RFI

K-3 Reading Intervention Programs
Request for Information
2022

Alabama State Department of Education
Division of Instruction
Alabama Reading Initiative
Montgomery, AL

(REPOSTING OF RFI-K-3 Reading Intervention Programs *previously* closed September 9, 2022)

NEW CLOSING: October 21, 2022, 4 P.M. CDT.

Vendors that submitted for the RFI that closed September 9, 2022, do not need to resubmit. Your existing submissions will be used. All changes are highlighted.

*There will not be a formal proposal opening and is separate from the Alabama state textbook process for ELA submissions. This is an opportunity for interested entities to present their materials, aligned to Dyslexia Specific Interventions, to The Literacy Task Force for vetting and review process, a required process for implementation of the *Alabama Literacy Act*. All material received by ALSDE will be shared with the Literacy Task Force for the review process. Thereafter, it is expected the Literacy Task Force will submit recommendations to the State Superintendent for further consideration. All communication must be through the ALSDE contact.

The Alabama State Department of Education (ALSDE) is seeking submission of *dyslexia-specific intervention program materials* from any individuals or firms interested in having their programs *vetted by the Literacy Task Force* through the ALSDE. This Request for Information is not an offer to contract but seeks the submission of a dyslexia specific intervention reading program materials from interested providers for the purpose of the assisting the Literacy Task Force in being able to provide recommendations to the State Superintendent of Education concerning dyslexia specific interventions programs in accordance with the *Alabama Literacy Act*[1].

The *Alabama Literacy Act states that* each local education agency shall offer a *dyslexia-specific intervention program to all students based on the science of reading which develops foundational skills.* Moreover, the *Alabama Literacy Act,* states, in part:

> "The State Superintendent of Education shall convene a standing task force by December 1, 2019, to provide recommendations for dyslexia specific interventions and reading intervention programs, a state continuum of teacher development for approved science of reading pursuant to subsection (e) of Section 16-6G-6, and an annual list of vetted and approved assessments that are valid and reliable reading screening, formative, and diagnostic assessment systems for selection and use by local education agencies."

SECTION 2: DYSLEXIA SPECIFIC INTERVENTIONS PROGRAM SUBMISSION REQUIREMENTS

The Alabama State Department of Education, Alabama Reading Initiative, requests submission of:

1. Program materials, resources, and curriculum for evidence-aligned dyslexia-specific interventions programs to be reviewed by the *Alabama Literacy Task Force* and The Alabama State Department of Education. Submitted materials must include:
    A. Teacher editions
    B. Student texts
    C. Program assessments
    D. Scope and sequence for grades K-3
2. Additionally, completed hard copy packets (12) and a jump drive submission containing the following information should be included in the sequence outlined below:
    A. Completed Literacy Task Force Intervention Rubric 2022 outlining the following:
        -   Evidence or justification of *how the program supports each item in the rubric* citing pages where appropriate and including hyperlinks as applicable.
        -   Evidence should be *thorough but only reference the specific information requested*
        -   The evidence/justification should be *notated on the rubric*.
        -   Evidence should be *grounded in the science of reading*.
        -   Specific K-3 examples of each designated green flag in the tool will work to provide a stronger justification, as well as specific page numbers to review.
        -   *A sample of the rubric is outlined at the completion of the requirements. Please download the link above for providing your evidence for the review process.*
    B. Each form of delivery of instruction and *examples of each* must be included:
        -   Face-to-face
        -   Virtual instruction
        -   Digital learning
    C. Evidence of how the program supports the 2021 Alabama Course of Study: *English Language Arts* standards.
    D. A summary of finding on how the intervention program has produced effective results, improved outcomes, and/or raised student achievement scores as outlined by the efficacy ratings below. *This summary should be inclusive of results from a typical school-based environment and from the usage of educators in the schools.*

EFFICACY RATINGS

Strong Evidence	Moderate Evidence	Promising Evidence
✓1 well-designed experimental study conducted by independent researchers ✓the study should show a statistically significant positive effect of the program on student outcomes or other relevant outcomes and be consistent with other research findings (peer reviewed and meets randomized control trial) ✓large sample(s) with diverse populations	✓1 well-designed quasi-experimental study conducted by independent researchers ✓the study should show a statistically significant positive effect of the program on a student outcomes or other relevant outcomes and be consistent with other research findings (peer reviewed) ✓large sample with diverse populations	✓ 1 well-designed correlational study ✓ the study should show a statistically significant positive effect of the program on a student outcomes or other relevant outcomes and be consistent with other research findings
No Evidence: No research study evident or research study results did not show statistically significant positive effects.		

EVIDENCE–BASED AND REQUIRED MATERIALS

Validity Statements and Research Narratives must be provided for content and instructional strategies.

✓ Validity Statement(s): The reading program provider's summary of findings of multiple research studies. *These research studies must be based in the Science of Reading.*

✓ Research Narrative(s): The reading program provider's description of how research was utilized to determine content and instructional strategies and the degree of correlation between program content and instructional strategies and the research findings.

SECTION 3: SPECIFIC DISQUALIFIER FOR REVIEW:

- If a program is submitted and the Literacy Task Force Intervention Rubric 2022 indicates instructional practices are not aligned with the science of reading, it shall be disqualified as cognitive science refutes its benefit in foundational reading skills acquisition.
- If the theoretical basis is not grounded in the science of reading and/or utilizes the Three Cueing System Model of Reading or Visual Memory as the primary basis for teaching word recognition, it shall be disqualified as cognitive science refutes its benefit in foundational reading skills acquisition.

SECTION 4: OTHER

- Specific terms and requirements in this Request for Information may be waived or modified by the State of Alabama as it deems necessary and appropriate.
- The state has *no liability* for any costs incurred by a prospective provider for the preparation and production of materials or for any work performed because of this request.
- Responders will be *notified via email when a formal recommendation report is available* for review.
- ALSDE does *not* expect to award a contract pursuant to any submission received. Moreover, the ALSDE makes no representation concerning selection, award, or financial support of any proposal.
- Only the *final results of the review may be considered public*. Any work papers, individual evaluator or consultant comments, notes, or scores *will not be considered public*. The final results of the review will not be publicly available until final submission is reported.
- *The ALSDE reserves the right to reject any and all submissions and to solicit additional submissions if that is determined to be in the best interests of the State of Alabama.*

SECTION 5: SUBMISSION DEADLINE

Send **hard copies of the proposal (12)** and materials to the mailing address listed, in addition to **a jump drive** submission including **all materials electronically** to Roshelle Carden at:

MAILING ADDRESS:
Alabama State Department of Education
ATTN: Roshelle Carden
Alabama Reading Initiative
Gordon Persons Building, Room 5234
50 North Ripley Street
Montgomery, AL 36104

EMAIL ADDRESS FOR ELECTRONIC INFORMATION SUBMISSION OR QUESTIONS: ari@alsde.edu

DUE DATE: Dyslexia Specific Interventions Programs must be submitted electronically and all materials for review must be received at the address above by October 21, 2022, 4 P.M. CDT.

(REPOSTED RFI- K-3 Reading Intervention Programs)

ALABAMA LITERACY TASK FORCE: INTERVENTION MATERIALS RUBRIC

Review your intervention materials/curriculum and check yes or no according to the criteria below. Please give additional information in the comments area such as page numbers to locate the evidence for review.

Rubric developed using national best practices from the REL K-2 content rubric, the Alabama Dyslexia Resource Guide, the Louisiana Believes Intervention Rubric, and the Univ. of Oregon Supplemental & Intervention Guide.

CRITERIA	Yes	No	Comments
FULL SYSTEM REVIEW			
1.1 Materials and instructional approaches include clear, extensive guidance to provide small group intervention to struggling readers, based on student need in phonological awareness, phonics (including decoding and encoding), sight words, vocabulary, and/or comprehension. (ALA page 14, line 8) • Phonological awareness • Phonics (decoding and encoding • Sight words • Vocabulary • Comprehension			
1.2 Materials provide clear, extensive guidance on intervention group size, daily time requirements, and intensity. Instruction can be reasonably implemented within school hours.			
1.3 Materials are evidence-based, with priority given to those that have demonstrated proven results in accelerating student reading achievement within the same school year. (Alabama Literacy Act)			
1.4 Materials provide a direct, explicit, and systematic approach for instruction (from simple to complex), specifically targeting reading, writing, and spelling (encoding and decoding).			
1.5 Materials support a high level of student and teacher interaction.			
1.6 Materials include tools for progress monitoring to evaluate student mastery of instruction provided.			
1.7 Materials provide a multimodal/multisensory approach with resources and techniques that enhance student engagement and learning, simultaneously incorporating visual, auditory, tactile, and kinesthetic senses.			
PHONOLOGICAL & PHONEMIC AWARENESS			
2.1 Materials provide direct, systematic, and explicit phonological awareness instruction.			

2.2 Materials facilitate understanding that sentences can be broken into words and words can be broken into parts (syllables).			
PHONICS: DECODING & ENCODING			
3.1 Materials provide direct, systematic, cumulative, and explicit phonics instruction. Instruction includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns with accuracy.			
3.2 Materials provide a phonics progression to include high utility letters and a few short vowel sounds introduced early.			
3.3 Graphemes (letters) are gradually integrated into phonemic awareness instruction as students become more skilled.			
3.4 Materials support instruction that teaches students how to blend letters to write/spell and decode words.			
3.5 Materials support instruction that teaches students how to encode (write/spell) and decode common sound-spelling patterns of English in a direct, explicit, and sequential fashion (For example: CV, CVC words containing digraphs, and vowel teams)			
3.6 Materials support the teaching of syllable structure that progresses from simple to more complex sound-spelling patterns and word analysis skills (For example: CVC words before CVCC, CCVC, and CVe words and single syllable words before multisyllabic words)			
3.7 Materials support instruction that teaches students how to decode multisyllable words by looking for pronounceable word parts within them (For example: compound words, affixes, and syllable types)			
3.8 Materials provide multiple opportunities for practice in decoding words in isolation and in decodable text to allow mastery of phonics skills.			
3.9 Materials provide multiple opportunities for practice for students to master high-frequency and/or irregular words in isolation and in connected text.			
VOCABULARY			
4.1 Materials provide instruction and practice in tier one and tier two vocabulary words.			
4.2 Materials provide morphology instruction and practice in prefixes and suffixes.			
FLUENCY			
5.1 Materials provide teachers opportunities to model fluent reading and to scaffold and give feedback as students read orally in order to foster accurate and efficient word identification.			
5.2 Materials provide strategies and opportunities for readers to progress from reading words in lists to phrases to sentences to passages.			

5.3 Materials provide fluency practice and allow for repeated readings.			
READING COMPREHENSION			
6.1 Resources and/or texts provide practice of foundational reading skills that lead to comprehension.			
6.2 Materials for intervention instruction and comprehension begin with text lengths appropriate for the learner, familiar vocabulary, simple sentences, and an explicit statement of the main idea.			
WRITING DEVELOPMENT & SKILLS			
7.1 Handwriting is explicitly embedded into phonics instruction. (Ex. legibility, letter formation, and fluency.)			
7.2 Materials include opportunities to practice writing words introduced in reading instruction and using them to write in response to what students have read. (Ex. Dictation sentences)			
ORAL LANGUAGE / SPEAKING & LISTENING			
8.1 Materials include opportunities to build oral language and listening skills.			
OPTIONAL COMPONENTS			
• Does this program offer a virtual or online option? • Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning. • Materials include guidance for determining foundational reading skills in the areas of phonological awareness, phonics, fluency, and comprehension. • Materials include instruction to include the critical concepts of syntax and semantics on the sentence, paragraph, and passage levels.			

MATERIALS REQUEST

Materials
- ✓ Samples of materials at differing levels/multiple entry points
- ✓ Samples of reports that identify skill deficiencies
- ✓ Cite multiple examples of evidence from program materials that meet each component of the rubric (what page)
- ✓ Clearly see a scope and sequence that is spiraling
- ✓ Previously recorded webinars