

CAMBRIDGE PUBLIC SCHOOLS

19-116



159 THORNDIKE STREET CAMBRIDGE, MASSACHUSETTS 02141

June 4, 2019

TO THE HONORABLE MEMBERS OF THE SCHOOL COMMITTEE:

CONTRACT AWARD: Math Software Program

RECOMMENDATION: That the School Committee award a contract to the following vendor for Math 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>
Quantum Learning P.O. Box 253 Lincoln, MA 01773	9/1/19 – 9/1/20	\$48,750.00

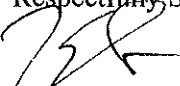
DESCRIPTION: This contract is for the annual license agreement for Symphony Math, a software program used in all 12 Elementary Schools to support Response to Intervention.

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:	851635	Educational Technology/Mathematics Administration
PROJ:		

lw
Respectfully Submitted,


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

SUPPLEMENTAL INFORMATION: Quantum Learning - Symphony Math

Purpose: Assessment System Support and Strategic Intervention

Amount of Contract: \$48,750.00

Description/Scope of Services:

This contract will enable the Cambridge Public Schools to continue to use Symphony Math software in elementary schools as part of our comprehensive mathematics instructional system to support students with a range of learning needs. This aligns with the Cambridge Public Schools 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.* Symphony Math is a web-enabled program that helps students understand mathematics at a conceptual level by supporting students where they are and adjusting instruction to scaffold the learning to meet their individual needs. The focused use of conceptual sequences and active scaffolding helps students build a strong foundation of the underlying mathematics principles to help produce confident mathematicians. Educators have access to a central dashboard that provides instant information about student's work and performance, enabling them to integrate this learning with Tier 1 instruction in the classroom.