CAMBRIDGE PUBLIC SCHOOLS

26-239

135 Berkshire Street, Cambridge, Massachusetts 02141

November 17, 2026

TO THE HONORABLE MEMBERS OF THE SCHOOL COMMITTEE:

CONTRACT: Computer Software

RECOMMENDATION:
That the School Committee approve a contract with the following vendor, funds to be provided in accordance with the budget reference listed below. Procurement procedures for this purchase have complied with Chapter 30B of the laws of the Commonwealth of Massachusetts.

Contractor	Period of Contract	Amount
Amplify 55 Washington St, Suite 500 Brooklyn, NY 11201	11/1/26-6/30/27	$33,360.00

DESCRIPTION: This contract is for supplemental instructional resources to support accelerated mathematics instruction in grades 6–8 for CPS.

ADDITIONAL INFORMATION:
See attached supplemental information for additional details.

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

BUDGET REFERENCE:

Account		Fund		Dept.	
55804	Computer Software	15000	General Fund	851635	Educational Technology General Instruction Support

Respectfully Submitted,

David Murphy
Superintendent of Schools

SUPPLEMENTAL INFORMATION: Amplify (Desmos Math)

Purpose: To provide Amplify Desmos Math as a supplemental instructional resource to support accelerated mathematics instruction in grades 6–8.

Amount of Contract: $33,360.00

Description and Scope of Services:

This contract will provide Cambridge Public Schools with Amplify Desmos Math as a supplemental instructional resource to support accelerated mathematics instruction in grades 6–8. The district currently uses an accelerated version of Illustrative Mathematics in these grades, with students progressing to Algebra Concepts and Skills in grade 8. Within this accelerated pathway, students enter classrooms with a range of prior mathematical experiences, strengths, and learning needs. Providing educators with flexible, high-quality supplemental resources is an important part of ensuring that all students can access rigorous mathematics instruction and experience success.

Amplify Desmos Math will provide educators with additional instructional activities and resources that are closely connected to grade-level mathematical concepts and learning goals. These resources can be used to preview upcoming content, revisit concepts that require additional reinforcement, and provide opportunities for meaningful practice and application. The goal is to strengthen students' understanding of the mathematics they are learning in their core classrooms while maintaining access to the district's accelerated curriculum.

A particular strength of Amplify Desmos Math is its emphasis on conceptual understanding, mathematical reasoning, and interactive learning experiences. Rather than relying exclusively on isolated skill practice, the resources engage students in visual models, problem-solving, and opportunities to explore mathematical relationships. Educators can use these activities flexibly within classroom instruction, small-group supports, and targeted intervention to address specific student needs.

The district explored additional supplemental mathematics programs, including Do the Math and Transition to Algebra. While these programs offer valuable approaches to mathematics intervention, Amplify Desmos Math was identified as particularly well suited to the district's need for flexible resources that connect directly to ongoing grade-level instruction. Its combination of accessible instructional activities, opportunities for review and preview, and additional practice makes it a strong complement to the district's existing mathematics curriculum.

This investment is part of the district's broader commitment to strengthening mathematics instruction and providing responsive, differentiated supports within heterogeneous classrooms. Amplify Desmos Math will supplement, rather than replace, the core Illustrative Mathematics curriculum and will help educators support students in developing the conceptual understanding, procedural fluency, and mathematical confidence necessary for success in accelerated mathematics coursework.