

**SCHOOL BOARD
FINANCE SUMMARY FORM**

The purpose of the document is to present the Providence School Board and Finance Committee with the necessary information to make data-informed decisions about the district's spending as it pertains to contracts.

Instructions:

1. Please complete this form as fully and accurately as possible according to the guidance provided in each section.
 - a. The form must be completed if:
 - i. the total of the purchase or contract exceeds \$200,000
 - ii. the contract is for a term of more than one year
 - iii. the purchase or contract was NOT the result of formal competitive bidding or cooperative purchasing (i.e. it is a sole source purchase)
2. Once this form has been completed, send a copy to the Director of Purchasing and the Board Services Team. They will notify you of the next Finance Committee meeting and host a contract presentation review prior. Finance Committee typically meets the second Wednesday of the month. Only purchases/contracts that have already been reviewed and approved by the Superintendent will be scheduled before the Finance Committee.

Vendor Name: Saga Innovations Inc.

Amount: \$ 1,203,874.00

Source of Funds and Fiscal Year: District-Based School-Based

Check box for fiscal year: FY22 FY23 FY24

Purchase or Contract: Purchase Contract

Length of Contract (list start date and end date): July 5, 2022 to June 30, 2023

PPSD Contact Name: Scott Sutherland, Ruth Corley

Contract Type: New Renewal Extension Amendment

Staff Recommendation:

It is recommended that the Providence School Board approve a contract/purchase with Saga Innovations (vendor name) for high-impact math tutoring (type of services) amounting in \$ 1,203.874 (total amount in dollars) for Central, Hope, Mt. Pleasant and JSEC (school name(s)). If approved, the contract will begin 7/5/22 (date) and end 6/30/23 (date), approximately.

Justification of Spending:

Provide 5-7 points that support the recommendation as to why funds should be spent this way.

Use the prompts to help guide your response.

- a. *How is this connected to the Turnaround Action Plan/ aligned to the district's vision?*
- b. *Why does the district need this purchase?*
- c. *Why is the dollar amount requested the necessary amount?*
- d. *What are the implications of not spending this money?*

This purchase is aligned with the following TAP goals:

- Increase the percentage of students Meeting and Exceeding Expectations on the Math SAT (grade 11)
- Increase the percentage of 9th graders who are on track for postsecondary success
- Increase the percentage of students who are present 90% of the school year

High-impact tutoring leads to substantial learning gains for students by supplementing (but not replacing) students' classroom experiences.

The dollar amount requested will fund the following: 24 Fellows will serve as full-time math tutors to deliver the Saga tutoring model over a period of 10.5 months (August-June), the full duration of the academic year. The Fellows will provide frequent, highly structured tutoring to small groups of students, remediating essential foundational skills and prerequisite material to help students master grade-level content.

Saga will operate tutoring sessions throughout the school day in their own designated classroom, serving 9th graders enrolled in Algebra I, and, at JSEC, 10th graders enrolled in Geometry. The program in Providence is intended to be delivered in person at Hope HS and Central HS and virtually at Mt. Pleasant HS and JSEC. Saga is prepared with training, procedures and an online platform should the tutoring intervention need to be removed to a remote setting. This could happen for any number of reasons, including Saga's inability, after diligent and persistent effort, to secure in-person tutors; or if in-person tutors are hired by the district to be district staff within the school year. In addition, remote tutors receive the same training, supervision, and professional development and use the same curriculum as in-person tutors.

Fellows administer frequent formative assessments developed by Saga's Academics Team to track student learning, to guide the differentiated instruction for each student, and to create additional independent practice for students to build their math stamina. Fellows also support students in forming the habit of tracking their own improvement over each assessment, nurturing, and encouraging their self-accountability.

This partnership program will be carried out by a team of at least 4 Site Directors and maximum 24 Fellows, managed by a Director of Programs and all overseen by the Senior Director of Programs.

Justification of Vendor Selection

Provide 3-5 bullet points that support the recommendation as to how this vendor was selected. You may attach any documents with additional data on their performance (please note below that this information is attached).

Use the below prompts to help guide your response.

- Provide a 3-5 sentence summary of the vendor (can cut and paste contract Executive Summary) about who they are and what they do.*
- What was the procurement process for selecting the vendor?*
 - Which PPSD staff members were involved in that procurement process?*
- If this is a returning vendor:*
 - Share a summary of our experience with this vendor.*

Teaching and Learning issued a Request for Proposals for "High-dosage In-School Algebra I Tutoring" in the Spring of 2021. Two bidders responded to this solicitation. The bidders responding to this solicitation were: Above and Beyond Learning Inc. and Saga Innovations, Inc. In reviewing the bids received, the team eliminated any bidders/vendors that did not meet the minimum requirements as outlined in the required qualification section of the RFP. This team ultimately voted to select Saga Innovations, Inc. as the selected vendor for the award. We are seeking to extend this contract into the 2022-2023 school year.

The Saga tutorial method applies a blend of academic instruction, mentoring, and school-to-home relationships, utilizing frequent formative assessments and small student-to-tutor ratios over the course of the full school year. The tutoring is embedded into students' schedules, existing as one of their classes in addition to their regular math class. Saga designs curricula to connect with the content of each student's primary math class and in alignment with Common Core standards and state exams; tutorials remediate essential foundational skills and workshop prerequisite material to help students master grade-level content.

The National Student Support Accelerator through the Annenberg Institute at Brown University defines the following characteristics of high-impact tutoring programs: substantial time each week of required tutoring, sustained and strong relationships between students and their tutors, close monitoring of student knowledge and skills, alignment with school curriculum, and oversight of tutors to assure quality interactions. Saga tutoring meets each of these criteria. Saga has also been selected as a RIDE-approved tutoring vendor in 2022.

Accountability Measures

*In 3-5 bullet points, describe the accountability measures that will ensure that the vendor meets all requirements set forth in the contract and that the district is able to maintain a record of the quality of the services. These need to be performance-based in nature. Every contract should include explicit language requiring vendor accountability, i.e. required program evaluation or the submission of a final report summarizing progress against each itemized deliverable. **Note: if this contract is a purchase agreement, you can skip this section.***

Use the below questions to guide your response.

- Which PPSD staff member will serve as the lead for tracking accountability and performance metrics?*
- What accountability measures have you agreed upon in your contract (can copy and paste from draft contract)?*
- How is this purchase tied to overall student achievement (refer to TAP specific goals if possible)?*

Ruth Corley, Supervisor of Mathematics, will serve as the lead for tracking accountability and performance metrics.

The Company must adhere to the following expectations for customer service by providing:

1. Support the District with logistics and implementation of algebra I high-dosage tutoring program for 9th graders, and geometry for 10th graders at JSEC.
2. Support the District with coaching tutors, reviewing and revising practices, in order to best support student achievement in math in the Common Core State Standards (CCSS).
3. This high-dosage tutoring model, slated for July 1, 2022 to June 30, 2023 will provide the necessary support for students to have success in Algebra I and prepare for upper-level mathematics courses and the PSAT/SAT.

This purchase is aligned with the following TAP goals:

- Increase the percentage of students Meeting and Exceeding Expectations on the Math SAT (grade 11)
- Increase the percentage of 9th graders who are on track for postsecondary success

Spending Breakdown

In the table below, list the deliverables of the purchase or contract and their associated cost to justify the total cost of the purchase. If easier, please attach an excel file or other document.

Proposed Budget	Dollar Amount
See attached budget	
Total	

Deployment of Saga at 4 schools with 4 total Saga teams					
Team	Schools	Model	# of students	# of Fellows Required	
1	Hope	Traditional In-person (Hybrid) with 18 students per Fellow	108	6	
2	Central	Traditional In-person (Hybrid) with 18 students per Fellow	108	6	
3	JSEC	Traditional Online with 18 students per Fellow	108	6	
4	Mt. Pleasant	Traditional Online with 18 students per Fellow	108	6	
Totals	4 Teams	4 Schools	In-person teams will be hybrid if we can't hire enough in-person Fellows	432	24 Fellows
	Staffing Needs	4 Site Directors, 1 Resident Site Director, 1 Director of Programs			plus 3 overhires paid for by Saga = 27
		Total Cost to the District after Serve RI (AmeriCorps) subsidy		\$1,203,874	