

K-6 ELA-RFP Bid Sheet

Vendor	Great Minds Karen Lempert	Wilson Language Training John Bluthardt	Savvas Learning Company Jim O'Connor	McGraw Hill-Wonders Janet Dehmer	Amplify	HMH Gilda Franklin
Contact	susan.collier@greatminds.org	Kmerrick@wilsonlanguage.com	lindsey.mcdaniel@savvas.com	janet.auge@mheducation.com	kmcDonald@amplify.com	Jo.Wolken@hmhco.com
Additional Services Offered	Combined Product		Tiered Support myFocus SuccessMaker	Tiered Support WonderWorks EL-Newcomer	Amplify Reading mClass-Tiered Support Language Studio(EL component)	
Notes	Strong reading comprehension development, opportunities for reading grade level texts and novels. Writing is embedded in each lesson. Knowledge based units provide deeper understanding of content being learned. Partnered with Wilson for foundational skills. Genodes provides a connection with skills learned with Wilson. Vocabulary was introduced in a "one and done" type of manner, and not multiple exposures like our students need. There were limited resources to support our ELD students, and there were no tiered interventions available for Title I Reading and SPED programs to help support the instruction done within the classroom. Lacking strong online component.	Research based foundational skills program. The foundational skills program proposed as Great Minds Companion. Instructional supports of PA, phonics, handwriting. Program is systematic and repeated sequence approach.	Research-based approach to teaching reading, writing, speaking & listening. Strong digital components, online books and videos to build background knowledge. Units consists of Science and SS as well as literature. Use of consumable workbook to mark text. Reading Routines added additional support to the core. Similar in structure to our current basal-program, which we have found to not be as successful for our students.	Science-based instruction program that encompasses, reading, writing, foundational skills and handwriting. New Reading Writing Companion to allows for opportunities for students to interact with texts. Strong online components (fluency, assessments). Skills focused. Decodable readers available. Limited changes to the literature made from the Wonders 2014 program we currently use, and we have found that the stories do not incite deeper comprehension thinking skills by our students. Instead, questions asked and answers given are more surface level. In addition, our students do not have the background knowledge in order to approach many of the stories found within our current program, therefore making it difficult to fully comprehend what is happening in the story.	Provided a balanced approach to combine both skill-based and knowledge-based instruction, which includes science and social studies content topics. Units and grade levels are sequenced to provide background knowledge, build vocabulary and comprehension for the current grade, as well as future grade levels, in order to expand upon content topics. Explicitly teaches foundational skills in primary grade levels.  Included in purchase would be <b>Amplify Reading</b> for 6 years that would <b>replace</b> current resources RazPlus and IXL (\$75,000 per year/\$450,000 for 6 yrs). If we choose another resource both would still need to be purchased.	Teachers were given samples of HMH products along with others to narrow it down to four resources to review. Based on the feedback, teachers wanted to learn more about the others over HMH. Again, similar in structure to our current basal-based program we currently used, and have found to not be as successful as we would like in order to promote our students' thinking and learning.
Survey Results: Based off 5 point scale when asked specifically to look at each product individually.  Participants: 1 Primary teacher, 1 intermediate teacher, reading specialist, SPED, ELL, Administration from each building.	Letters and Sounds: 4.27 Phonological & Phonemic Awareness: 4.27 Phonics: 3.19 Fluency Instruction: 3.31 Explicit Vocabulary: 3.67 Comprehension: 3.87 Writing Instruction: 3.45 Language Instruction: 3.46 Differentiated Materials: 2.75 Equitability: 3.99 Engagement: 2.77 Unit and Lesson Design: 3.67 Assessment: 3.64 Technology: 1.90	Letters and Sounds: 3.88 Phonological & Phonemic Awareness: 3.41 Phonics: 3.26 Fluency Instruction: 3.04 Explicit Vocabulary: 3.49 Comprehension: 3.79 Writing Instruction: 3.60 Language Instruction: 3.10 Differentiated Materials: 3.37 Equitability: 4.05 Engagement: 3.82 Unit and Lesson Design: 3.70 Assessment: 3.30 Technology: 3.70	Letters and Sounds: 2.82 Phonological & Phonemic Awareness: 2.71 Phonics: 2.97 Fluency Instruction: 3.35 Explicit Vocabulary: 3.48 Comprehension: 3.11 Writing Instruction: 2.95 Language Instruction: 2.81 Differentiated Materials: 3.13 Equitability: 3.95 Engagement: 3.31 Unit and Lesson Design: 3.10 Assessment: 2.85 Technology: 3.86	Letters and Sounds: <b>4.80</b> Phonological & Phonemic Awareness: <b>4.53</b> Phonics: <b>4.54</b> Fluency Instruction: <b>3.96</b> Explicit Vocabulary: <b>4.24</b> Comprehension: <b>3.88</b> Writing Instruction: <b>4.11</b> Language Instruction: <b>4.18</b> Differentiated Materials: <b>3.97</b> Equitability: <b>4.73</b> Engagement: <b>4.33</b> Unit and Lesson Design: <b>4.40</b> Assessment: <b>4.09</b> Technology: <b>4.30</b>		
Total	Comprehensive Quote not included in RFP		Comprehensive Quote Not Included in RFP	\$741,851.40	\$1,091,944.65	\$1,069,299.87

K-6 ELA-RFP Bid Sheet

Vendor	McGraw Hill-Open Court Janet Dehmer	Collaborative Classroom RFP-Contracts Tea	Edgenuity Lilly Knudsen	Benchmark Education Company Peter Clifford	Zaner-Bloser Laureen Reynolds
Contact	janet.auge@mheducation.com	mimivatterott@charter.net	crystal.church@edgenuity.com	pclifford@benchmarkeducation.com	Dee.Larsen@zaner-bloser.com
Additional Services Offered					
Notes	Currently we use Wonders from McGraw Hill, it was determined we wanted to learn more about the positive updates on our current resource during the adoption process. Additionally, product "partially meet expectations" on Ed Reports.	Concern with foundational skills providing enough supports and resources to support students and teachers. Given the explicit instruction we know our students need for these foundational skills, we are looking for a program that does just that. Teachers would have to supplement this program in order to move our students towards mastery of these necessary foundational skills. Edreports indicated 'partially meets expectations' for building knowledge with text, vocabulary, and tasks. Concern with not enough resources to support teachers and all students.	Program requires three-60 minute blocks of instruction daily to implement program. Our current instructional minutes do not allow for that amount of time.	Concern with the online component, it was difficult to navigate. Ed. Report shows partially meets expectations for building background and was stated that supplemental materials would need to be added.	Product was for K-3 only. If adopted we would have to purchase another product for intermediate grades. After reviewing, it was determined it would be best to have the consistency of one product K-5 to meet the needs of our students and support teachers.
Survey Results: Based off 5 point scale when asked specifically to look at each product individually.  Participants: 1 Primary teacher, 1 intermediate teacher, reading specialist, SPED, ELL, Administration from each building.					
Total	\$860,657.29	Comprehensive quote not included with RFP	Comprehensive quote not included with RFP	Comprehensive quote not included with RFP	Comprehensive quote not included with RFP