

# Online Mathematics Curricula Request for Information Responses

Report to the Legislature



**Dr. Terry Bergeson**  
State Superintendent of  
Public Instruction

December 2008

Office of Superintendent of Public Instruction  
Old Capitol Building  
P.O. Box 47200  
Olympia, WA 98504-7200

For more information about the contents  
of this document, please contact:  
Jessica Vavrus, OSPI  
E-mail: [Jessica.vavrus@k12.wa.us](mailto:Jessica.vavrus@k12.wa.us)  
Phone: (360) 725-6417

To order more copies of this document,  
please call 1-888-59-LEARN (1-888-595-3276)  
or visit our Web site at <http://www.k12.wa.us/publications>

Please refer to the document number below for quicker service:  
08-0049

This document is available online at:  
<http://www.k12.wa.us/publications>

This material is available in alternative format upon request.  
Contact the Resource Center at (888) 595-3276, TTY (360) 664-3631.

# **Online Mathematics Curricula Request for Information Responses**

Prepared by:  
Jessica Vavrus, Operations and Programs Administrator

**Teaching and Learning**  
**Office of Superintendent of Public Instruction**  
**Lexie Domaradzki, Assistant Superintendent**

---

Dr. Terry Bergeson  
Superintendent of Public Instruction

Catherine Davidson, Ed.D.  
Chief of Staff

---

**December 2008**

## TABLE OF CONTENTS

Executive Summary .....	v
I. Introduction.....	1
II. Process.....	3
III. Responses.....	3
IV. Conclusion: Recommendations and Next Steps .....	8
V. Appendices .....	10

## **LIST OF TABLES**

<b>Table 1. K–12 Core Curricula Needing Adaptations.....</b>	<b>4</b>
<b>Table 2. Core Curricula for Grades 6–12 and/or 9–12 Needing Adaptations .....</b>	<b>5</b>
<b>Table 3. K–12 Supplemental Materials Needing Adaptations.....</b>	<b>7</b>

## EXECUTIVE SUMMARY

In 2008, the Washington State Legislature passed Second Substitute House Bill 2598 requiring the Office of Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE) to work together to develop a request for proposals (RFP) for private vendors or nonprofit organizations to adapt an existing mathematics curriculum to be aligned with Washington's essential academic learning requirements and grade level expectations and make the curriculum available online at no cost to school districts. The legislation requests the following, "...at a minimum, the proposed curriculum shall cover course content in grades kindergarten through twelve and the state's college readiness standards. Proposals shall address cost and timelines for adaptation and implementation of the curriculum." Further, the legislation requires OSPI to review the responses of the proposals and report the results to the Governor and the education and fiscal committees of the Legislature.

While the legislation specifically states that a "request for proposal" be issued, it was determined that a more appropriate approach would be to issue a Request for Information (RFI). This decision was made as a result of consultation with the OSPI Contracts Administration Office and subsequent consultation with the state Office of Financial Management (OFM) regarding state parameters for issuing RFPs. Since no funds were allocated by the legislature to perform the work, OSPI and OFM strongly advised to obtain the required information through an RFI.

The RFI issued by OSPI, following consultation with the SBE, requested information on curricula that would meet the following minimum criteria:

- Cover course content in one of the following grade bands:
  - K–12; K–5; 6–8; or 9–12 (these include the state's college readiness standards).
- Be available (either fully or a portion) online at no cost to school districts.
- Include core/comprehensive instructional materials, with any available supplemental materials, program assessments (screening, progress monitoring, diagnostic), and/or other resource materials to support instruction in specific areas.
- Provide resources and supports (i.e., professional development, online access) for all potential "users" of the materials, including teachers, students, and parents.

Organizations were asked to respond to the RFI by providing information in the following categories:

1. **Declaration of Interest:** Describe why your organization is interested in pursuing this project, including what specific opportunities and challenges this project presents for your organization and the state of Washington. Please also include potential issues related to making the curricula available online and possible considerations for the state in issuing a subsequent Request for Proposals (RFP) in spring 2009.

2. **Proposed Deliverables and Timelines:** Describe the online and text-based products that would be available. Using July 1, 2009, as the tentative start date, indicate the critical timelines for curricula adaptation and subsequent implementation.
3. **Estimated Cost:** Provide an estimated cost analysis for each phase (including curricula adaptation and ongoing implementation costs) of this project.
4. **Qualifications:** Please provide a list of the most essential qualifications for performing this work.

Once the RFI was issued, organizations were given six weeks in which to respond.

## Responses

Ten information proposals were received in response to the RFI. The responses fell into four categories:

1. **K–12 Core Curricula Needing Adaptations (three proposals):** K–12 core curricula materials currently exist (including all criteria requested in the RFI) and would be adapted to align with Washington State Mathematics Standards.
2. **Core Curricula for Grades 6–12 and/or 9–12 Needing Adaptations (three proposals):** 6–12 and/or 9–12 core curricula materials currently exist (including all criteria requested in the RFI) and could be adapted to align with Washington State Mathematics Standards.
3. **K–12 Supplemental Materials Needing Adaptations (two proposals):** K–12 supplemental materials currently exist and could be adapted.
4. **Custom-Built Curricula (two proposals):** Curricula materials do not currently exist. Course content, online access, and other components would be custom built.

All respondents view this project as an opportunity to widen access to aligned mathematics instruction throughout Washington State. The majority of the respondents have core and/or supplemental mathematics instructional materials that claim to have some degree of alignment to Washington standards and would require only slight adaptation to align more fully with the 2008 revised mathematics standards. Most of the respondents have a history with mathematics curriculum development and presented a team of qualified individuals who would be involved in the project. Most presented proposals that would allow for the curricula to be fully accessible by the start of the 2009–2010 school year, assuming the project is funded beginning July 1, 2009.

The area of most variation was the estimated costs proposed by the respondents. There are many variables that would need to be addressed in order to obtain a precise cost estimate from any organization. These would include, but are not limited to, defining “sites” for implementation (i.e., would costs per site refer to school buildings, school districts, or the state as a whole?), local networking resources at the school and district levels (i.e., equipment availability and/or bandwidth of internet access), and, perhaps most importantly, how many districts and schools would utilize this curricula statewide. Most of the proposals built their cost proposal assumptions based on the estimates

related to the total statewide estimates in per student or per teachers, per course, and/or per site (school) scenarios. In general, respondents with existing core curricula materials (K–12 or 6–12/9–12), the costs ranged from approximately \$1.8 million to more than \$50 million per year with subsequent discounts and/or reductions for multi-year agreements.



## I. INTRODUCTION

Improving mathematics education in the state of Washington has been a central goal for the state Legislature during the 2007–2009 biennium. Following the close of the 2007 Legislative session, the SBE was directed, via Second Substitute House Bill 1906 (2SHB 1906), to hire an expert national consultant to conduct a thorough review of the Washington State mathematics standards (essential academic learning requirements and grade level expectations) and for OSPI to revise the K–12 mathematics standards as a result of the SBE consultant’s recommendations. The SBE issued the recommendations for revision to OSPI in September 2007, and OSPI began revision in October 2007. OSPI presented the final draft of the K–12 revised mathematics standards to the state Legislature on January 31, 2008. During the 2008 Legislative session, the Legislature took further action regarding approval of the revised mathematics standards, via Senate Bill 6534 (SB 6534), by directing further review of the revised standards and requiring OSPI to adopt the revised K–12 standards no later than September 25, 2008. The revised mathematics standards for Grades K–8 were adopted on April 28, 2008, and for Grades 9–12 on July 30, 2008.

The importance of having core curricula that align strongly with content standards cannot be understated. Additionally, as part of 2SHB 1906 and further detailed in 2008 Second Substitute House Bill 2598 (2SHB 2598), OSPI is required to issue recommendations for no more than three basic mathematics curricula each for elementary, middle, and high school grade spans within six months after the standards are adopted. In order to determine the degree of alignment to the revised standards and to issue the recommendations, OSPI has conducted instructional materials reviews (IMRs) of existing core/comprehensive (basic) mathematics curricula for Grades K–8 and Grades 9–12. The K–12 supplemental instructional materials will be reviewed in early December 2008. OSPI is currently in the process of finalizing the recommendations for elementary and middle school grade spans as a result of the review and comment from the SBE. Final recommendations for Grades K–8 are scheduled to be made in December 2008. The report and recommendations for high school will be presented to the SBE in January 2009 and will likely be finalized in spring 2009. Since no one curricula will likely align fully to the revised standards, OSPI will be reviewing K–12 supplemental mathematics materials as a resource for districts in addressing the apparent deficiencies in core curricula.

In addition, it was the goal of the 2008 Legislature to gain a picture of the existing potential for an organization to adapt an existing mathematics curricula to be aligned with Washington’s revised K–12 mathematics standards. Second Substitute House Bill 2598 required the OSPI and the SBE to work together to develop a request for proposals for private vendors or nonprofit organizations to adapt an existing mathematics curriculum to be aligned with Washington’s essential academic learning requirements and grade level expectations and make the curriculum available online at no cost to school districts. The legislation requests the following, “...at a minimum, the proposed curriculum shall cover course content in grades kindergarten through twelve

and the state's college readiness standards. Proposals shall address cost and timelines for adaptation and implementation of the curriculum.”

To meet this requirement, OSPI worked with the SBE to develop a Request for Information (RFI) that was made available to any organization interested in responding in mid-September 2008. The RFI requested information on curricula that would meet the following minimum criteria:

- Cover course content in one of the following grade bands:
  - K–12; K–5; 6–8; or 9–12 (these include the state’s college readiness standards).
- Be available (either fully or a portion) online at no cost to school districts.
- Include core/comprehensive instructional materials, with any available supplemental materials, program assessments (screening, progress monitoring, diagnostic), and/or other resource materials to support instruction in specific areas.
- Provide resources and supports (i.e., professional development, online access) for all potential “users” of the materials, including teachers, students, and parents.

Organizations were asked to respond to the RFI by providing information in the following categories:

1. **Declaration of Interest:** Describe why your organization is interested in pursuing this project, including what specific opportunities and challenges this project presents for your organization and the state of Washington. Please also include potential issues related to making the curricula available online and possible considerations for the state in issuing a subsequent Request for Proposals (RFP) in spring 2009.
2. **Proposed Deliverables and Timelines:** Describe the online and text-based products that would be available. Using July 1, 2009, as the tentative start date, indicate the critical timelines for curricula adaption and subsequent implementation.
3. **Estimated Cost:** Provide an estimated cost analysis for each phase (including curricula adaptation and ongoing implementation costs) of this project.
4. **Qualifications:** Please provide a list of the most essential qualifications for performing this work.

## **II. PROCESS**

While the legislation specifically states that a “request for proposal” be issued, it was determined that a more appropriate approach would be to issue a Request for Information (RFI). This decision was made as a result of consultation with the OSPI Contracts Administration Office and subsequent consultation with the state Office of Financial Management (OFM) regarding state parameters for issuing Request for Proposals. Since no funds were allocated by the Legislature to perform the work, OSPI and OFM strongly advised to obtain the required information through an RFI.

The final RFI was developed in close collaboration between OSPI and the SBE as required in the legislation following final adoption of the K–12 revised mathematics standards on July 31, 2008. The RFI was issued in mid-September 2008. Organizations were given six weeks to respond.

Information proposals were due to OSPI no later than November 4, 2008.

## **III. RESPONSES**

The following organizations responded to the RFI (listed in alphabetical order):

Agile Mind, Inc.  
American Education Corporation  
Aventa Learning  
Carnegie Learning, Inc.  
Central Washington University, Dept. of Mathematics  
Compass Learning  
ENetSys Web Solutions Pvt. Ltd.  
Houghton Mifflin Harcourt Learning Technology  
McGraw Hill  
Study Island, LLC

As part of this process, the commitment was made to keep the content of individual proposals confidential in this report, so the following summary of the RFI results is aggregated based on the responses received.

The responses fell into four categories: K–12 Curricula with Adaptations, Curricula with Adaptations for Grades 6–12 and/or 9–12, K–12 Supplemental Materials with Adaptations, and Custom-Built Curricula.

**K–12 Core Curricula Needing Adaptations:** Three proposals were submitted from organizations with core curricula materials that are currently published (including all criteria requested in the RFI) and could be expanded to Grades K–12 and/or adapted to align Washington State mathematics standards within the project timeline. The three proposals that fell into this category were received from Compass Learning, McGraw-Hill, and Houghton Mifflin Harcourt Learning Technology. Table 1 provides an aggregate summary of these proposals.

<b>Table 1. K–12 CORE CURRICULA NEEDING ADAPTATIONS</b>	
<b>Curricula and Proposal Components</b>	<b>General Description / Products Available</b>
<b>Course Content Covered</b>	<ul style="list-style-type: none"> <li>• K–8 materials exist for all three, two programs have existing curricula created for K–12. The third will have 9–12 materials ready for use in April 2010.</li> <li>• One program specifically offers advanced high school mathematics courses, including calculus and college algebra.</li> <li>• All three claim alignment to Washington’s mathematics standards, however, it is likely that some adaptation to increase alignment would be required.</li> </ul>
<b>Online Availability</b>	All available fully online with 24/7 access for student and teacher users.
<b>Instructional Materials Included</b>	All include: <ul style="list-style-type: none"> <li>• Core curricula materials</li> <li>• Program assessments (formative, summative, progress monitoring)</li> <li>• Additional practice materials</li> </ul>
<b>Additional Resources and Supports</b>	<ul style="list-style-type: none"> <li>• Professional development for teachers (additional cost)</li> <li>• Online and in-person technical assistance for implementation</li> <li>• Two programs are available in English and Spanish</li> <li>• Resources for parents, teachers, and students</li> </ul>
<b>General Qualifications</b>	One of the three provided specific detail about its qualifications that include more than 30 years of work with mathematics assessment, instruction, and technology supports. This organization also provided in-depth information about the research base behind their products.
<b>Cost Estimates</b>	The costs range among these three proposals was quite large, as was the methodology for deriving a cost estimate. <ul style="list-style-type: none"> <li>• One company offered two scenarios. One was a “pay for use” scenario in which there would be a one-time development cost of \$5–\$10 million and then a per/user (student) annual fee of \$9–\$11. The second scenario was a “one-time development cost” with no annual fees for users. This scenario was cited at \$20–\$60 million.</li> <li>• The second offered a per school, per course charge that would</li> </ul>
(Continued on page 5)	

**Table 1. K–12 CORE CURRICULA NEEDING ADAPTATIONS (Continued)**

Curricula and Proposal Components	General Description / Products Available
<b>Cost Estimates (cont.)</b>	<p>provide a perpetual license for use. The per course use was \$12,000 per school. Based on estimates of the total statewide number of elementary, middle, and high schools; and using the assumption of statewide use, this scenario would likely cost \$60+ million depending on the extent of statewide use.</p> <ul style="list-style-type: none"> <li>The third organization submitted their entire standard price list, They did not provide a clear cost estimate for Washington State, as it would need to be developed based on more specific parameters.</li> </ul> <p>All three proposals had additional costs associated with teacher professional development.</p>

**Core Curricula for Grades 6–12 and/or 9–12 Needing Adaptations:** Three proposals were submitted from organizations with 6–12 and/or 9–12 core curricula materials that currently exist (including all criteria requested in the RFI) and could be adapted to align with Washington State Mathematics Standards. The three proposals falling into this category were received from Agile Mind, Inc., Aventa Learning, and Carnegie Learning, Inc. Table 2 provides an aggregate summary of these proposals.

**Table 2. CORE CURRICULA FOR GRADES 6–12 AND/OR 9–12 NEEDING ADAPTATIONS**

Curricula and Proposal Components	General Description / Products Available
<b>Course Content Covered</b>	<ul style="list-style-type: none"> <li>Two of the proposals cover course content for Grades 6–12. One provides additional courses that include calculus and applied math.</li> <li>One proposal covers course content for Grades 9–12 with advanced mathematics (Advanced Placement) courses for calculus and statistics.</li> <li>Two of the three specifically cite alignment to Washington’s mathematics standards, however it is likely that some adaptation to increase alignment would be required. The third was unclear as to the connection with Washington’s standards.</li> </ul>
<b>Online Availability</b>	All available fully online, with 24/7 access for student and teacher users.
<b>Instructional Materials Included</b>	<p>All include:</p> <ul style="list-style-type: none"> <li>Core instructional materials</li> <li>Program assessments</li> <li>Supplemental supports</li> </ul>

(Continued on page 6)

**Table 2. CORE CURRICULA FOR GRADES 6–12 AND/OR 9–12  
NEEDING ADAPTATIONS (Continued)**

<b>Curricula and Proposal Components</b>	<b>General Description / Products Available</b>
<b>Additional Resources and Supports</b>	<ul style="list-style-type: none"> <li>• Professional development for teachers (additional cost).</li> <li>• Technical assistance to users.</li> <li>• Online management tools.</li> <li>• One of the three specifically mentioned resources to support parent resources and “family math night kits”.</li> </ul>
<b>General Qualifications</b>	<ul style="list-style-type: none"> <li>• All three cited widespread national use for more than five years among their qualifications.</li> <li>• One provided very detailed background on national recognition, student achievement outcomes, as well as the strength of its research base.</li> </ul>
<b>Cost Estimates</b>	<p>The costs range among these three proposals was quite large, as was the methodology for deriving a cost estimate.</p> <ul style="list-style-type: none"> <li>• One offered costs in relation to a per teacher cost with the costs remaining stable for two years. Based on the approximate total number of high school mathematics teachers statewide, the estimated cost for program only would be roughly \$13+ million.</li> <li>• The second offered a per course cost of \$93,375 for perpetual licensing. It was unclear as to whether this cost applied to each school implementing or whether it would be a statewide cost per course.</li> <li>• The third provided a per student cost with an additional cost per student for the textbooks associated with the course. There was an additional site license cost, however it was unclear if the state would qualify as a “site” or whether the fee would apply to each school and/or district. Based on the assumption that the state would qualify as the “site”, the approximate statewide cost for this product, if used by all students would be \$30–\$40 million.</li> </ul> <p>All three proposals had additional costs associated with teacher professional development.</p>

**K–12 Supplemental Materials Needing Adaptations:** Two proposals were submitted from organizations with K–12 supplemental materials that currently exist and could be adapted to align with Washington State mathematics standards. The two proposals falling into this category were received from Study Island, LLC and The American Education Corporation. Table 3 provides an aggregate summary of these proposals.

<b>Table 3. K–12 SUPPLEMENTAL MATERIALS NEEDING ADAPTATIONS</b>	
<b>Curricula and Proposal Components</b>	<b>General Description / Products Available</b>
<b>Course Content Covered</b>	<ul style="list-style-type: none"> <li>• Both proposals have existing supplemental materials available for Grades 1–8 and have the ability to adapt their existing supplemental materials to the core curricula being used.</li> <li>• Both proposals have the ability to adapt their supplemental materials.</li> <li>• One has supplemental materials fully available for Grades 1–12. The proposal provides a plan that would develop core curricula materials for all grades, starting with high school courses. The core instructional materials would be fully developed by July 2010.</li> <li>• One has supplemental materials currently available for Grades K–8. Materials for Grades 9–12 would be custom built for Washington within the project timeline.</li> </ul>
<b>Online Availability</b>	Both are available fully online, with 24/7 access for student and teacher users.
<b>Instructional Materials Included</b>	Both include: <ul style="list-style-type: none"> <li>• Supplemental instructional materials</li> <li>• One has specific benchmarking tools as a WASL preparation program</li> </ul>
<b>Additional Resources and Supports</b>	<ul style="list-style-type: none"> <li>• Technical assistance to users (phone and online)</li> <li>• Online resource linkages</li> </ul>
<b>General Qualifications</b>	<ul style="list-style-type: none"> <li>• Both have been in use for seven or more years with widespread usage.</li> <li>• One provided the names and qualifications of its management and development team that would work on this project.</li> </ul>
<b>Cost Estimates</b>	The methodology for deriving a cost estimate differed between the two proposals: <ul style="list-style-type: none"> <li>• One provided a two-tier cost estimate. The first level included costs related to development. The second level included costs for statewide implementation based on a percentage of total statewide enrollment. Together the development and implementation estimates provided for two years are \$4.3 million.</li> <li>• One provided a high-end estimate based on a per student fee. For statewide use, the annual fee would be approximately \$1.8 million.</li> </ul>

**Custom-Built Curricula:** Two proposals were submitted from organizations interested in custom building courses and/or curricula that would specifically align with Washington State Mathematics Standards. These organizations do not have existing curricula that could be adapted. The two organizations that submitted proposals in this category were Central Washington University, Department of Mathematics and ENetSys Web Solutions Pvt. Ltd.

- One of the proposals would develop a course customized to Washington's Grade 12 college readiness standards and would include Washington teachers in the development of the course content. The course would be developed and ready for implementation in fall 2010. Estimated cost for this proposal would be \$1.5 million.
- One of the proposals would work with Washington to develop K–12 course content that would be integrated into a custom built online management system. The total estimated cost for this proposal was unclear as it would be based on variables that have not been defined.

#### **IV. CONCLUSION: RECOMMENDATIONS AND NEXT STEPS**

It is clear that there is substantial interest within the publishing industry to work with Washington State in developing comprehensive curricula that aligns with our revised standards. While there is great variation in the level of adaptation needed for each curricula, as well as the costs for statewide implementation at “no cost” to school districts, the capacity and interest does exist.

Of the ten responses to the RFI that were received, three offer existing comprehensive K–12 mathematics curricula that could be adapted for the state of Washington. Three proposals offer existing curricula 6–12/9–12 mathematics curricula that could be adapted. Two proposals offer mathematics supplemental materials for Grades K–12 that could be adapted to complement any core/comprehensive curricula. The final two proposals show a willingness to work with OSPI to build from the ground-up mathematics courses and/or curricula customized for Washington State.

Two of the proposals presented curricula that were evaluated for their alignment to Washington's revised mathematics standards as part of OSPI's instructional materials review processes for Grades K–8 and 9–12. These two programs were Math Connects for elementary and middle school from McGraw Hill and Cognitive Tutor for Grades 6-12 from Carnegie Learning. In addition, two of the proposals presented have products that will be reviewed as part of the K–12 supplemental instructional materials review in December 2008 (Anywhere Learning System from American Education Corporation and Destination Math from Houghton Mifflin Harcourt Learning Technology).

If the Legislature provides funding in coming biennia to support issuing a formal Request for Proposals (RFP) to solicit an organization to implement this project, there are several questions that will need to be answered in order to obtain a clear picture of the scope of the project:

- How many districts and/or school buildings would utilize the curricula?



- How many teachers and students would be utilizing the curricula?
- What is the technology capacity of the schools to implement the curricula?
- Would additional technology infrastructure be needed for implementation?
- What professional development would be provided as part of the initial costs?
- What additional professional development would be needed?

An additional consideration in issuing an RFP in the future would be to possibly limit the availability of funding to those programs among the three recommended at the elementary, middle, and high school grade spans. This would narrow the eligibility of respondents based on their participation in the OSPI instructional materials review process and the degree to which the programs reviewed align with the revised mathematics standards and would have to be very closely considered.

OSPI looks forward to working with the SBE and state Legislature in the coming session to further explore the potential opportunities this approach provides, as well as the challenges, in light of our state's current fiscal picture and the existing capacity and interest of school districts to explore this approach for mathematics instruction in the coming years.

## V. APPENDICES

### Appendix A: OSPI Online Mathematics Curricula Request for Information



---

## SUPERINTENDENT OF PUBLIC INSTRUCTION

---

DR. TERRY BERGESON OLD CAPITOL BUILDING • PO BOX 47200 • OLYMPIA WA 98504-7200 • <http://www.k12.wa.us>

---

### REQUEST FOR INFORMATION TITLE: Online Mathematics Curricula

**INFORMATION PROPOSAL DUE DATE:** Tuesday, November 4, 2008, at 4:30 p.m. local time in Olympia, Washington.

#### **PURPOSE:**

The Washington State Office of Superintendent of Public Instruction (OSPI) and the Washington State Board of Education (SBE) are seeking information from private vendors and/or nonprofit organizations to determine the interest, existing capacity, qualifications of organizations, and cost to adapt an existing mathematics curricula to be aligned with Washington's revised K–12 mathematics standards (pursuant to 2008 Second Substitute House Bill (2SHB 2598, Section 1)). The information obtained as a result of this RFI will be used to inform legislative budget and policy deliberations during the 2009 session. If funds are appropriated during the 2009 Legislative session, it is our intention to issue a comprehensive Request for Proposal (RFP) to fund this work, including ongoing online access by school districts at no cost. This RFP would be issued in spring 2009 to begin work in July 2009.

At a minimum the curricula would:

- Cover course content in one of the following grade bands:
  - K–12; K–5; 6–8; or 9–12 (these include the state's college readiness standards);
- Be available (either fully or a portion) online at no cost to school districts;
- Include core/comprehensive instructional materials, with any available supplemental materials, program assessments (screening, progress monitoring, diagnostic), and/or other resource materials to support instruction in specific areas; and
- Provide resources and supports (i.e., professional development, online access) for all potential "users" of the materials, including teachers, student and parents.

A report providing an aggregate analysis of the results of this RFI is due to the Legislature by December 1, 2008. The content of individual information proposals will be kept confidential.

**BACKGROUND:**

Following the close of the 2007 Legislative Session, the SBE was directed via Second Substitute House Bill (2SHB) 1906 to hire an expert national consultant to conduct a thorough review of the Washington State Mathematics Standards (Essential Academic Learning Requirements and Grade Level Expectations) and for OSPI to revise the K–12 standards as a result of the SBE consultant’s recommendations. The SBE issued the recommendations for revision to OSPI in September 2007 and OSPI began revision in October 2007. OSPI presented the final draft of the K–12 revised mathematics standards to the state Legislature on January 31, 2008. During the 2008 Legislative session, the Legislature took further action regarding approval of the revised mathematics standards via Senate Bill (SB) 6534, by directing further review of the revised standards and requiring OSPI to adopt the revised K–12 standards no later than September 25, 2008. The revised K–8 mathematics standards were adopted on April 28, 2008, and the 9–12<sup>th</sup> grade standards were adopted on July 30, 2008.

Additionally as part of 2SHB 1906 and further detailed in 2008 Second Substitute House Bill (2SHB) 2598, OSPI is required to issue recommendations for no more than three basic mathematics curricula each for elementary , middle, and high school grade spans within six months after the standards are adopted. In order to determine the degree of alignment to the revised standards and to issue the recommendations, OSPI has conducted instructional materials reviews (IMRs) of existing K–8 core/comprehensive (basic) mathematics curricula and K–12 supplemental mathematics programs. High school core/comprehensive mathematics curricula and supplemental materials will be reviewed in fall 2008.

**INFORMATION PROPOSAL CONTENTS:**

In order to respond to this RFI, please submit the following (and refer to the “Purpose” section of this RFI for specifics on what the curricula would include):

- **Declaration of Interest:** Describe why your organization is interested in pursuing this project, including what specific opportunities and challenges this project presents for your organization and the state of Washington. Please also include potential issues related to making the curricula available online and possible considerations for the state in issuing a subsequent Request for Proposals (RFP) in spring 2009.
- **Proposed Deliverables and Timelines:** Describe the online and text-based products that would be available. Using July 1, 2009, as the tentative start date, indicate the critical timelines for curricula adaption and subsequent implementation.
- **Estimated Cost:** Provide an estimated cost analysis for each phase (including curricula adaptation and ongoing implementation costs) of this project.
- **Qualifications:** Please provide a list of the most essential qualifications for performing this work.

**SUBMISSION OF INFORMATION PROPOSALS:**

Please submit the information proposal electronically via email to the RFI Coordinator at the address listed below. Information proposals must be received by OSPI no later than

4:30 p.m. local time in Olympia, Washington, on Tuesday, November 4, 2008. The subject should be clearly marked: "Response to Math Curricula RFI".

Jessica Vavrus, Math Curricula RFI Coordinator  
Operations and Programs Administrator, Teaching and Learning  
Office of Superintendent of Public Instruction  
Email Address: [Jessica.vavrus@k12.wa.us](mailto:Jessica.vavrus@k12.wa.us)  
Phone: 360-725-6417

## RESOURCES:

- **2SHB 2598, Section 1 text:**

"Within thirty days after the adoption of final revised mathematics standards as directed under RCW 28A.305.215, the Office of the superintendent of public instruction and the state board of education shall work together to develop a request for proposals for private vendors or nonprofit organizations to adapt an existing mathematics curriculum to be aligned with Washington's essential academic learning requirements and grade level expectations and make the curriculum available online at no cost to school districts. At a minimum, the proposed curriculum shall cover course content in grades kindergarten through twelve and the state's college readiness standards. Proposals shall address cost and timelines for adaptation and implementation of the curriculum. The office of the superintendent of public instruction shall review the responses to the request for proposals, including an analysis of the qualifications of the respondents, and report the results of the request for proposals under this section to the governor and the education and fiscal committees of the legislature by December 1, 2008."

- **Full text of Session Laws can be found at:**

- 2SHB 1906: <http://apps.leg.wa.gov/documents/billdocs/2007-08/Pdf/Bills/Session%20Law%202007/1906-S2.SL.pdf>
- SB 6534: <http://apps.leg.wa.gov/documents/billdocs/2007-08/Pdf/Bills/Session%20Law%202008/6534.SL.pdf>
- 2SHB 2598: <http://apps.leg.wa.gov/documents/billdocs/2007-08/Pdf/Bills/Session%20Law%202008/2598-S2.SL.pdf>

- **OSPI Mathematics Fact Sheet:**

<http://www.k12.wa.us/CurriculumInstruct/Mathematics/pubdocs/MathFactSheet.pdf>

- **Washington State Revised Mathematics Standards:**

<http://www.k12.wa.us/CurriculumInstruct/Mathematics/RevisedStandards.aspx>

- **OSPI K–8 Instructional Materials Review and Publisher Information**

<http://www.k12.wa.us/CurriculumInstruct/publishernotices.aspx>