

Action Item - {{item.number}}

Title: Contracts with Various Vendors for Online Adaptive Programs (\$8,000,000)

Board of Education Meeting Date: 4/24/2025

Action Under Consideration:

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Superintendent or his designee, to execute and perform a contract, subject to funding, as follows:

With:

Amira Learning, Inc.
Beable Education, Inc.
Curriculum Associates, LLC
IXL Learning, Inc.
Imagine Learning LLC
Lexia Learning Systems LLC
Renaissance Learning, Inc.

Purpose:

To provide teachers and students with access to highly effective online adaptive programs.

Start date: 7/1/2025

End Date: 6/30/2028

Compensation not to exceed:

\$8,000,000

Separate Compensation by Contractor:

All entities will be paid out of the aggregate amount not to exceed \$8,000,000

Location:

All Schools and Administrative Offices

Renewal Option:

Number of Renewal Options – 3

Duration of Each Option - 1 year

Maximum Compensation authorized per option period:

FY28 (add 5%): \$4,200,000

FY29 (add 5% to FY28): \$4,410,000

FY30 (add 5% to FY29): \$4,630,500

Description:

Why is this contract needed?

This contract is needed to provide teachers and students with access to highly effective Online Adaptive Programs (OAP) as supplemental instruction in English Language Arts (ELA) and mathematics within the Multi-Tiered System of Supports (MTSS) framework. The selected programs include targeted interventions and adaptive learning strategies to meet the individual needs of all students, including students with disabilities and English Learners. All programs provide teachers with insights into students' academic performance and targeted resources that directly support the District's core curriculum and Strategic Action 3.8, the District's commitment to improving academic outcomes and closing achievement gaps for students with diverse needs through comprehensive instructional supports. The selected online programs include adaptable features, and resources aligned with District goals, the core curriculum, and strategic plan, as emphasized by Pennsylvania's ESSA Consolidated State Plan and its focus on Multi-Tiered Systems of Support (MTSS).

OAPs serve as a key strategy within the District's MTSS framework, enabling data-driven implementation and progress monitoring. This alignment with effective Tier 1 instruction and high-quality MTSS implementation is essential for achieving the Board of Education's student achievement goals and leading indicators.

OAPs are necessary to

- Prevent overrepresentation in special education referrals by providing evidence-based interventions before referral.
- Implement data-driven MTSS strategies through built-in progress monitoring and diagnostic tools.
- Provide scaffolded learning to address individual student needs.

Ultimately, this contract is essential for empowering our schools to implement effective MTSS practices and fostering a culture of continuous improvement to help every student reach their full potential.

How will the success of this contract be measured?

The success of the OAP contracts will be measured using a multi-faceted, data-driven approach, leveraging each programs' built-in progress monitoring and diagnostic tools. The Office of Research and Evaluation (ORE), in collaboration with the Office of Special Education and Diverse Learners MTSS Implementation Team, the Planning and Evidence-based Supports Office (PESO) team, network teams, and school-based teams, will analyze program usage data and diagnostic information from the OAPs as well as the district's universal academic screener to assess student academic growth. ORE will provide implementation summaries incorporating program usage data.

To support effective implementation and improved student outcomes, the MTSS Implementation Team will guide schools in effective program usage and MTSS strategies which includes providing targeted support based on identified ELA and Math needs and leveraging the programs' bilingual features, speech-to-text tools, and

vocabulary support. Success will be defined by consistent implementation and improvement in student achievement outcomes, particularly for diverse learners.

If this is the continuation of a contract, how has success been measured in the past, and what specific information do we have to show that it was successful?

During the 2022-2023 school year, the Office of Research and Evaluation (ORE) measured the success of OAPs using two primary metrics: student engagement and academic impact. Student engagement was measured by analyzing OAP usage data to determine the time students actively spent using the programs. Academic impact was assessed by examining the relationship between OAP usage and student performance on Star assessments, specifically end-of-year scores.

ORE's analysis revealed a preliminary positive association between OAP usage and Star end-of-year performance in certain programs and grade bands, indicating that increased student engagement with the OAPs was related to improved performance on standardized assessments. This suggests that when students engage with OAPs, the programs contribute to improved academic outcomes, a promising result within the scope of this preliminary analysis. It is important to note that the correlation was not consistently strong across all programs and grade levels, highlighting the need for further refinement of the OAP offerings and implementation and usage supports provided to schools. A significant challenge identified was that many students did not meet the recommended usage targets, likely hindering the OAPs' full potential and limiting the overall strength of the observed correlation. Factors contributing to this included technology issues, scheduling limitations, and a need for stronger stakeholder ownership. We expect that stakeholder engagement through this RFP process, offering targeted, high-quality programs tailored to current needs, and providing implementation and usage supports to schools will mitigate this challenge moving forward.

When applicable, is this an evidence-based strategy? If so, what evidence exists to support this approach?

Yes, the OAPs employ evidence-based strategies across both mathematics and ELA. This claim is supported by its foundation in current research that meets the criteria defined by the Every Student Succeeds Act (ESSA) and aligns with Pennsylvania's Consolidated State Plan. Specifically, OAPs utilize personalized learning through adaptive programs that identify and address individual student needs, a strategy backed by research demonstrating the effectiveness of differentiated instruction in both math and reading. Furthermore, the program focuses on increasing student engagement by adjusting the difficulty of material, which is consistent with research showing that engaged students achieve better learning outcomes across all subjects. The effectiveness of these strategies is substantiated by studies like Arnold, Shelley S. et al. (2016), which found that phonics training improves reading in children with neurofibromatosis, demonstrating positive outcomes in ELA. Simultaneously, Morrison, J. R., Borokhovski, E., Bernard, R. M., & Slavin, R. E. (2024), in their meta-analysis

titled “A quantitative synthesis of outcomes of educational technology approaches in K-12 mathematics,” revealed positive effects of educational technology applications on mathematics achievement, with a small but positive effect size ($g = +0.12$), providing quantitative evidence supporting the use of these tools in math. Moreover, the program’s ability to bolster reading outcomes for students with reading or language-based disabilities is supported by research emphasizing the importance of multi-skill area programs, as highlighted by Görden et al. (2020), demonstrating its efficacy in ELA.

In addition to the supports for students with disabilities and general ELA and Math achievement, the principles of personalized learning and adaptive technology inherent in OAPs are highly beneficial for English Language Learners (ELLs) across all subject areas. The ability of the program to provide built-in language support, adjust to individual learning paces, and provide targeted instruction is particularly important for ELLs who may have varying levels of English proficiency and require differentiated support to master academic content in both mathematics and ELA. Therefore, the OAPs demonstrate a balanced approach to supporting student achievement in both key subject areas.

When implemented with fidelity, research has found that using effective OAPs is associated with improved student performance in ELA and Math. In addition, the adaptive features allow OAPs to provide built-in language support, adjust to individual learning paces, and provide targeted instruction which is particularly important for English Learners and other diverse learners.

The OAPs selected through this RFP have all demonstrated at least an ESSA Tier 3 (promising) level of evidence based on prior research, which was one of the proposal requirements and was scored during the RFP process. Three of the OAPs selected during the RFP process had prior research that meets ESSA Tier 1 (strong) evidence, and four had prior research that meets ESSA Tier 2 (moderate) evidence.

When applicable, was a larger community of District community members and/or stakeholders involved in this selection process? If so, what groups and how?

The vendors were selected through RFP-NG10555 Online Adaptive Programs (OAP), which included an evaluation team of representatives from the Offices of Special Education & Diverse Learners, Curriculum and Instruction, Educational Technology, Research and Evaluation, and Postsecondary Readiness. The selected OAPs met all required criteria, including the following:

- Addressing all components of ELA and mathematics instruction, including teacher-led resources.
- Adaptability for different student performance levels, individual needs, and the needs of students with disabilities and English Learners.
- Supporting all students in grades K through 12.
- Providing intervention and enrichment support.
- Compliance with District technological requirements.

- Correlation with student usage and the universal screener.
- Capacity for providing comprehensive, effective professional development opportunities to staff.

These programs will serve as supplemental resources to the core instructional program that is teacher-led and designed to enhance Tier 1 instruction for all students.

Which Goal and/or Guardrail does this Action Item support?

Has this investment been discussed during a progress monitoring session?

Which session?

This Action Item aligns with Board Goals 1-4c and Guardrail 4, which target student growth in ELA, Mathematics, high school Literature, Algebra, and Biology. Additionally, it aligns to Strategic Action 3.8 Audit and improve compliance with Individualized Education Plans (IEPs) and expand supports for English Learners.

Does this Action Item support a specific strategy/intervention identified in the Strategic Plan?

Priority Area 3: Accelerate Academic Achievement Strategic Action 3.8 Audit and improve compliance with Individualized Education Plans (IEPs) and expand supports for English Learners.

Related resolution(s)/action item(s)

54, June 24, 2021

64, May 23, 2023

Funding Source(s)

FY2026 and FY2027 Operating and Title III Grant (Title III up to 10%)

List contractor

Amira Learning, Amira Learning Suite; Curriculum Associates LLC, i-Ready Assessment and Personalized Instruction; IXL Learning, Inc, IXL; Imagine Learning LLC, Imagine Math; Lexia Learning Systems LLC, Lexia Core5, Lexia PowerUp; Imagine Learning LLC, Imagine MyPath, Imagine Math Facts; Lexia Learning Systems LLC, Lexia English; Renaissance Learning, Inc., Freckle, Lalilo; Beable Education, Inc, Beable One

Why contractor was/contractors were selected

Lowest responsive and responsible bidders; contractors' proposals best suit the needs and interests of the District.

Charge Account(s)

FY25-26: 110-1100-2026-9LR0-2260607-530001

FY25-26: 150-2008-2026-9470-2260307-530001

\$4,000,000 (up to 10% Title III)

FY26-27:110-1100-2027-9LR0-2260607-530001
FY26-27:150-2008-2027-9470-2260307-530001
\$4,000,000 (up to 10% Title III)

FY27-28:110-1100-2028-9LR0-2260607-530001
FY27-28:150-2008-2028-9470-2260307-530001
\$4,200,000 (up to 10% Title III)

FY28-29:110-1100-2029-9LR0-2260607-530001
FY28-29:150-2008-2029-9470-2260307-530000

\$4,410,000 (up to 10% on Title III)

FY29-30:110-1100-2030-9LR0-2260607-530001
FY29-30:150-2008-2030-9470-2260307-530001
\$4,630,500 (up to 10% Title III)

Office Originating Request:

Special Education and Diverse Learners