



PURCHASING AND SUPPLY SERVICES

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ADDENDUM NO. 1

RFP PUR-26- 019 CONTRACT NUMBER ADDENDUM NO. 1

ISSUED BY: PRINCE GEORGE’S COUNTY PUBLIC SCHOOLS OFFICE OF PURCHASING AND SUPPLY SERVICES 13300 OLD MARLBORO PIKE, ROOM 20, UPPER MARLBORO, MARYLAND 20772-9983	Date of this Addendum: March 10, 2026 No. of Pages: 4	Proposal Submissions: March 13, 2026 (11:00 AM) EST
	RFP No.: PUR-26-019	RFP Issuance Date: February 11, 2026
	TITLE: RFP PUR-26-019 Title 1 Service for Eligible Private School Students	

TO ALL PROSPECTIVE OFFERORS AND OTHER RECIPIENTS OF SOLICITATION DOCUMENTS

This Addendum is hereby made a part of the Contract Document which will be the basis of a Contract. This Addendum is issued to modify the original Solicitation Documents issued February 11, 2026. Prospective Offerors are requested to attach this Addendum to your Contract Documents. Receipt of this Addendum must be acknowledged in the Proposal Document (see Appendix A). Failure to do so may subject the Offerors disqualification.

THE FOLLOWING RFP PROVISIONS ARE HEREBY CHANGED AS FOLLOWS:

- 1) Proposal Due Date and Time have changed from March 13, 2026, at 11:00 am, to March 18, 2026, at 11:00 am.
- 2) Addendum 1 provides responses to questions submitted by potential offerors.

Questions and Responses

Question	Response
What specific academic criteria and data sources will PGCPS use to identify students as “failing or at risk of failing,” and how should contractors prioritize students if	PGCPS will identify eligible students using a weighted rubric based on multiple academic data sources, including teacher recommendation, course performance, MAP Growth National Percentile Ranks (NPR), and Title I eligibility. 1. Teacher recommendations are scored as follows:



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eligible counts exceed available funding?

-Highly Recommended (12 points): Limited or no progress toward expectations (<60%) or a grade of D or below

-Recommended (6 points): Progress toward expectations (60–79%) or a grade of C or below

-Not Recommended (0 points): Meeting expectations (80–100%) or earning an A or B

2. NWEA MAP Growth NPR scores for Math, Reading Comprehension, and Language Usage (Grades 2–8) are also used:

-NPR 0–39 = 12 points

-NPR 40–59 = 6 points

Students eligible for Title I services receive 1 additional point.

3. Students are then tiered based on total scores to determine service eligibility:

-Not at Risk

-At Risk (Recommended)

-Mostly At Risk (Highly Recommended)

If the number of eligible students exceeds available funding, priority will be given to students in the “Mostly At Risk” tier, followed by those in the “At Risk” tier, based on the highest composite scores.

PGCPS will identify high school students using a weighted rubric that includes teacher recommendation, course grades, and Title I eligibility. Students earning C or below or demonstrating limited progress toward grade-level expectations will receive higher risk scores. Students are tiered into Not at Risk, At Risk, and Mostly At Risk categories based on their total score. If eligible student counts exceed available funding, priority will be given to students in the Mostly At Risk tier, followed by those in the At Risk tier, based on the highest overall scores.



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<p>What is the anticipated number of participating private school sites and eligible students per academic year during the initial term?</p>	<p>For SY26 PGCPS has 10 participating private school sites with 286 academically eligible students and approximately 250 students receiving instructional services.</p>
<p>Are there defined student academic growth benchmarks or performance targets that will be used to evaluate contractor effectiveness and inform renewal decisions?</p>	<p>Yes. Contractor effectiveness will be evaluated based on student academic growth and program implementation fidelity. Performance indicators may include:</p> <ol style="list-style-type: none"> 1. Student Growth Measures Improvement in MAP Growth National Percentile Rank (NPR) Evidence of movement between risk tiers Demonstrated growth toward grade-level standards 2. Academic Indicators Improved classroom performance Progress toward grade-level expectations 3. Program Quality Indicators Consistent attendance Implementation aligned with the Service Delivery Plan High-quality instructional practices <p>Contract renewal decisions may consider: Student growth outcomes Program compliance Feedback from participating private schools</p> <p>High Schools Yes. Contractor effectiveness will be evaluated based on student academic progress, improved course performance, and implementation fidelity. Evidence of student growth toward grade-level expectations and consistent participation in the program will be considered when reviewing contractor performance.</p>
<p>Are virtual or hybrid instructional models permissible under this contract, if agreed upon by participating private schools?</p>	<p>Instructional services are typically delivered in person at participating private school sites. However, virtual or hybrid instructional models may be permissible if: -The model is mutually agreed upon by the district</p>



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	<p>and participating private schools</p> <ul style="list-style-type: none">-The delivery method maintains instructional quality and compliance with Title I equitable services requirements-Student participation and engagement can be effectively monitored <p>Any alternative delivery model must be approved by the PGCPS Title I Office prior to implementation.</p>
<p>Is there a required or recommended minimum number of instructional hours per student under the district's Service Delivery Plan?</p>	<p>While exact instructional hours may vary by program design, the Service Delivery Plan typically requires that students receive consistent, sustained supplemental instruction.</p> <p>Programs are generally expected to provide:</p> <ul style="list-style-type: none">-Regular weekly sessions-Instruction aligned with identified academic needs <p>Services delivered across the academic year or program cycle</p> <p>Instruction should be sufficient to produce measurable academic improvement and must be documented through program monitoring and reporting.</p>

END OF ADDENDUM NO. 1