

CAMBRIDGE PUBLIC SCHOOLS

19-102

159 THORNDIKE STREET CAMBRIDGE, MASSACHUSETTS 02141



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May 21, 2019

TO THE HONORABLE MEMBERS OF THE SCHOOL COMMITTEE:

CONTRACT AWARD: Assessment Software

RECOMMENDATION: That the School Committee award a contract to the following vendor for Assessment Software; funds to be provided from the General Fund. Procurement procedures for this contract have complied with Chapter 30B of the laws of the Commonwealth of Massachusetts.

<u>Contractor</u>	<u>Period of Contract</u>	<u>Amount</u>
FastBridge Learning 150 South Fifth Street Minneapolis, MN 55402	7/1/19 – 6/30/20	\$31,632.30

DESCRIPTION: This contract is for assessment management software.

SUPPORTING DATA: RULES OF THE SCHOOL COMMITTEE: Chapter III, Section 12...”motions calling for the appropriation or expenditure of money shall require the affirmative vote of four members.”

BUDGET REFERENCES:

ACCOUNT:	55804	Computer Software
FUND:	15000	General Fund
ORG:	851815	Educational Technology/Research Evaluation & Testing

Respectfully Submitted,


Kenneth N. Salim, Ed.D.
Superintendent of Schools

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SUPPLEMENTAL INFORMATION: FastBridge Learning

Purpose: Assessment Management

Amount of Contract: \$31,632.30

Description/Scope of Services:

These funds will be used to renew our annual contract with FastBridge, our system of screening and monitoring student progress in literacy and mathematics, as outlined in the CPS District Plan Strategic Objective 3: *Support the Whole Child as an Individual* and, specifically, Strategic Initiative 3.4: *Continue to develop multi-tiered systems of support for academic and social-emotional learning*. One central component of the Multi-Tiered Systems of Support (MTSS) is universal screening, in which all students are assessed in reading, math, and social-emotional learning (SEL) 2-3 times per year. Screeners are generally administered in the fall, winter, and spring to identify students who may be at academic risk and who may benefit from academic supports. This use of screeners aligns with our vision of assessment, which acknowledges that different types of assessment serve different purposes in assessing student learning and how to target instruction. FastBridge was initially piloted in three elementary schools, after which the school teams reported that the screeners provided the appropriate information to make decisions about targeted instruction for students and recommended expansion to all elementary schools. Principals, coaches, and teachers have been trained on how to both administer the screeners and interpret the results of these specific screeners, which are only available from FastBridge.