the following

questions:

    A.   Can students' work be self-paced?

    B.   Are audio capabilities to read the screen to students, interactive labs, or other activities, videos, hyperlinks to vocabulary definitions, or remediation in reading and math available?

    C.   Does the system automatically route students to questions covering lower-level skills based on incorrect responses?

    D.   Does the system provide "hints" or feedback to lead students to correct responses?

    E.   Are pacing guides or average completion time per lesson included?

3.2.6 Describe any ancillary (offline) materials that are required. By course, please provide a detailed list of materials needed that is/are not provided by the digital content/course.

3.2.7 Describe your typical business practices for addressing content additions or edits. In your description, please address the following questions:

    A.   Client-initiated edits to content:

        1. Does the client have the ability to add, augment, or edit content itself? Please be specific.

        2. Are various user-types/roles available to enable client to assign editing capabilities to select staff?

        3. What is the process for client to submit ideas for content edits?

        4. What is an average timeframe for making vendor changes to content based on client request?

        5. What Charter School level control is available to push locally added digital content out to courses (e.g. Parent > Child course distribution model).

    B.   Provider-initiated edits content

        1. How often is content upgraded or otherwise edited?

        2. How are edits to content relayed to client and how much advance notice is provided?

        3. How often are new courses added and made available to the client?

3.2.8 Please identify teacher support materials that are provided to assist PA Cyber teachers and facilitators with becoming familiar with the online content, as

well as supporting their instructional efforts.

    A.   Are answer keys and/or rubrics provided?

    B.   Are hints for providing instructional support offered?

3.2.9 Given the diverse academic needs of PA Cyber students (English-language learners, academically at-risk, students with learning and physical disabilities, highly mobile population); please describe the system's available features for serving such a s t u d e n t population utilizing your digital content / courses.

3.2.10 The solution incorporates an observer access component that allows parents/guardians to monitor student progress.

3.3   Reporting Features - Student Performance

3.3.1 Please describe the reporting capabilities of your digital content management system.

    A.   Are school personnel able to access real-time student progress reports that include both the quality of work completed and the percentage of coursework completed?

    B.   Describe how aggregate student performance data can be reviewed at the class and school level.

    C.   Describe how students are informed of their progress.

    D.   Describe how parents access student progress reports.

    E.   Describe ability to export student data/reports into other digital grade books or databases.

    F.   Describe how student performance data is archived and does this include archiving of student data even for students who may not complete their assigned course.

    G.   Describe state assessment remediation courses for students not performing at the proficient level or above.

    H.   Describe credit recovery courses following PDE guidelines (i.e., one credit is 30 hours of remediation; a half credit is 15 hours of remediation).

3.4   Fee Structure

The following paragraphs outline key financial considerations that PA Cyber will consider for digital content implementation. Responses to this RFP must address how the Provider can meet these specific requirements.

3.4.1 Identify your pricing models:

A.   Estimated Pricing

B.   Pricing Assumptions

C.   Licensing/purchase options

1. Per student, per segment (per course pricing);

2. Per student (enrollment);

3. Per school site license;

4. Per Charter School site license;

5. Charter School Program license.

D.   Identify any ancillary materials (such as print or online textbooks) or subscription fees that may not be included in the quote provided.

E.   Identify all fees associated with professional development as outlined in this RFP.

F.   Identify all fees that may be associated with providing technical support to students and staff.

G.   Identify any other fees that may be applicable to the utilization of your content and services including integration with the client's student information system (Genius SIS).

3.5   Technical Requirements

Please identify the minimum, and preferred (as appropriate), technical requirements required by PA Cyber staff and students to successfully access and interact with your platform. PA Cyber does require that all digital content run on Windows XP (at a minimum).

3.5.1 Provide details regarding the hardware and software requirements that students and instructional staff would need to have available in order to access your digital content / courses:

3.5.2 Describe the technical support that you will provide to each of the following users:

- A.   Students;
- B.   Academy staff;
- C.   PA Cyber instructional staff; and,
- D.   PA Cyber technical staff (PA Cyber Technology Services department, etc.)

3.5.3 Please identify if any components of the digital content/course or ancillary resources require software to be loaded onto a PA Cyber server.

3.5.4 The vendor has consultative services for data and instructional audits.

3.5.5 Courseware inter-operates with student information system and instructional improvement system.

3.5.6 System provides LDAP Active Directory connections. Other possible connections would include Infinite Campus and Schoolnet.

3.5.7 Service level agreements are provided. (Please provide detail.)

3.5.8 The system is compatible with multiple browsers. (Please specify which browser versions are supported.)

3.5.9 The system is device agnostic:

- A.   The solution is accessible via mobile phone devices (iOS, Android, Windows).
- B.   The solution is fully functional via mobile phone devices (iOS, Android, Windows).
- C.   The solution is accessible via tablet devices (iOS, Android, Windows).
- D.   The solution is fully functional via tablet devices (iOS, Android, Windows).

3.5.10 The vendor provides supportive data that gives data transfer statistics and bandwidth requirements for optimum use of the application based on proven concurrent users.

3.5.11 The vendor provides a mechanism for conservation and management of client bandwidth for high bandwidth media (video, etc.).

3.5.12   The system provides rights management.

3.5. 13 The data is fully accessible (exportable in .pdf, .txt and .csv) to the Charter School upon installation and throughout the term of the agreement.

3.5.14   Technical Support and Services to include:

A.   Integrity of data if server goes down.

B.   Server down time less than .03%.

C.   Adequate servers and backup to prevent database corruption and to provide restoration within two hours of data loss.

D.   Product updates for the period of the contract.

3.5.15   The system supports a data refresh on a schedule cycle with an agreed upon timeframe.

3.5.16   For ASP-hosted solutions, the hosting facility is SAS 70 certified.

3.5.17   Support Windows and Macintosh operating systems. Vendor will specify which versions of these operating systems the vendor's solution supports.

3.5.18 Depending on the hosting solution, support scalable enterprise configurations such as load- balancing and clustering of application servers and database servers.

3.5.19 System provides the ability to maintain a log of who logged into the software and accessed the records for a particular student, including what date and time, and changes made and audit trail capabilities.

3.5.20   Allow PA Cyber to configure roles and permissions to control access to student data.

3.5.21   For ASP hosting, provide 24x7x365 onsite security.

3.5.22   For ASP hosting, provide disaster recovery services.

3.5.23   Planned scheduled maintenance and product releases allow PA Cyber to preview prior to deployment.

3.5.24 The system is fully accessible through a web browser and is available 24/7 outside of regularly scheduled maintenance and/or update windows.

3.5.25   The system requires no (or limited) local client (end user) installation.

3.5.26 The vendor can assign a primary point of contact as the technical resource to support the PA Cyber account. The primary technical resource will respond to calls or email within 24 hours to support the resolution of technical issues and troubleshoot all other issues and requests.

3.5.27 The vendor will provide a process for PA Cyber to report system bugs and product enhancement requests.

3.5.28 The vendor has an ongoing reporting of client satisfaction and clear escalation path for issue resolution.

3.6   Provider Qualifications and Contact Information

In order for PA Cyber to judge the prospective Provider's prior experience and ability to deliver the prescribed service on time, the bidder must submit the following information in the response:

3.6.1   Legal name and address of company and identify the name and contact information for one representative from your organization who shall serve as the point of contact for all questions and inquiries regarding your response.

3.6.2   Is your company privately or publically owned? Please provide information about your Board of Directors (or Advisory Board if appropriate), a web link to this information will suffice.

3.6.3   Length of time in existence

3.6.4   Agencies/clients for which services comparable to those requested in this RFP have been rendered, the dates of services, and the name, address, and telephone number of the prospective contractor's contact person in that agency. PA Cyber reserves the right to contact agencies that have worked or are working with the prospective Provider.

3.6.5   Identify all accreditations, state or nationally recognized endorsements that your organization has received. Describe any outside evaluations that have been conducted on your digital content. Are evaluations available if requested?

3.6.6   Providers having existing business relationship with PA Cyber, or a personal relationship with PA Cyber employee(s) must include a statement with their response identifying the scope of any such relationship.

3.6.7   Providers who are currently in litigation or have been in litigation for providing similar services as requested in this RFP must include a statement in their response that provides details about the litigation.

3.6.8   The vendor's solution is deployed for at least three years in at least five (5) other school systems with a student population in excess of 10,000.

3.7   Additional Features and Information (Optional)

Please identify any unique features or additional information about your digital content offerings that you believe is important for PA Cyber to consider.

4.0   PROPOSAL FORMAT

4.1 Proposal Format

Proposals must include an executed Appendix B. Proposals must also include a table of contents and all pages must be numbered, consecutively from beginning to end and separated into sections as described below:

Section A: **TRANSMITTAL LETTER**

Proposals are to be accompanied by a brief transmittal letter prepared on the Proposer's letterhead, and signed by an individual who is authorized to commit the Proposer to the services and requirements in the RFP. This transmittal letter shall include:

1.0 The name, title, address, telephone number, and electronic mail address of the person authorized to bind the Proposer to the contract, who will receive all official notices concerning this RFP.

2.0 The Proposer's Federal Tax Identification Number or Social Security Number.

3.0 A brief statement of the Proposer's understanding of the work to be done, the commitment to perform the work within the time period, and a statement of why the firm believes it is best qualified to perform the engagement.

4.0 A statement that the proposal is a firm and irrevocable offer for a period of one hundred twenty (120) days.

5.0 Any exceptions the Proposer may have to any of the requirements of the solicitation.

Section B. **TABLE OF CONTENTS**

Section C. **RESPONSE TO RFP SCOPE OF SERVICES**

The Proposer shall address each requirement and request in the Scope of Services (sections 3.0 – 3.7 of this RFP).

Section D. **PROJECT PLAN WITH PROPOSED MILESTONES**

Include in the Section any important information that the RFP review team will need to consider regarding how quickly your organization would be able to implement digital content in PA Cyber understanding that PA Cyber's expected start date is July 1, 2015.

5.0   EVALUATION AND SELECTION PROCEDURE

5.1 EVALUATION COMMITTEE

A. Evaluation of the proposals will be performed by a committee established for that purpose and will be based on the criteria set forth below. The contract resulting from this RFP (if it is determined that a contract will be awarded) will be awarded to the Proposer whose proposed solution is of best value to PA Cyber.
B. The Evaluation Committee will make the final determination concerning acceptability of proposals.

5.2 EVALUATION PROCESS

A. The evaluation committee will evaluate each proposal using the evaluation criteria set forth below. As part of this evaluation, the Committee may hold discussions with all qualified Proposers. Discussions may be conducted via teleconference or may take the form of questions to be answered by the Proposers and conducted by mail, e-mail, or facsimile transmission at the discretion of PA Cyber. During the evaluation process, the committee may request information from any source.
B. Proposers whose proposals are ultimately deemed reasonably susceptible of being selected for award and who are determined "responsible" will be considered "Qualified Proposers."
C. Any Proposer who does not meet the requirements will be declared "not responsible" or "not reasonably susceptible of being selected for an award" and its proposal will not be considered.
D. The Evaluation Committee may reject in whole or in part any and all proposals,

waive minor irregularities, and conduct discussions with any responsible Proposers in any manner deemed necessary to serve the best interest to PA Cyber.

G. If it is determined to be in the best interest of PA Cyber, the Charter School may invite Proposers to make final revisions to their technical and/or financial proposals through submission of a Best and Final Offer.

H. The Evaluation Committee will recommend the Proposer whose overall proposal provides best value to PA Cyber as determined by the evaluation process.

5.3 EVALUATION CRITERIA

The Evaluation Committee will evaluate the proposals using the criteria below. The committee shall determine which proposals have the basic requirements of the RFP and shall have the authority to determine whether any deviation from the requirements of the RFP is substantial in nature. The committee may reject in whole or in part any and all proposals and waive minor irregularities.

A. Approach to satisfying requirements as described in the Scope of Services;
B. Proposer's experience and capabilities /references;
C. Proposer's ability to satisfy assurances sought in Section 1.2.

6.0   PROPOSER'S EVIDENCE OF RESPONSIBILITY

The Charter School reserves the right to require any financial information from a Proposer, including but not limited to financial statement and/or Dun and Bradstreet and like ratings from any Proposer who submits a proposal.

7.0   INCURRED EXPENSES

Potential providers are entirely responsible for the cost of producing their responses, which would include any travel to PA Cyber as part of the Evaluation Process. PA Cyber will not reimburse any vendor for the cost of response preparation or production demonstration.

8.0   TEMPORARY ACCESS TO DIGITAL CONTENT SYSTEM

By responding to this RFP, the Provider agrees to provide PA Cyber with temporary access (user accounts, etc.) to the requested digital content system for evaluation purposes. Please provide instructions for gaining such access for approximately 20 (or more) PA Cyber users.

9.0   PA Cyber Contact

All questions and inquiries regarding this RFP should be directed to:

>   Primary Contact:
>   Dr. Michael Conti
>   mike.conti@pacyber.org
>
>
>   Contact:
>   Jennifer Shoaf
>   jennifer.shoaf@pacyber.or
>
>   888-PA-CYBER
>   Address: 652 Midland Avenue
>   Midland, PA

10.0   Submission Deadline

Proposal shall be submitted, one (1) hard copy and one (1) electronic copy, by mail or hand delivered to the below address any time prior to, but not later than, 5:00 pm on August 11, 2014.
If mailed, direct the proposals to:

<div align="center">

THE PENNSYLVANIA CYBER CHARTER SCHOOL
ATTN: DR. MICHAEL CONTI
652 MIDLAND AVENUE
MIDLAND, PENNSYLVANIA 15059

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11.0   Sending Your RFP Response

Those submitting sealed proposals should indicate on the outside of the envelope in the lower left-hand corner that it is a sealed proposal for the Curriculum RFP and the name of the individual or firm submitting the proposal. Failure to do so may result in premature disclosure of your proposal and therefore disqualify you for further consideration. It is the responsibility of the individual or firm to ensure that The Pennsylvania Cyber Charter School receives the proposal by the date and time specified above.

APPENDIX A

**SCHEDULE OF
EVENTS**

EVENT   **DATE**

Release of RFP   July 14, 2014

Proposal Due Date   August 11, 2014

Purchase recommendation (if any) made to PA Cyber Board of Trustees   August 18, 2014

Contract negotiation begins (predicated on PA Cyber Board approval)   August 20, 2014

Dates listed above may be amended as appropriate by the PA Cyber Primary Contact.
Any changes will be posted to the PA Cyber website at: www.pacyber.org

Appendix B – Key Criteria for Evaluating Curriculum

English Language Arts

SECTION 1: PA CORE STANDARDS, ASSESSMENT ANCHORS AND ELIGIBLE CONTENT

At the heart of the Pennsylvania Core Standards, Assessment Anchors and Eligible Content is a substantial shift in literacy instruction that demands a focus on high quality texts, high-quality text-dependent and text-specific questions, and writing to sources. The three shifts in Kindergarten through Twelfth Grade literacy instruction include:

1. Building knowledge through content-rich non-fiction and informational texts.

2. Reading and writing grounded in evidence from text.

3. Regular practice with complex text and its academic vocabulary.

A high quality literacy curriculum aligned with the PA Core Standards, Assessment Anchors and Eligible Content will not be a set of repackaged mediocre materials, but will reflect a rich and diverse instructional approach fully aligned with these shifts.

Curriculum must be culturally relevant and responsive.

It is recommended that Proposers refer to the Pennsylvania Department of Education ("PDE") criteria for in-depth explanation of each item. (http://www.pdesas.org/Standard/PACore); (http://www.portal.state.pa.us/portal/server.pt/community/state_assessment_system/20965/p/1329672).

ALL SUBMISSIONS MUST MEET THE 7 NON-NEGOTIABLE KEY CRITERIA INCLUDED BELOW IN SECTION I FOR EACH GRADE LEVEL.

I. QUALITY OF TEXT

NON-NEGOTIABLE 1: Range of Text: FIFTY PERCENT (50%) of Kindergarten through Fifth Grade reading selections in the submission are high quality non-fiction/informational texts and instructional time is divided equally between literary and informational text. FIFTY-FIVE PERCENT (55%) of Sixth through Eighth Grades and SEVENTY PERCENT (70%) of Ninth through Twelfth Grades reading selections in the submission are high quality non-fiction/informational text.

NON-NEGOTIABLE 2: Complexity of Text: The submission exhibits concrete evidence that research-based quantitative and qualitative measures have been used in selection of complex texts that align to the PA Core Standards, Assessment Anchors and Eligible Content. Further, submissions will include a demonstrable staircase of text complexity as materials progress across grade bands.

NON-NEGOTIABLE 3: Sufficient Practice in Reading Complex Texts: The submission provides all students, including those who are below grade level, with extensive opportunities to encounter and comprehend grade-level complex text as required by the PA Core Standards, Assessment Anchors and Eligible Content. Materials direct teachers to return to focused parts of the text to guide students through re-reading, discussing and writing about the ideas and events and information found there. This opportunity is offered regularly and systematically through all Kindergarten through Twelfth Grade materials.

II. QUALITY OF QUESTIONS AND TASKS

NON-NEGOTIABLE 4: Focus on the text is the center of all lessons: Significant pre-reading activities and suggested approaches to teacher scaffolding are highly focused and begin with the text itself. Pre-reading activities shall be no more than TEN PERCENT (10%) of time devoted to any reading instruction.

NON-NEGOTIABLE 5: Text Dependent and Text Specific Questions: EIGHTY PERCENT (80%) of all questions in the submission are high- quality sequences of text-dependent and text-specific questions. The overwhelming majority of questions are text-specific, draw student attention to the particulars in the text, and speak to higher-level questioning leading students to deeper understanding of the text.

III. WRITING

NON-NEGOTIABLE 6: Writing to Sources: Written and oral tasks at all grade levels require students to confront the text directly, to draw on textual evidence, and to support valid inferences from the text. Writing tasks shall be THIRTY-FIVE PERCENT (35%) argumentative, THIRTY-FIVE PERCENT (35%) explanatory, and THIRTY-FIVE PERCENT (35%) conveying real or imaginary experiences.

III. FOUNDATIONAL READING (KINDERGARTEN THROUGH FIFTH GRADE)

NON-NEGOTIABLE 7: Inclusion of Effective Instruction for all Aspects of Foundational Reading: Materials provide explicit and systematic instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

2A. CONTENT: Kindergarten through Second Grade (Alignment with Curriculum Requirements)

1. KEY CRITERIA FOR READING FOUNDATIONS KINDERGARTEN THROUGH FIFTH GRADE: The content is tightly aligned with the Reading Foundational Skills for the grade.

  1.A. Materials meet the needs of a wide range of students reinforcing key lessons in concepts of print, the alphabetic principle, and other basic conventions of English.

  1.B. Fluency and accuracy is a particular focus of the materials.

  1.C. Materials develop academic vocabulary prevalent in complex texts throughout reading, writing listening and speaking instruction.

2. KEY CRITERIA FOR READING AND TEXT SELECTIONS KINDERGARTEN THROUGH SECOND GRADE: The content is tightly aligned with the reading standards for Literature and Informational Texts for the grade.

  2.A. Text selections for each grade band align with the complexity requirements outlined in the PA Core Standards, Assessment Anchors and Eligible Content.

  2.B. Text selections are worth reading and re-reading.

  2.C. Literacy program shifts the balance of texts and instructional time to include equal measures of literary and informational texts.

2.D. Additional materials markedly increase the opportunity for regular independent reading of texts that appeal to students' interests to develop both knowledge and love of reading.

2.E. Curricula provide opportunities for students to build knowledge through close reading of specific texts, rather than skimming and timed reading.

3. KEY CRITERIA FOR QUESTIONS AND TASKS KINDERGARTEN THROUGH SECOND GRADE: The content of questions is tightly aligned with PA Core Standards, Assessment Anchors and Eligible Content for reading, listening and speaking, language and writing.

3.A. Questions cultivate students' abilities to ask and answer questions based on the text.

3.B. Curricula provide opportunities to build knowledge through close reading and re-reading of the text.

3.C. Scaffolding and stimulant questions do not preempt or replace the text.

3.D. Reading strategies support comprehension of specific texts and the focus on building knowledge.

4. KEY CRITERIA FOR WRITING: The content is tightly aligned with the Writing Standards for the grade.

4.A. Writing opportunities for students are prominent and varied.

4.B. Appropriate writing scaffolds and tools are accessible.

5. KEY CRITERIA FOR SPEAKING AND LISTENING: The content is tightly aligned with the Speaking and Listening Standards for the grade.

6. KEY CRITERIA FOR LANGUAGE: The content is tightly aligned with the Language Standards for the grade.

2B. CONTENT: Third through Twelfth Grade (Alignment with Curriculum Requirements)

1. KEY CRITERIA FOR READING AND TEXT SELECTIONS THIRD THROUGH TWELFTH GRADE: The content is tightly aligned with the reading standards for Literature and Informational Texts for the grade.

1.A. A variety of texts at varying complexities are provided at each grade level and align with the complexity requirements outlined in the PA Core Standards, Assessment Anchors and Eligible Content.

1.B. All students, including struggling learners, have extensive opportunity to encounter and comprehend grade-level text.

1.C. Shorter challenging texts that elicit close reading and re-reading are provided regularly at each grade.

1.D. Novels, plays and other extended readings are also provided with opportunities for close reading as well as research.

1.E. Additional materials markedly increase the opportunity for regular independent reading of texts that appeal to students' interests to develop both knowledge and love of reading.

1.F. Within a sequence or collection of texts, specific anchor texts are selected for especially careful reading.

2. KEY CRITERIA FOR QUESTIONS AND TASKS THIRD THROUGH TWELFTH GRADE: The content of questions is tightly aligned with PA Core Standards, Assessment Anchors and Eligible Content for reading, listening and speaking, language, and writing.

2.A. Questions and tasks require the use of textual evidence, including supporting inferences from the text.

2.B. Instructional design cultivates student engagement in reading rich text carefully.

2.C. Curricula provide opportunity for students to build knowledge through close reading of specific texts.

2.D. Materials focus on academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction.

2.E. Questions and tasks attend to analyzing the arguments and information at the heart of informational texts.

3. KEY CRITERIA FOR WRITING: The content is tightly aligned with the Writing Standards for the grade.

3.A. Extensive practice with short, focused research projects. Materials will require several of these short research projects annually to enable students to repeat the research process many times and develop the expertise needed to conduct research independently.

3.B. Writing to sources is a key task and students are asked in their writing to analyze and synthesize sources as well as to present careful analysis, well-defended claims and clear information.

3.C. Materials place an increased focus on argument and informative writing.

4. ADDITIONAL KEY CRITERIA: The content tightly aligns to the PA Core Standards, Assessment Anchors and Eligible Content's focus on academic vocabulary and other standards for reading, writing, listening and speaking.

4.A. Materials focus on academic vocabulary prevalent in complex texts through reading, writing, listening, speaking instruction

4.B. Materials use multimedia and technology to engage students in absorbing or expressing details of the text rather than becoming a distraction or replacement for engaging with the text. Content and devise work together as more than just an electronic textbook.

4.C. Materials cover the most significant grammar and language conventions.

2C. PRESENTATION

1.A. Usefulness of Student and Teacher Resources:

- Resources are sufficiently complete to address targeted learning outcomes without requiring the teacher to prepare additional teaching and assessment materials for the course.
- Student resources include review and practice resources, clear directions and explanations, and correct labeling of reference aids (e.g., visuals, maps, etc.).
- Submission indicates professional development essential to the success of the program and continued support for teacher learning.
- The components and materials available for the teacher are easy to use, including licenses or agreements for

copying and use of materials, description of required equipment and technology, facilities, and resources.

- There are suggestions to adapting instruction for varying student needs (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies).
- Guidelines and resources are provided on how to implement and evaluate instruction (e.g., answers to work assignments and tests, using student work samples for classroom assessment, alternative assessment guidelines).
- Resources are provided to support quality program implementation (e.g., technology, resource lists that support implementation of instruction, assessment, and classroom management, in-service workshops or consultation support).

2.A. Usefulness of Instructional Materials: There are features to help in searching and locating information (e.g., table of contents, menu or map of content, index, goals/objectives, outlines, checklists, etc.).

3.A. Usefulness of Materials: The varied technology-rich resources work properly without the purchase of additional software and run without error.

2. Focus of Instructional Materials: Every part of the submission under review adds to student learning rather than distracting from it.

1.A. Focus of Instructional Materials:

- Reading selections are by design centrally located within the materials.
- The structure and format of the materials have enough order and clarity to allow students and teachers to access content and explicitly identify ideas and sequences.
- Graphs, charts, maps, and other visual representations increase student understanding of the text under evaluation rather than distract from the core lesson at hand.
- The teacher and student are able to reasonably complete the amount of content presented in the submission within a regular school-year and the pacing of content allow for maximum student understanding and include appropriate grade level or subject matter aligned to the PA Core Standards, Assessment Anchors and Eligible Content.
- Instructions allow for careful reading and re-reading of content.

2.A. Readability of Instructional Materials: The colors, size of print, spacing, quantity, and type of visuals are suitable for the abilities and needs of the intended students.

2D. LEARNING

1.A. Motivational Strategies: The instructional materials include features appropriate to each grade level to motivate, challenge, and excite students in reading complex texts.

2.A. Explicit Instruction:

- The materials contain clear statements and explanation of purpose, goals, and expected outcomes.
- Concepts, rules, information, terminology, and instructions are clearly stated.
- Explicit re-teaching opportunities.

3.A. Guidance and Support:

- The guidance and support are adaptable to developmental differences and various learning styles while still allowing all students to work with grade-level.
- A variety of activities, as well as a variety of modalities, have been included.

4.A. Active Participation of Students: The materials include organized activities of periodic, frequent short assignments, and longer projects that are logical extensions of content, goals, and objectives.

5.A. Targeted Instructional Strategies: The materials take into consideration that different learning outcomes require different instructional strategies that integrate 21st Century learning skills.

6.A. Targeted Assessment Strategies:

- The materials correlate assessment strategies that are relevant to the targeted learning outcomes.
- The assessment strategies match the learner performance requirements for the types of learning outcomes that have been targeted for the subject matter.
- The instructional materials take into consideration that different strategies are appropriate for assessing different types of learning outcomes.
- The strategies are relevant and complete enough to effectively assess and inform instruction about the learner's performance with regard to the targeted outcome.

7.A. Personalized Learning:

- The curriculum shall be adaptive based on individual student progress and mastery.
- The curriculum need not present the same content for students who have demonstrated mastery.

8.A. Progress Monitoring: The teacher and student shall be provided data about time spent and mastery as well as other data that can be used for making instructional decisions and planning.

Mathematics

SECTION 1: PA CORE STANDARDS, ASSESSMENT ANCHORS AND ELIGIBLE CONTENT

At the heart of the Pa Core Standards, Assessment Anchors and Eligible Content is a substantial shift in mathematics instruction that demands the following:

1) Focus strongly where the Standards focus.

2) Coherence: Think across grades and link to major topics within grade.

3) Rigor: In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

Materials must be well versed in the PA Core Standards, Assessment Anchors and Eligible Content for each grade level including: understanding the major work of the grade versus the content that is considered supporting; how the content fits into the progressions in the Standards; and the expectations of the Standards with respect to conceptual understanding, fluency, and application. It is recommended that Proposers refer to these websites for in-depth explanation of each item. (http://www.pdesas.org/Standard/PACore);
(http://www.portal.state.pa.us/portal/server.pt/community/state_assessment_system/20965/p/1329672).

ALL SUBMISSIONS MUST MEET THE MINIMUM REQUIREMENTS INCLUDED IN SECTION I BELOW FOR EACH GRADE LEVEL.

- Focus on Major Work: Materials used as designed devote the large majority of time on the major work of each grade (See attached document Major Work of the Grade).

[Refer to criteria #1]

- Focus in Kindergarten through Eighth Grade: Materials do not assess the following topics before the grade level indicated. Compliance with this criterion is determined by the following:
  - Probability, including chance, likely outcomes, probability models. Not before grade Seventh Grade.
  - Statistical distributions, including center, variation, clumping, outliers, mean, median, mode, range, quartiles; and statistical association or trends, including two-way tables, bivariate measurement data, scatter plots, trend line, line of best fit, correlation. Not before grade Sixth Grade.
  - Similarity, congruence, or geometric transformations. Not before grade Eighth Grade.
  - Symmetry of shapes, including line/reflection symmetry, rotational symmetry. Not before grade Fourth Grade.
  - Pattern problems in Kindergarten through Fifth Grade that do not support the focus on arithmetic, such as "find the next one" problems.

[Refer to criteria #2]

- Rigor and Balance: Materials reflect the balances in the PA Core Standards, Assessment Anchors and Eligible Content and help students meet the Standards' rigorous expectations. Compliance with this criterion is determined by the following:
  - Attention to Conceptual Understanding: Materials give students opportunities to develop conceptual understanding of key mathematical concepts, where called for in specific content standards or cluster headings.
  - Attention to Fluency: Materials give attention throughout the year to individual standards that set an expectation of fluency.
  - Attention to Applications: Teachers and students using the submitted materials as designed spend sufficient time working with engaging applications, without losing focus on the major work of each grade.
  - Balance: The three aspects of rigor are not always treated together, and are not always treated separately.

  [Refer to criteria #4]

- Practice-Content Connections: Materials meaningfully connect content standards and practice standards.

[Refer to criteria #7]

SECTION 2: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY

2A. ALIGNMENT TO PA CORE STANDARDS, ASSESSMENT ANCHORS AND ELIGIBLE CONTENT FOR MATHEMATICAL CONTENT

1. Supporting content does not detract from focus, but rather enhances focus and coherence simultaneously by engaging

students in the major work of the grade.

 [Refer to criteria #3]

2. Materials are consistent with the progressions in the PA Core Standards, Assessment Anchors and Eligible Content, by:

> 2.i. Basing content progressions on the grade-by-grade progressions in the Standards.
>
> 2.ii. Giving all students extensive work with grade-level problems.
>
> 2.iii. Relating grade level concepts explicitly to prior knowledge from earlier grades.

 [Refer to criteria #5]

3. Materials foster coherence through connections at a single grade, where appropriate and where required by the PA Core Standards, Assessment Anchors and Eligible Content, by:

> 3.i. Including learning objectives that are visibly shaped by PA Core Standards, Assessment Anchors and Eligible Content cluster headings, with meaningful consequences for the associated problems and activities.
>
> 3.ii. Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important.

> *[Refer to criteria #6]*

2B. ALIGNMENT TO PA CORE STANDARDS, ASSESSMENT ANCHORS AND ELIGIBLE CONTENT FOR MATHEMATICAL PRACTICE

1. Focus and Coherence via Practice Standards: Materials promote focus and coherence by connecting practice standards with content that is emphasized in the PA Core Standards, Assessment Anchors and Eligible Content.

 [Refer to criteria #8]

2. Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.

[Refer to criteria #9]

3. Emphasis on Mathematical Reasoning: Materials support the PA Core Standards, Assessment Anchors and Eligible Content's emphasis on mathematical reasoning by:

> 3.i. Prompting students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards
>
> 3.ii. Engaging students in problem solving as a form of argument.
>
> 3.iii. Explicitly attending to the specialized language of mathematics.

> *[Refer to criteria #10]*

2C. INDICATORS OF QUALITY

1. The underlying design of the materials distinguishes between problems and exercises.

2. Each problem or exercise has a purpose.

3. Design of exercises is not haphazard: exercises are given in intentional sequences.

4. There is variety in what students produce. For example, students are assigned to produce answers and solutions, but also arguments and explanations, diagrams, mathematical models, etc.

5. There is variety in the pacing and grain size of content coverage.

6. There are separate teacher materials that support and reward teacher study including, but not limited to, discussion on anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking and discussion of desired mathematical behaviors being elicited among students.

7. Virtual manipulatives are accurate and corresponding representations of the mathematical objects they represent.

8. Virtual manipulatives are closely connected to written methods.

9. Materials are carefully reviewed by qualified individuals, whose names are listed.

10. The visual design isn't distracting or chaotic, but supports students in engaging thoughtfully with the subject.

11. Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students.

12. Content and device work together as more than just an electronic textbook.

2D. NINTH THROUGH TWELFTH GRADE MATHEMATICS CONTENT

As content and courses for Ninth through Twelfth grade mathematics are developed locally, statewide, and/or nationally, the Proposer will provide curriculum based on the PA Core Standards, Assessment Anchors and Eligible Content.

Appendix C
Execution of Response

By submitting this response, the Proposer/potential Contractor certifies the following:

- An authorized representative of the organization has signed this response.
- The cost and availability of all staff, equipment, materials, and supplies associated with performing the services described herein have been determined and included in the proposed cost.
- All labor costs, direct and indirect, have been determined and included in the proposed cost.
- The potential provider has read and understands the conditions set forth in this RFP and agrees to them with no exceptions.
- That all information provided in the response is factual and verifiable.

ORGANIZATION: _____

ADDRESS: _____

CITY, STATE, ZIP: _____

TELEPHONE NUMBER: _____ FAX: _____

FEDERAL EMPLOYER IDENTIFICATION NUMBER: _____

E-MAIL: _____

Do the Proposer or any of its subcontractors have a conflict of interest, as described in the RFP, with PA Cyber, NNDSMF, or National Network of Digital Schools?

□ Yes □ No
(If yes, describe in an addendum to response).

Will any of the work under this contract be outsourced to a third party?

□ Yes □ No
(If yes, describe in an addendum to response).

BY: _____ TITLE: _____ DATE: _____
  (Signature)

  _____
  (Typed or printed name)

THIS PAGE MUST BE SIGNED AND INCLUDED IN YOUR RESPONSE.
Unsigned responses will not be considered