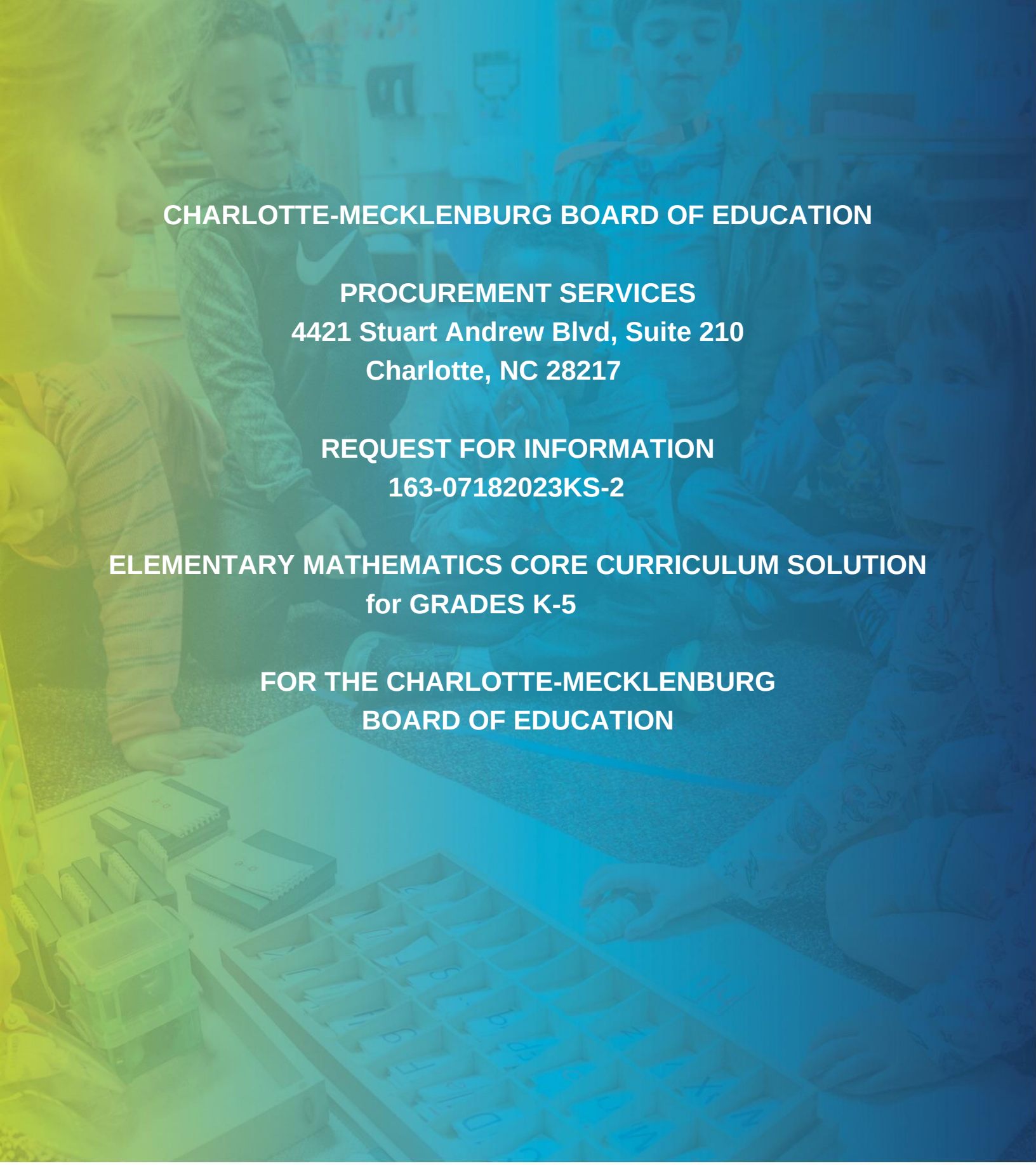

CHARLOTTE-MECKLENBURG BOARD OF EDUCATION

PROCUREMENT SERVICES
4421 Stuart Andrew Blvd, Suite 210
Charlotte, NC 28217

REQUEST FOR INFORMATION
163-07182023KS-2

ELEMENTARY MATHEMATICS CORE CURRICULUM SOLUTION
for GRADES K-5

FOR THE CHARLOTTE-MECKLENBURG BOARD OF EDUCATION

cms
Charlotte-Mecklenburg Schools

Overview and General Information

A. Introduction

The Charlotte-Mecklenburg Schools (CMS) Elementary Math Learning and Teaching department is seeking proposals from partners that can provide a comprehensive core curriculum solution in Grades K-5 Mathematics that align with the:

- North Carolina Standard Course of Study (NCSCOS)
- Math Core Actions
- Common Core Shifts for mathematics
- Common Core's Eight Mathematical Practices

B. Background

CMS is seeking outside partners that will provide a resource to support the intersection of the standards and educational equity and culture, empower educators, and help all students meet the challenges of higher standards. All of which are a part of Charlotte Mecklenburg Schools' Goals and Guardrails.

Proposals must outline how the materials will provide a guaranteed viable curriculum for every student in all schools across the district and focus on the instructional core: how **students** participate in their own education, the knowledge and skill of the **teacher**, and the level and complexity of the **content** students are asked to learn.

All spending will directly support these goals and strategies including a focus on ensuring equitable access and understanding of a guaranteed viable curriculum and that all students within the school system are provided with effective core instruction that is standards aligned and rigorous. Priority will be given to those interested partners whose submissions are inclusive of evidence-based Tier 2 and Tier 3 intervention supports as part of an RTI/MTSS framework.

Interested partners will include online blended, and face-to-face implementation support and ongoing job-embedded professional learning for teachers, instructional leaders, and administrators as well as district-level personnel.

Agreed upon definitions:

Coherence - Connecting math concepts, experiences, and protocols to one another within and across grade levels. Introducing math skills in a way that allows your students to see those connections. Students learn how to build on the content they already know. See Non-negotiables 2 and 4.

Rigor - Mathematics instruction that balances students' conceptual understanding, their procedural skill and fluency, and their ability to solve complex meaningful, problem-solving situations. See Non-negotiable 3.

C. Objectives of this RFI

Our goal in CMS is to implement and support a systematic and explicit curriculum that allows for students to experience rigorous standards-aligned instruction based on the instructional shifts and mathematical practices. All materials must be culturally relevant, inclusive, and provide multiple perspectives where

students can recognize and draw on their own perspective, math identity and culture and come to understand other perspectives and cultures. In addition, teachers must have the necessary professional learning to not just implement a curriculum but also to build their own numeracy knowledge and skill set that moves adult and student learning from skills, problems and solutions performed in isolation to deeper understanding and integration of conceptual understanding in real-world applications. Curriculum should create a structure that narrows and deepens a coherent learning experience in order to meet these high expectations. Each potential vendor shall state how their proposal meets or does not meet the specification for each section below (criteria synthesized through 2022-2024 CMS Goals and Guardrails and district requirements in technology and professional development, IMET Tool for K-8 Mathematics, Math Core Actions and Louisiana Believes Instructional Materials Evaluation Tool for Alignment in Mathematics.)

Criteria

INSTRUCTIONAL MATERIALS

For each indicator, describe, to what extent, your organization can provide:

Criteria	Indicators of Superior Quality	Justification/Comments with Example/s
NON-NEGOTIABLE 1. FOCUS ON MAJOR WORK: Students and teachers using the materials as designed devote the large majority (>65%) of time to the major work, according to Achieve the Core, of the grade level as indicated in the current North Carolina Standard Course of Study (NCSCOS).	REQUIRED 1a) Students engage with materials that devote the large majority of class time to the major work of each grade level. (CA.1A, CA.3A)	
	REQUIRED 1b) In any one grade, instructional materials should spend minimal time on content outside of the appropriate grade. Previous grade level content should be used only for scaffolding instruction to support the foundation of the grade level. (CA.1A)	
NON-NEGOTIABLE 2. CONSISTENT, COHERENT CONTENT: Instructional materials for each grade level are coherent and consistent with the content in the NC Standard Course of Study.	REQUIRED 2a) Materials connect supporting standard content to major work, according to Achieve the Core, in meaningful ways so that focus and coherence are enhanced throughout the year. (CA.1B)	
	REQUIRED 2b) Materials include problems and activities that highlight connections across the grade level in cases where these connections are natural and important. (CA.1B)	
NON-NEGOTIABLE 3. RIGOR AND BALANCE: Instructional materials for each grade level reflect the aspects of Rigor in the NC Standard Course of Study and help students meet the rigorous expectations of the NCSCOS, by supporting the development of conceptual understanding, procedural skill and fluency, and application.	REQUIRED 3a) Attention to Conceptual Understanding: Materials develop conceptual understanding of key mathematical concepts, especially specific content standards or cluster headings, by amply featuring high-quality conceptual problems and discussion questions to encourage mathematical discourse. (CA.1C)	
	REQUIRED 3b) Attention to Procedural Skill and Fluency: The materials are designed so that students attain the fluencies and procedural skills required by the NCSCOS. Materials give attention throughout the year to individual standards that set an	

	expectation of procedural skill and fluency. In grades K-5, materials provide authentic (stations, games, activities, discourse) practice toward attainment of fluency standards that align to the NCTM Position Statement on Procedural Fluency (examples - materials actively avoid focusing on memorization of facts in isolation and do not include timed tests). (CA.1C)	
	REQUIRED 3c) Attention to Application: Materials are designed so that teachers and students spend sufficient time working with engaging problems, including ample practice with operations within context involving grade level problem types (according to North Carolina Standard Course of Study). Application of grade level mathematics is provided through real-world problems, authentic tasks, projects, and explorations that are linked to multiple math standards. (CA.1C)	
NON-NEGOTIABLE 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics within grade level domains and clusters and across grade levels by staying consistent with the progressions in the NC Standard Course of Study.	REQUIRED 5a) Materials relate grade-level concepts explicitly to prior knowledge from earlier grades. The materials are designed so that prior knowledge connects and extends to accommodate new knowledge. (CA.1B)	
	REQUIRED 5b) Materials include learning objectives that are visibly shaped by NCSCOS cluster headings and/or standards. (CA.1A)	
Additional Criterion 6. INDICATORS OF QUALITY: Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of NCSCOS.	REQUIRED 6a) There is variety in what students produce. For example, students are asked to produce answers and solutions, but also in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc. (SMP1-8) (CA.3C & 3D)	
	REQUIRED 6b) There are separate teacher materials that support and reward teacher study including, but not limited to: clearly defined lesson objectives, discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the	

	unit, discussion on student ways of thinking and anticipating a variety of student responses, guidance on lesson flow, guidance on questions that prompt students' thinking, guidance on student use of manipulatives, discussion of desired mathematical behaviors being elicited among students and supports the teacher in check for understandings that surface and address misconceptions and opportunities for growth. (CA.1A, 1B, 1C, CA.2C)	
	6c) Support for Multilingual Learners and other populations is thoughtful and helps those students meet the same demands as all other students. The language in which problems are posed is carefully considered. Supports for language are intended to amplify comprehension of the problems rather than simplifying. For example, high-quality annotated grade-level appropriate tasks should be present throughout. (CA.1B)	
	6d) The underlying design of the materials distinguishes between problems and exercises. In essence, the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise is of high quality and has a clear purpose. (CA.1A & 1B)	
	6e) Lessons are appropriately structured and scaffolded to support student mastery and includes a summary of the mathematics with references to student work and discussion to reinforce the purpose of the lesson. (CA.1B, CA.2D)	
	6f) Materials support the uses of technology as called for in the SMP's. (CA.1C)	
	6g) Materials include additional explicit instructional opportunities and practices for students who may be served via Tier2/Tier 3 instruction within an RTI/MTSS Framework. (CA.1B)	
	6h) Materials include additional resources to support the extension of the current	

	content with the intent to deepen understanding of grade level standards. (CA.1B)	

ASSESSMENTS

For each indicator, describe, to what extent, your organization can provide:

Criteria	Indicators of Superior Quality	Justification/Comments with Example/s
NON-NEGOTIABLE 1. ALIGNMENT OF TEST ITEMS: Test items and/or sets of items elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted Standard(s).	**1a)** Items exhibit alignment to the full intent of the NCSCOS for that grade level.	
	1b) Items adhere to content limitations outlined in the NCSCOS and the Assessment Guides. All limitations for grades K-5 provided in the unpacking documents (aligned to the NCSCOS) are also followed.	
	1c) Items use the number system appropriate to the grade level. For example, in grade 3 there are some items involving fractions greater than 1.	
	1d) In assessment materials, there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the NC Standard Course of Study.	
NON-NEGOTIABLE 2. FOCUS ON MAJOR WORK: The large majority of items in each grade are devoted to the major work of the grade.	**2a)** Assessment item sets at each grade level meets or exceeds the following distributions for the major work of the grade across the year. (65% of the items in grades K-5 align exclusively to the major work of the grade level.)	
NON-NEGOTIABLE 3. FOCUS: No item assesses topics directly or indirectly before they are introduced in the NCSCOS.	**3a)** 100% of items address only knowledge of topics found in the NCSCOS in the specified grade, or items are editable to revise to meet NCSCOS.	
NON-NEGOTIABLE 4. RIGOR AND BALANCE: Assessments reflect the aspect(s) of rigor as defined by the NCSCOS. Consideration has been given to develop assessments that balance conceptual understanding, procedural skill and fluency, and application within the variety of assessment items developed.	**4a)** Assessment items are accurately aligned to specific, grade-level aligned standards.	
	4b) When appropriate, standards are assessed with multiple aspects of rigor.	

ADDITIONAL CRITERION

5. Content Connections Each grade level assessment includes items that meaningfully connect the NCSCOS and Standards for Mathematical Practice. However, not all items need to align to a Standard for Mathematical Practice, and there is no requirement to have an equal balance among the Standards for Mathematical Practice in any set of items or test forms.	
6. Variety in Item Type and Student Work Assessments include a variety of item types (e.g., multiple choice, multiple selection, numeric response, constructed response and open-ended tasks) that require a variety of student products. For example, items require students to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations (including items that explicitly assess expressing and/or communicating mathematical reasoning), diagrams, mathematical models, etc.	
7. Constructing Forms Without Cueing Solution Processes Item sequences do not cue the student to use a certain solution process during problem solving. Assessments include problems requiring different types of solution processes within the same section.	
8. Formative/Benchmark Assessments Formative/benchmark assessments monitor student progress in math concepts, skills, and problem solving, and guide instructional decision-making (e.g., differentiated instruction, recommendations for additional support at Tier 2/Tier 3) for all students and additional opportunities for enrichment.	
9. Quality Materials The assessment items, answer keys, and documentation are free from mathematical errors.	

MOTIVATION & ENGAGEMENT

Deliberate, research-informed efforts to foster motivation, engagement and social emotional learning within and across lessons to provide academic and life success such as resilience, self-management and responsible decision-making skills. For each criterion, describe, to what extent, your partnership can provide:

Criteria	Justification/Comments with Example/s
Materials provide students the ability to accurately: - recognize one's own emotions, thoughts, and values and how they influence behavior. - assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset.	
Materials provide students the ability to successfully: - regulate one's emotions, thoughts, and behaviors in different situations - effectively managing stress, controlling impulses, and motivating oneself. - set and work toward personal and academic goals.	
Materials provide students the ability to: - take the perspective of and empathize with others, including those from diverse backgrounds and cultures. - understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.	
Materials provide students the ability to: - establish and maintain healthy and rewarding relationships with diverse individuals and groups. - communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.	
Materials provide students the ability to: - make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. - make realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.	

CULTURALLY RELEVANT INSTRUCTION

Culturally relevant instructional materials help students see themselves as doers of mathematics and help them overcome the negative stereotypes and messages regarding who is - and who isn't -- mathematically smart.

Criteria	Justification/Comments with Example/s
Going Deep with Mathematics - What is the Math? The materials provide content for teachers to understand the math itself - to "go deep" and have high expectations for all students. Resources like the progressions and annotated sample tasks with questions students might ask can further resources for understanding the mathematical details of these standards.	
Drawing on Multiple Resources of Knowledge - Why Does It Matter? The materials describe how a concept connects to other mathematical ideas or to future careers or everyday life to create a responsive environment and support positive perceived utility of mathematics.	
Drawing on Multiple Resources of Knowledge - What Do Students Bring? The materials connect mathematical concepts to prior knowledge, interests, and life experiences of students. - Make intentional connections to multiple knowledge resources (prior knowledge and interest) to support mathematics learning. - Use previous mathematics knowledge as a bridge to promote new mathematics understanding. - Tap mathematics knowledge and experience related to students' culture, community, family, and history as resources. - Recognize and strengthen multiple language forms, including connections between math language and everyday language. - Affirm and support multilingualism.	
Leveraging Multiple Mathematical Competencies. The materials recognize and position students of various mathematical backgrounds and competencies - having different mathematical strengths that can serve as resources for learning and teaching mathematics. - Structure's student collaboration to use varying math knowledge and skills to solve complex problems. - Presents tasks that offer multiple entry points, allowing students with varying skills, knowledge, and levels of confidence to engage with the problem and make valuable contributions.	
Affirming Mathematics Learners' Identities. The materials provide multiple entry points, and promote student participation in various ways (teams, groups, etc.) to aid the development of a student's mathematical learning identity. Students build a sense of belonging and develop a growth mindset. - Are structured to promote student persistence and reasoning during problem solving. - Encourage students to see themselves as confident problem solvers who can make valuable mathematical contributions.	

- Assume that mistakes and incorrect answers are sources of learning. - Explicitly validate students' knowledge and experiences as math learners. - Recognize mathematical identities as multifaceted, with contributions of various kinds illustrating competencies.	
Challenging Spaces of Marginality. The materials embrace student competencies, diminish status, and value multiple mathematical contributions. - Center student authentic experiences and knowledge as legitimate intellectual spaces for investigation of mathematical ideas. - Position students as sources of expertise for solving complex mathematical problems and generating math-based questions to probe a specific issue or situation. - Distribute mathematics authority and present it as interconnected among students, teacher, and text. - Encourage student-to-student interaction and broad-based participation.	
Visibility People of color, marginalized social/cultural groups, and women are equally represented and woven throughout the choices of texts/illustrations/problems/solutions/materials.	
Balance & Stereotyping Representations of groups are varied, authentic, and avoid presenting only one interpretation of an issue, situation, or group of people, including gender.	
Reality Presents realistic portrayal of history and/or contemporary life experience; avoids glossing over controversial topics, such as discrimination or prejudice.	
Linguistic Bias Avoids using masculine terms exclusively and positively represents and honors people for whom English is not the dominant language.	

CAPACITIES OF CMS GRADUATE

Describe, to what fullness and regularity (low, medium, high), does your provided curriculum, instructional materials and professional learning, support the capacities of Charlotte Mecklenburg Schools desired qualities as outlined in the North Carolina Portrait of a Graduate. For each criterion, describe, to what extent (low, medium, high), your organization can provide:

Criteria	Justification/Comments with Example/s		
North Carolina Graduates demonstrate independence. Students can, without significant over-scaffolding, make sense of complex mathematical problems and persevere in solving them. They can construct effective arguments and convey intricate or multi-faceted information. Likewise, students are independently able to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. They acquire and use a wide-ranging vocabulary. They become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.	LOW	MEDIUM	HIGH
North Carolina Graduates build strong content knowledge. Students establish a base of knowledge in mathematics by engaging with high-quality tasks that build conceptual understanding. They become fluent by developing flexible, efficient, accurate, and appropriate strategies to solve mathematical problems. Students are able to apply mathematical understanding and fluency in real-world contexts and in new mathematical problems.	LOW	MEDIUM	HIGH
North Carolina Graduates communicate effectively. Students articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills. They listen to decipher meaning, values, attitudes, and intentions. They ask questions and synthesize messages to seek understanding. They engage in productive discourse to resolve disagreements.	LOW	MEDIUM	HIGH
North Carolina Graduates engage in collaborative work. Students contribute and respond to diverse perspectives to achieve a common goal. They leverage strengths to resolve conflict and foster teamwork. They interact respectfully with others in digital and in-person interactions. They embrace a variety of roles in a group as a participant and a leader.	LOW	MEDIUM	HIGH
North Carolina Graduates apply critical thinking skills while problem solving. Students analyze, assess, and refine personal thought processes. They apply thinking that is clear, rational, and evidence-based. They evaluate and prioritize solutions to difficult or complex problems. They employ creative solutions to solve problems	LOW	MEDIUM	HIGH
North Carolina Graduates use technology and digital media strategically and capably.	LOW	MEDIUM	HIGH

Students employ technology thoughtfully to solve complex mathematical problems. They use a variety of technological tools to efficiently and meaningfully represent and solve complex math problems.	
North Carolina Graduates recognize and draw on their own perspective and culture. Through an understanding of their own cultural perspective and the perspectives of others, students are able to facilitate their own learning. They investigate the world beyond their immediate environment. They are aware of and can articulate their own cultural worldview. Students actively seek to understand other perspectives and they are able to communicate effectively with people of varied backgrounds. They recognize the culture and experiences that they bring to learning are a key resource. Students from both dominant and non-dominant cultures are able to see themselves in the curriculum.	LOW MEDIUM HIGH

PROFESSIONAL LEARNING AND SUPPORT

As well as a viable curriculum consisting of high quality instructional materials, CMS is specifically looking for an organization that ensures implementation with integrity through *extensive* professional learning experiences and support. Use Learning Forward's Standards for Professional Learning as a springboard. For each criterion, describe, to what extent (low, medium, high), your organization can provide:

Criteria	Justification/Comments with Example/s		
Partner will provide professional learning on digital materials that are seamlessly compatible with the district's current technology platforms (Classlink and Canvas) while expediently responding to upcoming advances such as providing, modifying, and creating customized resources or digital material support to align to the needs of the district.	LOW	MEDIUM	HIGH
Ongoing professional learning that includes multiple paths such as novice, intermediate, and expert level development in content AND coaching.	LOW	MEDIUM	HIGH
Professional Learning in collaboration with the district Data Use for School Improvement Team should incorporate all components of the CMS Balanced Assessment System and should include experiences that enhance data literacy and move participants to greater capacity for gathering and interpreting their own data, PLC, school, and district data.	LOW	MEDIUM	HIGH

ASSURANCE OF ACCESSIBILITY STANDARDS

Assure materials are accessible to all students, including students identified as blind, visually impaired or print disabled. Assurance that materials are compliant with the standards, recommendations, and guidelines specified to assist educators in the selection and use of accessible versions of materials that can be used with all students, including those with different kinds of challenges and assistive devices. For each criterion, describe, to what extent (yes, no), your organization can provide:

Criteria	Yes/No
All materials are available in languages that meet the needs of our Magnet language schools • Spanish • German • French • Chinese • Japanese	 YES NO YES NO YES NO YES NO YES NO
Materials are available to be read aloud including all languages that meet the needs of our Magnet language schools	YES NO
Materials are available in PDF Format	YES NO
Materials in ePUB Format	YES NO
Materials are available in an accessible media format and includes alternate text or subtitles	YES NO
Materials includes alternate text (image)	YES NO
Materials includes closed captions and subtitles (video)	YES NO
Materials include functionality that provide accessibility	YES NO
Materials work with screen readers on iPads and Chromebooks	YES NO
Materials comply with W3C recommendations for web pages	YES NO
Is a 508 compliant website	YES NO
Available in the National Accessible Instructional Materials Standard Format - Accessible XML	YES NO
Complies with National Center for Accessible Media (NCAM) Guidelines for Movies, Web and Multimedia	YES NO

TECHNOLOGY PLATFORM AND HIGH-LEVEL ARCHITECTURAL DESIGN

Partner shall provide a detailed response to what extent they can support the specifications requested. Any additional information provided should clearly state the referenced technical specification in an organized and easily read format. For each criterion, describe, to what extent (low, medium, high), your partnership can provide:

Criteria	Justification/Comments with Example/s		
Partner shall describe how their product handles authentication including Classlink capabilities. A description of all supported Classlink capabilities offered should be included in the response.	LOW	MEDIUM	HIGH
Partner shall describe how the product handles authorization. This should include a description of the authorization/security model as well as how role/group/scope changes can be automated.	LOW	MEDIUM	HIGH
Partner shall describe the capabilities of the application/service to automate rostering of students/teachers/staff. This description should include data formats and file transmission options.	LOW	MEDIUM	HIGH
Partner shall describe how their product handles account creation, additions and deletions for both student and staff users.	LOW	MEDIUM	HIGH
Partner shall describe how administrative functions are separated into different roles such as district, school, teacher, etc.	LOW	MEDIUM	HIGH
Partner shall describe how the methods and means by which the security of CMS data is ensured. Describe the methods and practices in place to protect against unauthorized access, destruction, use, modification and disclosure of CMS data.	LOW	MEDIUM	HIGH
Partner shall describe all personally identifiable information that is collected through use of the application, site or service and describe the method(s) by which that data is secured.	LOW	MEDIUM	HIGH
Partner shall describe the method by which a parent may exercise the right to inspect and amend a student's educational records stored in the application, site or service.	LOW	MEDIUM	HIGH
Partner shall fully describe technical requirements if application, site or service is hosted on-premises. Partner shall describe cloud-hosted delivery options for application, site or service.	LOW	MEDIUM	HIGH
Partner shall describe in detail all system and network requirements. This description shall include internet browser compatibility, third-party browser plug-in requirements, and end-user workstation minimum specifications.	LOW	MEDIUM	HIGH
Partner shall describe the capabilities of the application/service to be used on mobile tablet and smartphone devices, whether native or hybrid apps are available and for which mobile operating systems and versions.	LOW	MEDIUM	HIGH

Partner shall describe the product(s) support model for both technical and functional district support needs.	LOW	MEDIUM	HIGH
Partner shall describe their approach to converting and migrating data into and out of their solution.	LOW	MEDIUM	HIGH
Partner shall describe the reporting features for district and school-based administrators, teachers, and students. (Sample reports may be attached)	LOW	MEDIUM	HIGH
Partner shall describe the reporting feature on an individual student level including how the student is compared to like peers. (Sample reports may be attached)	LOW	MEDIUM	HIGH
Partner shall describe compliance with website accessibility requirements.	LOW	MEDIUM	HIGH
Partner shall describe how it complies with IMS Global standards for content including Common cartridge, QUI, and any unique integration solutions for learning management systems (Specifically Canvas)	LOW	MEDIUM	HIGH
Partner shall describe the methods or plans for data deletion upon termination of the agreement.	LOW	MEDIUM	HIGH
Partner shall describe copyright details as it relates to the sharing of data in a district shared drive.	LOW	MEDIUM	HIGH
Partner shall follow the North Carolina Data Security Standards for Third-Party Data Integration, has reviewed the DPI Vendor Readiness Assessment Report (located here https://it.nc.gov/documents/files/vendor-readiness-assessment-report-non-state-hosted-solutions/open), and can answer "yes" to all questions in sections 3.1 and 3.2.	LOW	MEDIUM	HIGH
Partner shall follow the North Carolina Data Security Standards for Third-Party Data Integration, including a completed third-party assessment such as the Federal Risk and Authorization Management Program (FedRAMP) authorization, SOC2 Type 2 audit, ISO 27001 certification, or HITRUST certification and can make it available to CMS for inspection.	**LOW**	**MEDIUM**	**HIGH**

OTHER PARTNER RESPONSIBILITIES

For each criterion, describe, to what extent (yes, no), your partnership can provide the following as well as provide specific examples where applicable:

Criteria	Notes/Comments
Partner shall review the North Carolina Standard Course of Study (NCSCOS) and Common Core Shifts for Mathematics K-8 as outlined in the Instructional Materials Evaluation Tool (IMET) located and certify that their proposal is compatible and compliant.	YES NO
Partner certifies that resources included in their proposal are wholly compatible and compliant with the instructional practices aligned to the standards.	YES NO
Materials provide guidance on the importance of focus, coherence, and rigor and how these shifts are supported by implementation of the program	YES NO
Partner shall provide product development plans, technical architecture, and implementation approaches that can support a district of this size, to better predict implementation and professional development support. In 2023-24, CMS will have 118 schools serving grades K-5, which together serve approximately 63,328 students.	YES NO
Partner shall provide an implementation progress check tool and provide fidelity checks (e.g., walk-through, observation tools) using the district walk-through tool that include metrics as part of the implementation plan.	YES NO
Partner shall provide materials that are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources.	YES NO
Research conducted by an objective third party is included that demonstrates the effectiveness of the curriculum.	YES NO
Partner shall have a comprehensive, independent evaluation. CMS strongly prefers evaluations conducted by EdReports (www.edreports.org), an independent nonprofit designed to improve K-12 education that offers reviews of K-12 instructional materials that focus on alignment to college and career-ready standards and other indicators of high quality as recommended by educators. CMS reserves the right to consider other external independent evaluations comparable to EdReports, but such independent evaluations must be robust and comparable in scale, depth, and methodology. For materials that have EdReports ratings (using Gateways described on EdReports.com), CMS reserves the right to reject products that do not meet expectations.	YES NO

PARTNERSHIP REQUIREMENTS

The following requirements shall be provided by the vendor in an organized, easily identifiable manner that allows for quick reference. For each criterion, describe, to what extent, your partnership can provide:

Criteria	Comments/Links to Examples
Partner Plan for Implementation Describe your implementation methodology and approach to resources including 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.	
Partner Profile Partner shall provide company profile information (company background, number of employees, type of company, financial information, capacity for handling services, location of company)	
Partner Experience Partner shall demonstrate experience with public sector clients with similar or greater size and complexity to the Charlotte Mecklenburg School district. Partner shall provide information as to the qualifications and experience of all executives, 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.	
Technical Approach Partner's proposal shall include, in narrative, outline and/or graph form the Partner's approach to accomplishing the tasks outlined in the Scope of Work section of this document. A description of each task and deliverable and the schedule for accomplishing each shall be included.	
Materials to Sample Publishers are required to send materials which include: special instructions, written correlations, publisher's presentation, and samples of the major tool (student edition and teacher edition) in an electronic or digital format. These samples must be in final form (i.e., must be the product that will be available to the district).	

Organization of electronic information must be in the following manner utilizing the existing format of questions above in PDF form and any external drives required to demonstrate your information.

ACKNOWLEDGEMENT FORM

Please fill out the below Acknowledgement Form and email to korie.sietmann@cms.k12.nc.us by , July 24th, 2023.

RFI #163-07182023KS-2, Elementary Mathematics Core Curriculum for Grades K-5

Date: _____

A. The undersigned service provider hereby certifies receipt of the Request for Proposals package for the Charlotte-Mecklenburg Board of Education, Charlotte, North Carolina RFI # _____.

Authorized Signature: _____

Company Name: _____

Company Address: _____

B. Please check the appropriate space provided below and provide the requested information:

_____ We plan to submit a Proposal in response to RFI # _____

Primary Contact Name: _____

Contact E-mail address: _____

Contact phone: _____ Fax number: _____

Secondary Contact Name: _____

Contact E-mail address: _____

Contact phone: _____ Fax number: _____

_____ We do not plan to submit a Proposal in response to RFI #_____

Reason: _____

D. RFI Process
Potential Vendors are requested through this RFI to provide information regarding Elementary Math curriculum solution as listed under the "Objectives of this RFI" section above. Certain vendors will be requested as a result of this RFI to engage in deep discussion, demonstration, and field testing of their proposed solution. The discussions will be scheduled during the Winter & Spring of 2024. This RFI does not obligate CMS to any purchase or to any action as a result of the information received. If selected for the demonstration (vendor review) process, selected companies will receive additional follow-up questions and information to be addressed at the demonstration in Winter of 2023.

E. Proposed Schedule
The anticipated schedule for this review process (subject to change based on the preferences and needs of CMBE) is to conduct an intensive vendor meetings/discussion process during Winter/Spring 2024.
The table below shows the intended schedule for this RFI. CMS will make every effort to adhere to this schedule.

Event	Responsibility	Date
Issue RFI	CMS	07.18.2023
Submit Written Questions	Potential Vendor	07.26.2023
Provide Response to Questions	CMS	08.02.2023
Submit Information	Potential Vendor	08.09.2023

F. Cost for Proposal Preparation
THIS IS A REQUEST FOR INFORMATION ONLY. This RFI is issued solely for the information and planning purposes – it does not constitute a Request for Proposal (RFP) or a promise to issue an RFP in the future. This request for information does not commit Charlotte Mecklenburg Schools (CMS) to contract for any service whatsoever. Invitees are advised that CMS will not pay for any information or administrative costs incurred in response to this RFI; all costs associated with responding to this RFI will be solely at the interested party's expense.

Compliance with Regulation DJ-R Purchasing/Contracting. Appendix 1. Federal Fund Requirements. III General Procurement Standards and Procedures.

http://my.cms.k12.nc.us/departments/finance/Documents/Purchasing%20Regulation-DJ-Rwith%20appendix%20JD1nohighlightupdate.pdf

G. Reference to Other Data
Only information, received in response to this RFI, will be evaluated; reference to information previously submitted shall not be evaluated.

EXECUTION OF RFI #163-07182023KS-2

INSTRUCTIONS TO RESPONDERS:

1. Potential Vendors should provide information by 3:00pm on **Wednesday, August 9th, 2023,** for furnishing services described herein. Electronic versions should be emailed to **korie.sietmann@cms.k12.nc.us** with **"Elementary Mathematics Core Curriculum Submission from <Potential Vendor name>"** in the subject line.

Do not mail in hard copies.
Faxed copies will not be accepted.

2. CMS will review all information supplied and schedule a discussion session if it is determined that your solution suits the needs of CMS.

3. Discussions and demonstrations will be scheduled as needed to cover all areas specified in the general requirements.

CONFIDENTIALITY AND PROHIBITED COMMUNICATIONS

During the RFI period, each Potential Vendor submitting information (including its representatives, sub-contractors and/or suppliers) is *prohibited* from having any communications with any person inside or outside of CMS (this includes school-based personnel). CMS personnel have been notified that a "quiet period" has been put in place and have been instructed to reach out if any attempt at communication is made.