

REQUEST FOR INFORMATION 25-3005

Idaho Diagnostic Measures



IDAHO DEPARTMENT OF EDUCATION
CONTENT AND CURRICULUM |

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1. RFI- ADMINISTRATIVE INFORMATION

RFI Title:	Tier 2 Dyslexia Diagnostic Assessment
RFI Lead:	Karyn Kilpatrick-Snell kkilpatrick-snell@sde.idaho.gov 650 W. State Street, 2 nd Floor Boise, ID 83702 208-332-6948
Submit Responses: <i>Proposals must be received at the electronic in-box before the closing date and time.</i>	See Section 3 for submission instructions.
Deadline To Receive Questions:	Deadline Date: May 10, 2024 Use the official form to submit questions.
IDE Posts Written Responses to Questions	Continuously, questions with official answers will be posted by May 17, 2024.
RFI Closing Time and Date:	11:59 pm MT on May 22, 2024

2. OVERVIEW

2.1 Purpose

The Idaho State Department of Education (IDE) seeks information for K-5 Dyslexia Diagnostic Assessment(s). The system will provide Tier 2 screening and diagnostic measures to meet the dyslexia requirements set forth in [Idaho State Statute Section 33-1811](#). The Contractor will also provide professional development to Idaho educators and other stakeholders in education.

2.2 RFI – For Information Only

Please note that this Request for Information (RFI) is for informational purposes only, and no contract will be awarded as a result. An organization's response to the RFI - or lack thereof - will not affect the evaluation of responses to any subsequent Request for Proposals (RFP) or Invitation to Bid (ITB) released. **Responses will be used solely for information and planning purposes.**

2.3 Dyslexia Assessment Background

[Idaho State Statute Section 33-1811](#) requires that all public-school students in kindergarten and grades 1, 2, 3, 4 and 5 be administered a Tier 1 universal screener. Additionally, local educational agencies are to administer one or more Tier 2 diagnostic measures if a student's Tier 1 screening indicates characteristics of dyslexia. The RFI is only requesting information on a Tier 2 diagnostic offering.

2.4 Basic Dyslexia Diagnostic Assessment Requirements

The dyslexia diagnostic assessment system needs to fulfill the following requirements:

- This request is intended for diagnostic measures which are comprehensive, assessing all five essential components, and for diagnostic measures that address one or more of the five essential components. This is represented in the information sought below.

2.5 Information Sought from Respondents

Below is our list of questions. If the answer to one of the questions is the same as the answer to another, please just indicate that, and do not repeat the response. Bulleted lists are permissible.

1. Brief, relevant background information about your organization and prior work experience or products you offer related to our needs.
2. Describe the construct of the scales and scoring procedures: whether your assessment is norm- or criterion-referenced, whether your assessment offers sub-scores in various domains, and whether it requires scoring by educators.
3. Describe which of the five essential components is measured by your assessment(s).
4. Describe how your assessment(s) provides in-depth information regarding the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension).
5. Other information you think is relevant.
6. Provide visual examples of reports and data from a teacher/school/district/state level.

2.6 Respondents' Inquiries

Questions or other correspondence must be submitted in writing using the [official form](#). If it becomes necessary to revise any part of this RFI, addenda will be posted on the IDE website at <http://www.sde.idaho.gov/contracting-opportunities/index.html>. It is the responsibility of parties interested in this RFI to monitor the IDE Contracting Opportunities website for any updates or amendments. All changes to this RFI will be in writing and must be posted to the IDE Contracting Opportunities website to be valid.

1. Questions or other correspondence must be submitted in writing using the [official form](#).
2. We encourage early inquiries, which we will answer as quickly as possible.

**QUESTIONS MUST BE RECEIVED IN WRITING BY 11:59 MT,
May 10, 2024**

Official answers to all questions will be posted on the [SDE Contracting Opportunities website](#) as an amendment to this RFI by May 17, 2024

3. INSTRUCTIONS FOR SUBMISSION OF PROPOSAL

3.1 Prepare the Submission

Fill out the form available in Appendix A, of this fillable PDF. Before submitting, save the fillable Form as:

- “Companyname-RFI-Diagnostic-Form-1-of-1.pdf.”

For example, Appendix A can be named as “Idaho-Department-of-Education-RFI-Diagnostic-Form-1-of-1.pdf.”

If you have visual examples of reports and data from a teacher/school/district/state level, save it in a single, added document using the following naming convention.

- Companyname-RFI-Diagnostic-Form-1-of-1.pdf
- Companyname-RFI-Diagnostic-Visual-2-of-2.pdf.

If you have additional information, save it in a single, added document using the following naming convention.

- Companyname-RFI-Diagnostic-Form-1-of-3.pdf
- Companyname-RFI-Diagnostic-Visual-2-of-3.pdf
- Companyname-RFI-Diagnostic-Evidence-3-of-3.pdf

3.2 Submit the Response Electronically

Send the document(s) to kkilpatrick-snell@sde.idaho.gov

Idaho Department of Education is not responsible for delays in electronic transmission that may occur between the sender and recipient. Submissions will be considered on time if they arrive at the email address above by 11:59 pm MT on May 22, 2024.

No hard-copy documents will be accepted.

4. IDAHO PUBLIC RECORDS LAW

Pursuant to the Idaho Public Records Act, Idaho Code section 74-101 et seq., records, including documents in all forms, received from Respondents may be open to public inspection and copying unless exempt from disclosure.

Please do not submit confidential information in your response.

5. APPENDIX A – RFI RESPONSE FORM

5.1 Respondent’s Contact Information

Company/Organization Name:

Contact Name:

Contact Email Address:

Contact Phone Number:

5.2 Information Sought from Respondents

1. Brief, relevant background information about your organization and prior work experience or products you offer related to our needs.

2. Describe the construct of the scales and scoring procedures: whether your assessment is norm- or criterion-referenced, whether your assessment offers sub-scores in various domains, and whether it requires scoring by educators.

3. Describe which of the five essential components is measured by your assessment(s).

4. Describe how the assessment or assessment system measures all five components of reading (phonemic awareness, phonics, fluency, vocabulary, and text comprehension), with fiction and non-fiction text.

5. Other information you think is relevant.

6. Provide visual examples of reports and data from a teacher/school/district/state level. Save the document as Companyname-RFI-IRI-Visual-2-of-2.pdf.

7. APPENDIX B – AMENDMENTS, QUESTIONS, AND RESPONSES

This section will contain any amendments to the RFI, including all questions and responses.

Q AND A

Questions	Answers
<p>Per State Statute Sections 33-1806, all K-3 students must be assessed in early literacy skills; additionally, per State Statute 33-1811, all K-5 students must be screened for characteristics of dyslexia; however, the fall administration of the statewide reading assessment is to be used as the Tier I dyslexia screener for K-3. Despite the requirement that students in grades K-5 are to be screened for dyslexia per state statute, can you please confirm this RFI is only for K-3 dyslexia screening (combined with the K-3 early literacy skills assessment)?</p>	<p>While the legislation pertains to K-5 dyslexia screening, it's essential to note that this specific Request for Information (RFI) is for a Tier 2 diagnostic measure to be administered after students are identified on the Tier 1 screener.</p>
<p>Our solution contains a common adaptive assessment in all three portions but will not be the only component in the screening portion. Will IDE accept a solution that incorporates a common adaptive assessment to meet this criterion in this way or does the diagnostic assessment require three distinct assessments for each portion?</p>	<p>The Idaho Department of Education is open to accepting a solution that integrates a common adaptive assessment to address all three segments of the evaluation.</p>