

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

**REQUEST FOR PROPOSALS (RFP)**

**K–5 Literacy Universal Screening,  
Progress Monitoring, Reporting, and  
Instructional Decision-Support  
System**

**Issue Date: October 21, 2026**

**Submission Deadline: November 23, 2026, Noon**

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## Introduction

The School District of Pittsburgh (Pittsburgh Public Schools or PPS) invites proposals from qualified firms to provide a K–5 literacy universal screening, progress-monitoring, reporting, and instructional decision-support system, together with the implementation, training, support, platform reporting, data access, and interoperability services described in this RFP.

## District Mission

PPS will be one of America's premier school districts, student-focused, well managed, and innovative. We will hold ourselves accountable for preparing all children to achieve academic excellence and strength of character, so that they have the opportunity to succeed in all aspects of life.

## District Vision

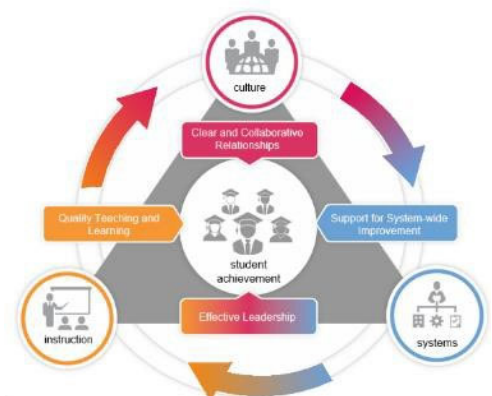
All students will graduate high school college, career and life-ready prepared to complete a two-or four-year college degree or workforce certification.

## District Beliefs

- All children can learn at high levels.
- Teachers have a profound impact on student development and should have ample training, support, and resources.
- Education begins with a safe and healthy learning environment.
- Families are an essential part of the educational process.
- A commitment from the entire community is necessary to build a culture that encourages student achievement.
- Improvement in education is guided by consistent and effective leadership.
- Central office exists to serve students and schools.

## District Theory of Action

If PPS **CULTURE** values clear and collaborative relationships and **SYSTEMS** are in place that support system-wide improvement and effective leadership, then quality and equitable teaching and learning practices utilizing culturally responsive practices and standards-based **INSTRUCTION** with a belief that all students can learn, will ensure high expectations and **STUDENT ACHIEVEMENT**, so all students successfully graduate college, career and life-ready.





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## Priority Goals

The Superintendent's five priority goals articulate key strategies aimed at improving Culture, Systems, and Instruction in the School District of Pittsburgh. The implementation of these priority goals will serve as steppingstones to outline a collaborative and strategic approach via a strategic plan to solve our challenges with student outcomes and experiences.

1. Invest in culturally responsive, evidence-based training, tools, and resources.
2. Construct safety, health, and wellness protocols.
3. Expand stakeholder communication and partnerships.
4. Design effective organizational systems.
5. Strategically allocate resources to ensure equity, excellence, and efficiency.

Please click [here](#) to learn more about the superintendent's five priority goals.

## Background

As the largest of 43 school districts in Allegheny County and the second largest in the Commonwealth of Pennsylvania, PPS serves nearly 20,000 students in Pre-Kindergarten through Grade 12, in 54 schools, over 4,000 employees, and a general budget of 716.9 million dollars. The student population is 53% African American, 33% White, and 14% Other, with 58 languages spoken, representing 58 countries. PPS serves approximately 8,500 students in Kindergarten through Grade 5.

PPS seeks a literacy assessment system that identifies student literacy needs; provides districtwide visibility into assessment participation and outcomes; translates results into actionable information for teachers; supports instructional grouping, next-step decisions, and progress monitoring; and functions within a broader instructional and assessment environment without requiring PPS to adopt the vendor's core curriculum.

PPS requires both (1) native reporting within the proposed platform, so that District, network, school, and classroom leaders can generate the reports they need directly from the system, and (2) independent, automated access to the underlying District-owned data for use in District reporting and analytics systems. Each is a separate requirement; neither substitutes for the other.

## Definitions and Requirement Conventions

Each requirement in the Scope of Services is labeled [M], [D], or [R]. The label tells the Proposer whether the item is pass/fail, scored but optional, or a required written response.

- **Immediate instructional actionability:** relevant student-level results and recommended next instructional steps are available to the appropriate educator no later than two (2) school days after assessment completion. Same-day or next-day availability is preferred.
- **Assessment completion:** the point at which a student has finished all required activity for a measure. Because responses are captured and scored in the platform during administration (Requirement 1.6), this is also the point at which the student's results are scored.
- **School day:** a day on which PPS schools are in session for students under the PPS calendar.
- **[M] Mandatory:** a requirement stated with "shall" or "must." PPS may deem a proposal that does not meet a mandatory requirement non-responsive.

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- **[D] Desirable:** a capability stated with "should" or "preferred." Desirable capabilities are scored but are not required.
- **[R] Response required:** the Proposer must describe, explain, or identify the item. Responses are scored on completeness, specificity, and supporting evidence.
- **Roadmap:** functionality not generally available to customers on the proposal submission date. Roadmap items will not be scored as equivalent to currently available functionality.
- **Source system (platform):** the Proposer's assessment platform or application in which PPS users administer, review, interpret, report on, or manage assessment information.
- **District reporting and analytics systems:** any current or future PPS-managed reporting, analytics, data warehouse, or business-intelligence environment. This RFP does not prescribe a District platform or architecture.

## Scope of Services

The selected Proposer shall provide, implement, and support a K–5 literacy universal screening, progress-monitoring, reporting, and instructional decision-support system meeting the requirements below. Requirement numbers correspond to the Requirement/Compliance Matrix in Appendix A.

### 1. Assessment Model and Grade Coverage

- **1.1 [M]** The proposed system shall provide universal literacy screening for all students in Kindergarten through Grade 5.
- **1.2 [R]** The Proposer shall identify the literacy domains or constructs measured at each grade and each screening window and explain the developmental and research rationale for them. Domains may include, as developmentally appropriate, phonological awareness, phonemic awareness, alphabetic knowledge, phonics, decoding, word recognition, oral reading fluency, vocabulary, and reading comprehension.
- **1.3 [R]** The Proposer shall describe the administration model for each measure (for example: individual, small-group, or whole-group; student-response or examiner-recorded; adaptive or fixed-form). Beyond the response-capture requirement in 1.6, PPS does not prescribe an administration model.
- **1.4 [R]** The Proposer shall state typical and maximum administration time per student, scoring process, personnel and training requirements for administrators and scorers, device and connectivity requirements, available accommodations, and known limitations.
- **1.5 [R]** The Proposer shall identify which components are required for universal screening and which are optional, diagnostic, or progress-monitoring measures, and shall state the recommended number and timing of screening windows per school year.
- **1.6 [M]** For every screening and progress-monitoring measure, student responses shall be captured directly in the platform at the time of administration, either by the student responding on a device or by the examiner recording responses on a device during the administration, and shall be scored automatically by the system. Solutions that require paper record forms, after-the-fact score entry, transcription, or hand scoring do not meet this requirement. Printed student-facing stimulus materials are permitted. Offline capture that synchronizes automatically without re-entry is permitted. Where a student's documented accommodation requires a different method, the Proposer shall describe how results are captured and scored.
- **1.7 [R]** The Proposer shall identify every action required of the teacher or examiner after a student finishes a measure and before results are available (for example, reviewing, verifying, or submitting results). Fewer required actions will receive stronger credit.



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## 2. Psychometric and Technical Quality

- **2.1 [M]** The Proposer shall provide technical documentation supporting reliability, validity, classification accuracy (where classification or risk claims are made), cut-score or benchmark interpretation, growth measures, intended uses, and limitations.
- **2.2 [R]** The Proposer shall distinguish among national norms, criterion-referenced cut scores or benchmarks, risk classifications, growth expectations, predictive claims, and diagnostic interpretations, and shall identify which of these apply to the proposed system.
- **2.3 [D]** Evidence should be specific to elementary students. Evidence from large, diverse, or urban public-school populations is preferred where available.
- **2.4 [R]** The Proposer shall describe the norming sample or standard-setting process, as applicable, including dates, sample characteristics, and the planned schedule for renorming, re-standardization, or technical updates.
- **2.5 [R]** The Proposer shall present evidence separately for each intended use: universal screening, instructional decision-making, and progress monitoring. Evidence for one use will not be treated as evidence for another.

## 3. Diagnostic Specificity

- **3.1 [M]** The system shall report results beyond a composite score or overall risk classification.
- **3.2 [M]** The system shall identify each student's relative strengths and areas of need at the skill, domain, or measure level, at a grain size sufficient to inform instruction.
- **3.3 [R]** The Proposer shall explain how skill-, domain-, or measure-level results are derived and the precision of those results (for example, reliability or standard error at that level), including any cautions on instructional interpretation.

*Scoring note: A solution that identifies students only as below benchmark, at risk, or a similar broad category, without information sufficient to guide instructional action, will not receive full credit under Evaluation Criterion 2.*

## 4. Immediate Instructional Actionability

- **4.1 [M]** Student-level results and recommended next instructional steps shall be available to the appropriate educator no later than two (2) school days after assessment completion, as defined in this RFP.
- **4.2 [D]** Same-day or next-day availability of results and recommendations is preferred and will receive additional credit.
- **4.3 [M]** The system shall provide recommended next instructional steps specific enough for an educator to identify the instructional action, skill, or student need to be addressed and to determine what to teach, practice, reinforce, or monitor next. Broad statements such as "provide intervention" or "work on phonics" do not satisfy this requirement.
- **4.4 [M]** The Proposer shall submit three (3) sample student reports (simulated or de-identified) representing different performance profiles, showing the results and recommended next steps an educator would receive.
- **4.5 [R]** The Proposer shall explain how recommendations are generated (rule-based, research-based, algorithmic, AI-assisted, or otherwise) and identify the evidence supporting them.
- **4.6 [R]** The Proposer shall state whether and how educators can review, modify, or override recommendations.
- **4.7 [M]** The availability and usefulness of results and recommendations shall not depend on PPS adopting or purchasing the Proposer's core curriculum. Recommended next steps shall be actionable using PPS-



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selected core, supplemental, and intervention materials. The Proposer shall identify any recommendation that references proprietary content and state whether that content is included in the proposed price.

## 5. Student Grouping and Classroom Decision Support

- **5.1 [M]** The system shall identify students with similar instructional needs and support flexible grouping, through system-generated groups, educator-created groups with system support, or both.
- **5.2 [M]** Teachers shall be able to move from a class-level view to groups and to individual students within the same application, without manually reconciling separate reports or exports.
- **5.3 [M]** Each recommended or educator-created group shall display the students in the group and the literacy skill or instructional need that connects them.
- **5.4 [R]** The Proposer shall describe how educators modify groups and how groups update when new screening or progress-monitoring results are available.

## 6. Progress Monitoring

- **6.1 [M]** The system shall provide measures appropriate for monitoring progress in identified areas of literacy need.
- **6.2 [R]** The Proposer shall explain recommended monitoring frequency, the goal-setting method, the expected rate of improvement or equivalent growth reference, and the decision rules or decision guidance used to judge whether progress is sufficient.
- **6.3 [D]** Progress-monitoring results should be viewable alongside the same student's screening results in a single view.
- **6.4 [R]** The Proposer shall describe the availability and equivalence of alternate forms for repeated administration and how measurement error is considered in progress decisions.

## 7. Districtwide Participation Tracking

- **7.1 [M]** The source system shall provide role-based monitoring of assessment completion during active screening windows at each level of the reporting hierarchy in Section 8.
- **7.2 [M]** At minimum, authorized users shall be able to identify: expected students; students not started; students in progress (where applicable to the administration model); students completed; invalid or unscorable assessments and the reason; completion percentages; and the student-level list behind each incomplete count.
- **7.3 [M]** Completion information shall be updated at least daily during active screening windows.
- **7.4 [D]** More frequent updates are preferred. The Proposer shall state the actual refresh interval.

## 8. Native Platform Reporting

- **8.1 [M]** The source system shall provide native, role-based dashboards and reports at the District, network or supervisory group, school, grade, classroom, and student levels. Authorized users shall be able to generate these reports within the platform without exporting data or building external reports. The supervisory level shall be configurable to PPS's organizational structure.
- **8.2 [M]** Authorized users shall be able to drill from aggregate information to underlying student-level records within the source system, subject to role-based access.
- **8.3 [M]** The source system shall provide role-appropriate views for central-office leaders, network or supervisory staff, principals, teachers, interventionists, and other authorized staff, limiting each user to assigned schools, classes, or students.
- **8.4 [R]** The Proposer shall describe available filters, saved views, scheduled reports, export formats for

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aggregate and student-level reports, refresh frequency, and any separate fees for reporting capabilities (with the Appendix B line item).

- **8.5 [M]** Native platform reporting (Sections 7 through 9) and District data access (Section 11) are independent requirements. Each shall be met in full; neither substitutes for the other.

## 9. Performance, Outcome, and Subgroup Reporting

- **9.1 [M]** The source system shall provide performance reporting at the District, network or supervisory group, school, grade, classroom, group, and student levels.
- **9.2 [M]** The source system shall provide longitudinal views across screening windows and across school years.
- **9.3 [M]** Users shall be able to examine performance or risk categories, skill- or domain-level results, changes across windows, growth or progress measures, and patterns requiring instructional or implementation attention.
- **9.4 [D]** Reports should distinguish changes that the technical evidence supports interpreting as growth from descriptive comparisons only.
- **9.5 [D]** The source system should support subgroup disaggregation or filtering for authorized District users. The Proposer shall identify the student attributes required to support this function, the subgroup fields supported natively, and any limitations.
- **9.6 [M]** PPS shall be able to link all assessment records to District student, enrollment, school, classroom, and program data through the stable identifiers required in Section 11, so that PPS can conduct subgroup and cross-system analysis in District systems.

## 10. Integration With Instruction

- **10.1 [R]** The Proposer shall describe any direct links to lessons, activities, intervention resources, or curricular materials and identify whether each is included in the base price or separately priced (with the Appendix B line item).
- **10.2 [R]** The Proposer shall explain how the system supports District-selected curricular and intervention materials (for example, mapping identified skill needs to District resources or configurable resource links).

## 11. District Data Access and Interoperability

- **11.1 [M]** Data generated through PPS use of the system are District-owned. PPS shall have access to District-owned assessment data at the student and administration-record level, in a format suitable for automated ingestion into current or future District reporting, analytics, and data warehouse systems. Access shall not depend on manual extraction from the vendor dashboard.
- **11.2 [M]** Available data shall include, at minimum: administration status; completion data; student scores; skill- or domain-level results; benchmarks or classifications; progress-monitoring data; groupings where available; and metadata including administration date, window, form, mode, accommodations recorded, administrator or scorer, and invalidation reason.
- **11.3 [M]** The Proposer shall provide at least one automated or scheduled data-delivery method (for example, API, secure file transfer, scheduled automated export, or standards-based integration) that delivers data to District systems without routine manual download by PPS staff. Open standards such as the Ed-Fi Data Standard or 1EdTech OneRoster are examples, not requirements.
- **11.4 [R]** The Proposer shall describe the data-delivery method, refresh schedule, file or API structure, authentication, historical-data availability, PPS technical responsibilities, and any rate or volume limits.
- **11.5 [M]** The Proposer shall provide a documented data dictionary (field definitions, data types, valid

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values, and relationships), submit a representative sample with the proposal, and give PPS advance written notice of material changes to the data structure.

- **11.6 [M]** The system shall maintain stable student, school, classroom, assessment, and administration identifiers, including the PPS student identifier, sufficient to support longitudinal analysis across windows and school years and linkage to District data.
- **11.7 [M]** The Proposer shall identify every separate fee for API access, data exports, integration, advanced reporting, or access to historical data, with the corresponding Appendix B line item.

## 12. Data Latency

- **12.1 [M]** The Proposer shall state, separately and as typical and maximum values, the time from assessment completion to (a) teacher-facing results, (b) administrator- and District-facing platform reports, and (c) availability through automated exports, API, or other data feeds.
- **12.2 [R]** The Proposer shall describe any batch-processing schedules, refresh windows, or other conditions that delay data availability.
- **12.3 [M]** Automated District data feeds shall refresh at least once each school day throughout the school year. More frequent refresh is preferred.

*Scoring note: Latency is scored on the Proposer's stated maximum times, verified in demonstration and incorporated into the contract. Teacher-facing results (Criterion 2, up to 2 points): same school day, 2 points; next school day, 1 point; within two school days, 0 points (meets Requirement 4.1). District data feeds (Criterion 6, up to 2 points): refreshed at least hourly during the school day, 2 points; more than once but less than hourly, 1 point; once daily, 0 points (meets Requirement 12.3).*

## 13. Rostering and Enrollment Changes

- **13.1 [M]** The system shall support secure automated rostering or another scalable process that does not require school staff to maintain rosters manually. The Proposer shall state supported rostering methods.
- **13.2 [M]** The system shall support new enrollments, withdrawals, transfers, school changes, classroom changes, teacher changes, duplicate-record resolution, and ongoing roster synchronization.
- **13.3 [M]** Roster synchronization shall occur at least once each school day throughout the school year. The Proposer shall state the standard synchronization frequency and the maximum time for a newly enrolled, transferred, or reassigned student to become available for assessment.
- **13.4 [M]** The Proposer shall provide a responsibility matrix identifying PPS and vendor responsibilities for roster accuracy, error resolution, synchronization, exception handling, and validation.
- **13.5 [M]** A student's historical results shall be preserved and remain associated with the student across school and classroom changes within PPS.

## 14. Accessibility, Multilingual Learners, and Students With Disabilities

- **14.1 [R]** The Proposer shall describe accessibility features, allowable accommodations, assistive-technology compatibility, administration considerations, and relevant validity evidence for students with disabilities and multilingual learners.
- **14.2 [R]** The Proposer shall distinguish between offering an accommodation and having evidence that resulting scores remain interpretable for the intended use and population.
- **14.3 [R]** The Proposer shall explain how the system supports multilingual learners and students receiving special education services, including any administration restrictions or interpretive cautions.
- **14.4 [R]** The Proposer shall identify languages available for directions, family reports, interfaces, or other supports, distinguishing these supports from the language in which literacy constructs are assessed.

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- **14.5 [M]** Educator-, student-, and family-facing web and mobile interfaces shall conform to WCAG 2.1 Level AA. The Proposer shall provide a current Accessibility Conformance Report (ACR), such as one based on the Voluntary Product Accessibility Template (VPAT), and identify any known nonconformance with a remediation timeline.

## 15. Data Privacy and Security

- **15.1 [M]** The Proposer shall comply with applicable federal law (including FERPA), applicable Pennsylvania law, and the PPS data-privacy and security terms incorporated into the final agreement.
- **15.2 [R]** The Proposer shall describe data hosting location, encryption in transit and at rest, authentication, role-based authorization, backup, disaster recovery (including recovery time and recovery point objectives), breach notification timeline, incident response, data retention, deletion, subprocessors, and data ownership.
- **15.3 [R]** The Proposer shall identify current security certifications or independent audits, penetration-testing practices, and the process for notifying PPS of material security findings.
- **15.4 [R]** The Proposer shall state whether any PPS information is used to train, tune, evaluate, or improve artificial-intelligence or machine-learning models, and identify available opt-out or contractual controls.
- **15.5 [M]** The Proposer shall describe contract-end data return (format and timeline) and shall provide certified deletion of PPS data in accordance with the final agreement.

## 16. Artificial Intelligence and Automated Decision Systems

- **16.1 [R]** The Proposer shall identify every use of artificial intelligence, machine learning, automated scoring, automated grouping, recommendation engines, or predictive analytics, including third-party models.
- **16.2 [R]** For each capability identified in 16.1, the Proposer shall explain its purpose, data used, human review, educator override, validation, bias monitoring, data retention, and whether PPS data are used for model training.
- **16.3 [M]** Automated outputs shall not replace educator judgment. Instructional and placement decisions remain the responsibility of PPS staff.
- **16.4 [R]** The Proposer shall distinguish currently available AI or automated functionality from planned or roadmap functionality.

## 17. Teacher Usability and Burden

- **17.1 [R]** The Proposer shall describe, with screenshots, the teacher workflow from a completed assessment to an instructional decision.
- **17.2 [R]** The Proposer shall state the typical number of steps and estimated time for a teacher to locate results, interpret them, obtain a recommended next step, and locate students with similar needs.
- **17.3 [D]** Routine instructional use should not require file downloads, spreadsheet manipulation, multiple logins, or central-office assistance.
- **17.4 [D]** The system should support single sign-on through industry-standard protocols. The Proposer shall describe how teachers access assigned students and classes.

## 18. Implementation, Training, and Support

- **18.1 [M]** The Proposer shall provide a detailed implementation plan covering configuration, rostering, data validation, user provisioning, administrator training, teacher training, assessment-administration training, instructional-use training, launch support, screening-window support, technical support, escalation procedures, and transition to ongoing operations.
- **18.2 [R]** The training plan shall fit within PPS professional learning schedules and staff-release limits, which

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PPS will provide to the selected Proposer. The Proposer shall state the minimum synchronous training time required for each role (building administrators, assessment administrators, classroom teachers, interventionists, and technical or District staff) and describe asynchronous options that reduce release time.

- **18.3 [M]** The Proposer shall provide a responsibility and milestone matrix distinguishing PPS responsibilities from vendor responsibilities and identifying lead times, dependencies, and target completion dates for configuration, rostering, single sign-on or authentication, data integration, validation, training, launch readiness, and production launch.
- **18.4 [M]** The Proposer shall identify the implementation lead, support model, service hours, response and resolution targets by severity level, escalation path, and enhanced support during screening windows.
- **18.5 [R]** The Proposer shall describe training formats, duration, required and optional sessions, train-the-trainer options, recorded resources, and supports for staff hired after initial implementation.

## 19. Total Cost of Ownership and Licensing Model

- **19.1 [M]** The Proposer shall complete Appendix B, separating licensing, per-student costs, school or District licensing, implementation, required assessment materials, required devices or equipment, training, support, API or integration fees, reporting modules, progress-monitoring modules, optional instructional content, optional analytics, and all other one-time or recurring costs.
- **19.2 [M]** The Proposer shall provide annual pricing for each year of the contract term (up to five years) and identify any multi-year, volume, Districtwide, site-based, or other discounts and the conditions required to obtain them.
- **19.3 [M]** The Proposer shall identify minimum purchase quantities, enrollment true-up provisions, annual escalators, renewal assumptions, and costs for adding students, schools, modules, or data integrations.
- **19.4 [R]** The Proposer shall describe how licenses are counted and consumed for students who enroll, withdraw, transfer, or otherwise participate for part of the year, including whether a student consumes a full annual license when any record or assessment data are created or imported, and whether licenses may be reassigned during the contract year.
- **19.5 [R]** The Proposer shall identify available licensing models (for example, individual student, school or site, Districtwide, enrollment-band, or concurrent-use) and explain how each addresses student mobility and enrollment changes.
- **19.6 [M]** Functionality the Proposer marks Meets or Partially Meets in Appendix A will be treated as included in the base price unless the response identifies the Appendix B line item that carries its cost.

## Deliverables

The selected Proposer will provide:

- A configured production environment for PPS, including role-based access and required administrative settings.
- Operational K–5 universal screening and progress-monitoring measures, scoring, classifications, native platform reporting, and instructional decision-support functionality as proposed.
- A secure rostering and user-provisioning process, including validation and exception-handling procedures.
- Native District, network or supervisory group, school, grade, classroom, group, and student reporting within the platform.
- Automated District data-access mechanism(s), data dictionary, stable identifiers, refresh schedules, sample schema, and technical integration documentation.
- An implementation plan, project schedule, responsibility and milestone matrix, launch-readiness criteria,

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and escalation procedures.

- Administrator, teacher, assessment-administration, instructional-use, and technical training materials and delivery, within PPS professional learning schedules.
- Technical, psychometric, accessibility, privacy, security, AI/automated-system, and service-level documentation required by this RFP.
- A complete pricing and licensing schedule, including treatment of transient, withdrawn, transferred, and partial-year students.
- Contract-end data return and certified deletion.

To effectively address this requirement, the Proposer should include the following key components in its deliverables:

- **Communication Schedule:** the frequency and method of communication with the PPS-designated project lead during implementation and screening windows (for example, weekly status updates and scheduled check-ins).
- **Access to Information and Materials:** how PPS will access project documentation, configuration decisions, training materials, data specifications, and technical documentation.
- **Reporting Mechanisms:** the format and frequency of implementation and support reports, including metrics such as roster synchronization status, open tickets, completion rates during screening windows, and outstanding launch dependencies.
- **Escalation Procedures:** the process for escalating issues, including contacts, severity levels, and response and resolution times.

## Implementation and Contract Term

PPS intends to implement the selected system during calendar year 2027. Proposers shall identify the earliest feasible production launch date following notice of award and provide an implementation schedule that identifies the minimum lead time required for configuration, rostering, data integration, validation, training, and launch. The anticipated contract term is up to five (5) years, with continuation each year contingent upon approval by the Board of Directors.

## Timeline/Response Submittal

The Data, Research, Evaluation, and Assessment (DREA) division, in coordination with the Curriculum and Instruction English Language Arts team, requests proposals from experienced and qualified firms/companies. The Proposer will be selected based on the proposals, the standardized finalist demonstrations described below, and an interview if needed. A timetable for the selection process is provided below:

| Milestone                          | Date                                |
|------------------------------------|-------------------------------------|
| RFP Release Date                   | Wednesday, October 21, 2026         |
| Deadline for Written Questions     | Wednesday, November 4, 2026         |
| Written Responses/Addenda Posted   | Tuesday, November 10, 2026          |
| Proposal Submission Deadline       | Monday, November 23, 2026, Noon     |
| Finalist Demonstrations/Interviews | December 7–11, 2026                 |
| Legislative Approval by Board      | Wednesday, January 27, 2027         |
| Project Start Date                 | Monday, February 1, 2027            |
| Target Production Launch           | Proposer to propose; PPS to confirm |

Upon the release of this RFP and during the conclusion of the selection process, there shall be no communication between any prospective respondents, their lobbyist(s) or agent(s), and any employee of PPS

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or its elected Board of Directors, except as provided for in the RFP. Any violation of this provision by any prospective firm and/or its agent shall be grounds for immediate disqualification.

All proposals shall be submitted to the School District of Pittsburgh as follows:

## Proposal Recipient

Data, Research, Evaluation, and Assessment (DREA) Division  
School District of Pittsburgh  
341 S. Bellefield Avenue, Room 231, Pittsburgh, PA 15213  
Submission: District online procurement platform

Proposals shall be submitted electronically through the District's online procurement platform by Noon on Monday, November 23, 2026. The proposal narrative should not exceed 30 pages on 8 ½" x 11" paper (including the cover letter, budget narrative, and references), single-spaced, using a minimum font size of 10 pt. Appendices A through C, sample student reports, the sample data dictionary, and technical manuals are excluded from the page limit. All questions regarding this RFP shall be submitted in writing through the online procurement platform by the question deadline. PPS will publish questions and responses on the platform, where they will be available to all prospective Proposers.

- Proposers bear the risk of non-receipt by the District, including technical issues with electronic submission. Proposers are encouraged to submit before the deadline.
- Recipient shall record the time, date, and manner of delivery of proposals and shall maintain a log showing the name, date, and time of submission and the manner of delivery.
- Proposals received after the deadline will not be accepted or considered.
- Proposals shall be clearly marked K–5 LITERACY UNIVERSAL SCREENING, PROGRESS MONITORING, REPORTING, AND INSTRUCTIONAL DECISION-SUPPORT SYSTEM RFP.
- No amendments to proposals shall be accepted after the proposal has been submitted.

Proposals should be submitted following the instructions detailed below. PPS reserves the right to select a proposal in its entirety or some portion(s) thereof. Furthermore, PPS reserves the right to reject any proposals and waive irregularities.

In accordance with Board Policy 709, PPS will post this RFP and the selected contractor on the District's publicly accessible website.

## Proposal Response Requirements

Responses should address the following questions or requests for information:

### I. Letter of Transmittal

Each proposal should be accompanied by a letter of transmittal that summarizes the proposal's key points and is signed by an authorized officer.

### II. Experience and Qualifications

Provide brief biographies for the partners and employees supporting the PPS account, including any relevant experience for each. Please include only those individuals who will work on the PPS account and specify their role in the project.

Please describe relevant experience implementing K–5 literacy screening and progress-monitoring systems in public school districts. Please share any current projects and identify team members dedicated to current projects. Please provide three references, preferably including large or urban public school districts where available.

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### III. Company Information/Equal Employment Opportunity

- Describe your company's equal employment opportunity policies and programs.
- Has your company or any of its employees, or anyone acting on its behalf, ever been convicted of any crime or offense arising directly or indirectly from the conduct of your company's business or have any of your company's officers, directors or persons exercising substantial policy discretion ever been convicted of any crime or offense, i.e., financial misconduct, fraud, or child abuse? If so, please describe any such convictions and surrounding circumstances in detail.
- Has your company, or any of its employees, or anyone acting on its behalf, been indicted or otherwise charged in connection with any criminal matter arising directly or indirectly from the conduct of your company's business which is still pending or have any of your company's officers, directors or persons exercising substantial policy discretion been indicted or otherwise charged in connection with any criminal matter, i.e., financial misconduct, fraud or child abuse which is still pending? If so, please describe any such indictments and surrounding circumstances in detail.

### IV. Technical and Functional Response

Complete the Requirement/Compliance Matrix in Appendix A for every requirement and provide supporting narrative organized by the Scope of Services section numbers. Include the sample student reports required by 4.4 and the sample data dictionary required by 11.5. Claims not supported by documentation, samples, or demonstration may receive reduced credit.

### V. Psychometric and Research Evidence

Provide current technical manuals and complete the Psychometric and Technical Evidence Index in Appendix C, citing the document, version, and page or section where each type of evidence can be found.

### VI. Project Work Plan

Submit a detailed work plan for performed services, including the implementation plan, staffing model, responsibility and milestone matrix, training plan, and support model (Sections 13 and 18). A timeline for the completion of specific work products, including minimum lead times and assumptions about PPS staff availability, should also be included.

### VII. Reporting, Data, Integration, Privacy, Security, and AI

Provide documentation addressing native platform reporting, District data access, the data dictionary and sample schema, integration methods, refresh cadence, security, subprocessors, privacy terms, and AI/automated-system disclosures required in Sections 7 through 9, 11, 12, 15, and 16.

### VIII. Fee and Licensing Proposal

Complete the pricing schedule in Appendix B. Proposals must include the overall cost of all work, including all costs required to deliver the functionality proposed, any hourly or daily rates, travel, optional modules, pricing for each contract year, all multi-year or volume discounts, and how licenses are counted for transient, withdrawn, transferred, and partial-year students.

### IX. Additional Information

All submissions shall include:

- Compliance with clearance requirements, i.e. that employees working on the project shall have clearances required by 24 P.S. §1-111 and §1-111.1 and 23 Pa. C.S. §6344 - proof shall be submitted to the District.
- Proof of liability insurance coverage and limits.
- Resumes, licenses, registrations, and certifications of key personnel of the firm.

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- Firm's completed projects during the past 5 years.
- Uncompleted projects over the past 5 years.
- Terminations and incomplete projects during the past 5 years.
- Litigation history, i.e. any legal proceedings, convictions, and fines within the past 5 years.

## X. Optional Information (Not Scored)

The Proposer may describe broader instructional or assessment capabilities available through its platform or established integrations that fall outside the scope of this RFP, labeling each as Included, Optional (priced), or Roadmap. This information is for PPS planning only. It will not receive evaluation points and will not offset failure to meet any requirement.

## Evaluation Criteria and Selection Process

The contract will be awarded to the qualified proposer whose proposal is most advantageous to PPS based on the evaluation criteria specified below. Thus, while the points in the evaluation criteria indicate their relative importance, the total scores will not necessarily determine the award. Rather, the overall scores will guide PPS in making an intelligent award decision based on the evaluation criteria.

PPS reserves the right to request an interview from those companies determined to be in a competitive range and shall use the information derived from these interviews, if any, in its evaluation.

Evaluation occurs in two stages. Stage 1 scores written proposals on Criteria 1 through 10 and 12 (92 points) and establishes a competitive range. Stage 2 invites proposers in the competitive range to the standardized demonstrations (Criterion 11, 8 points). Only finalists receive demonstration points.

| #  | Criterion                                                            | Points     | Primary Basis                                           |
|----|----------------------------------------------------------------------|------------|---------------------------------------------------------|
| 1  | Assessment and psychometric quality                                  | 12         | Sections 1–2; Appendix C                                |
| 2  | Diagnostic specificity and immediate instructional actionability     | 15         | Sections 3–4; sample reports; latency (Section 12 note) |
| 3  | Teacher usability and burden                                         | 8          | Section 17                                              |
| 4  | Student grouping and progress monitoring                             | 8          | Sections 5–6                                            |
| 5  | Native platform reporting and participation tracking                 | 10         | Sections 7–9                                            |
| 6  | District data access, interoperability, and latency                  | 10         | Sections 11–13; data dictionary                         |
| 7  | Privacy, security, and AI transparency                               | 5          | Sections 15–16                                          |
| 8  | Accessibility, multilingual learners, and students with disabilities | 5          | Section 14                                              |
| 9  | Implementation, training, and support                                | 6          | Section 18; work plan                                   |
| 10 | Vendor experience and references                                     | 3          | Response section II; references                         |
| 11 | Standardized finalist demonstration                                  | 8          | Scenarios 1–6                                           |
| 12 | Total cost of ownership, licensing model, and value                  | 10         | Section 19; Appendix B                                  |
|    | <b>Total</b>                                                         | <b>100</b> |                                                         |

EBE participation is not assigned evaluation points. Where PPS determines that two or more proposals are substantially equal in overall evaluation, PPS will consider each Proposer's EBE participation and good-faith efforts, as described in the Eligible Business Enterprise section of this RFP, in making the award decision. Integration with instruction (Section 10) informs Criteria 2 and 4. Roadmap items receive no more than partial credit.

The contractor will be selected by December 18, 2026.

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## Standardized Finalist Demonstrations

Each finalist will receive the same scenarios, the same time allocation (set by PPS and communicated to all finalists in advance), and the same scoring rubric. Demonstrations shall use a live production or production-representative environment. Prerecorded segments, slides, or narration may not substitute for a live workflow. PPS may supply a common synthetic roster and score file for use by all finalists.

| Scenario                                      | Required Workflow                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Points |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 1. Platform Reporting and District Monitoring | Using only the proposed platform, show how a District leader reviews Districtwide completion and performance, identifies schools or grades below a PPS-specified completion threshold, and drills to network, school, classroom, and the students in the incomplete count. Generate a District, a network, a school, and a classroom report. Show refresh timing and how an invalid or unscorable assessment is represented.                                                                     | 2.0    |
| 2. Administration and Teacher Action          | Administer one examiner-recorded or student-response measure live and show responses captured and scored in the platform with no additional entry. Then, from the completed assessment, identify a student's specific literacy need, the recommended next instructional step, other students with similar needs, and create or review an instructional group. Show that the recommendation can be acted on with PPS-selected materials. Evaluators will record elapsed time and number of steps. | 2.0    |
| 3. Progress Monitoring                        | Determine whether a student receiving additional support is making sufficient progress, showing the goal or growth reference, alternate forms, the decision rule or guidance applied, and the information that informs the next decision.                                                                                                                                                                                                                                                        | 1.25   |
| 4. District Data Access                       | Obtain Districtwide completion and student-level results for automated use in District reporting. Show the data dictionary, stable PPS identifiers, refresh cadence, historical access, and a representative API, file-transfer, or scheduled-export workflow.                                                                                                                                                                                                                                   | 1.25   |
| 5. Enrollment/Roster Change                   | Show how a newly enrolled, withdrawn, transferred, or reassigned student is reflected, how quickly the change appears, how roster exceptions are identified, and how historical results are preserved.                                                                                                                                                                                                                                                                                           | 0.75   |
| 6. Accessibility and Role-Based Access        | Demonstrate an accommodation or accessibility workflow and show how the same student's information differs appropriately for a teacher, principal, network or supervisory leader, and District administrator.                                                                                                                                                                                                                                                                                    | 0.75   |

Each scenario is rated 0–4: 4 = completed live as specified with no workarounds; 3 = completed with minor workarounds or additional steps; 2 = partially completed or partly shown through narration or screenshots; 1 = largely not demonstrated live; 0 = not demonstrated. Scenario score = (rating ÷ 4) × scenario points.

## Eligible Business Enterprise (EBE) Participation

### EBE Goal

An aspirational Eligible Business Enterprise (EBE) goal of 10% for business diversity spending, has been assigned for this contract opportunity. An EBE is a collective of firms that are certified in one or more of the following business diversity categories, registered in our online EBE directory, and used to track the district's diversity spend:

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

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## Proposed Business Diversity Utilization

Is your firm a certified MBE, WBE, DBE, or 8(A) firm? If so, please provide proof of current certification from a certifying entity. Self-certification is not accepted.

Please also provide detailed information regarding any additional business entity that will assist in completing the scope of work defined by this solicitation. This should include the following:

- Company Name
- Company Contact (including title, email, and phone number)
- Scope of Work
- Dollar Amount & Percentage of Contract
- Company Diversity Type (provide proof for each certified firm)
  - MBE, WBE, DBE, 8(A), Diverse but not certified, N/A

## Good Faith Effort

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

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

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## Appendix A: Requirement/Compliance Matrix

Type: M = Mandatory; D = Desirable; R = Response required. For each M and D item, enter one status: Meets, Partial, Does Not Meet, or Roadmap (state the planned general-availability date). For R items, enter "Response." In the last column, cite the proposal page or section and the evidence (document, sample, screenshot). A Roadmap item is not equivalent to currently available functionality and will be scored accordingly.

| ID       | Requirement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Type | Status | Response Reference / Evidence |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------|-------------------------------|
| <b>1</b> | <b>Assessment Model and Grade Coverage</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |      |        |                               |
| 1.1      | The proposed system shall provide universal literacy screening for all students in Kindergarten through Grade 5.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | M    |        |                               |
| 1.2      | The Proposer shall identify the literacy domains or constructs measured at each grade and each screening window and explain the developmental and research rationale for them. Domains may include, as developmentally appropriate, phonological awareness, phonemic awareness, alphabetic knowledge, phonics, decoding, word recognition, oral reading fluency, vocabulary, and reading comprehension.                                                                                                                                                                                                                                                                                                                                           | R    |        |                               |
| 1.3      | The Proposer shall describe the administration model for each measure (for example: individual, small-group, or whole-group; student-response or examiner-recorded; adaptive or fixed-form). Beyond the response-capture requirement in 1.6, PPS does not prescribe an administration model.                                                                                                                                                                                                                                                                                                                                                                                                                                                      | R    |        |                               |
| 1.4      | The Proposer shall state typical and maximum administration time per student, scoring process, personnel and training requirements for administrators and scorers, device and connectivity requirements, available accommodations, and known limitations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | R    |        |                               |
| 1.5      | The Proposer shall identify which components are required for universal screening and which are optional, diagnostic, or progress-monitoring measures, and shall state the recommended number and timing of screening windows per school year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | R    |        |                               |
| 1.6      | For every screening and progress-monitoring measure, student responses shall be captured directly in the platform at the time of administration, either by the student responding on a device or by the examiner recording responses on a device during the administration, and shall be scored automatically by the system. Solutions that require paper record forms, after-the-fact score entry, transcription, or hand scoring do not meet this requirement. Printed student-facing stimulus materials are permitted. Offline capture that synchronizes automatically without re-entry is permitted. Where a student's documented accommodation requires a different method, the Proposer shall describe how results are captured and scored. | M    |        |                               |
| 1.7      | The Proposer shall identify every action required of the teacher or examiner after a student finishes a measure and before results are available (for example, reviewing, verifying, or submitting results). Fewer required actions will receive stronger credit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | R    |        |                               |
| <b>2</b> | <b>Psychometric and Technical Quality</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |      |        |                               |
| 2.1      | The Proposer shall provide technical documentation supporting reliability, validity, classification accuracy (where classification or risk claims are made), cut-score or benchmark interpretation, growth measures, intended uses, and limitations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | M    |        |                               |
| 2.2      | The Proposer shall distinguish among national norms, criterion-referenced cut scores or benchmarks, risk classifications, growth expectations, predictive claims, and diagnostic interpretations, and shall identify which of these apply to the proposed system.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | R    |        |                               |
| 2.3      | Evidence should be specific to elementary students. Evidence from large, diverse, or urban public-school populations is preferred where available.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | D    |        |                               |
| 2.4      | The Proposer shall describe the norming sample or standard-setting process, as applicable, including dates, sample characteristics, and the planned schedule for renorming, re-standardization, or technical updates.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | R    |        |                               |
| 2.5      | The Proposer shall present evidence separately for each intended use: universal screening, instructional decision-making, and progress monitoring. Evidence for one use will not be treated as evidence for another.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | R    |        |                               |

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| ID       | Requirement                                                                                                                                                                                                                                                                                                                                                                                                      | Type | Status | Response Reference / Evidence |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------|-------------------------------|
| <b>3</b> | <b>Diagnostic Specificity</b>                                                                                                                                                                                                                                                                                                                                                                                    |      |        |                               |
| 3.1      | The system shall report results beyond a composite score or overall risk classification.                                                                                                                                                                                                                                                                                                                         | M    |        |                               |
| 3.2      | The system shall identify each student's relative strengths and areas of need at the skill, domain, or measure level, at a grain size sufficient to inform instruction.                                                                                                                                                                                                                                          | M    |        |                               |
| 3.3      | The Proposer shall explain how skill-, domain-, or measure-level results are derived and the precision of those results (for example, reliability or standard error at that level), including any cautions on instructional interpretation.                                                                                                                                                                      | R    |        |                               |
| <b>4</b> | <b>Immediate Instructional Actionability</b>                                                                                                                                                                                                                                                                                                                                                                     |      |        |                               |
| 4.1      | Student-level results and recommended next instructional steps shall be available to the appropriate educator no later than two (2) school days after assessment completion, as defined in this RFP.                                                                                                                                                                                                             | M    |        |                               |
| 4.2      | Same-day or next-day availability of results and recommendations is preferred and will receive additional credit.                                                                                                                                                                                                                                                                                                | D    |        |                               |
| 4.3      | The system shall provide recommended next instructional steps specific enough for an educator to identify the instructional action, skill, or student need to be addressed and to determine what to teach, practice, reinforce, or monitor next. Broad statements such as "provide intervention" or "work on phonics" do not satisfy this requirement.                                                           | M    |        |                               |
| 4.4      | The Proposer shall submit three (3) sample student reports (simulated or de-identified) representing different performance profiles, showing the results and recommended next steps an educator would receive.                                                                                                                                                                                                   | M    |        |                               |
| 4.5      | The Proposer shall explain how recommendations are generated (rule-based, research-based, algorithmic, AI-assisted, or otherwise) and identify the evidence supporting them.                                                                                                                                                                                                                                     | R    |        |                               |
| 4.6      | The Proposer shall state whether and how educators can review, modify, or override recommendations.                                                                                                                                                                                                                                                                                                              | R    |        |                               |
| 4.7      | The availability and usefulness of results and recommendations shall not depend on PPS adopting or purchasing the Proposer's core curriculum. Recommended next steps shall be actionable using PPS-selected core, supplemental, and intervention materials. The Proposer shall identify any recommendation that references proprietary content and state whether that content is included in the proposed price. | M    |        |                               |
| <b>5</b> | <b>Student Grouping and Classroom Decision Support</b>                                                                                                                                                                                                                                                                                                                                                           |      |        |                               |
| 5.1      | The system shall identify students with similar instructional needs and support flexible grouping, through system-generated groups, educator-created groups with system support, or both.                                                                                                                                                                                                                        | M    |        |                               |
| 5.2      | Teachers shall be able to move from a class-level view to groups and to individual students within the same application, without manually reconciling separate reports or exports.                                                                                                                                                                                                                               | M    |        |                               |
| 5.3      | Each recommended or educator-created group shall display the students in the group and the literacy skill or instructional need that connects them.                                                                                                                                                                                                                                                              | M    |        |                               |
| 5.4      | The Proposer shall describe how educators modify groups and how groups update when new screening or progress-monitoring results are available.                                                                                                                                                                                                                                                                   | R    |        |                               |
| <b>6</b> | <b>Progress Monitoring</b>                                                                                                                                                                                                                                                                                                                                                                                       |      |        |                               |
| 6.1      | The system shall provide measures appropriate for monitoring progress in identified areas of literacy need.                                                                                                                                                                                                                                                                                                      | M    |        |                               |
| 6.2      | The Proposer shall explain recommended monitoring frequency, the goal-setting method, the expected rate of improvement or equivalent growth reference, and the decision rules or decision guidance used to judge whether progress is sufficient.                                                                                                                                                                 | R    |        |                               |
| 6.3      | Progress-monitoring results should be viewable alongside the same student's screening results in a single view.                                                                                                                                                                                                                                                                                                  | D    |        |                               |
| 6.4      | The Proposer shall describe the availability and equivalence of alternate forms for repeated administration and how measurement error is considered in progress decisions.                                                                                                                                                                                                                                       | R    |        |                               |

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| ID        | Requirement                                                                                                                                                                                                                                                                                                                                                                             | Type | Status | Response Reference / Evidence |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------|-------------------------------|
| <b>7</b>  | <b>Districtwide Participation Tracking</b>                                                                                                                                                                                                                                                                                                                                              |      |        |                               |
| 7.1       | The source system shall provide role-based monitoring of assessment completion during active screening windows at each level of the reporting hierarchy in Section 8.                                                                                                                                                                                                                   | M    |        |                               |
| 7.2       | At minimum, authorized users shall be able to identify: expected students; students not started; students in progress (where applicable to the administration model); students completed; invalid or unscorable assessments and the reason; completion percentages; and the student-level list behind each incomplete count.                                                            | M    |        |                               |
| 7.3       | Completion information shall be updated at least daily during active screening windows.                                                                                                                                                                                                                                                                                                 | M    |        |                               |
| 7.4       | More frequent updates are preferred. The Proposer shall state the actual refresh interval.                                                                                                                                                                                                                                                                                              | D    |        |                               |
| <b>8</b>  | <b>Native Platform Reporting</b>                                                                                                                                                                                                                                                                                                                                                        |      |        |                               |
| 8.1       | The source system shall provide native, role-based dashboards and reports at the District, network or supervisory group, school, grade, classroom, and student levels. Authorized users shall be able to generate these reports within the platform without exporting data or building external reports. The supervisory level shall be configurable to PPS's organizational structure. | M    |        |                               |
| 8.2       | Authorized users shall be able to drill from aggregate information to underlying student-level records within the source system, subject to role-based access.                                                                                                                                                                                                                          | M    |        |                               |
| 8.3       | The source system shall provide role-appropriate views for central-office leaders, network or supervisory staff, principals, teachers, interventionists, and other authorized staff, limiting each user to assigned schools, classes, or students.                                                                                                                                      | M    |        |                               |
| 8.4       | The Proposer shall describe available filters, saved views, scheduled reports, export formats for aggregate and student-level reports, refresh frequency, and any separate fees for reporting capabilities (with the Appendix B line item).                                                                                                                                             | R    |        |                               |
| 8.5       | Native platform reporting (Sections 7 through 9) and District data access (Section 11) are independent requirements. Each shall be met in full; neither substitutes for the other.                                                                                                                                                                                                      | M    |        |                               |
| <b>9</b>  | <b>Performance, Outcome, and Subgroup Reporting</b>                                                                                                                                                                                                                                                                                                                                     |      |        |                               |
| 9.1       | The source system shall provide performance reporting at the District, network or supervisory group, school, grade, classroom, group, and student levels.                                                                                                                                                                                                                               | M    |        |                               |
| 9.2       | The source system shall provide longitudinal views across screening windows and across school years.                                                                                                                                                                                                                                                                                    | M    |        |                               |
| 9.3       | Users shall be able to examine performance or risk categories, skill- or domain-level results, changes across windows, growth or progress measures, and patterns requiring instructional or implementation attention.                                                                                                                                                                   | M    |        |                               |
| 9.4       | Reports should distinguish changes that the technical evidence supports interpreting as growth from descriptive comparisons only.                                                                                                                                                                                                                                                       | D    |        |                               |
| 9.5       | The source system should support subgroup disaggregation or filtering for authorized District users. The Proposer shall identify the student attributes required to support this function, the subgroup fields supported natively, and any limitations.                                                                                                                                 | D    |        |                               |
| 9.6       | PPS shall be able to link all assessment records to District student, enrollment, school, classroom, and program data through the stable identifiers required in Section 11, so that PPS can conduct subgroup and cross-system analysis in District systems.                                                                                                                            | M    |        |                               |
| <b>10</b> | <b>Integration With Instruction</b>                                                                                                                                                                                                                                                                                                                                                     |      |        |                               |
| 10.1      | The Proposer shall describe any direct links to lessons, activities, intervention resources, or curricular materials and identify whether each is included in the base price or separately priced (with the Appendix B line item).                                                                                                                                                      | R    |        |                               |
| 10.2      | The Proposer shall explain how the system supports District-selected curricular and intervention materials (for example, mapping identified skill needs to District resources or configurable resource links).                                                                                                                                                                          | R    |        |                               |
| <b>11</b> | <b>District Data Access and Interoperability</b>                                                                                                                                                                                                                                                                                                                                        |      |        |                               |

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| ID        | Requirement                                                                                                                                                                                                                                                                                                                                                                       | Type | Status | Response Reference / Evidence |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------|-------------------------------|
| 11.1      | Data generated through PPS use of the system are District-owned. PPS shall have access to District-owned assessment data at the student and administration-record level, in a format suitable for automated ingestion into current or future District reporting, analytics, and data warehouse systems. Access shall not depend on manual extraction from the vendor dashboard.   | M    |        |                               |
| 11.2      | Available data shall include, at minimum: administration status; completion data; student scores; skill- or domain-level results; benchmarks or classifications; progress-monitoring data; groupings where available; and metadata including administration date, window, form, mode, accommodations recorded, administrator or scorer, and invalidation reason.                  | M    |        |                               |
| 11.3      | The Proposer shall provide at least one automated or scheduled data-delivery method (for example, API, secure file transfer, scheduled automated export, or standards-based integration) that delivers data to District systems without routine manual download by PPS staff. Open standards such as the Ed-Fi Data Standard or 1EdTech OneRoster are examples, not requirements. | M    |        |                               |
| 11.4      | The Proposer shall describe the data-delivery method, refresh schedule, file or API structure, authentication, historical-data availability, PPS technical responsibilities, and any rate or volume limits.                                                                                                                                                                       | R    |        |                               |
| 11.5      | The Proposer shall provide a documented data dictionary (field definitions, data types, valid values, and relationships), submit a representative sample with the proposal, and give PPS advance written notice of material changes to the data structure.                                                                                                                        | M    |        |                               |
| 11.6      | The system shall maintain stable student, school, classroom, assessment, and administration identifiers, including the PPS student identifier, sufficient to support longitudinal analysis across windows and school years and linkage to District data.                                                                                                                          | M    |        |                               |
| 11.7      | The Proposer shall identify every separate fee for API access, data exports, integration, advanced reporting, or access to historical data, with the corresponding Appendix B line item.                                                                                                                                                                                          | M    |        |                               |
| <b>12</b> | <b>Data Latency</b>                                                                                                                                                                                                                                                                                                                                                               |      |        |                               |
| 12.1      | The Proposer shall state, separately and as typical and maximum values, the time from assessment completion to (a) teacher-facing results, (b) administrator- and District-facing platform reports, and (c) availability through automated exports, API, or other data feeds.                                                                                                     | M    |        |                               |
| 12.2      | The Proposer shall describe any batch-processing schedules, refresh windows, or other conditions that delay data availability.                                                                                                                                                                                                                                                    | R    |        |                               |
| 12.3      | Automated District data feeds shall refresh at least once each school day throughout the school year. More frequent refresh is preferred.                                                                                                                                                                                                                                         | M    |        |                               |
| <b>13</b> | <b>Rostering and Enrollment Changes</b>                                                                                                                                                                                                                                                                                                                                           |      |        |                               |
| 13.1      | The system shall support secure automated rostering or another scalable process that does not require school staff to maintain rosters manually. The Proposer shall state supported rostering methods.                                                                                                                                                                            | M    |        |                               |
| 13.2      | The system shall support new enrollments, withdrawals, transfers, school changes, classroom changes, teacher changes, duplicate-record resolution, and ongoing roster synchronization.                                                                                                                                                                                            | M    |        |                               |
| 13.3      | Roster synchronization shall occur at least once each school day throughout the school year. The Proposer shall state the standard synchronization frequency and the maximum time for a newly enrolled, transferred, or reassigned student to become available for assessment.                                                                                                    | M    |        |                               |
| 13.4      | The Proposer shall provide a responsibility matrix identifying PPS and vendor responsibilities for roster accuracy, error resolution, synchronization, exception handling, and validation.                                                                                                                                                                                        | M    |        |                               |
| 13.5      | A student's historical results shall be preserved and remain associated with the student across school and classroom changes within PPS.                                                                                                                                                                                                                                          | M    |        |                               |
| <b>14</b> | <b>Accessibility, Multilingual Learners, and Students With Disabilities</b>                                                                                                                                                                                                                                                                                                       |      |        |                               |
| 14.1      | The Proposer shall describe accessibility features, allowable accommodations, assistive-technology compatibility, administration considerations, and relevant validity evidence for students with disabilities and multilingual learners.                                                                                                                                         | R    |        |                               |

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| ID        | Requirement                                                                                                                                                                                                                                                                                                                      | Type | Status | Response Reference / Evidence |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------|-------------------------------|
| 14.2      | The Proposer shall distinguish between offering an accommodation and having evidence that resulting scores remain interpretable for the intended use and population.                                                                                                                                                             | R    |        |                               |
| 14.3      | The Proposer shall explain how the system supports multilingual learners and students receiving special education services, including any administration restrictions or interpretive cautions.                                                                                                                                  | R    |        |                               |
| 14.4      | The Proposer shall identify languages available for directions, family reports, interfaces, or other supports, distinguishing these supports from the language in which literacy constructs are assessed.                                                                                                                        | R    |        |                               |
| 14.5      | Educator-, student-, and family-facing web and mobile interfaces shall conform to WCAG 2.1 Level AA. The Proposer shall provide a current Accessibility Conformance Report (ACR), such as one based on the Voluntary Product Accessibility Template (VPAT), and identify any known nonconformance with a remediation timeline.   | M    |        |                               |
| <b>15</b> | <b>Data Privacy and Security</b>                                                                                                                                                                                                                                                                                                 |      |        |                               |
| 15.1      | The Proposer shall comply with applicable federal law (including FERPA), applicable Pennsylvania law, and the PPS data-privacy and security terms incorporated into the final agreement.                                                                                                                                         | M    |        |                               |
| 15.2      | The Proposer shall describe data hosting location, encryption in transit and at rest, authentication, role-based authorization, backup, disaster recovery (including recovery time and recovery point objectives), breach notification timeline, incident response, data retention, deletion, subprocessors, and data ownership. | R    |        |                               |
| 15.3      | The Proposer shall identify current security certifications or independent audits, penetration-testing practices, and the process for notifying PPS of material security findings.                                                                                                                                               | R    |        |                               |
| 15.4      | The Proposer shall state whether any PPS information is used to train, tune, evaluate, or improve artificial-intelligence or machine-learning models, and identify available opt-out or contractual controls.                                                                                                                    | R    |        |                               |
| 15.5      | The Proposer shall describe contract-end data return (format and timeline) and shall provide certified deletion of PPS data in accordance with the final agreement.                                                                                                                                                              | M    |        |                               |
| <b>16</b> | <b>Artificial Intelligence and Automated Decision Systems</b>                                                                                                                                                                                                                                                                    |      |        |                               |
| 16.1      | The Proposer shall identify every use of artificial intelligence, machine learning, automated scoring, automated grouping, recommendation engines, or predictive analytics, including third-party models.                                                                                                                        | R    |        |                               |
| 16.2      | For each capability identified in 16.1, the Proposer shall explain its purpose, data used, human review, educator override, validation, bias monitoring, data retention, and whether PPS data are used for model training.                                                                                                       | R    |        |                               |
| 16.3      | Automated outputs shall not replace educator judgment. Instructional and placement decisions remain the responsibility of PPS staff.                                                                                                                                                                                             | M    |        |                               |
| 16.4      | The Proposer shall distinguish currently available AI or automated functionality from planned or roadmap functionality.                                                                                                                                                                                                          | R    |        |                               |
| <b>17</b> | <b>Teacher Usability and Burden</b>                                                                                                                                                                                                                                                                                              |      |        |                               |
| 17.1      | The Proposer shall describe, with screenshots, the teacher workflow from a completed assessment to an instructional decision.                                                                                                                                                                                                    | R    |        |                               |
| 17.2      | The Proposer shall state the typical number of steps and estimated time for a teacher to locate results, interpret them, obtain a recommended next step, and locate students with similar needs.                                                                                                                                 | R    |        |                               |
| 17.3      | Routine instructional use should not require file downloads, spreadsheet manipulation, multiple logins, or central-office assistance.                                                                                                                                                                                            | D    |        |                               |
| 17.4      | The system should support single sign-on through industry-standard protocols. The Proposer shall describe how teachers access assigned students and classes.                                                                                                                                                                     | D    |        |                               |
| <b>18</b> | <b>Implementation, Training, and Support</b>                                                                                                                                                                                                                                                                                     |      |        |                               |
| 18.1      | The Proposer shall provide a detailed implementation plan covering configuration, rostering, data validation, user provisioning, administrator                                                                                                                                                                                   | M    |        |                               |

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| ID        | Requirement                                                                                                                                                                                                                                                                                                                                                                                                                     | Type | Status | Response Reference / Evidence |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------|-------------------------------|
|           | training, teacher training, assessment-administration training, instructional-use training, launch support, screening-window support, technical support, escalation procedures, and transition to ongoing operations.                                                                                                                                                                                                           |      |        |                               |
| 18.2      | The training plan shall fit within PPS professional learning schedules and staff-release limits, which PPS will provide to the selected Proposer. The Proposer shall state the minimum synchronous training time required for each role (building administrators, assessment administrators, classroom teachers, interventionists, and technical or District staff) and describe asynchronous options that reduce release time. | R    |        |                               |
| 18.3      | The Proposer shall provide a responsibility and milestone matrix distinguishing PPS responsibilities from vendor responsibilities and identifying lead times, dependencies, and target completion dates for configuration, rostering, single sign-on or authentication, data integration, validation, training, launch readiness, and production launch.                                                                        | M    |        |                               |
| 18.4      | The Proposer shall identify the implementation lead, support model, service hours, response and resolution targets by severity level, escalation path, and enhanced support during screening windows.                                                                                                                                                                                                                           | M    |        |                               |
| 18.5      | The Proposer shall describe training formats, duration, required and optional sessions, train-the-trainer options, recorded resources, and supports for staff hired after initial implementation.                                                                                                                                                                                                                               | R    |        |                               |
| <b>19</b> | <b>Total Cost of Ownership and Licensing Model</b>                                                                                                                                                                                                                                                                                                                                                                              |      |        |                               |
| 19.1      | The Proposer shall complete Appendix B, separating licensing, per-student costs, school or District licensing, implementation, required assessment materials, required devices or equipment, training, support, API or integration fees, reporting modules, progress-monitoring modules, optional instructional content, optional analytics, and all other one-time or recurring costs.                                         | M    |        |                               |
| 19.2      | The Proposer shall provide annual pricing for each year of the contract term (up to five years) and identify any multi-year, volume, Districtwide, site-based, or other discounts and the conditions required to obtain them.                                                                                                                                                                                                   | M    |        |                               |
| 19.3      | The Proposer shall identify minimum purchase quantities, enrollment true-up provisions, annual escalators, renewal assumptions, and costs for adding students, schools, modules, or data integrations.                                                                                                                                                                                                                          | M    |        |                               |
| 19.4      | The Proposer shall describe how licenses are counted and consumed for students who enroll, withdraw, transfer, or otherwise participate for part of the year, including whether a student consumes a full annual license when any record or assessment data are created or imported, and whether licenses may be reassigned during the contract year.                                                                           | R    |        |                               |
| 19.5      | The Proposer shall identify available licensing models (for example, individual student, school or site, Districtwide, enrollment-band, or concurrent-use) and explain how each addresses student mobility and enrollment changes.                                                                                                                                                                                              | R    |        |                               |
| 19.6      | Functionality the Proposer marks Meets or Partially Meets in Appendix A will be treated as included in the base price unless the response identifies the Appendix B line item that carries its cost.                                                                                                                                                                                                                            | M    |        |                               |

## Appendix B: Pricing and Licensing Schedule

Provide all amounts necessary for PPS to understand total cost of ownership. Enter \$0 where included at no additional charge and N/A only where the item does not apply. Identify each item as Required (Req.) or Optional (Opt.).

**Pricing basis.** For comparability, price all years using an enrollment of 8,500 students in Kindergarten through Grade 5. Under 19.4, describe how pricing changes for students who enroll, withdraw, or transfer during the year. Proposers may show alternative pricing for other licensing models under 19.5.

| Cost Item                              | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Req./Opt. | Notes / Assumptions |
|----------------------------------------|------|------|------|------|------|-----------|---------------------|
| Base annual license / District license |      |      |      |      |      |           |                     |



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| Cost Item                                                   | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Req./Op<br>t. | Notes / Assumptions |
|-------------------------------------------------------------|------|------|------|------|------|---------------|---------------------|
| Per-student license, if applicable                          |      |      |      |      |      |               |                     |
| School/site license, if applicable                          |      |      |      |      |      |               |                     |
| Enrollment-band or other alternative license, if applicable |      |      |      |      |      |               |                     |
| Implementation/configuration                                |      |      |      |      |      |               |                     |
| Rostering/integration setup                                 |      |      |      |      |      |               |                     |
| Required assessment kits/materials                          |      |      |      |      |      |               |                     |
| Required devices/equipment                                  |      |      |      |      |      |               |                     |
| Administrator training                                      |      |      |      |      |      |               |                     |
| Teacher training                                            |      |      |      |      |      |               |                     |
| Assessment-administration training                          |      |      |      |      |      |               |                     |
| Instructional-use training                                  |      |      |      |      |      |               |                     |
| Technical/District staff training                           |      |      |      |      |      |               |                     |
| Ongoing technical support                                   |      |      |      |      |      |               |                     |
| Screening-window support                                    |      |      |      |      |      |               |                     |
| Native reporting module(s)                                  |      |      |      |      |      |               |                     |
| API access                                                  |      |      |      |      |      |               |                     |
| Automated data exports/secure file transfer                 |      |      |      |      |      |               |                     |
| Advanced reporting/analytics                                |      |      |      |      |      |               |                     |
| Progress-monitoring module                                  |      |      |      |      |      |               |                     |
| Optional instructional content                              |      |      |      |      |      |               |                     |
| Optional intervention content                               |      |      |      |      |      |               |                     |
| Single sign-on or identity integration                      |      |      |      |      |      |               |                     |
| Additional environments/sandboxes                           |      |      |      |      |      |               |                     |
| Historical data migration                                   |      |      |      |      |      |               |                     |
| Contract-end data return/deletion                           |      |      |      |      |      |               |                     |
| Travel                                                      |      |      |      |      |      |               |                     |
| Other required one-time costs                               |      |      |      |      |      |               |                     |
| Other required recurring costs                              |      |      |      |      |      |               |                     |
| <b>Total</b>                                                |      |      |      |      |      |               |                     |

Also state: minimum purchase quantities; enrollment true-up methodology; annual price escalators; renewal assumptions; pricing validity period; taxes, if any; all multi-year, volume, Districtwide, or site-based discounts and their conditions; whether a student consumes a full annual license when any record or data are created or imported; whether licenses may be reassigned during the year; and any cost triggered by usage, data volume, API calls, schools, users, or integrations.

## Appendix C: Psychometric and Technical Evidence Index

| Evidence Category                                                                       | Document / Version | Page / Section | Explanation |
|-----------------------------------------------------------------------------------------|--------------------|----------------|-------------|
| Reliability (by grade and measure)                                                      |                    |                |             |
| Validity evidence for screening use                                                     |                    |                |             |
| Validity evidence for instructional decision-making                                     |                    |                |             |
| Classification accuracy (sensitivity/specificity), where classification claims are made |                    |                |             |
| Cut-score/benchmark development and interpretation                                      |                    |                |             |

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| Evidence Category                                                                           | Document / Version | Page / Section | Explanation |
|---------------------------------------------------------------------------------------------|--------------------|----------------|-------------|
| Norming sample and norm date, if norm-referenced; standard-setting, if criterion-referenced |                    |                |             |
| Growth measure interpretation                                                               |                    |                |             |
| Progress-monitoring reliability and validity                                                |                    |                |             |
| Alternate-form equivalence for repeated administration                                      |                    |                |             |
| Predictive claims                                                                           |                    |                |             |
| Skill-/domain-/measure-level score interpretation and precision                             |                    |                |             |
| Evidence for multilingual learners                                                          |                    |                |             |
| Evidence for students with disabilities and accommodations                                  |                    |                |             |
| Known limitations and cautions                                                              |                    |                |             |