



NOTICE OF PROPOSAL

Request for Proposals

CORE INSTRUCTIONAL CURRICULUM FOR ELEMENTARY MATHEMATICS (K-5)
AND
CORE INSTRUCTIONAL CURRICULUM FOR HIGH SCHOOL MATHEMATICS

Orange County Board of Education is seeking proposals for Core Instructional Curriculum for Elementary Mathematics (K-5) and Core Instructional Curriculum for High School Mathematics.

Proposals must be received in the office of Michele Woodson, Interim Chief Academic Officer, Board of Education Office, 200 East King Street, Hillsborough, NC 27278 no later than 12 noon (EDT), Tuesday, February 1, 2018. All proposals must be sealed and clearly labeled: Proposal # 2018 – 001C: Math Curriculum.

1. GENERAL DESCRIPTION

- 1.1. Orange County Schools (OCS) is seeking proposals for comprehensive core curriculum solutions for both Grades K-5 Mathematics and High School Math (NC Math 1, 2, and 3) that align with the NC State Standards and Shifts and the NC Math 1, 2, and 3 Standards for High School Mathematics as outlined in the Instructional Materials Evaluation Tool (IMET), which may be accessed at: <http://achievethecore.org/page/1946/instructional-materials-evaluation-tool>. Only firms licensed to do business in North Carolina are accepted.
- 1.2. By submitting a proposal, Respondents certify that the proposal is compatible and compliant with IMET.
- 1.3. By submitting a proposal, Respondent indicates it understands how teachers are provided guidance on the why and how of the instructional practices aligned to the standards and shifts within the resource and that the proposal is compatible and compliant.

2. SCOPE OF WORK/SPECIFICATIONS

- 2.1. Digital resources proposed by the vendor must be operable on our existing equipment, including, but not limited to: student Chrome Books (District is 1:1 in grades 4-12), student iPads (K-3), digital projection devices, digital cameras, scanners.
- 2.2. **Math Non-negotiables:** Materials must focus coherently on the Widely Applicable prerequisites in a way that is consistent with the progressions in the Standards. Respondents shall indicate compliance with each indicator as follows:

	Indicator	YES	NO
	In any single course, students spend at least 50% of their time on Widely Applicable Prerequisites.		

2.2.2	Student work in Geometry involves significant work with applications/modeling and problems that use algebra skills.		
2.2.3	Vertical Alignment between courses and Horizontal Alignment between content within a course		
2.2.4	Algebra is strategically connected and integrated throughout computational work and applications with problem solving.		
2.2.5	Incorporates strategic connections between Geometry and Algebra & Function content		
2.2.6	There are problems at a level of sophistication appropriate to high school that involve the application of knowledge and skills from grades 6-8.		
2.2.7	Materials base courses on the content specified in the Standards in a culturally relevant fashion.		
2.2.8	Materials are designed to support all students in doing course-level mathematics.		
2.2.9	Materials utilization of multiple mathematical representations.		
2.2.10	Materials relate course-level concepts explicitly to prior knowledge from previous grades or courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.		
2.2.11	Materials include learning objectives that are visibly shaped by Common Core cluster and domain headings.		
2.2.12	Materials include problems and activities that serve to connect two or more clusters in a domain, two or more domains in a category, or two or more categories in cases where these connections are natural and important.		

2.3 **Math Alignment Criteria:** Respondents shall indicate compliance with each criteria as follows:

	Criteria	YES	NO
2.3.1	Materials must reflect the balances in the standards and help students meet the Standards' rigorous expectations.		
2.3.2	Materials must authentically connect content standards and practice standards		
2.3.3	Materials must provide supports for English Language Learners and other special populations.		

2.4 **Math Indicators or Quality:** Respondents shall indicate compliance with each indicator as follows:

	Indicator	YES	NO
2.4.1	Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.		
2.4.2	Lessons indicate specifically which Mathematical Practice Standards are appropriate to focus on		
2.4.3	The underlying design of the materials includes both problems and exercises. Each problem or exercise has a purpose. The design supports development of academic language.		
2.4.4	There are separate teacher materials that support and reward teacher study.		

2.4.5	Manipulatives suggested in the materials are faithful representations of the mathematical objects they represent and are connected to written methods. Manipulatives support development of conceptual understanding.		
2.4.6	Materials include a variety of curriculum-embedded assessments.		
2.4.7	Assessments contain aligned rubrics, answer keys, and scoring guidelines that provide sufficient guidance for interpreting student performance.		
2.4.8	Includes performance tasks which incorporate several standards within one task.		
2.4.9	Assessment Components: <ul style="list-style-type: none"> • Includes performance tasks which incorporate several standards within one task. • Sample assessments <ul style="list-style-type: none"> • Reflect the rigor of the standards • Provide opportunities for the mathematical practices to be exhibited • Questions provide students the opportunity to exhibit their thinking • Variety of question types, including but not limited to rich task format, problem based questions, etc. 		
2.4.10	Materials assess student proficiency using methods that are accessible and unbiased, including the use of grade-level language in student prompts.		
2.4.11	Materials are carefully evaluated by qualified individuals, whose names are listed in an effort to ensure freedom from mathematical errors and grade-level appropriateness. Provides a variety of instruction through visual, auditory, kinesthetic, tactile methods.		
2.4.12	The visual design supports students in engaging thoughtfully with the subject		
2.4.13	The materials engage parents in appropriate ways		
2.4.14	Materials support math discourse		
2.4.15	Problems match the rigor of the standards: <ul style="list-style-type: none"> • Develops conceptual understanding then moves to procedural skills and fluency Realistic/appropriate application-problems in real world context.		

2.5 **Additional Criteria:** Respondent shall verify whether information in the proposal specifically addresses criteria listed below:

	Criteria	YES	NO
2.5.1	Teachers are provided with the understanding of the standards and the rigor demanded within the standards.		
2.5.2	Cross-curricular connections are made within the resource		
2.5.3	Research is included that demonstrates the effectiveness of the resource		
2.5.4	Supports student driven learning (ie. Voice and choice in their learning, encourages students to know how they learn best, partners in the learning with the teacher, student sets personal goals)		

2.5.5	Resource provides flexible use of tools in how students access, engage, and express their learning		
2.5.6	Resource engages students and teachers in collaboration, critical thinking, creativity and communication around the standards		
2.5.7	Resource reflects cultural relevance (ie. Students see positive representations of themselves in literature)		
2.5.8	Resource includes connection to families and community agencies supporting the students outside the school day.		
2.5.9	Resource includes both print and digital options (ie. Blended opportunities)		

2.6 Technology Platform and High-Level Architectural Design: Respondents shall provide a detailed response regarding the technical elements listed below. The response should be well organized and easily readable. Responses contained within the proposal must reference the individual element number (e.g. 2.6.1, 2.6.2, etc.)

2.6.1	Describe how the proposed product handles authentication and authorization, including single sign-on capabilities.
2.6.2	Describe how your product handles account creation, additions and deletions for both student and staff users.
2.6.3	Describe how administrative functions are separated into different roles such as district, school, teacher, etc.
2.6.4	Describe how the proposed product ensures the security of OCS's data and provide supporting documentation as needed.
2.6.5	Describe on-site or hosted environments needed for the proposed application.
2.6.6	Describe in detail all system and network requirements.
2.6.7	Describe the product(s) support model for both technical and functional district support needs.
2.6.8	Describe your approach to converting and migrating data into and out of the proposed solution.
2.6.9	Describe the reporting features for district and school-based administrators, teachers, and students. (Sample reports may be attached).
2.6.10	Describe the reporting feature on an individual student level including how the student is compared to like peers. (Sample reports may be attached)

2.7 Deviations. Any deviations from specifications and requirements herein must be clearly pointed out by the respondent. Otherwise, it will be considered that the product offered is in strict compliance with these specifications and requirements, and successful bidder will be held responsible therefor. Deviations must be explained in detail. However, no implication is made by OCS that deviations will be acceptable.

2.8 Condition and Packaging. Unless otherwise provided by special terms and conditions or specifications, it is understood and agreed that any item offered or shipped has not been sold or used for any purpose and shall be in first class condition. All containers/packaging shall be suitable for handling, storage or shipment.

3.0 Elements of Proposal

In addition to information requested above, Respondents shall provide additional information as follows:

3.1 Implementation Plan/Project Management Strategy. Describe your implementation methodology and approach to resources. Include options to train district implementation staff to the end user including any learning videos, handouts and other implementation resources that may be made available online. Include a plan for teacher development of your defined resources that meets the diverse strengths and needs of our teachers. Please see Appendix A on Orange County Teacher Personas for reference.

3.2 Company Profile. Respondent shall provide company profile information (company background, number of employees, type of company, financial information, capacity for handling services, location of company)

3.3 Experience. Respondent shall demonstrate experience with public sector clients with similar or greater size and complexity. North Carolina experience is preferred. Vendor shall provide information as to the qualifications and experience of all executive, managerial, legal, and professional personnel to be assigned to this project, including resumes citing experience with similar projects and the responsibilities to be assigned to each person.

3.4 Technical Approach. Respondent shall include, in narrative, outline and/or graph form its approach to accomplishing the tasks outlined in the Scope of Work section of this RFP. A description of each task and deliverable and the schedule for accomplishing each shall be included.

3.5 Sample Materials. Samples are not required prior to bid opening date; however, if required later, Respondent agrees to furnish samples within 10 consecutive calendar days after request is made by the district. Requested samples will be material to the evaluation process and Respondents that fail to comply with the request may be subject to elimination at the sole discretion of the district.

Samples, when required, must be furnished as stipulated herein, free of expense, and if not destroyed will, upon request be returned at the bidder's expense. Request for the return of samples must be made within 10 days following date of bid opening. Otherwise the samples will become the property of OCS. Each individual sample must be labeled with the bidder's name, bid number, and item number. A sample on which an award is made, will be retained until the contract is completed, and then returned, if requested, as specified above.

3.6 Professional References. Respondent shall provide at least three references for similar size and scope projects for which comparable services and supplies have been provided within the past three years. Information about each shall be provided as follows:

- Name of Organization
- Contact name, title, telephone number and e-mail address of primary point of contact during implementation
- Annual contract value
- Contract start date

4.0 Submittal Requirements

4.1 Each respondent shall submit two (2) original copies of the proposal, signed by an individual authorized to sign for the respondent and five (5) electronic copies to the address listed herein by the specified time. Proposals received after the assigned date/time will be returned to the respondent unopened.

4.2 Electronic copies must be provided in .pdf and/or .XLS format on separate flash drives and shall be capable of being copied to other media including readable in Microsoft Word and/or Microsoft Excel. Flash drives shall not be password protected and **must be clearly marked with vendor name and RFP #.**

- 4.3 Information should be organized in an easily identifiable manner that allows for quick reference.
- 4.4 Respondents who choose to submit multiple proposals should do so in separate envelopes, each marked appropriately with Proposal # and due date.

5.0 Evaluation and Contract Award

5.1 Once the materials are received by OCS, the evaluation team will begin the process of evaluating each proposal. All samples of materials and sources needed in order to evaluate the submitted proposal shall be included with the submission of the proposal. **NOTE: ALL MATERIALS MUST BE RECEIVED AT THE TIME THE PROPOSAL IS SUBMITTED.** Once the OCS review has been conducted, selected Respondents will be invited to demonstrate the resources, after which OCS will continue to evaluate the resource for alignment. Resources will then be provided to a select group of teachers for trial before final decisions are made.

5.2 Evaluation Criteria will include, but not necessarily be limited to the following:

- Compliance of offered product to articulated specifications and suitability for intended use;
- Demonstrated success/outcomes on projects of similar scope and offerings;
- Demonstrated ability of respondent to deliver and implement a quality product successfully, including support services following purchase;
- Feedback from references;
- Comprehensive and easily understood proposal;
- Viability of business;
- Product alignment with budget.

5.3 A recommendation to the Board of Education is anticipated no later than June 30, 2018, following a full evaluation and trials by a select group of OCS teachers.

5.4 Notice of award will be posted on the District's website for Respondent information. No individual communication with Respondents is anticipated to announce the award.

5.5 Respondents are asked to honor the fidelity of the Proposal process by limiting contact regarding the proposal to only the Interim Chief Academic Officer.

5.6 It is the general intent to award this contract to a single overall vendor. OCS reserves the right, however, to make awards on the basis of individual items or groups of items, if such shall be considered by OCS to be in its best interest.

6.0 FISCAL CONSIDERATIONS AND PRICING

6.1 Pricing. Under recently enacted law, North Carolina mandates K-3 class sizes at a maximum of 18 students. Grades 4-12 do not have similar mandates, although you are asked to assume a ratio of 25 students: 1 teacher resource for high school pricing purposes. Pricing must reflect these requirements and all costs associated with compliance with the RFP specifications. For example, recurring cost for licenses, materials, etc.

shall be listed. Please note OCS is NOT tax exempt, therefore any taxes should be included in the total price as a separate line item.

Respondent pricing sheets shall follow a format similar to the following:

Item #	Description	Unit cost per *	Total Cost	One-time	Recurring
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* K-3: 18 students per 1 teacher resource; high school: 25 students per 1 teacher resource

Respondents are strongly encouraged to provide information in a clear, concise and easily understood format to avoid confusion and misunderstanding.

Pricing must remain valid for no less than 180 days pending evaluation by the selection committee and subsequent trial by a select group of teachers before an award recommendation is presented to the Board of Education.

6.2 Fiscal Considerations. To aid in budgetary allocation and support a rational roll-out schedule, OCS may propose to implement this initiative incrementally. Respondents are requested to price based on a single roll-out, but indicate the magnitude of price difference (if any) should a phased strategy be necessary. This topic would be thoroughly vetted during the interview process with prospective vendors.

7.0 RIGHT TO REJECT OCS reserves the right to waive minor irregularities and to accept or reject any or all proposals as is in the best interest of the District.

8.0 CONFIDENTIAL INFORMATION. As provided by statute, OCS will endeavor to keep information identified by the Respondent as trade secret confidential. Each page containing trade secret information must be identified in boldface at top and bottom of the page as "CONFIDENTIAL". Pricing information shall not be deemed confidential. In spite of what is labeled as a trade secret, the determination whether it is or not will be determined by North Carolina law.

9.0 GOVERNMENTAL RESTRICTIONS. In the event any Governmental restrictions are imposed which necessitate alteration of the material, quality, workmanship or performance of the items offered prior to their delivery, it shall be the responsibility of the contractor to notify in writing Orange County Schools, indicating the specific regulation which required such alterations. Orange County Schools reserves the right to accept any such alterations, including any price adjustments occasioned thereby, or to cancel the contract.

10.0 PATENT. The contractor shall hold and save Orange County Schools its officers, agents and employees, harmless from liability of any kind, including costs and expenses, on account of any confidential information, copyrighted material, patented or unpatented invention, articles, device or appliance manufactured or used in the performance of this contract, including use by Orange County Schools or disclosure of any information pursuant to the NC Public Records Act.

11.0 ACCESS TO PERSONS AND RECORDS. The State Auditor and the Orange County Schools internal auditors shall have access to persons and records as a result of all contracts or grants entered into by OCS in accordance with General Statute 147-64.7 and Session Law 2010-194, Section 21 (i.e., the State Auditors and Orange County Schools may audit the records of the contractor during the term of the contract to verify accounts and data affecting fees or performance).

12.0 COMPLIANCE WITH E-VERIFY. Provider shall comply with all applicable laws and regulations in providing services under this Contract. In particular, Provider shall not employ any individuals to provide services to the School System who are not authorized by federal law to work in the United States. Provider represents and warrants that it is aware of and in compliance with the Immigration Reform and Control Act and North Carolina law (Article 2 of Chapter 64 of the North Carolina General Statutes) requiring use of the E-Verify system for employers who employ twenty-five (25) or more employees and that it is and will remain in compliance with these laws at all times while providing services pursuant to this Contract. Provider shall also ensure that any of its subcontractors (of any tier) will remain in compliance with these laws at all times while providing subcontracted services in connection with this Contract.

13.0 COMPLIANCE WITH AFFORDABLE CARE ACT. Provider is responsible for providing affordable health care coverage to all of its full-time employees providing services to the School System. The definitions of “affordable coverage” and “full-time employee” are governed by the Affordable Care Act and accompanying IRS and Treasury Department regulations.

14.0 IRAN DIVESTMENT ACT. Provider certifies that as of the date of this Contract, Provider is not listed on the Final Divestment List created by the North Carolina State Treasurer pursuant to N.C. Gen. Stat. § 147-86.58. Provider understands that it is not entitled to any payments whatsoever under this Contract if this certification is false. The individual signing this Contract certifies that he or she is authorized by Provider to make the foregoing statement.

15.0 QUESTIONS.

15.1. Questions or comments regarding this Request for Proposal should be directed to Ms. Michele Woodson, Interim Chief Academic Officer at michele.woodson@orange.k12.nc.us.

15.2 All questions must be submitted in writing via E-mail, with the subject line tag: “RFP QUESTIONS”.

15.3 Material clarifications and any modifications will be addressed by addendum to this RFP.

15.4 All requests for clarification must be received no later than 12 noon, Friday, January 26, 2018.

AT A GLANCE

Subject: Orange County Schools Core Instructional Curriculum for Elementary Mathematics (K-5) and High School Mathematics

**Critical Dates: Questions deadline: January 25, 2018
Proposal Receipt deadline: 12:00 noon February 1, 2018**

**Contact: Michele Woodson, Interim Chief Academic Officer
michele.woodson@orange.k12.nc.us
(919) 732-8126**

**Proposals delivered to: Orange County Board of Education
200 East King Street
Hillsborough, NC 27278**

Attachments:

Appendix A: Personas

APPENDIX A: Personas

PERSONAS

A set of personas were developed to illustrate the diverse student body and distinctions across teachers in their understanding of common core standards and shifts. These personas identify similar patterns of behaviors, motivations, and commonly held goals across teachers and students. While these personas are not exhaustive of all types, they are meant to be representative of the types of goals and challenges teachers and students in Orange County School's face every day. Consider these personas as you respond to the entire RFI.

Respond below as to how your product enables the goals of each persona, provides options to meet their preferences, while alleviating their challenges:

Persona A 3rd grade African American male 8 years old (Nov. 13th birthday) On grade level	
Goals	To increase his interest in math, improve conceptual understanding as part of the process, sustain math fluency over time Wants to be a scientist
Interests	Interested in math and reading Enjoys recess, gym class, video games
Major Pain Points	Pains are number sense, doing homework

Persona B 7th grade Hispanic female Speaks fluent English 12 years old On grade level Very confident	
Goals	To master more complex math concepts, create more interest in science (perhaps more hands on opportunities), create more leadership opportunities for herself Wants to be a politician
Interests	Enjoys the teachers at school, enjoys being a student council member and PBIS member Interested in math and SS
Major Pain Points	Pains are science and math; does not like having 30 students in her classes

Persona C	8th grade Hispanic student 13 1/2 years old Below grade level Very shy Speaks fluent English; sometimes struggles to find the correct wording
Goals	To move to reading on grade level, wants to be introduced to more engaging text, increase writing opportunities related to texts Wants to be a cosmetologist
Interests	Enjoys being in school; feels school is important Interested in math, ELA (likes to write) and science
Major Pain Points	Pains are Social Studies and learning new things

Persona D	9th grade math teacher 32 students 15 years experience
	Uses lessons from Teacher-Pay-Teacher and Pinterest Has a variety of books for students to read independently Students have access to digital tools that they enjoy
	Not able to determine if the lessons purchased or found outside of district resources align with the common core standards and the shifts
	Nationally Board Certified School's Teacher of the Year Grade Level Chair
Goals	Engage all students to attain and demonstrate mastery of core subjects Increase student exposure to a variety of instructional tools Tracks progress of students' understanding and compares student progress with like students in the class
Instructional Tools	Uses Orange County developed resources as a guide for pacing and expectations of the standards Organizes classroom in flexible groupings based on learning outcomes Student data notebooks
Major Pain Points	Time to identify and find resources Doesn't see herself as a mathematician and struggles with teaching writing Difficulty supporting the variety of learners in class