SCHOOL BOARD ACTION REPORT

DATE: October 19, 2017
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: John Krull, Chief Information Officer, jckrull@seattleschools.org
Kyle Kinoshita, Chief of Curriculum and Instruction, kdkinoshita@seattleschools.org
~~———~~Eric Caldwell, Manager, Instructional Technology and Library Services, ecaldwell@seattleschools.org

For Intro: November 15, 2017
For Action: December 6, 2017

1. TITLE

BTA IV: Approve Phase 1 purchase of Classroom Technology to support Teaching and Learning

2. PURPOSE

The purpose of this Board action is to approve the purchase of new student computers and carts. ~~for classroom pedagogy and science curriculum pilot programs to support Teaching and Learning beginning January 2018.~~ This will include 80 computer carts~~,1280~~, 1280 computers, and required software and services.

3. RECOMMENDED MOTION

I move that the School Board authorize the Superintendent to execute purchase orders through RFP No.06792 with ~~XXXX~~ Dell/Thornburg for a total amount of Not-To Exceed amount of (NTE) $1,000,000.00, plus Washington State Sales Tax, over fiscal years 2017/2018, in the form of the draft purchase orders attached to the Board Action Report, with any minor additions, deletions, and modifications deemed necessary by the Superintendent, and to take any necessary actions to implement the purchase orders.

4. BACKGROUND INFORMATION

a. **Background:**

During replacement and expansion of student technology, the Department of Technology Support (DoTS) is improving the coordination and collaboration with the Teaching and Learning division to directly support its core initiatives. These include the re-visioning of secondary schools, Eliminating Opportunity Gaps (EOG), implementation of Multi-Tiered Systems of Support (MTSS) district wide, and supporting~~producing~~ high quality teaching and learning, which are all initiatives represented in the Formula for Success. In the ~~-~~model New Pedagogies for Deep Learning developed by~~of~~ education luminary Michael Fullan, who will be working with Seattle Public Schools, deep~~Improvements in student~~ learning ~~that come about by these efforts~~ will be accelerated and amplified using

digital resources, pedagogical shifts, and technology. Students across the district currently rely on digital technologies for many purposes: accessing a vast span of resources to research ideas, expressing themselves creatively, assessing their knowledge, working collaboratively with others, producing artifacts of learning, and developing new skills. C~~As well, c~~omputers help to support and reinforce deep content understanding in different content areas. Ample access~~These opportunities will be improved through replacement and expansion of technology, and~~ will ensure that all students, including those historically underserved, will have the same opportunities~~, will have ample access~~.

A problem of practice is that while there are emerging opportunities to appropriately enhance and accelerate existing learning and to create new classroom opportunities, the amount of basic technology, such as laptops, are in short supply, or in the ~~.~~case of desktops, are aging into obsolescence.

The emerging theory of action is deploying technology~~while replacing obsolete computers,~~ is ~~efforts are made~~ to prioritize initial distribution to 1) classrooms that~~who~~ have projects or learning approaches that would strengthen learning in the areas of writing, research skills, data analysis, application of learned content knowledge to the solution of a problem (problem-based learning), and the creation of a student~~learning~~ product (project-based learning) that demonstrates learning putting technology resources at the point of learning; ~~and~~ 2) accelerate and amplify deep student learning of curricula using technology tools; and 3) prioritize need with an equity lens. By prioritizing allocation in this manner, technology can make a difference in helping students meet standards and achievement goals.

A key part of supporting project- and problem-based learning described in 1) above ~~in 1)this process~~ is the work done over the last two years with two cohorts of teachers spanning the district including classrooms from primary to secondary. Phase one of the Technology to Support Teaching and Learning project, which is one of the subjects of this motion, will provide equipment to augment the professional learning of the students ~~teachers studentsteachers~~ in these classrooms. Pilot~~Fifty~~ teachers are designing classroom models that focus on building relationships with students, ~~-~~ using various digital materials, and targeting instruction to help students better meet educational objectives. Use of technology and digital resources are part ~~is integrated~~ of ~~into~~ classroom activities for deep learning for all students. Content knowledge ~~learned by students~~ is applied in ~~to~~ work produced by students, leading to more enduring deep learning~~s~~. These teachers are specifically designing models that work in their schools, but will also serve as examples as we move forward with system-wide transformation as envisioned in the secondary re-visioning initiative~~tudent computers district-wide~~. ~~By participating in these pilots, 50 teachers have explicitly agreed to support other teachers through sharing their learning.~~

An example of the dedicated application of digital technology to curriculum described in 2) above that supports students attaining standards ~~described in 2) that supportssupporting students attaining standards~~ is in the area of middle school science. A ~~second~~ cohort of middle school science teachers use~~are utilizing~~ web based resources to engage students in authentic, current and relevant curriculum based on the latest state

science standards. The digital platform uses videos to provide all students with a common experience from which to build their content knowledge. Instructional materials include science phenomena, computer simulations, analysis of authentic data sets, non-fiction reading, and robust labs to help students deepen their understanding of the content. Entire engineering units are integrated into the program sequence. Students use scientific content to design solutions to address human problems such as a tsunami warning system or a portable and renewable energy source for disaster rescue workers. The digital platform provides differentiated student readers that are current and relevant, translated into multiple languages, and can be updated in a timely manner. The pre-and post-assessments within a digital platform give students and teachers immediate feedback for responsive adaptation to curricular needs of all students. Students need opportunities to interface with carefully selected technology tools to build digital competencies and learn how to use technology for deep and meaningful learning. In so doing, students will be prepared for the more challenging work using technology in postsecondary education and careers. The use of these digital tools equips students with 21st century skills for college and career readiness. The result for a ~~in~~ school that has ~~who have~~ utilized these resources the longest are students'~~:~~ performance in the 80% range of students meeting standard on the state science assessment.

Pilot outcomes are directly tied to the next stage of student technology ~~computer~~ deployment. Teachers involved in the pilots are building units of study and classroom practices that leverage technology to support equity of access to quality core instruction that is differentiated for diverse learners. Through this experience the district ~~we~~ will gain insights into what is effective for student learning and where there are challenges. This information will be used in future professional development and to modify subsequent deployments as necessary. We will also develop important tools like clear models of instruction, classroom organization plans, example lesson and unit plans, and examples of practice that can be used as we replace existing equipment. ~~practicesas we replace exisiting equipment.~~ This kind of support is vital in ensuring that technology investments lead to instructional improvement and increased student achievement. The pilots will be deemed successful when each ~~each~~ pilot teacher contributes to our knowledge of effective strategies and areas of improvement and provides these tools to support teachers in the next phase of student computer replacement.~~l be expected to report on practices that improved pedagogy, student engagement, and student achievement. These artifacts will then be used to develop support hH~~

Purchasing~~Replacement of aging~~ student technology and the associated budget of a $15Million is a part of the ~~objective of~~ Buildings, Technology and Academics/Athletics IV (BTA IV) levy. This pilot will help the district make sure the professional development and support are in place for future purchases. ~~out and underscores the need to replace older equipment. Replacement is aimed at increasing intentionality to support emerging instruction in 21st century skills.~~

As technology hardware ages, it will not operate up-to-date applications, and increasingly restricts access to new educational resources. Older operating systems run by the obsolete technology eventually become security threats as software support is phased out and underscores the need to replace older equipment. Replacement, as detailed above,

increases the intentionality in supporting emerging instruction in 21st century skills.~~Public support for the student computer replacement has already passed via BTA IV where this support was explicitly requested and demonstrated by its overwhelming support.~~

Public support for student computer replacement has already passed via BTA IV where this support was explicitly requested and granted. Providing mobile solutions for our students brings us in line with common practice in districts across the Puget Sound region, and allows our students access to collaboration tools essential to meet their needs.

b. **Alternatives:**
Do not approve this motion. - This is not recommended. The number of computers available for student use will continue to decrease as the current equipment becomes too old to properly function. Not replacing these computers or simply replacing them without using these pilots to develop and refine models of effective use will diminish our opportunity to utilize technology effectively in our schools

c. **Research:**
By providing professional development and improving the collaboration between DoTS and Teaching and Learning, Seattle Public Schools will avoid the all-too-common mistake documented in research of assuming that technology by itself will improve student learning. Summarizing research over four decades, Higgins outlines the more appropriate perspective on technology:

> The range of impact identified in these studies suggests that it is not whether technology is used (or not) which makes the difference, but how well the technology is used to support teaching and learning... It is therefore the pedagogy of the application of technology in the classroom which is important: the how rather than the what. This is the crucial lesson emerging from the research.

Higgins, S., Xiao, Z. and Katsipataki, M. (2012) 'The Impact of Digital Technology on Learning: A Summary for the Education Endowment Foundation.' Durham: Durham University.

> Another study concretely describes how technology amplifies and accelerates student learning:
>
> Past research suggests that compared to their nonlaptop counterparts, students in classrooms that provide all students with their own laptops spend more time involved in collaborative work, participate in more project-based instruction, produce writing of higher quality and greater length, gain increased access to information, improve research analysis skills, and spend more time doing homework on computers. Research has also shown that these students direct their own learning, report a greater reliance on active learning strategies, readily engage in problem solving and critical thinking, and consistently show deeper and more flexible uses of technology than students without individual laptops.

Gulek, J.C., and Demirtas, H. (2005). Learning With Technology: The Impact of Laptop Use on Student Achievement; The Journal of Technology, Learning, and Assessment v. 3 no. 2

Recent case studies of these approaches have shown promise.

- District of Columbia Public Schools, Washington, D.C., has redesigned 17 schools to incorporate blended learning. It has recorded extensive and well-studied student gains in math and reading on district-wide assessments and the National Assessment of Educational Progress since implementing blended learning.
- Enlarged City School District of Middletown, Middletown, New York, received a U.S Department of Education Race to the Top grant in May 2013 to design its blended-learning program. Since implementing the blended program, students in elementary schools using blended learning have shown greater growth than students in traditional classrooms in the district in both reading and math, based on Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) scores.

Mackeyl, K. (2015). *Proof Points: Blended learning success in school districts*. Retrieved from https://www.christenseninstitute.org/publications/proof-points/

Over the past two summers the Seattle Public Schools Instructional Technology department has been working with teachers on models of instruction supported by technology that focus on personalization, differentiation and student engagement. The intention of this motion is to provide teachers from these two cohorts with the technology resources needed to support the shifts in their instructional practice. The experience from these pilot classrooms will be used to shape suggested models of use as we roll out student computer replacements over the next two years. Through our Office of Superintendent of Public Instruction grant, science teachers receive ongoing professional development to support their learning of how to effectively use web based resources to improve and measure student learning.

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be the one-time cost for the purchase of ~~XXXX~~ Dell laptops for a total ~~total~~ NTE $1,000,000.00. ~~The Department of Technology (DoTS) is using the current bid for student computers.~~

The revenue source for this motion is BTA IV.

Expenditure: ☒ One-time ☐ Annual ☐ Multi-Year ☐ N/A

Revenue: ☐ One-time ☐ Annual ☒ Multi-Year ☐ N/A

6. COMMUNITY ENGAGEMENT

With guidance from the district's Community Engagement tool, this action was determined to merit the following tier of community engagement:

☐ Not applicable

☐ Tier 1: Inform

☒ Tier 2: Consult/Involve

☐ Tier 3: Collaborate

In February 2013, 72% of Seattle voters approved supported the BTA IV Capital levy. This levy supports the district's long-range plans to upgrade and renovate aging technology and was the culmination of an eighteen-month long process analyzing the technology needs of the district. The process included countless hours of planning, coordinating efforts throughout the district, community engagement and feedback, extensive Seattle School Board guidance and input that lead to a unanimous Seattle School Board vote in November 2012 that approved the BTA IV projects list.

DoTS and Curriculum, Assessment and Instruction's (CAI) Instructional Technology team collected feedback from teachers and students through surveys and focus groups to determine the features and model for the student laptop. We also surveyed new schools for 2017 to determine needed features and form factors.

Further engagement occurred at the 2015 Technology Summit, board meetings, meetings with principals, with teachers, and with Teaching and Learning leadership.

7. EQUITY ANALYSIS

Analysis covered two components of the phase one pilot: which schools participated and the cultural relevance of the practices developed in the pilot schools. Ninety-four teachers from across the district applied for the 50 available spots for this pilot program. The Instructional Technology team intentionally evaluated applications on individual teacher qualifications coupled with the school they represented. In the selection process, there was a preference given to teachers applying from schools serving high needs student population~~chool~~s.

At each of the cohort schools, teachers have used the equity lens when developing lessons for their classroom. Our work with these teachers has emphasized concepts of relationships, student agency, differentiation, and personalization.

8. STUDENT BENEFIT

Students are immersed in technology in their daily lives. When students have the opportunity to use technology to support their learning, they are much more likely to graduate with the technology skills needed to be successful in whatever path they choose. Technology in support of strong learning practices like project based learning and deeper learning is also a driver for increased student engagement and achievement.

We want our students to leverage technology to build the skills of collaboration, creativity, communication, critical thinking, citizenship, and character but we don't want to lose sight of the concerns around depersonalization and the ethical and responsible use of technology. It is for these reasons that it is critically important that we invest the time and resources in developing working models for student use of technology.

9. WHY BOARD ACTION IS NECESSARY

☒ Amount of contract initial value or contract amendment exceeds $250,000 (Policy No. 6220)

☐ Amount of grant exceeds $250,000 in a single fiscal year (Policy No. 6114)

☐ Adopting, amending, or repealing a Board policy

☐ Formally accepting the completion of a public works project and closing out the contract

☐ Legal requirement for the School Board to take action on this matter

☐ Board Policy No. _____, [TITLE], provides the Board shall approve this item

☐ Other: _____

10. POLICY IMPLICATION

Per Board Policy No. 6220, Procurement, any contract over $250,000 must be brought before the Board for approval.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Curriculum and Instruction Committee meeting on November 7, 2017. The Committee reviewed the motion and moved the item forward to the full Board with a recommendation for consideration.

12. TIMELINE FOR IMPLEMENTATION

Upon Board approval of this motion, purchase orders will be executed to begin the procurement process. Pilot classrooms will begin to receive their new computers beginning January 2018.

13. ATTACHMENTS

- RFP #06792 Packet ~~(to be attached prior to Action December 6)~~
- Draft Purchase Orders ~~(to be attached prior to Action December 6)~~
- Purchase of Student and Staff Computers Supplemental Letter
- Computers for New Schools Survey
- Proof Points: Blended Learning Success, District of Columbia Public Schools
- School Distribution List

~~Blended Learning Pilot Breakdown~~

Seattle Public Schools
Contracting Services
2445 Third Avenue South
Seattle, WA 98134
Telephone: (206) 252-0566
Fax: (206) 743-3018
contractingservices@seattleschools.org

Request for Proposal No. RFP06792

Computers and Support Services

for

Seattle Public Schools' Department of Technology Services

Submittal Deadline:

Date: September 1, 2017

Time: 10:00 a.m.

Instructions

Table of Contents

ATTACHMENTS

Attachment 1: Technical Specifications – Student Laptop
Attachment 2: Technical Specifications – Teacher Laptop
Attachment 3: Technical Specifications – Desktop Computer
Attachment 4: Sample Standard Form of Contract
Attachment 5: Price Form
Attachments 1 – 5 are available to view at Builders Exchange of Washington

REQUEST FOR PROPOSAL NO. RFP06792

PROPOSAL CERTIFICATION FORM

TO: Diane T. Navarro, Contracting Services Manager

The undersigned provider hereby certifies as follows:

1. That he/she has read the Seattle School District's Request for Proposal No. RFP06792 and the following Addenda and to the best of his/her knowledge has complied with the mandatory requirements stated herein:

Addenda Number	Issue Date
_____	_____
_____	_____
_____	_____

2. That he/she has had the opportunity to ask questions regarding the Request for Proposal, and that if such questions have been asked, they have been answered by the District.

3. That the proposer's response is valid for 90 days.

Dated at _____, this _____ of _____ 2017.

_____	_____
(Signature)	(Title)
_____	_____
(Print Name)	(Email Address)
_____	_____
(Company Name)	(Telephone Number)
_____	_____
(Address)	(Fax Number)
_____	_____
(City)	(UBI Number)
_____	
(State)	
_____	
(Zip)	

1.0 INTRODUCTION

Seattle Public Schools ("District" or "SPS") intends to establish a computer standard for its Windows-based devices for the District over the next five years. The District's Department of Technology Services (DoTS) is requesting proposals from qualified manufacturers and firms to provide various computers and support services for the District.

The successful vendor(s) shall have proven experience in providing computer device configuration, delivery, and support services to large organizations with multiple sites and a high volume of devices.

The District intends to award this contract to one vendor, however reserves the right to enter into a separate agreement for the support services listed in the RFP.

This Request for Proposal (RFP) describes the selection process and documentation required for submitting a Proposal. Any firm failing to submit their proposal in accordance with the procedures set forth in the Request for Proposal may be considered nonresponsive.

The selection of the devices and services will proceed in the following manner:

- **Seattle Public Schools shall receive proposals no later than the due date and time specified in Section 2.0 of this RFP.**
- The proposals will be followed by a determination of shortlisted devices, whereby a vendor(s) will be asked to provide sample computers to the District for further review.
- The District reserves the right to reject any vendor who is unable to comply with the District's request for sample computers at the date and time determined by the District.
- The District reserves the right to seek clarifications about the proposals.
- The District may award based solely on the written proposals. However, the District may elect to engage in negotiations with selected vendors, in order to improve the proposals and obtain the best contract(s) for the District. The District reserves the right to request post-proposal modifications, including best and final offers and considerations.
- The final selection will be based upon the criteria set forth below. The District reserves the right to negotiate with the successful vendor(s) on pricing and other factors and may award to multiple vendors if deemed appropriate.

2.0 SCHEDULE

2.1 Schedule of Activities

Date	Selection Process
August 11, 2017	Advertisement for Request for Proposal Published. (First Notice)
August 18, 2017	Advertisement for Request for Proposal Published. (Second Notice)
August 22, 2017	Pre-proposal Conference at 11:00 a.m.
August 23, 2017	Last day for Questions from Proposers by 2:00 p.m.
September 1, 2017	**Proposal Due by 10:00 a.m.**
Approx. September 4-15, 2017	Initial screening of proposals
Approx. September 19, 2017	Notification sent to short list firms and request for demo notifications issued (anticipated)
Approx. week of October 9, 2017	Short list firms to submit demo computers for review
November 2017	Notification of selection to firm(s)

2.2 Pre-Proposal Conference

Interested manufacturers and firms are encouraged to attend a Pre-proposal conference at the date and time listed above which the particulars of the RFP will be discussed. The meeting shall be held at the John Stanford Center for Educational Excellence (JSCEE) at 2445 Third Avenue South, Seattle, WA 98134.

3.0 QUESTIONS AND COMMUNICATION

All communication and/or questions shall be submitted in writing at the dates and times indicated herein to:

U.S. Mail:
Diane Navarro
Contracting Services
Seattle Public Schools
M/S 22-337
P.O. Box 34165
Seattle, WA 98124-1165

Physical Location:
Diane Navarro
Contracting Services
Seattle Public Schools
M/S 22-337
2445 Third Avenue S.
Seattle, WA 98134-1923

Phone: (206) 252-0566
Fax: (206) 743-3018
E-mail: contractingservices@seattleschools.org

All questions must be submitted electronically by e-mail or fax to Contracting Services by the date and time indicated in Section 2.0. Reference the RFP number in the subject of your email. The District will consider no telephone or in-person inquiries, except at the interviews/demos for those firms making the short-list.

Answers to questions will be issued in the form of an addendum that will be provided electronically on the Builders Exchange website at Builders Exchange of Washington and on the Seattle Schools Current Solicitations website.

Proposals must be submitted electronically to Contracting Services at contractingservices@seattleschools.org with the Request for Proposal number and project title included in the subject heading.

In the event that a firm attempts to contact any official, employee, or representative of Seattle Public Schools in any manner contrary to the above requirements, said firm may be disqualified for further consideration.

This prohibition does not apply to:

- Telephone calls to the District to request copies of this RFP, to confirm attendance, or request directions relative to an interview notification received from the District;
- Delivery of written questions about the proposal;
- Discussion at the interview/demonstration (if deemed necessary);
- Delivery of the firm's proposal.

4.0 BACKGROUND

Seattle Public Schools is the largest K-12 school system in Washington State, serving nearly 53,000 students in 100 schools. In February 2016, voters approved the Building, Technology & Academics IV Levy (BTA IV) which will fund major renovations, new construction, and improvements to various sites throughout the District. As part of the BTA IV levy, approximately $24 million is allocated for computer equipment enhancement over a span of three years, 2017 - 2020.

5.0 PROJECT INFORMATION

The selected vendor(s) will be awarded a three (3) year agreement with the District with two (2) optional, one-year extensions based on the long-range needs of the District and mutual consent of both parties, for a total of five (5) years.

Seattle Public Schools utilizes computing devices for all students and administrative staff. Comprised of desktop and laptop models, all variations are conducive to an established Cisco network infrastructure. Any and all new devices must be compatible with Cisco gigabit networking protocols, and Cisco wireless 802.11ac standards.

All computer systems are required to be:

- Cisco network compatible, with either gigabit RJ-45 or 802.11ac wireless connections
- Microsoft SCCM configurable, with current driver support available for every model

Additionally the District is looking for manufacturers that can provide the following for parts and services:

- ✓ All systems must carry at least a 3-year warranty, however the District prefers a 4-year standard warranty;
- ✓ Can provide next-day delivery without the District incurring any charges on ordered parts;
- ✓ A pre-paid return-shipping label is included with any repair component;
- ✓ Parts are available for all systems for a period of five (5) years after purchase date;
- ✓ Allows District technicians to access the company's Tier 2 Tech Support Services to facilitate troubleshooting procedures;
- ✓ Offers District technicians the capability to attain technical certification status with the company to perform authorized computer repairs;
- ✓ Allows District technicians to have the ability to order warranty repair parts and install them without voiding the computer warranty;
- ✓ Offers compensation/reimbursement fee for repair labor performed by District technicians for each repair occurrence;
- ✓ Company sales staff with experienced customer service representatives and dedicated to Seattle Public Schools that can handle all warranty repairs in a timely manner. They must be available by phone or e-mail during regular business hours, Pacific Standard Time;

5.1 Technical Specifications

System Descriptions:
The following three (3) configurations serve as examples for standard systems at SPS, however the District may occasionally purchase non-standard systems from the manufacturer's catalog on an as-needed basis. Custom configurations must be allowed for non-standard systems on an as-needed basis, quoted and provided by the company with the same warranty as standard systems.

STUDENT LAPTOP
11.6" Display, 1366 x 768 Touch Screen with Camera
Convertible Case Design
Intel Core i3-7100 or -7100T Processor
Minimum 4GB RAM
Minimum 128GB Solid State Drive
Intel Dual Band Wireless-AC 7265 802.11AC Wi-Fi + BT 4.0 LE
Active Pen
Available Ports:

- o 1 Combo Headphone/Microphone Jack
- o 1 USD Card Reader
- o 2 USB 3.1, Gen 1
- o 1 Standard HDMI
- o USB Type C charging port

Integrated RJ-45 Ethernet Port is preferred
Rechargeable 7-Hour battery
Nobel Wedge Lock Slot
4-Year Warranty

TEACHER LAPTOP
12" Display, 1920 x 1080 Touch Screen with Mic/Camera
Convertible Case Design
Intel 7th Gen Core i5-7300U DC w/ **vPro Technology** (required)
Minimum 8GB RAM
Minimum 256GB Solid State Drive

Qualcomm QCA61x4A 802.11ac Dual Band (2x2) Wireless Adapter+ Bluetooth 4.1
Active Pen
Available Ports:
- 1 Combo Headphone/Microphone Jack
- 2 USB Type-C Charging Port
- 2 USB 3.1, with PowerShare
- 1 uSD 4.0 Memory Card Reader
- 1 uSIM Card Slot

Rechargeable 7-Hour battery
Nobel Wedge Lock Slot
4-Year Warranty

DESKTOP COMPUTER
Small Form Factor Case
180 Watt Power Supply
Intel Core i5-7500 Quad-Core Processor
Minimum 8GB RAM
Minimum 256GB Solid State Drive
Integrated DVD Optical Drive
Wired 104-Key English Keyboard
Wired 2-Button Mouse
20 Inch Monitor – Same brand as CPU
Available Ports:
- 6 USB 3.0 (2 front, 4 rear)
- 4 External USB 2.0 (2 front, 2 rear)
- 1 Internal USB 2.0
- 1 RJ-45 Gigabit NIC
- 1 Nine-pin Serial
- 2 Display Ports
- 1 HDMI
- 2 PS/2
- 1 Universal Audio Jack
- 1 Line-out

4-Year Warranty

DOCKING STATION
USB Type-C Connection
Display Ports – One each VGA, Mini Display, HDMI
USB – Two 2.0, Three 3.0
Audio – One 3.5mm combo, One 3.5 speaker out
Network – One RJ-45 Gigabit Ethernet
AC Adapter – 130W/180W
Kensington Lock Slot

5.2 Additional Services

To assist with large deployments of desktop computers, the company will be required to provide installation services across the school district. This entails computer unboxing, organized distribution at the site, breakdown of old systems, and setup of new. Legacy systems will be moved to designated areas at the school as specified by the District technical staff. Removal of cartons and packing from the site is required, as is maintaining clean work areas in classrooms. Work is performed only after class hours and evenings until closing time.

Laptop deployments require the capacity for the company to image mobile devices at their location. This entails extraction from shipping cartons, imaging and placing in carts - adhering to proper cable management practices. Recording service tag numbers and serial numbers is also a requirement, with submission to SPS central warehouse in readable format upon delivery to Receiving. The aforementioned image is provided by SPS and is applied to laptops according to District technician instructions.

The vendor must have a local Washington presence and be located in or near the vicinity of Seattle in order to provide SPS warehouse deliveries, equipment configurations, and on-site service to school sites. If the vendor does not have a local presence, vendor should explain in their submittal how they would mitigate the possible issues around deliveries and services in the proposal submittal.

The selected vendor will carry out the following scope of work:

Deliverable Items	Vendor Responsibility – In Scope	District Responsibility - Out of Scope
Order Carts and Equipment		X
Deliver Carts and Equipment to Vendor		X
Unbox all equipment and dispose of packing material	X	
Install Laptops in carts	X	
Laptop etching with SPS Logo	X	
Create report indicating equipment inventory (per cart)	X	
Pallet Desktops for delivery to JSCEE warehouse	X	
Pallet loose laptops for delivery to JSCEE warehouse	X	
Establish Schedule for Vendor site visits		X
Install desktops on-site at schools and verify all connections are functional. (remove old equipment to designated area)	X	

The District is also interested in learning about firms' comprehensive support service options for repairs on warrantied computer systems – replacements for components, replacements for entire systems, troubleshooting, and response times from the vendor.

While devices are in possession of the Vendor, the Vendor shall be responsible for the devices.

The District reserves the right to delete from the scope of work any or all of the scope from any of the projects listed above. The District also reserves the right to modify the schedule, specific size or scope.

Please note that the District will select the successful firm(s) based on the best interests of the District, all factors considered. The District reserves the right to reject any or all

proposals, waive minor irregularities and informalities, and make the awards in its best interest.

6.0 SELECTION PROCESS

6.1 Method of Selection

The procurement of these devices will proceed as described below. All costs incurred by vendors choosing to participate in this RFP process shall be borne by the proposing vendors. The procurement of devices and services will proceed as described below.

1. It is the intent of the District to award the project listed above to one firm, however, Seattle Public Schools reserves the right to award the project to multiple firms if deemed appropriate.

2. An initial screening of the proposals will be conducted based on the criteria set forth below. Proposals that do not meet the criteria or minimum required specifications will not be considered further.

3. A short list of computer devices will be determined and devices will be requested from the vendors for further review by the Selection Team as well as District staff and students for District input.

4. Proposers will be asked provide at least two (2) of each selected computer model to SPS for evaluation purposes at the time of RFP response.
   - All computers will be evaluated for compatibility to the SPS network infrastructure and ease of use, overall functionality, among other factors.
   - Computers will be responsibly cared for by SPS Department of Technology Services.
   - Computers will be returned to the vendor after the testing period. Vendor will be responsible for reclaiming their devices after the completion of the process by either 1) picking up their devices from the District's JSCEE Building or 2) shipping the devices to the District in a reusable box with a pre-paid return label.

5. The District intends to select a firm(s) based upon the best interests of the District, all factors considered. Among the factors to be considered are the following:

EVALUATION CRITERIA	POINTS
Technical Qualifications – 200 Total	**200**
Comprehensive Service Plan – Competency for provision of aforementioned Additional Services in Section 5.2 (imaging, deliveries, deployments) and ability to provide those services as promised.	50
Comprehensive Support Plan – Methods fully explained to provide support for warrantied computer systems – replacements for components, replacements for entire systems, troubleshooting, and response time.	40
Ability to meet all Technical Specifications Requirements	40
Warranty Coverage	20
Capacity and ability to deploy high volumes quickly	15
References	10
Local business presence	10
Replacement parts availability for standard systems beyond warranty	15
Pricing – 30 Total	**30**
Pricing considerations include: (1) comparative costs and services included in standard pricing; (2) any fees for additional services proposed or offered by the vendor; and (3) proposed discount percentage for non-standard devices.	30
Demonstration (Shortlisted Firms Only) - 50 Total	**50**
Ability to provide demo computers that match the technical descriptions of the explained systems, compatibility to the SPS network infrastructure.	30
Ease of use, overall functionality, among other factors	20

The selected shortlisted devices will be evaluated for compatibility to the SPS network infrastructure and also be included in a computer exhibition for District staff and students to review the devices and provide selection input regarding ease of use, functionality and other factors. Upon receipt of demonstration feedback, the Committee will determine finalist vendors to submit proposed pricing on the listed standard models and services.

6.2 Notifications

The District will provide timely notifications to firms responding to the Request for Proposal upon selection of the recommended firm.

6.3 Seattle Schools Right to Reject

The District reserves the right to reject any and all proposals and re-advertise the RFP at any time prior to approval of the recommended firm and the negotiated agreement. All costs incurred in the preparation of the Request for Proposal process shall be borne by the proposing firm. **Proposals submitted in response to this Request for Proposal shall become the property of the District and be considered public documents under applicable Washington State laws.**

The District reserves the right to modify the scope of services as a result of the written submittals and/or interviews.

6.4 Procedures Requirements

Any firm failing to submit information in accordance with the procedures set forth herein may be considered non-responsive.

7.0 SUBMITTAL REQUIREMENTS

7.1 General Submittal Requirements

The submittal requirements shall be as follows:

SUBMITTAL METHOD: The proposing vendor, firm, joint venture or other form of association ("firm") shall submit an electronic copy of their Proposal to Contracting Services at contractingservices@seattleschools.org. The District prefers that the proposal is sent in (one) 1-.PDF document, with bookmark tabs noted for each section below.

Each proposal is to be a maximum of fifteen (15) pages (8-1/2" x 11") single sided, not smaller than 12 point type. Please combine sections below into one PDF with each section bookmarked within the PDF.

1. The cover letter, Proposal Certification Form, table of contents, tabs and attached forms (including appendices included with the forms) do not count toward the page limits.

2. Project cut sheets, including photos, are included in the page limits. Submittals exceeding the page limits may be considered non-responsive**.**

3. **Please Note:** In preparing the firm's submittal, the proposing firm shall clearly identify the designated person of record responsible for any referenced project. If the proposing firm is representing an individual's experience while employed at another firm, the firm of record for the project and the individual's role shall be clearly identified.

7.2 Contents of the Proposal

1. Signed Proposal Certification Form (page 3 of the RFP). This does not count towards the page limit.

2. Table of contents (maximum 1 page).

3. Separate section: Executive Summary.

Provide a summary highlighting the vendor's qualifications and special expertise to provide the services requested in the Request for Proposal.

4. Separate section: Company Profile.

   a. Identification of vendor (or vendors, if a joint venture or association) including address, telephone number, email address and date vendor (s) were established.

   b. Areas of specialization.

   c. If your proposed device line is currently available through a purchasing consortium (i.e. NASPO and/or KCDA), please provide the name of the consortium(s) and the Interlocal agreement contract number(s).

5. Separate section**:** Project Experience and Past Performance.

   a. Provide at least three (3) examples of experience of your ability to quickly deploy high volumes of devices within a short time frame.

   b. Provide examples of past experience of your ability to provide asset tags using customer's specific specifications.

   c. You may, in list form, provide additional K-12 school districts and/or large public entities your firm has supported over the past three years. Include a brief summary of project size and scope for each.

6. Separate section: References.

   a. Provide a minimum of three (3) references, two of which must be K-12 school districts. Include name of school district, contact name, title, email address, phone number and a brief description of the business relationship.

7. Separate section: Technical Features.

   a. Provide detailed device specifications to show that your proposed device(s) meets each of our system specifications.

   b. Insert your completed **Attachments 1-3, Technical Specifications Forms** in this section. These attachments will not count towards your page limit. **Attachments 1-3, Technical Specifications Forms are available to view at Builders Exchange of Washington**

   c. Describe your online marketplace capabilities specifically for District devices.

   d. Provide a website link or catalog that describes your breadth of device offerings other than the devices listed.

8. Separate section**:** Availability and Capacity.

   a. Please provide your typical standard delivery timeframe and process for various quantity levels.

b. State your local service location in order to provide SPS warehouse deliveries, equipment configurations, and on-site service to school sites. If you do not have a local presence, explain how you would mitigate the possible issues around deliveries and services.

c. Describe the availability of your customer service representatives and if the District would have a dedicated account manager. Include your business hours (Pacific Time) and whether they are available by phone or email.

9. Separate section: Warranty, Services and Support.

a. Warranty: Provide responses to the following warranty questions:

- Do all of your systems carry at least a 3-year warranty? Are you able to offer a 4-year standard warranty?
- Can you provide next-day delivery without the District incurring any charges on ordered parts?
- Is a pre-paid return-shipping label included with any repair component?
- Are parts available for all systems for a period of five (5) or more years after purchase date?
- Do you allow outside/District technicians to access your company's Tier 2 Tech Support Services to facilitate troubleshooting procedures?
- Do you offer outside/District technicians the capability to attain technical certification status with the company to perform authorized computer repairs?
- Do you allow outside/District technicians to have the ability to order warranty repair parts and install them without voiding the computer warranty?
- Do you offer compensation/reimbursement fees for repair labor performed by outside/District technicians for each repair occurrence?

b. Services: Describe how you would address the District's additional service needs for large deployments as noted in Section 5.2.

c. Support: Describe your firm's comprehensive, full-service support plan. Explain how your firm would provide support for warrantied computer systems, such as replacing components, entire devices, troubleshooting and response time.

10. Separate section: Pricing.

Provide your proposed pricing using **Attachment 5 – Price Form** for the District's standard devices and services that offers the most competitive pricing for the duration of the agreement. Note if pricing meets or exceeds purchasing consortium discounts (i.e. NASPO). **Attachment 5 – Price Form is available to view at Builders Exchange of Washington**

Include Unit Pricing and Discount percentages for any future upgrades for the following:

- Student Laptop
- Teacher Laptop
- Desktop Computer
- Docking Station
- In-Scope Deliverables listed in Section 5.2 Additional Services

Provide pricing for comprehensive, full service support. Include what services are covered within this cost.

11. Separate section**:** Terms and Conditions.

Include any comments or proposed changes to the District's terms and conditions (Attachment 4 to this RFP). **Please note that the District reserves the right to reject any firm not willing to accept the District's terms and conditions as shown in the standard form of contract.**

Please also note that the District reserves the right to ask questions and seek clarifications about the Proposal, to request post-proposal modifications, and to engage in negotiations with a selected short list of firms.

8.0 CONTRACTING PROVISIONS

8.1 Standard Form of Contract

The District's Contract for Consulting Services is included as Attachment 4. **Attachment 4 is available to view at Builders Exchange of Washington**. The proposal should include any comments or requested changes. **Please note: The District reserves the right to reject any firm that is not willing to accept the District's terms and conditions as noted in the standard form of contract**.

8.2 Term

The initial term of this contract is expected to be approximately September 2017 to August 2020, with two (2) optional, one-year extensions, for a total not to exceed five (5) years.

8.3 Additional Contract Document Requirements

The selected firm shall be required to provide the following documents to the District prior to execution of the contract:

- W-9 Form
- Washington State Business License
- Certificate of Insurance, including endorsement pages, with the following limits:

workers' compensation	statutory
employer's liability (stop gap)	$1,000,000 each accident $1,000,000 disease-policy limit $1,000,000 each employee
commercial general liability	(per occurrence/aggregate)
bodily injury and property damage	$1,000,000/$2,000,000
personal and advertising injury	$1,000,000/$2,000,000
products and completed operations	$1,000,000/$2,000,000
fire legal liability	$100,000
automobile liability (owned, non-owned, leased or hired)	$1,000,000 per occurrence
umbrella/excess coverage professional liability	$2,000,000 per occurrence $1,000,000 each occurrence

8.4 Protest Procedures

1. Any actual or prospective Vendor who is aggrieved in connection with the solicitation or award of this contract may protest to the District in accordance with the procedures set forth herein. Protests based on the terms in this Request for Proposal, which are apparent prior to the date established for submitting the proposal must be received seven (7) days prior to the submittal deadline. Protests based on other events must be received within three (3) working days after the aggrieved person knows, or should have known, of the facts and circumstances upon which the protest is based; provided, however, that in no event shall a protest be considered if all proposals are rejected or if the protest is received after the award for this contract.

2. In order to be considered, a protest shall be in writing and shall include: the name and address of the aggrieved person; the contract title under which the protest is submitted; a detailed description of the specific grounds for protest and any supporting documentation; and the specific ruling or relief requested. The written protest shall be mailed to:

   JoLynn Berge
   Assistant Superintendent for Business and Finance
   Seattle School District No.1
   MS 33-300
   P.O. Box 34165
   Seattle, WA 98124

   Or delivered to:

   JoLynn Berge
   Assistant Superintendent for Business and Finance
   Seattle School District No.1
   MS 33-300
   2445 3rd Avenue South
   Seattle, WA 98134

   And shall be labeled: “Protest”

3. Upon receipt of a written protest, the District shall promptly consider the protest. The District may give notice of the protest and its basis to other persons, including Proposers involved in or affected by the protest; such other persons may be given an opportunity to submit their views and relevant information. If the protest is not resolved by mutual agreement of the aggrieved person and the District, the District will promptly issue a decision in writing stating the reasons for the action taken. A copy of the decision shall be mailed by certified mail, return receipt requested, or otherwise promptly furnished to the aggrieved person and any other interested parties. The District decision may be appealed to the Superintendent by written notice together with all supportive evidence, received at the address set forth in paragraph 2, not more than two (2) working days after receipt of the decision. The Superintendent’s decision shall be final and conclusive.

4. Strict compliance with the protest procedures set forth herein is essential in furtherance of the public interest. Any aggrieved party that fails to comply strictly with these protest procedures is deemed, by such failure, to have waived and relinquished forever any right or claim with respect to alleged irregularities in connection with the solicitation or award. No person or party may pursue any action in court challenging the solicitation or award of this contract without first exhausting the administrative procedures specified herein and receiving the District's final decision.

5. Any Proposer submitting a proposal shall be deemed to have accepted these procedures.

End of Request for Proposal

ATTACHMENTS

Attachment 1: Technical Specifications – Student Laptop
Attachment 2: Technical Specifications – Teacher Laptop
Attachment 3: Technical Specifications – Desktop Computer
Attachment 4: Sample Standard Form of Contract
Attachment 5: Price Form
Attachments 1 – 5 are available to view at Builders Exchange of Washington

Seattle School District No. 1
Purchasing Services
Mail Stop 23-376
PO Box 34165
Seattle, WA 98124-1165

Purchase Order	
P.O. Number	8200001886
P.O. Date	11/30/2017
Ship Via	Surface, Prepay & Add
Deliver By	01/05/2018
Contact	Anja Markovic
Ph: 206 252-0713	Fax: 206-252-0505
Email: almarkovic@seattleschools.org	

Vendor

THORNBURG COMPUTER SERVICES, L
ATTN: TIM FIELDSEND
P.O. BOX 11455
OLYMPIA, WA 98508-1455
Fax: 866-370-2522 Tel: 360-705-2840
orders@thornburgcs.com

Deliver Items To:

SSD#1 C/O THORNBURG
Department: DOTS/ROBERT SHORE
7511 TERMINAL STREET SOUTHWEST
TUMWATER WA 98501
P.O. Number: 8200001886

Send Invoice To:

Seattle School District No 1.
Accounts Payable
Mail Stop 33-343
PO Box 34165
Seattle, WA 98124-1165
Email:accountspayable@seattleschools.org

Item	Material/Description	Quantity	UM	Unit Price	Total
	Terms: Net 30 days, Currency USD				
	By accepting this purchase order/contract, the above named firm certified that they are not currently debarred from participating on any federal, state or similarly funded transaction.				
	PLEASE PROCESS THIS ORDER ASAP, ADVISING US IF INDICATED PRICING, DELIVERY, TERMS CANNOT BE MET. NOTE: A) SUPPLY AS A SINGLE COMPLETE SHIPMENT, FULL QUANTITIES, ALL ITEMS B) NO BACKORDERS, NO PARTIAL SHIPMENTS C) A "DISTRIBUTION LIST" WILL BE SUPPLIED WITH THIS ORDER. DISTRIBUTION LIST WILL DETAIL DISTRICT END USER SCHOOLS/PROGRAMS AND ANY PRIORITY DELIVERY SEQUENCE REQUIREMENTS D) REF SSD#1 RFP06792. VALID DEC 2017 THRU AUG 2020. POSSIBLE/ADDITIONAL EXTENSION OF TWO (2) ONE (1) YEAR PERIODS				
00010	Bretford CoreX 24 Laptop Cart	80	EA	1,068.17	85,453.60
00020	RFP06792 STD LAPTOP Dell Latitude 3189	1,280	EA	357.78	457,958.40

Purchase order number must appear on all invoices, shipping labels, packing lists and correspondence.

This purchase order is subject to Seattle School District No. 1 standard terms and conditions.
These can be referenced by clicking on the "Terms and Conditions" link at www.seattleschools.org/procurement

Seattle School District No. 1
Purchasing Services
Mail Stop 23-376
PO Box 34165
Seattle, WA 98124-1165

Purchase Order

P.O. Number	8200001886
P.O. Date	11/30/2017
Ship Via	Surface, Prepay & Add
Deliver By	01/05/2018
Contact	Anja Markovic
Ph: 206 252-0713	Fax: 206-252-0505
Email: almarkovic@seattleschools.org	

Vendor

THORNBURG COMPUTER SERVICES, L
ATTN: TIM FIELDSEND
P.O. BOX 11455
OLYMPIA, WA 98508-1455
Fax: 866-370-2522 Tel: 360-705-2840
orders@thornburgcs.com

Deliver Items To:

SSD#1 C/O THORNBURG
Department: DOTS/ROBERT SHORE
7511 TERMINAL STREET SOUTHWEST
TUMWATER WA 98501
P.O. Number: 8200001886

Send Invoice To:

Seattle School District No 1.
Accounts Payable
Mail Stop 33-343
PO Box 34165
Seattle, WA 98124-1165
Email:accountspayable@seattleschools.org

Item	Material/Description	Quantity UM	Unit Price	Total
	AMPLIFY SCIENCE AND OTHER STUDENT SUPPORT			
	Total net value excl. tax:			543,412.00
	Wash.St.Sales Tax:			54,884.61
	Freight:			0.00
	Total:			598,296.61

Purchase order number must appear on all invoices, shipping labels, packing lists and correspondence.

This purchase order is subject to Seattle School District No. 1 standard terms and conditions.
These can be referenced by clicking on the "Terms and Conditions" link at www.seattleschools.org/procurement

AUTHORIZED SIGNATURE A Markovic
(Buyer)

Dear Superintendent Nyland and Board Directors,

We are writing to share the research, planning, and vision that have informed our request for portable devices in classrooms at Robert Eagle Staff and Meany Middle Schools. We understand the appeal of the devices pictured to the left. Desktop computers can be locked to a desk or tethered to a wall; it takes effort to walk off with a forty-pound machine. For this very reason, however, we believe desktop computers are not the right choice for the twenty-first century classroom. They limit our ability to provide an equitable and excellent education that will eliminate gaps for our students.

Desktops physically limit where students can learn. We believe that learning can and SHOULD occur anywhere, and our gorgeous new campuses were designed for this. There are flexible spaces throughout our buildings that we have been dreaming of creative and high impact ways to use. Although learning does not always occur around technology alone, we are prepared to provide students with opportunities to use technology throughout these spaces, and we would be remiss as professionals if we did not utilize powerful 21st century tools.

A student at Daniel Bagley Elementary sharing his research about a historical figure in Flipgrid, an online bulletin

Portable technology allows us to turn any space into a learning space, which expands the opportunities that we can provide and puts students at the center of their learning. Imagine our physical scientists using carbon dioxide sensors that hook up to portable devices to measure the amount of pH in the soil around our courtyard, and then clustering in small groups in the break-out spaces lining our commons to create digital models. Imagine our musicians recording themselves in practice rooms, posting recordings to a threaded discussion, and receiving immediate feedback on technique from peers and instructors, or our social scientists holding a mock election in the cafeteria. We are committed to providing all students with cross-disciplinary, hands-on, project-based learning experiences that challenge the way technology has traditionally been used in education. Desktops physically limit the experiences we can offer students and tether us to traditional models of teaching, which have contributed to the achievement gap among students.

One of the traditional models that has served to widen this gap is the one-size-fits-all approach to instruction. Portable technology allows us to provide a more flexible, personalized learning experience for students. Students are able to access resources and tools, online or built into a learning management system, that support their individual needs and allow them to go further with their learning through reteaching, alternate modes of instruction, additional practice, immediate feedback, supports (i.e. read-aloud), and opportunities for extending learning. Students could absolutely access these resources and tools on a desktop, sitting alone, at the back of a classroom, facing a wall. However, portable technology has the power to transform the culture of a classroom and an entire school community.

Students at Washington engaging in student-centered, personalized learning.

Imagine walking into a Language Arts classroom. Students are learning how to build counterclaim into their argumentative writing. You notice several students watching a video-recorded lesson and taking notes, students sitting in pairs, playing an online game that sharpens their counterclaim skills, a group of three using a shared document to collaboratively write a counterclaim paragraph, and a small group working with the teacher at the Smart projector to evaluate a counterclaim. Students in this classroom are able to make intentional choices throughout the learning process, work collaboratively and make use of flexible space.

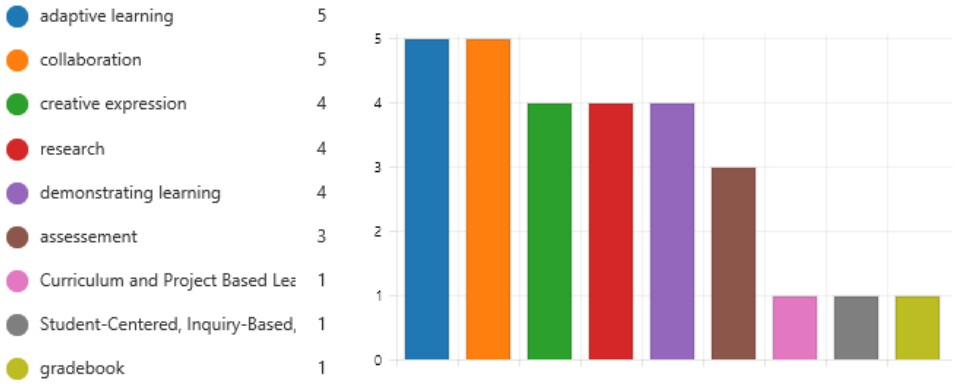
We want to provide the students at Robert Eagle Staff and Meany with more than beautiful new buildings. We want to transform the way they learn. As a school board, you have a unique opportunity to help build learning environments that are student centered and pedagogically sound. Mobile devices in our schools will directly support our students as they practice and master skills necessary to becoming confident, creative and contributory citizens of our society.

Sincerely,
The Robert Eagle Staff and Meany Middle School Design Teams

Computers for New Schools Survey
This survey was sent to the principals of the new schools regarding computers for new schools. The responses are as follows:

1. For in classrooms, regarding student computers, my school prefers:

2. My staff uses student computers for:



3. Please elaborate on student computers in your classrooms.

- Chanda Oatis: I am an opening school so, we have not finalized our computer purchase as of yet. I prefer laptops 1:1 if we can get them.
- Marni Campbell: We have the opportunity to create a learning environment that is truly student-centered and inquiry-based. We are also beyond aspiring to 21st century skills--we are in the 21st century. Our students deserve to be able to use learning tools that are adaptive, dynamic, and truly engaging. In this environment, students are not staring at screens. They are being challenged when they are ready, supported when they need to be, and the teacher is the highly skilled architect of the learning.
- Roy Merca: Having 16 computers meets our needs for student computers in a classroom. Having 6 computers only limits the usage for 1/3 or 1/4 of the class. My staff preference is 16.
- Rina Geoghagan: This year teachers are using computers to create different types of projects including power point and/or end of unit projects. Computers are also used for center work in math and literacy. Students are using computers for research projects and typing daily.
- Douglas Ouellette: For Cedar Park's project-based Expeditionary Learning model it will be critical to have mobile technology that is accessible quickly and can be flexibly groups within classrooms spaces and round the school/site, The 16 lap tops is a critical component to allow for student collaboration incorporating technology as a component of learning. Our staff is dedicated to infusing STEM and technological skills into our teaching (including researching and information gathering, data analysis and presentation, and communication) to ensure our students are developing skills and technological creativity to be ready for the jobs of today and tomorrow. Finally, Cedar Park (in conjunction with Decatur) have applied for an instructional waiver to pilot a new web-based science curriculum. This new curriculum incorporates technology into the scientific learning and phenomena-based experiments where students become different types of scientists during each exploration. Having access to our student laptops, which will allow partners to collaborate and explore using technology is a key component of our application process. I cannot stress my support for the academic and instruction benefits of the technology plan that was devised for Cedar Park.

Proof Points: Blended Learning Success in School Districts

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Washington, D.C.

District Profile

District of Columbia Public Schools is the only public school district located in the nation's capital (although about 44% of students attend charter schools that are separate from the district)

47,500 students

111 schools, including three alternative high schools, two adult education schools, two special education schools, three youth engagement schools, and five magnet schools

The student population is 67% African American, 17% Hispanic, and 12% white; 76% of students qualify for free and reduced-price lunch, 16% receive special education services, and 10% are English Language Learners

The district graduation rate is 58%

INTRODUCTION

The District of Columbia Public Schools (DCPS) has developed three main blended-learning initiatives over the past several years:

1. Since the 2013–14 school year, district and school leaders have redesigned 17 schools (10 elementary schools, four middle schools, and three high schools)

to incorporate blended learning. The schools selected for redesigns are in a

K–12 feeder pattern so that students who are introduced to blended learning in elementary school do not have to change instructional methods as they progress through schools.

2. Many schools not selected for redesigns are also using blended learning in a variety of grade levels and subject areas to meet their school-level academic goals.

3. High schools offer credit-recovery programs using the Enriched Virtual model of blended learning in which content is delivered online and students meet with highly qualified teachers in their content areas at least two or three times per week.

To support these efforts, the district has made significant investments in online curriculum, network and wireless infrastructure, end-user devices, and professional development. It has also established a dedicated team at the central office to research, implement, and evaluate blended learning.

DCPS has recorded extensive and well-studied student gains in math and reading on district-wide assessments and the National Assessment of Educational Progress since implementing blended learning.

KEY ASPECTS OF BLENDED LEARNING PROGRAM

- The redesigned elementary schools use the Station Rotation model of blended learning for math and reading, with some variation based on decisions made by school leaders. The redesigned middle school uses the Individual Rotation model of blended learning for math and has worked with New Classrooms to design and implement the blended model.
- Across all schools (not just the blended schools), the district uses a variety of online curriculum products, including Lexia and myON for reading and ST Math, First in Math, and i-Ready for math. Science, social studies, and world languages classes also use online curriculum.
- The district retrained its teacher evaluators, known as Master Educators, on evaluation techniques applicable to blended-learning classrooms.
- The district's Office of Data and Strategy conducts extensive studies to compare the outcomes of students using different instructional approaches.

Blended Learning Success Proof Points:

Extensive studies by the district found that:

- Students in blended math classes outperformed students in traditional math classes.
- Students in blended reading classes were more likely to improve their state test scores than students in traditional reading classes.

DCPS improvements on the National Assessment of Educational Progress Trial Urban District Assessment (TUDA) also outpaced national averages.

BLENDED LEARNING AT DCPS

Because of the mix of district- and school-level decision-making within the District of Columbia Public Schools (DCPS), blended learning has taken various forms in different schooling settings. For example, in two of the district's redesigned elementary schools, students in reading and math classes rotate on a fixed schedule through three stations: one station is teacher-led small-group instruction, another is online learning, and a third is either independent practice or project-based learning. In the redesigned middle school, all students have a laptop that allows them to move through online curriculum at their own pace, with support from a team of teachers.

In addition to the redesigned schools, there are smaller blended-learning initiatives occurring in the district's other schools that focus primarily on math and reading. Across 17 elementary schools, more than 1,000 students in grades 3 through 5 used online learning for at least 50% of their math curriculum during the 2012–13 and 2013–14 school years. Nearly 2,000 elementary students used blended learning extensively for reading during the same time period.

To support these initiatives, DCPS has invested more than $10 million in purchasing new devices for classrooms and has implemented a four-year refresh cycle for all district-owned devices. The district also brought in experts in the field—including New Schools and Education Elements—to help educators in the redesigned schools to design blended-learning models and choose online curriculum. Many of the blended-learning schools have ongoing access to an instructional technology coach, who helps teachers integrate online curriculum, devices, and

face-to-face instruction. Online curriculum is vetted at the district level, with each individual school selecting among the content options.

DCPS has an Office of Data and Strategy that has conducted an extensive evaluation of blended-learning results. The Office has focused on the use of blended learning across the district, not just on whole-school implementations. It has also focused on identifying strategies that improve outcomes for the lowest performing students.

The district has recorded student gains in math and reading since implementing blended learning. Some of these gains include:

- DCPS used the DC Comprehensive Assessment System (CAS)—the district assessment prior to joining PARCC—to compare achievement scores for students using blended learning for math to those receivving traditional instruction. It found that scores for students in blended math programs rose 19 points, compared to an improvement of five points for students in the control group during the same time period. Students using the blended math program started with an average math achievement score below 70%.

- All DCPS 3rd-, 4th-, and 5th-grade students take the district Total Reading Comprehension (TRC) assessment three times per year to measure reading fluency. Across all subgroups, students who were in a blended-reading program were 13% more likely to improve their TRC scores than students who were not involved in blended learning. The biggest improvement was seen with students who were proficient in the TRC before beginning the program; these students were 32% more likely than students in the control group to improve their TRC score.

- DCPS participates in the National Assessment of Educational Progress Trial Urban District Assessment (NAEP TUDA), which is given to 4th- and 8th-grade students. DCPS students improved reading scores by five points and math scores by seven points, which compares favorably to the national average increase of one point for all participating schools in the NAEP TUDA. Similarly, 8th-grade students improved their math scale score by five points and reading scale score by 11 points, whereas the national average was one and two points, respectively.

- DCPS is seeing positive results with increased attendance and decreased truancy since the transition to blended learning. Across the district, daily attendance has risen 3% and truancy has declined 10% since the implementation of blended learning.

Total Number of Carts: 80

Blended Learning

Number of Carts	School	Principal
1	Adams	Tim Moynihan
3	Ballard	Keven Wynkoop
1	Blaine	Ryan LaDage
1	Dearborn Park	Jessica Conte
2	Denny	Jeff Clark
2	Eckstein	Treena Sterk
1	Franklin	Jennifer Wiley
1	Graham Hill	Deena Russo
1	Greenwood	Tino Castaneda
3	Hale	Jill Hudson
1	Hamilton	Tipton Blish
2	Ingraham	Martin Floe
2	J. Addams	Paula Montogmery
1	K-5 STEM	Ben Ostrom
1	Lafayette	Cynthia Chaput
1	Madison	Bob Gary
1	McClure	Shannon Conner
2	McDonald	Michelle Goldberg
3	Mercer	Chris Carter
2	Middle College	Jennifer Kniseley
1	Northgate	Dedy Fauntleroy
1	Nova	Mark Perry
2	Sacajawea	Rachel Friesen
1	Salmon Bay	Neil Gerrans
4	Southlake	Laura Davis Brown
4	T. Marshall	Katherine May
2	Van Asselt	Monique Manuel
1	Viewlands	Amy Klainer
2	Whitman	Sue Kleitsch
1	Whittier	Melissa Schweitzer

Middle School Science

Number of Carts	School	Principal
1	Hazel Wolf E-STEM K-8	Debbie Nelson
2	Hamilton International	Tip Blish
3	Jane Addams	Paula Montgomery
1	Madison	Bob Gary
3	McClure	Shannon Connor
10	Mercer	Chris Carter
2	Salmon Bay K-8	Neil Gerrans
2	So. Shore K-8	Kristin DeWitte
3	Washington	Susan Follmer

Number of Carts	School	Principal
2	Whitman	Sue Kleitsch