

ATTACHMENT A
SOLICITATION NO. [EV00000449]

This is a Request for Information (RFI) Only. This is not an invitation to Bid or a Request for Proposal. This **RFI** is to **gather** information **ONLY**. **NO** contract award will be made by the Oklahoma State Department of Education (OSDE) based on the results of this process.

PURPOSE

The purpose of this RFI is for the Oklahoma State Department of Education (OSDE) to approve a list of qualified suppliers for School Districts to negotiate contracts with. This RFI creates no contractual relationship between the State Board, OSDE or suppliers.

SOLICITATION SPECIFICATIONS

1. General Purpose

- 1.1.** The intent of this RFI is to gather information from suppliers regarding their ability to provide **scientifically-research-based or evidence-based instructional programs or resources for reading and writing**. Resources may be designed for differentiated and ongoing practice and support (Tier 1), supplemental instruction (Tier 2), or intensive intervention (Tier 3).
- 1.2.** Vendors may submit resources that are provided in person or digitally.
- 1.3.** Evaluators will conduct a review of the information submitted from suppliers for the reading and writing resources. Once the review has been conducted and a list created, it will be presented to the OSDE leadership to approve a list of suppliers of the reading resources for districts/schools to select from.
- 1.4.** It is the responsibility of the supplier to be cognizant of all State Board of Education rules, state statutes and regulations pertaining to the literacy instruction regardless of whether it is in the RFI.
- 1.5.** Resources may be connected to a larger curricular program or stand alone.
- 1.6.** Vendors should submit their proposals in 50 pages or less. Additional information is not required but is limited to only 5 pages.
- 1.7.** Outside links within any documents will not be considered.
- 1.8.** Vendors should provide all information requested, including pricing, design, and required training

2. Reading and Writing Instructional and Intervention Requirement Obligations

All submissions should meet the following **Mandatory Requirements. Sections 2.1 through 2.6.**

- 2.1.** Should address one or more of the primary components of literacy from the National Reading Panel (i.e., phonological or phonemic awareness, phonics/decoding, reading fluency, vocabulary, or comprehension) or literacy topics addressed in the Institute of Educational Sciences (IES) Practice guides (e.g., oral language, spelling/encoding, morphology, grammar, writing).
- 2.2.** Should provide details for effective use with fidelity.
 - 2.2.1.** Identify grade levels appropriate for use with program.
 - 2.2.2.** Duration of session (length of typical session)
 - 2.2.3.** Frequency of intervention (how often the session should be provided in a typical week)
 - 2.2.4.** Length of time in resource (typical number of weeks a student should be involved with the resource to see defined growth; growth defined by the vendor – e.g., 3 months of growth; increase from Tier 3 to Tier 2 as measured by ___).
- 2.3.** Should show evidence of meeting one of the ESSA Tiers of Evidence or evidence to support the resource is based on scientific research.
 - 2.3.1.** Intervention has been found to meet the standards of ESSA Tier 1: Strong Evidence by a third-party evaluator. It is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - 2.3.2.** Intervention has been found to meet the standards of ESSA Tier 2: Moderate Evidence by a third-party evaluator. It is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - 2.3.3.** Intervention has been found to meet the standards of ESSA Tier 3: Promising Evidence by a third-party evaluator. It is supported by one or more well-designed and well-implemented correlational studies with statistical controls for selection bias.
 - 2.3.4.** Intervention has been found to meet the standards of ESSA Tier 4: Demonstrates a Rationale. It contains practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.
 - 2.3.5.** Intervention is based on scientific research. The educational theories and published studies that support this intervention have been identified.
- 2.4.** Provide information about the evidence used to determine the ESSA level (if applicable), including:
 - 2.4.1.** Group that conducted the study and any relationship to the vendor.

- 2.4.2. Number of participants in the study.
- 2.4.3. Length of the study.
- 2.4.4. Demographics of participants in the study (e.g., race/ethnicity, level of reading ability, Individualized Education Program [IEP], English learners, geographical area [rural, suburban, urban]).
- 2.4.5. Overall outcomes of study.

2.5. Should identify the level of instructional intensity appropriate for this resource and provide evidence to support its use for this level of intensity. Can include more than one tier based on recommended dosage.

- 2.5.1. Tier 1 – ongoing practice
 - 2.5.1.1. Direct instruction
 - 2.5.1.2. Provided whole group or classwide
- 2.5.2. Tier 2 – supplemental instruction
 - 2.5.2.1. Direct instruction in a small group
 - 2.5.2.2. Group size of about 3-7 students
- 2.5.3. Tier 3 – intensive intervention
 - 2.5.3.1. Direct instruction based on data
 - 2.5.3.2. Instruction provided individually or very small group (less than 3)
- 2.5.4. Intervention with direct instruction specific for addressing a specific learning disability (e.g., dyslexia, dysgraphia, developmental language disorder, etc.)

2.6. Should NOT include practices shown to be ineffective through research known as the science of reading.

- 2.6.1. Use of three-cueing systems, including directing students to use picture cues, context cues, or attend to the first letter of a word as a cue.
- 2.6.2. Guidance to memorize any whole words, including high frequency words, by sight without attending to the sound/symbol correspondences.
- 2.6.3. The instructional framework is primarily a workshop approach, emphasizing student choice and implicit, incidental, or embedded learning.
- 2.6.4. Comprehension activities focus mainly on assessing whether students understand content (the product of comprehension) instead of supporting the process of comprehending texts.

2.7. All submissions should meet the following **Specification Requirements:**

For the specific skill(s) the resource is designed to address, the following considerations are present. *Note: Not all skills listed should be addressed in the resource.*

- 2.7.1.** Evidence is provided that the intervention addresses some or all the following skills. The program does not need to address all skills listed.
- 2.7.2. Phonemic Awareness:** Develop awareness of the segments of sounds in speech and how they link to letters.
- 2.7.2.1.** Recognize and manipulate segments of sound in speech.
 - 2.7.2.2.** Opportunities to practice letter-sound relations.
 - 2.7.2.3.** Levels of phonemic awareness addressed.
 - 2.7.2.3.1.** Isolation of phonemes
 - 2.7.2.3.2.** Blending and Segmenting of phonemes
 - 2.7.2.3.3.** Addition and Deletion of phonemes
 - 2.7.2.3.4.** Substitution of phonemes
- 2.7.3. Basic phonics:** Teach students to decode words, analyze word parts, and write and recognize words, providing direct instruction in some or all of the skills identified below.
- 2.7.3.1.** Blend letter sounds and sound-spelling patterns
 - 2.7.3.2.** Common sound-spelling patterns.
 - 2.7.3.3.** Recognize common word parts.
 - 2.7.3.4.** Decodable words in isolation and in text.
 - 2.7.3.5.** Regular and irregular high-frequency words to recognize them efficiently.
 - 2.7.3.6.** Introduce non-decodable words essential to the meaning of the text as whole words.
- 2.7.4. Advanced phonics:** Build students' decoding skills so they can read complex multisyllabic words, providing direct instruction in some or all of the skills identified below.
- 2.7.4.1.** Teach vowel and consonant-letter sounds and combinations.
 - 2.7.4.2.** Teach a routine to decode multisyllabic words.
 - 2.7.4.3.** Embed spelling instruction in the lesson.
 - 2.7.4.4.** Allow students opportunities to practice reading multisyllabic words accurately and with increasing automaticity.
- 2.7.5. Fluency:** Ensure that each student reads connected text in each session to support reading accuracy, fluency, and comprehension.
- 2.7.5.1.** Teach and model strategies and provide feedback to support accurate oral reading and word identification.
 - 2.7.5.2.** Teach self-monitoring for understanding of the text and to self-correct word-reading errors.
 - 2.7.5.3.** Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression and prosody.
- 2.7.6. Vocabulary:** Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, providing direct instruction in some or all of the skills identified below.

- 2.7.6.1. Include conversations that support the use of comprehension of inferential language.
- 2.7.6.2. Explicitly engage students in developing narrative language skills.
- 2.7.6.3. Teach academic vocabulary in the context of other reading activities.
- 2.7.6.4. The resource includes morphology instruction and practice in prefixes and suffixes.
- 2.7.7. **Comprehension:** Routinely use a set of comprehension-building practices to help students make sense of the text, providing direct instruction in some or all of the skills listed below.
 - 2.7.7.1. Build students' world and word knowledge so they can make sense of the text.
 - 2.7.7.2. Provides opportunities to ask and answer questions to better understand the text they read.
 - 2.7.7.3. Teach a routine for determining the gist of a short section of text.
 - 2.7.7.4. Teach students to monitor their comprehension as they read.
- 2.7.8. **Writing** Evidence of explicit and comprehensive writing instruction, providing direct instruction in some or all of the skills listed below.
 - 2.7.8.1. Independent practice of letter formation
 - 2.7.8.2. Opportunities for dictation of thoughts and ideas
 - 2.7.8.3. Instruction in writing mechanics (parts of speech, capitalization, punctuation, and sentence structure)

3. Scope of Work Requirements

The supplier is to state in its response any experience it has with each requirement and exactly how it plans to comply with all requirements of this section, providing detailed information and stating affirmatively its understanding of the requirements.

- 3.1. Provide a systematic scope and sequence of skills building from simple to complex skills and identifies where a student might need to start, either based on an included assessment or directions for using other data to determine need.
- 3.2. Include components of evidence-based instruction.
 - 3.2.1. Explicit instruction is provided to student on a skill.
 - 3.2.2. Examples for teacher engagement and modeling provided.
 - 3.2.3. Students have multiple opportunities to practice the skills with a gradual release of responsibility.
 - 3.2.4. Multisensory instruction is provided in the intervention.
- 3.3. The intervention provides for interleaving skills, in which previously taught skills are revisited for ongoing practice and application.
- 3.4. Identify how the program materials are to be used with the student.

- 3.4.1. Identify if program requires a teacher to provide direct instruction to students for most of each session.
- 3.4.2. Identify if program requires a teacher or computer to provide direct instruction to students at points throughout the intervention, but not at each session.
- 3.4.3. Identify if program provides ongoing practice with either a computer or a person, but does not provide regular explicit, direct instruction.
- 3.4.4. Identify if program focuses on preparation for a comprehensive summative assessment.

3.5. Identify any specialized training or credentials required by the teacher to use the program.

- 3.5.1. If training is required, identify the following:
 - 3.5.1.1. How the teacher may obtain the training.
 - 3.5.1.2. The time commitment for the training.
 - 3.5.1.3. The cost of the training, including required texts or supplies.
- 3.5.2. Identify if program requires ongoing professional development, or continuing education units. If required, describe what is expected.

3.6. Should provide evidence-informed guidance on meeting the needs of students based on student data.

- 3.6.1. The intervention clearly shows where to start a student in the intervention, either through a placement assessment or guidance for use of data.
- 3.6.2. Guidance is provided for evaluating ongoing progress and making decisions for adjusting instruction based on the data.
- 3.6.3. The intervention clearly shows when a student should advance to a new skill, either through a provided assessment or guidance for use of data.
- 3.6.4. The ability to monitor progress at an increasing rate as needed.

3.7. Provide resources to assist with monitoring intervention fidelity.

- 3.7.1. Frequency, duration and length of intervention is noted. If a range is provided, the difference in intensity is described.
- 3.7.2. Key instructional points of the intervention are described for fidelity checks.
- 3.7.3. Provides teacher training for proper use. (self-guided, online, in person)

4. Non-Evaluated Information to be Provided by Supplier

All submissions should provide the following information in the submission. The information will not be used to evaluate the course. If the course is approved, the following information will be made public on the OSDE website for district reference.

- 4.1. Name, email, and phone number of primary contact for districts interested in the resource.

- 4.2.** Identify if the program is tied to another curricular resource (e.g., a component of a comprehensive reading program). If so, identify name of resource.
- 4.3.** Cost of the resource, including materials or subscriptions.