Memorandum

To: **Interested Parties**
From: **Mark Johnson, NC Superintendent of Public Instruction**
Re: **Public Records from the Read to Achieve RFP**

There is a great deal of misinformation in public forums regarding the Read to Achieve diagnostic selection process. DPI cannot release every detail of the procurement process until the process is complete (i.e. until after the protest is decided). Unfortunately, that means the public records released now might not present a full picture of the process. It is our hope, though, that these public records help to eliminate some of the misinformation.

Public Records Context

A review of evaluation committee notes and an internal update presentation included in these public records will reveal misstatements of facts put forth by members of the evaluation committee. Many of these misstatements were clarified and corrected later in the process, such as statements regarding dyslexia screening. In the case of the update presentation from December of 2018, the slides were not updated to correct misstatements of fact, missing information, or the Phase 1 rankings based on such misstatements because the presentation was never publicly delivered. The Contract Award Recommendation and presentation to the State Board of Education contain correct information.

Statement from Superintendent Johnson

"Istation is the best reading diagnostic tool for North Carolina, and I believe using Istation will yield quality data that will better support success for our students, meeting students where they are and helping them grow, while also reducing the time teachers must spend testing students. DPI and the State Board adhered to all laws, rules, and policies during this procurement to ensure fairness and objectivity. We are excited about the end result of a partnership with Istation to support students and teachers across North Carolina."

Public Schools of North Carolina

Reading Diagnostic Tool
Statewide Professional Development Plan

Dr. Tara Galloway
K-3 Literacy Director

ISIP Authorship Team

Joseph Torgesen, Ph.D.

Patricia Mathes, Ph.D.

Jeannine Herron, Ph.D.

Grade	Subtest
Kindergarten	Listening Comprehension Phonemic Awareness Letter Knowledge Vocabulary
1st Grade	Phonemic Awareness Letter Knowledge Vocabulary Alphabetic Decoding Comprehension Spelling Connected Text Fluency *(Maze/Cloze Passage) Oral Reading Fluency
2nd & 3rd Grade	Vocabulary Comprehension Spelling Corrected Text Fluency * (Maze/Close Passage) Oral Reading Fluency

* Text Fluency subtest not included in overall ability score

Valid and Reliable Measures

Drive Instruction Based on the Science of Reading

Implementation Plan

- Use Istation at the beginning of the 2019-2020 school year (with delay in metrics)
- Gather data to become familiar with the assessments during the fall
- Use data to inform instruction
- Delay the use of data to measure growth for EVAAS until MOY benchmark
- Use first official benchmark in the winter (MOY) and end of year benchmark (EOY) for EVAAS purposes
- Train all teachers by start of school by continuing aggressive schedule including:
  - in-person workshops
  - on-demand webinars
  - learning modules (podcasts)
  - technical assistance
  - ongoing support from the K-3 Literacy team

Impact of Measuring Growth Using Middle of Year (MOY) to End of Year (EOY)

- Since EVAAS growth is a relative measure of performance, there is no predetermined level a student must reach to show growth.
- As long as the measurement period for all participants is roughly the same, the model will yield a valid estimate of growth for a teacher relative to peers in the same grade and subject.
- Teachers in the state will not be disadvantaged by the shorter measurement period because we are comparing the progress one teacher's students made to all the other teachers' progress with their students (in the same grade and subject) in the same amount of time.
- The State has always measured kindergarten growth this way.
- Growth for third grade is not based on the diagnostic assessment and will continue to be measured BOG/EOG for EVAAS.

Istation and North Carolina Training Schedule 2019-2020

Dates for technical and educator webinars will be conducted in a live Q&A environment (recorded and available for on demand viewing)	Planning and meetings to prepare for launch of Istation across North Carolina
Release of Recorded Online Module for educators to view brief course, complete quiz, and attain certificate of completion (Podcast)	Face to face training provided by Istation for chosen campus leader (regional based interactive workshop to bring back to school level)
Onsite professional learning for DPI Stakeholders	

Istation | NCDPI

June 2019

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 2019

Su	Mo	Tu	We	Th	Fr	Sa
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August 2019

Su	Mo	Tu	We	Th	Fr	Sa
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September 2019

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15	16	17	18	19	20	21
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29	30					

October 2019

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20	21	22	23	24	25	26
27	28	29	30	31		

November 2019

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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019

Su	Mo	Tu	We	Th	Fr	Sa
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020

Su	Mo	Tu	We	Th	Fr	Sa
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January (Traditional)
First benchmark window for 2019-2020 opens for EVAAS purposes (MOY)
(December for YR)

February 2020

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
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16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020

Su	Mo	Tu	We	Th	Fr	Sa
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May (Traditional)
End-of-year benchmark window for 2019-2020 opens for EVAAS purposes (April for YR)

Training Opportunities

Face to Face – Webinars - Podcasts

Informational Webinar for Technical Contacts

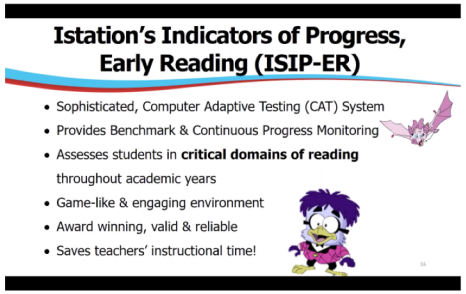
This Istation webinar focuses on **technical specifications, deployment, and integrations**. Technical contacts should join this one-hour live session.

Webinar times are listed as **Eastern Daylight Time (EDT)**.

Informational Webinar for Educators

This Istation webinar focuses on the product, **educational best practices** for district, campus, and classroom use. Learn more about the education side of Istation.

Webinar times are listed as **Eastern Daylight Time (EDT)**.



Podcasts (Online Modules) begin July 15th

On-Site Training – Register Now

Durham – Tuesday, July 2, 2019 – Year Round Schools *Registration will close July 1st at 4:00 p.m.*	*registration closed*
Greensboro – Monday, July 8, 2019 – Year Round Schools *Registration will close July 7th at 4:00 p.m.*	Register
Morganton – Monday, July 22, 2019 – Region 7 Northwest *Registration will close July 21st at 4:00 p.m.*	Register
Gastonia – Tuesday, July 23, 2019 – Region 6 Southwest *Registration will close July 22nd at 4:00 p.m.*	Register
Gastonia – Wednesday, July 24, 2019 – Region 6 Southwest *Registration will close July 23rd at 4:00 p.m.*	Register
Greensboro – Wednesday, July 31, 2019 – Region 5 Piedmont-Triad *Registration will close July 30th at 4:00 p.m.*	Register
Greensboro – Thursday, August 1, 2019 – Region 5 Piedmont-Triad *Registration will close July 31st at 4:00 p.m.*	Register
Asheville – Friday, August 2, 2019 – Region 8 Western *Registration will close August 1st at 4:00 p.m.*	Register
Fayetteville – Monday, August 5, 2019 – Region 4 Sandhills *Registration will close August 4th at 4:00 p.m.*	Register
Durham – Tuesday, August 6, 2019 – Region 3 North Central *Registration will close August 5th at 4:00 p.m.*	Register
Durham – Wednesday, August 7, 2019 – Region 3 North Central *Registration will close August 6th at 4:00 p.m.*	Register
Wilmington – Thursday, August 8, 2019 – Region 2 Southeast *Registration will close August 7th at 4:00 p.m.*	Register
Greenville – Friday, August 9, 2019 – Region 1 Northeast *Registration will close August 8th at 4:00 p.m.*	Register

Note: Upon completion of training, participants will receive a certificate which can be used to earn CEU credit

Getting Started with Istation Roll-out Plan

Summer 2019 (June, July, August)

- Istation enrollment and deployment activated in schools
- Live webinars hosted
- In-person regional trainings hosted
- On-going implementation support
- Districts can begin using Istation as early as July, but it will not count in metrics

Fall 2019 (September, October, November)

- Students take Istation's ISIP assessment to begin to learn from the program
- Additional in-person regional trainings hosted
- Additional live webinars hosted
- Fall is a "getting started" learning opportunity: Data will not feed into EVAAS

Winter 2019-2020 (December, January, February)

- Ongoing progress monitoring continues
- Ongoing training continues
- JANUARY: The first benchmark window for 2019-2020 opens for EVAAS purposes (MOY) *

Spring 2020 (March, April, May)

- Ongoing progress monitoring continues
- Ongoing training continues
- MAY: End-of-year benchmark window for 2019-2020 opens for EVAAS purposes (EOY) *

*** Traditional Calendar (December / April for YR)**

Istation Measures for Dyslexia Screening

Kindergarten

- Automatically screened upon login
- Additional subtest
  - **alphabetic decoding ***
- Normal ISIP kindergarten subtests
  - **listening/language comprehension**
  - **phonological and phonemic awareness ***
  - **letter knowledge ***
  - **vocabulary**

1st Grade

- Automatically receive the relevant subtests based on the initial screening
  - **phonological and phonemic awareness ***
  - **letter knowledge ***
  - **vocabulary**
  - **alphabetic decoding ***
  - **reading comprehension**
  - **spelling**

Istation Measures for Dyslexia Screening

2nd Grade

- Automatically screened upon login
- Additional subtests
  - **alphabetic decoding ***
  - **letter knowledge ***
  - **phonological and phonemic awareness ***
- Normal ISIP subtests for 2nd grade
  - **vocabulary**
  - **reading comprehension**
  - **spelling**
  - **text fluency**

3rd Grade

- Automatically screened upon login
- Additional subtests
  - **alphabetic decoding ***
  - **letter knowledge ***
  - **phonological and phonemic awareness ***
- Normal ISIP subtests for 3rd grade
  - **vocabulary**
  - **reading comprehension**
  - **spelling**
  - **text fluency**

Next Steps - Read to Achieve

- DPI is purchasing the diagnostic assessment directly, as before
- DPI has Read to Achieve funding available for implementation of the new diagnostic assessment:
    - Devices – each classroom should have sufficient devices to implement a work station approach (4 is recommended guideline)
        - In addition to this funding, DPI has iPads available to distribute
    - Accessories – for example, each device should be equipped with a headset with microphone
    - Training expenses such as summer stipends

Next Steps – PRC 085 Allotment Policy Manual Update

- Policy was updated at June SBE meeting
  - to remove one-time allotments from 2017-18 not continued in 2018-19
  - to provide a clean slate for 2019-20 changes once assessment contract awarded
- Propose update to current version of policy based on feedback from local superintendents in June (current version only provides for device refresh)
- Empower districts to make locally-informed choices on K-3 Literacy spending while maintaining State-defined parameters aligned with Read to Achieve law, including anticipated 2019 amendments
- Update to add the following allowable expenditures:
  - K-3 literacy aligned instructional supports
  - Training and personnel to support K-3 literacy instruction
- Continue allotment of funding based on K-3 ADM

Next Steps - Read to Achieve

- Operational & Policy Steps
  - Update Read to Achieve Guidebook
  - Annual updates to Local Alternative Assessment list
  - Grade level expectations for proficiency

Istation and Read to Achieve in North Carolina Video

Questions?

Dr. Tara Galloway
K-3 Literacy Director

Roy Cooper
Governor

Eric Boyette
Secretary of Information Technology
State Chief Information Officer

Contract Award Recommendation

To: Andrea Pacyna
Deputy Chief IT Procurement Officer
Department of Information Technology

From: Tymica Dunn
Procurement Chief
Department of Public Instruction

Date: June 7, 2019

Subject: Contract Award Recommendation
Read to Achieve Diagnostics - Requisition # - RQ20680730, DIT File #300042

Reference #: Request for Negotiations 40-RQ20680730A, DIT File #300042

Enclosed for your review and approval is the award recommendation for Requisition # RQ20680730.

Bids received pursuant to RFN #40-RQ20680730A have been reviewed and an Evaluation Committee hereby requests the Statewide IT Procurement Office to award the contract, as follows:

Description:	Read to Achieve Diagnostics – Software as a Service
Recommended Vendor:	Imagination Station Inc., dba, Istation

Cost:	$8,405,820 for 3 years
Contract Term:	Two (2) years plus 1 (one) year optional renewals at the discretion of the State
Project Name and Number:	Read to Achieve Diagnostics - 2018 DIT file # 300042

Thank you for your assistance. If additional information is required, please do not hesitate to contact me.

cc: Evaluation Committee
Patti Bowers, DSCIO
Glenn Poplawski, DSCIO
Kathy Bromead, PMA

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Section 1: Introduction

The North Carolina Department of Public Instruction posted Request for Proposal number 40-RQ20680730A to the North Carolina Interactive Purchasing System on September 6, 2018. A total of four (4) bids were received; however, the evaluation committee could not reach a consensus and deemed it most advantageous to the State to cancel and negotiate with sources of supply. NCDPI requested and received approval from the DIT DSCIO/Chief Procurement Officer to negotiate.

Request for Negotiations were sent to Amplify and Istation on March 28, 2019 and negotiation meetings were conducted on April 11, 2019 with both vendors at North Carolina Department of Public Instruction.
DSCIO/Chief Procurement Officer

The purpose of this award recommendation and the resulting contract award is to identify a vendor best qualified to offer services for Read to Achieve Diagnostic Software as a Service solution (RtAD) to meet NCDPI's obligations under state law, N.C.G.S. 115C-83.1, *et. seq.*

North Carolina state law requires kindergarten through third grade students to be assessed with valid, reliable, formative and diagnostic reading assessments. NCDPI is obligated to adopt and provide these developmentally appropriate assessments. The solution must assess student progress, diagnose difficulties, inform instruction and remediation, and yield data that can be used with the Education Value-Added Assessment System (EVAAS).

Section 2: Evaluation Committee

Name	Title/Agency	Participation Level
Berry, Erika	Senior Policy Advisor, NCDPI	Decision Maker
Craver, Nathan	Digital Teaching and Learning Consultant, NCDPI	Decision Maker
Karkee, Thakur	Psychometrician, NCDPI	Decision Maker
Shue, Pam	Deputy Superintendent of Early Education, NCDPI	Decision Maker
AlHour, Julien	Director - Architecture, Integration, & Quality Assurance, NCDPI	SME
Dunn, Tymica	Purchasing Section Chief, NCDPI	Procurement Officer

Gossage, Chloe	Chief Strategy Officer, NCDPI	SME
Strong, Melissa	State Board of Education Attorney	SME
Viswanathan, Srirekha	Project Manager, NCDPI	Project Manager

Role Definitions:

Decision Maker:	Key business stakeholders evaluating the bid responses.	Voting
Project Manager:	Overall responsibility includes successful initiation, planning, design, execution, implementation, and closure of a project.	Non-Voting
Subject Matter Expert (SME)	Person who is an authority in a particular technical area pertaining to the procurement	Non-Voting

Section 3: Evaluation Criteria / Methodology

The selection process was conducted using the "best value" methodology authorized by N.C.G.S. §§143-135.9 and 143B-1350(h). The evaluation committee met as a group and evaluated the responsive proposals.

The evaluation criteria listed below is in the order of importance:

Evaluation Criteria
Cost
Vendor Financial Stability
Formative and Diagnostic Assessment
Personalized Learning

Section 4: Timeline

Date	Milestone
March 21, 2019	RFP Cancellation
	Notifications sent to vendors, Request to Negotiate
	Review Period
March 27, 2019	RFP proposals were extended to June 29, 2019 – Clarification 1
April 11, 2019	Negotiation Meeting with vendors
April 17, 2019	Clarification issued to vendors – Clarification 2
April 23, 2019	Clarification response received and shared with evaluation team
April 25, 2019	Evaluation Committee meeting and discussion of proposal strengths and weakness
May 3, 2019	Clarification issued to vendor – Clarification 3
	Clarification response received and shared with evaluation team
May 15, 2019	Clarification issued to vendor – Clarification 4
	Clarification response received and shared with evaluation team
June 4, 2019	Best and Final Offer (BAFO)
June 6, 2019	Award Recommendation

Section 5: Evaluation of Bid Submission

Proposal response from the following two vendors were considered for further negotiations:

mber	Company Name	Address
1.	Amplify Education Inc.	55 Washington Street, Suite 800, Brooklyn, NY 11201
2.	Imagination Station dba, Istation	8150 North Central Expressway, Suite 2000, Dallas, TX 75206

Section 6: Vendors

Listed below is a synopsis of each proposal submitted based on the criteria defined in Section 3.

A. Evaluation Criteria

"Best Value" procurement method authorized by N.C.G.S. §§143-135.9 and 143B-1350(h) has been used for this evaluation. A one step source selection was used. The proposals were objectively evaluated using the evaluation criteria described below.

The evaluation team members did their due diligence and issued clarifications for each proposal before meeting the vendors on April 11, 2019. Strengths and weaknesses were discussed during the evaluation meeting on April 25,2019.

The following evaluation criteria was used to determine strengths and weakness -

1. Cost
2. Vendor Financial Stability
3. Formative and Diagnostic Assessment
4. Personalized Learning

B. Cost

The strengths and weaknesses identified by the Evaluation team for the responsive vendors are summarized in the tables below.

Cost		
Vendor	**Strengths**	**Weakness**
Amplify	No strengths noted.	1. Amplify submitted two cost offers - one for assessment only at $4,312,210 (Year 1), $3,895,210 (Year 2), $3,883,760 (Year 3) totaling $12,102,096.08 another

		one for personalized and blended approach to learning at $11,948,912.75 (Year 1), $10,934,412.75 (Year 2) and $10,922,962.75 (Year 3) totaling $33,806,288.25. The assessment only cost which was considered for this proposal review is significantly higher than Istation's assessment only tool. 2. The assessment cost of $8.00 per student is higher than that of Istation and does not include online assessments nor remote student or parent access. 3. This cost does not include teacher lessons. 4. The assessment is not automated and requires teacher intervention by reading the tests aloud and takes away significant classroom time from teaching. 5. Professional Development cost for year 1 is 556,650; however, is limited to training Master Literacy Trainers and NCDPI Consultants. The proposal response did not adequately include strategies for ensuring consistent scoring to evaluate training effectiveness.
Istation	1. Istation submitted two cost offers one for the assessment component only and one for the both the assessment and curriculum components. The cost for the assessment was $2,751,940 (Year 1) $2,751,940 (Year 2) $2,751,940 (Year 3) totaling $8,255,820. For both the assessment and curriculum was $9,934,813 (Year 1), $9,934,813 (Year 2), $9,934813 (Year 3) totaling $29,804,438. 2. The assessment cost of $5.70 per student is less expensive than Amplify and includes more features such as 3,000 teacher directed lessons, remote student and parent access to Istation's iPractice.	1. Solution is not compatible with screen readers or keyboards and will cost extra to ensure compatibility.

	3. $76,103 for professional development offers 22 onsite trainings, 14 recorded live webinars and 10 virtual teacher trainings annually, in addition the vendor will provide up to 5 additional onsite and 10 recorded webinars annual at no additional cost. 4. Vendor will provide additional professional development beyond these allowances at a rate of $5,800.00 per day of professional development and $550.00 per webinar. 5. The cost for Professional Development also covers the logistics which includes securing learning facilities, paying the cost to host the training, coordinating training dates, communication to participants etc.	

C. Vendor Financial Stability

The strengths and weaknesses identified by the Evaluation team for the responsive vendors are summarized in the tables below.

Vendor Financial Stability		
Vendor	**Strengths**	**Weakness**
Amplify	NCDPI Financial Director finds no going concern.	None
Istation	NCDPI Financial Director finds no going concern.	None

D. Formative and Diagnostic Assessment

The strengths and weaknesses identified by the Evaluation team for the responsive vendors are summarized in the tables below.

Formative and Diagnostic Assessment		
Vendor	**Strengths**	**Weakness**
Amplify	1. Assessment covers all five areas of early literacy which is mandated by law. The service has the capability to appropriately assess K-3 students. 2. Amplify Service has enough item pool for 20 assessments (i.e., number of items that are aligned to NC standards which will be enough for 20 tests). It is also to be noted that Schools have three tests per grade level for this age group. 3. The reports are easily understandable. Home Connect Letters for parents is clear. There are multiple reports for teachers about instruction and areas that need intervention.	1. Benchmarking and progress monitoring per student per grade level consumes a lot of time and requires excessive teacher involvement to manually administer and enter test results. The fixed form manual test takes more time testing to find where the students are at. This takes away significant instructional time. 2. The $8 option is not adaptive i.e., it does not measure student's exact level of achievement. It was difficult to gauge from the proposal response how the service adapts when students gain mastery. 3. The fixed form tests don't always provide feedback on the student's exact level of achievement which brings to question the effectiveness of the data driven instructional support.
Istation	1. Adaptive assessment (also known as Computer Adaptive Assessment) allows students to reach their full potential. This assessment measures student's mastery with the minimal amount of teacher time. 2. The aggregate reports for teachers are easy to read and interpret. 3. Istation has enough item pool for 10 assessments (i.e., number of items that are aligned to NC standards which will be	None

	enough for 10 tests). It is also to be noted that Schools have three tests per grade level for this age group.	

E. Personalized Learning

The strengths and weaknesses identified by the Evaluation team for the responsive vendors are summarized in the tables below.

Personalized Learning		
Vendor	**Strengths**	**Weakness**
Amplify	1. Personalized Learning was only offered in the Alternate Cost proposal which came with increased pricing. 2. Progress Monitoring when a student is identified as at risk for achievement, is at individual skills level. 3. Amplify offers a dyslexia component.	1. The basic cost proposal offered does not have all aspects of personalized learning and is not computer adaptive. 2. Progress Monitoring for students at risk requiring intervention takes up a lot of time for teachers. The basic assessment solution option is not computer based it is takes away significant instruction time from teachers and the reliability and validity of results vary significantly. 3. Home Reading is not included in the bid offering. This limits the ability for students to have access to resources outside of school which limits their learning and the participation from parents.

Istation	1. The assessment is computer adaptive and caters to the individual student's need. 2. The time for assessment offered by Istation is 40 minutes/student and is fully online (i.e., teacher can work with other students in class while a group of students are taking the assessment) . Amplify's assessment is 45 minutes/student on the low end and requires teachers to spend time with the students while they are being assessed. The reduced assessment time and the fact that the teacher does not have to be with students who are being assessed (using the computerized model) allows teachers more time to support student's individual needs. 3. Istation allows students see their own academic need and take responsibility for their learning by providing feedback after each subtest. This feedback is available to students, parents and teachers. Further students are allowed access outside of school. They can personalize their learning by choosing games and activities to further enhance their learning.	1. Although Istation stated that their assessment can be used to screen for dyslexia, the vendor does not have a separate dyslexia component at this time.

Section 7: Finalist Vendor(s)

NCDPI entered into negotiations with both vendors. Each vendor was given the opportunity to present their assessment solution and how it would best meet the needs of the department.

Clarification 1 was issued to both vendors extending their RFP bid submission as the proposal response was used in the negotiation process.

Clarification 2 was issued to both vendors prior to the negotiation meeting. The question provided in this request were focal points during the meeting. This clarification request also gave the Evaluation Team some guidance and understanding with both vendor offering. After the negotiation meeting held on April 11, 2019 the team unanimously agree to continue further negotiation efforts with Istation.

Clarification 3 Istation was asked by NCDPI to provide the cost of both the assessment and curriculum. This request was to compare the Alternative Cost proposal 2 submitted by Amplify which included the curriculum portion. After reviewing Istation's submission the team agreed to go with only the assessment portion which is required in legislation. While there was in interest in the curriculum offering it is not required in the law.

Clarification 4 was issued to negotiation on the Terms of Use and Privacy policy that Istation has in place. NCDPI's legal team negotiated the language that was provided by Istation. Istation was in agreement and signed the clarification giving the department permission to incorporate in in the final contract offering.

While Amplify was able to submit an offer to satisfy the agencies needs it was not cost effective. As the incumbent the progress made by students in reading is not significant. The effectiveness of the data driven instructional support is questionable. The current test scores does not support the inflated cost offered by Amplify.

Istation provided a solution that was robust, cost effective, offered additional enhancements that were required, and met the business needs of NCDPI. While Istation's dyslexia component may be missing key measures, the service substantially conforms to the requirements specified under N.C.G.S. 115C-83.1, which is the primary obligation of this procurement.

Negotiations were issued to Istation and memorialized in the BAFO # 40-20680730A dated June 4, 2019 in which Istation agreed to the following change in specifications: ADA Compliance high contrast reports, Voice Recognition Software, Onsite Training and

Recorded Webinars, Growth Calculation, Summer Reading Camps, Customizations and Enhancements, BAFO Cost, as well as modifications to the Istation Terms of Use and Privacy Policy which comprise the License grant and agreement for the State's use of the Istation Resources.

IStation also completed the Vendor Security Assessment Guide (VRAR) that was reviewed and approved by NCDPI and DIT technical teams.

Section 8: Award Recommendation

The Evaluation Committee has determined that Istation's bid substantially conforms to the specifications and requirements of the law and therefore, recommends award RFP No. 40-RQ20680730A to Imagination Station Inc. (Istation) in the amount of $8,405,820 (Year 1 - $2,751,940, Year 2 - $2,751,940, Year 3 - $2,751,940) for 2 years with the option of one (1) additional one (1) year renewals.

Section 9: Supporting Documentation

The following supporting documents that reflect the vendor selection are included:

1. Bid Response -
2. Clarification documents –
3. Signed BAFO document
4. Hosting Exception and Privacy and Threshold Analysis (approved by DIT)

EVALUATION COMMITTEE MEMBER'S
CONFIDENTIALITY AGREEMENT
For
RFP # 40-RQ20680730 – Read to Achieve Diagnostics – Software as a Service (RtAD-SaaS)

Pursuant to North Carolina's Administrative Code 09 NCAC 06B.0103, all information and documentation (verbal and written) relative to development of a contractual document is deemed "confidential" and shall remain confidential until successful completion of the procurement process.

Therefore, Evaluation Committee Members (both voting and contributing advisors) are required to keep all comments, discussions, and documentation confidential until a notification of award has been made by the Issuing Agency for this solicitation. By participating in this Evaluation Committee, you agree to not divulge any information to an unauthorized person in advance of the time prescribed for its authorized release to the public. This includes co-workers, supervisors, family, friends, etc.

If it is discovered that there has been a breach of confidentiality by a member of this Committee, he/she will be immediately excused by the Committee Chair until further notice. The solicitation may be cancelled and a new solicitation may be issued with a new Evaluation Committee.

In addition, the issue will be referred to the employee's department director or agency head. Department directors or the heads of autonomous agencies shall be responsible for the preliminary examination and investigation of reports from employees of any violations which compromise the procurement process. If, following a preliminary examination and investigation, the department director or agency head finds evidence of a violation or finds that further investigation is warranted, a report shall be submitted to the respective Human Resources Office for potential disciplinary action.

By signing below, I certify that, as a member of this Evaluation Committee, I will keep all comments and discussions, preliminary / working evaluation notes, and all other information (verbal and written) regarding the above referenced solicitation, confidential until after a notification of award has been made by the Issuing Agency.

_____ _____

Signature ***Date***

Samiel Fuller

EVALUATION COMMITTEE MEMBER'S
STATEMENT REGARDING
CONFLICT OF INTEREST AND DISCLOSURE
For
RFP # 40-RQ20680730 – Read to Achieve Diagnostics – Software as a Service (RtAD-SaaS)

The following organizations have submitted a bid proposal and response to the above solicitation:

1) Amplify Education Inc.
2) Curriculum Associates (i-Ready)
3) Imagination Station Inc. (IStation)
4) NWEA

Each member involved in the evaluation process must verify that he / she has no personal, financial, business or other conflicts of interest, with regard to this procurement and his / her official duties as an evaluator.

North Carolina General Statute § 143-58.1 prohibits unauthorized use of public purchase(s) or contract procedure for private benefit. Therefore, by signing this statement, you certify that neither you nor members of your immediate family currently have or expect to gain, any personal, financial, business or other benefit, from the potential contract awarded to any of the competing, bidding-vendors listed above; and that, neither you nor members of your immediate family have any potential conflicts of interest in the organization(s) listed above, including any subcontractor referenced in their respective proposals, that could influence, or be reasonably perceived as influencing, your evaluation or recommendations for this solicitation.

If it appears as potential conflict of interest between your official duties as an evaluator and your personal interest, you will be excused from participation by the Evaluation Committee Chair. Please return this form unsigned and a replacement evaluator will be assigned. You need not disclose the relationship or conflict.

In addition the issue will be referred to the employee's Department Director or Agency Head. Department Directors or the Heads of autonomous agencies shall be responsible for the preliminary examination and investigation of reports from employees of any violations which compromise the procurement process. If, following a preliminary examination and investigation, the Department Director or Agency Head finds evidence of a violation or finds that further investigation is warranted, a report shall be submitted to the respective Human Resources Office for potential disciplinary action.

By signing below, I certify that I do not have, nor does any member of my immediate family have, any personal, financial, business, or other conflicts of interest in the bidding-vendors listed above.

_____ _____

Signature **Date**

Read to Achieve 2018 (RtAD) Evaluation Consensus Meeting notes

Meeting Purpose	Meeting to update team on the status of the RtA procurement
Location	Conference Room 385, Education Building, Raleigh.
Date & Time	March 8, 2019; 9:00 AM – 10:00 AM
Facilitator(s)	Tymica Dunn
Next Meeting	TBD

Voting Member Participants

Chloe Gossage	Cynthia Dewey	Kristi Day	Lynne Loeser	Matt Hoskins
Pam Shue	Susan Laney	Thakur Karkee		

Non-Voting Member Participants

Jonathan Sink	Srirekha Viswanathan	Tymica Dunn		

Agenda Items

The agenda for this meeting was to update the evaluation team on the status of the procurement.

Meeting Summary

At the start of the meeting, the Procurement Officer informed the team that the participants will be addressed by the General Counsel.

The General Counsel emphasized the importance of confidentiality and objectivity in an RFP procurement. He did add that one of the voting members breached the confidentiality of the procurement process which jeopardized the legality of this procurement. It should also be noted that the team did not reach a unanimous consensus on the choice of the finalist vendors. Because of these issues the current read to achieve procurement has to be cancelled again. Discussions were underway with DIT on the best possible approach to proceed.

The meeting was adjourned.

Next Steps:

Guidance from DIT.

Action items resulting from the meeting are as follows.

Action Items

Item	Assignee	Due Date	Status

RFP CANCELLED

Read to Achieve 2018 (RtAD) Evaluation Consensus Meeting notes

Meeting Purpose	Consensus Meeting to recommend finalist for negotiations
Location	Conference Room 504 A, Education Building, Raleigh.
Date & Time	January 8, 2019; 1:30 PM – 3:00 PM
Facilitator(s)	Srirekha Viswanathan and Tymica Dunn
Next Meeting	TBD

Voting Member Participants

Abbey Whitford	Chloe Gossage	Cynthia Dewey	Kristi Day	Lynne Loeser
Matt Hoskins	Pam Shue	Rebecca Belcastro	Susan Laney	Thakur Karkee

Non-Voting Member Participants

Mark Johnson	Srirekha Viswanathan	Tymica Dunn		

Agenda Items

The agenda for this meeting was to recommend finalist for approval and negotiations.

Meeting Summary

The Superintendent thanked the evaluation team for their hard work and time spent on this most important RFP. He also mentioned that he had reviewed the proposals over the Holidays to get a full understanding of the various offerings.

The Superintendent discussed his vision of empowering teachers and giving teachers their time back to teach. Empowering teachers include providing teachers the right tools; appropriate professional development and training. It is important to allow teachers to teach by reducing assessment time.

He requested voting members to keep this vision in mind while making recommendations on the vendor(s) for negotiations. To maintain integrity of the process he stepped out and requested the voting team members to proceed with voting.

The next steps in this process i.e., recommendations by voting members, approval by Superintendent and negotiations were elaborated by the Business Owners and Procurement Officer. To further ensure that an impartial and unbiased process is followed, the voting members were provided 'Post It' cards to enter their recommendations. Sri tallied the votes and the recommendation was announced to the team.

- Six (6) voting members recommended negotiating with Amplify only;
- Three (3) voting members recommended negotiating with Istation only;
- One (1) voting member recommended negotiating with both Amplify and Istation.

The team discussed further and recommended that in order to align with the vision of the Superintendent, it is important that if negotiations are conducted with Amplify that the assessment measures are reduced to the core measures of DIBELS. The current implementation package includes TRC and it takes away significant teaching time.

RFP CANCELLED

The team also made a note that when negotiations are held with Istation it is important to further understand their recording and playback feature as it may also impact teaching time.

In all the team felt that is important to understand the overall assessment time with both vendors and work towards reducing the assessment time.

Next Steps:

The Business Owner will provide an update to the Superintendent on the team's recommendation. Upon the approval from Superintendent the next steps will be planned.

Action items resulting from the meeting are as follows.

Action Items

Item	Assignee	Due Date	Status
Inform the State Superintendent of the team recommendation	Dr. Pam Shue	1-9-19	
Gather negotiation questions and get team input on the questions	Sri	1-15-19	
Set up meetings with the finalist vendor	Tymica Dunn	TBD	

RFP CANCELLED

Read to Achieve – 2018

December 4th, 2018

RFP CANCELLED

Business Owner(s):
Dr. Amy Jablonski
Dr. Pamela Shue

Project Manager:
Srirekha Viswanathan

Procurement Officer:
Tymica Dunn

Agenda

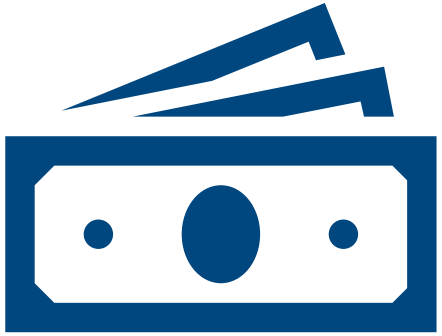
RFP CANCELLED

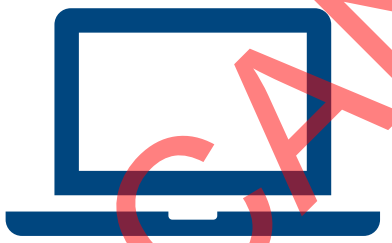
BACKGROUND

REVIEW RANKING

STRENGTHS AND WEAKNESS

NEXT STEPS





Background

SECTION 7.27.(b) The State Superintendent shall issue a Request for Proposals (RFP) to vendors of diagnostic reading assessment instruments to provide one or more valid, reliable, formative, and diagnostic reading assessment instrument or instruments for use pursuant to G.S. 115C-174.11.

At a minimum, the diagnostic reading assessment instrument or instruments provided by the selected vendor shall meet all of the following criteria:

a. Yield data that can be used with the Education Value-Added Assessment System (EVAAS).

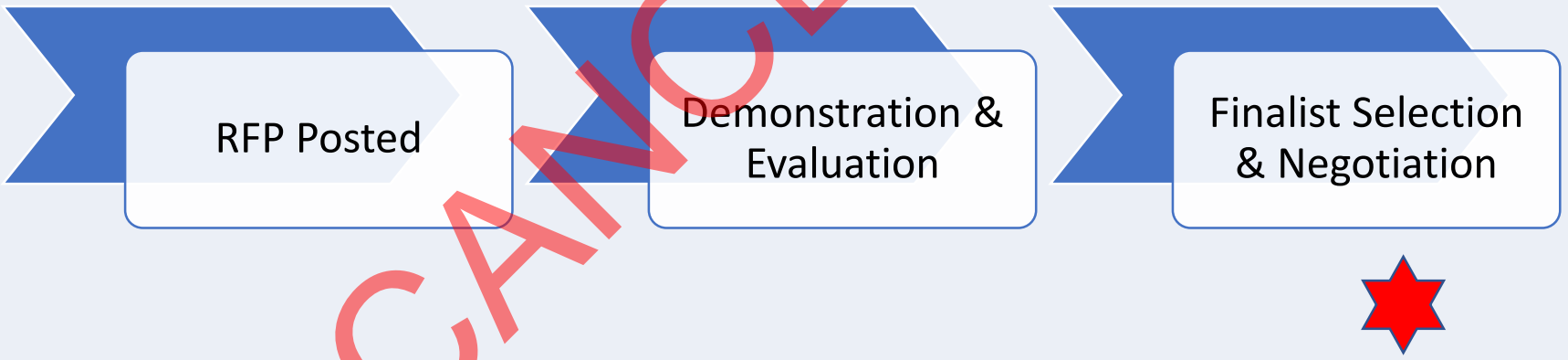
b. Demonstrate close alignment with student performance on State assessments

c. Demonstrate high rates of predictability as to student performance on State assessments

SECTION 7.27.(c) The State Superintendent shall form and supervise an Evaluation Panel to review the proposals received pursuant to the RFP issued in accordance with subsection (b) of this section. The Evaluation Panel shall be composed of persons employed within the Department of Public Instruction. By December 1, 2018, the Evaluation Panel, with the approval of the State Superintendent, shall select one vendor to provide the assessment instrument or instruments for the 2019-2020 school year.

RFP CANCELLED

Where we are …



RFP CANCELLED

Evaluation Ranking

Evaluation Criteria	Amplify Education Inc.	Curriculum Associates	Istation	NWEA
Substantial Conformity to specification	1	3	2	4
RtAD Desired Specifications	1	3	2	4
Proof of Concept / Demonstration	1	3	2	3
Vendor Cost Proposal	4	3	1	2
Strength of References	1	1	1	1
Vendor Financial Stability	4	1	1	1
Overall Rank	**1**	**3**	**2**	**4**

The evaluation criteria are stated in relative order of importance.

RFP CANCELLED

Evaluation Ranking

Ranked 4th NWEA (MAP Assessment)

Strengths

1. The computer adaptive nature of the assessment helps each student to stay engaged.
2. Good Reporting feature based on the data collected from screening measure.
3. Parent communications could be available in multiple languages other than Spanish and English but that requires customizations.

Weakness

1. Progress monitoring is not yet in place and is currently under development.
2. The Progress Monitoring tool currently under development is the only Progress Monitoring tool that is going to exist because the benchmark assessments can only be given three times a year.
3. This tool cannot accurately identify risk indicators for dyslexia and the company has not provided any data for the same. Their statement in the proposal was that the developers expect the service to be sensitive and specific screener for dyslexia. This will require multiple tools for assessment.
4. Formative assessment is only given to some students because once the students read independently fluency assessment is optional.
5. The proposal was not for a statewide implementation.
6. The vendor has mentioned that they will negotiate with the state on the proposed security standards and has not given a clear timeline for the SOC2 Type II audit.
7. Equity of technology in schools may lead to loss of instructional time.

RFP CANCELLED

Evaluation Ranking

Ranked 3rd Curriculum Associates (i-Ready Assessment)

Strengths

1. The computer adaptive nature of the assessments helps each student stay engaged.
2. The service has sound identification that is well described.
3. This service has the Standards Mastery Results (Student) report that helps teachers understand how students performed on an assessment, including how students performed on each skill in the assessment.

Weakness

1. Fluency has not been developed and will not be available till the 2021 School Year.
2. i-Ready is not a reliable screener for dyslexia because it lacks measures for fluency and non-sense word recognition. This will require multiple tools for assessment.
3. The approach for service deployment is not statewide but by districts. Also student transfers from one district to another is a manual process and will take about 48 hours.
4. Reporting feature requires a lot of customizations. Some reports have to be requested from the vendor and will not be immediately available for the School Districts.
5. Vendor has mentioned that the SOC 2 Type II assessment will be completed by Summer 2019. (This may compromise contract award)
6. Equity of technology in schools may lead to loss of instructional time.

RFP CANCELLED

Evaluation Ranking

Ranked 2nd Istation (Istation Assessment)

Strengths

1. The assessment is adaptative in nature and adjusts to each student's true abilities in early literacy.
2. Teachers are incorporated in this service for early education, in that the student's reading is recorded and the teacher will playback and grade the student.
3. In this assessment, students internalize the learning goals and will be able to set the target for themselves. A student's self-assessment process allows transition to independent learning.
4. Has robust reporting capabilities.

Weakness

1. Text fluency and oral language are not a part of the overall ability score. Fluency is a new assessment.
2. No method to determine decoding.
3. This assessment is not diagnostic in nature.
4. Istation is not a reliable screener for dyslexia because it lacks some key measures for dyslexia risk factors like letter naming fluency. This will require multiple tools for assessment.
5. Vendor has mentioned that the SOC 2 Type II assessment will be completed by Spring 2019. (This may compromise contract award)
6. Equity of technology in schools may lead to loss of instructional time.

RFP CANCELLED

Evaluation Ranking

Ranked 1st Amplify Education Inc. (mClass Assessment)

Strengths

1. Offers online as well as observational assessment.
2. The core measures of Dibels are a valid and reliable screener for risk factors for dyslexia.
3. Offline assessment is available.
4. The service has robust reporting capabilities.
5. The service is SOC 2 Type II certified.

Weakness

1. There are many assessment measures that needs to be turned off.

RFP CANCELLED

Cost Proposed

Vendor	Cost per student	Annual Cost	Rank
Amplify Education Inc.	$25.78	$12,102,096.08	4
Curriculum Associates	$22.48	$10,551,955.67	3
Istation	$6.60	$3,098,606.17	1
NWEA	$21.14	$9,925,148.58	2

Note:

1. Costs will be negotiated with finalists.
2. It includes potential cost for headsets.
3. For Vendors who provided multiple costs, the higher cost was considered.

RFP CANCELLED

Next Steps

1. Finalist Identification & Negotiations
2. Best and Final Offer (BAFO)

RFP CANCELLED

Read to Achieve 2018 (RtAD) Evaluation Consensus Meeting notes

Meeting Purpose	Consensus Meeting to rank the proposal vendors
Location	State Board Room, Education Building, Raleigh.
Date & Time	November 19, 2018; 8:30 AM – 5:00 PM & November 20, 2018 8:30 – 2:30 PM
Facilitator(s)	Linda Lowe and Srirekha Viswanathan
Next Meeting	TBD

Voting Member Participants

Abbey Whitford	Amy Jablonski	Chloe Gossage	Cynthia Dewey	Kristi Day
Lynne Loeser	Matt Hoskins	Pam Shue	Rebecca Belcastro	Susan Laney
Thakur Karkee				

Non-Voting Member Participants

Courtney Moates	Constance Bridges	Deborah Wilkes	Erika Berry	Giancarlo Anselmo
Gin Hodge	Julien AlHour	KC Hunt	K.C. Elander	Linda Lowe
Meera Phaltankar	Mia Johnson	Paola Pilonieta	Shaunda Cooper	Srirekha Viswanathan
Tonia Parrish	Tymica Dunn			

Agenda Items

The agenda for this meeting was to discuss the evaluation notes from the independent reviews by voting and non-voting members, reach consensus to rank the proposals and determine the next steps in this procurement.

This meeting summary includes notes from the meeting on 11-19-2018 and 11-20-2018.

Meeting Summary

(11-19-2018)

1. Sri kicked off the meeting by thanking the participants for their thorough review and participation at the consensus meeting.
2. The intent of the meeting and the approach to evaluate all the criteria were discussed - including being objective, impartial, unbiased and fair in all aspects of the evaluation process and arrive at a consensus. All proposals should be ranked consistently. Consensus means general agreement and not unanimity.
3. The six evaluation criteria in proposal were reiterated:

    a. Substantial Conformity to Solicitation Specifications
    b. RFP Desired Specification
    c. Proof of Concept/Demonstration
    d. Vendor Cost Proposal
    e. Vendor Relevant Experience and Reference Checks
    f. Vendor Financial Stability

4. All responsive vendors were evaluated on all six evaluation criteria.
5. To evaluate substantial conformity to specifications the team unanimously agreed to take the following approach:
    a. Review the legislatively mandated specifications for all responsive vendors.
    b. Vendors who were deemed substantially conforming to statutory requirements to be further evaluated for all RFP specifications to ideally reach a group agreement and further rank the vendors.

RFP CANCELLED

c. Those vendors that were not substantially conforming to statutory requirements were ranked lower by the team for this evaluation criteria.

6. The following ranking was used for each specification –
   a. "Yes" implies conforms to specifications.
   b. "No" implies does not conform to specifications.
   c. "MayBe" implies that the team is unsure about conformity.

Discussion during the consensus meeting is summarized below. The voting members were issued three colored cards – Green to show compliance to specification, Pink to show that the specification was not complied with and Yellow to show Maybe there was compliance. In the case of Maybe responses, further clarifications may occur during negotiation prior to Best and Final Offer (BAFO) submission and Award. Negotiation questions matter for Vendors in the competitive range that are selected for further consideration. The voting members discussed each mandatory requirement in full and arrived at a consensus by showing the appropriate cards. Outcomes from consensus meeting for the various specifications are provided in a separate spreadsheet for each bidder with appropriate strengths and weaknesses.

The proposals were taken up in an alphabetical order for ranking.

1. Substantial Conformity to Specifications

Review of Legislated Specifications

Amplify Education Inc.:

Business Specification 1:

Describe how the proposed solution directly assesses reading and pre-reading behaviors to support student's learning development at the various grade levels to inform instruction, including any observation-based practices if applicable:

a. oral language (expressive and receptive)
b. phonological and phonemic awareness
c. phonics
d. vocabulary
e. fluency
f. comprehension

Consensus Ranking: The voting members were unanimous in their agreement that Amplify complied with this specification. Two of the voting members mentioned that while online versions are available for students with appropriate self-regulation and computer skills; teachers continue to have the option to directly assess/observe students. The voting members were 11-0 Yes on Amplify's ability to comply with this specification.

Business Specification 3:

Describe the validity and reliability of the assessment in the following areas:

a. oral language
b. phonological and phonemic awareness
c. phonics
d. vocabulary
e. fluency
f. comprehension

RFP CANCELLED

Consensus Ranking:

Two of the voting members mentioned that the data is good and reliable on most assessments using DIBELS. Oral Language reliability data was sound. TRC data for Inter Rater Reliability (IRR) is low in many areas. The voting members voted 10 Yes and 1 Maybe.

Negotiation Question: TRC online shows concurrent validity to two measures of reading. Need the alpha data for the lower online TRC book levels. Early literacy measures to be included as part of negotiations.

Business Specification 5:

Describe how the assessment identifies and reports students who may need intervention and enrichment.

Consensus Ranking:

The voting members were unanimous in their Yes votes for Amplify for this specification because the team felt that multiple reports and data are available for teachers about instruction and areas that need intervention.

Business Specification 6:

Describe how the following characteristics for progress monitoring between benchmarks are met by the proposed solution:

a. brief,

b. repeatable,

c. sensitive to improvement over time, including short term change

d. multiple equivalent forms of screening assessments that enable the teacher to gauge short term growth (weekly or every other week),

e. reliable,

f. valid,

g. measure accuracy and fluency with skills

h. quantitative results charted over time to calculate and document rates of improvement

i. Allow for off-grade level progress monitoring

j. Ability for the results to be graphed against a goal (national norms and/or individualized goals) with 12-14 data points in 10 weeks' time.

Consensus Ranking:

The team voted 8 Yes and 3 Maybe on the question of Amplify's progress monitoring meeting the characteristics defined above. Some of the team members felt that TRC did not meet all of the above characteristics; however, the DAZE as an outcome measure of reading comprehension does meet. The team felt that teachers choose their own book outside of the Atlas set for progress monitoring, which probably impacts reliability and validity.

Negotiation Question: As part of further negotiations, the team agreed that further data is required on TRC's validity and customizations needed for Oral Language measures.

Business Specification 8:

Describe how the measures align with best practices and adequately and accurately identify indicators of risk for dyslexia in grades K-3 as outlined in NC Session Law 2017-127: http://www.ncleg.net/Sessions/2017/Bills/House/PDF/H149v4.pdf

RFP CANCELLED

Consensus Ranking:

The team was unanimous on Amplify's ability to meet this specification and voted a 11-0 Yes on this specification. The SMEs in the area of dyslexia mentioned that Amplify's tools are predictive of reading outcomes and include domains known to be impacted by dyslexia including phonological awareness and rapid naming. They also felt that DIBELS is sufficient as dyslexia screener although it does not get into higher level screening. The core measures of DIBELS have always been recognized as valid and reliable screener for risk factors for dyslexia. The only drawback of DIBELS is they do not get into the advanced levels of phonological awareness for first grade and beyond.

Business Specification 9:

Describe how the system uses developmentally appropriate practices to assess K-3 students.

Consensus Ranking:

The team voted 11-0 Yes on Amplify's ability to appropriately assess K-3 students. Receptive and expressive assessing options are available with this service. There was also the Observational and Online means of assessing students.

Business Specification 10:

Describe how the system incorporates educators and/or students using digital devices to assess reading and pre-reading behaviors.

Consensus Ranking:

The team was unanimous in their votes about Amplify's ability to assess reading and pre-reading behaviors of students and voted 11-0 Yes for this specification because of the availability of online and observational assessment.

Business Specification 11:

Describe how the proposed solution is a formative reading assessment(s) tool for grades K, 1, 2, 3.

Consensus Ranking:

The team voted 9 Yes and 2 Maybe on this specification. Some members felt that the proposal response did not adequately respond to this question. While Amplify shared research in support of formative assessment, the response did not include how the proposed solution is a formative reading assessment for grades K-3. Some SMEs also mentioned that individual skills measured by DIBELS assessments lend to formative assessment of different isolated skills. However, TRC component did not appear to be easy for formative reading assessment.

Business Specification 12:

Describe how the proposed solution is a diagnostic reading assessment(s) tool for grades K, 1, 2, 3.

Consensus Ranking:

The team voted 10 Yes and 1 Maybe. There was a question whether the TRC and MSV type analysis is truly diagnostic in nature and whether TRC's diagnostics capacity is dependent on the teachers' ability to interpret the student's responses.

Business Specification 15:

Describe how the proposed solution minimizes impact to instructional time while ensuring formative and diagnostic assessments are conducted. Provide estimates of assessment time, for both benchmarking and progress monitoring, per student per grade.

RFP CANCELLED

Consensus Ranking:

The team voted 7 Yes, 3 No and 1 Maybe on this specification. Some members felt that the response was described well, however the estimate of time was not answered. It was unclear as to the estimates of assessment time, for benchmarking and progress monitoring per student per grade level. Some voting members pointed out that time differentials between the online and observational versions of assessment was provided in the demonstration clarification document. It was also mentioned that TRC assessment could take longer and would require further negotiations and customizations.

Business Specification 17:

Describe how the content standards will be aligned and realigned to State Board of Education adopted ELA Standard Course of Study (Spring 2017). Provide specific mapping to the current standards. http://www.ncpublicschools.org/curriculum/languagearts/scos/.

Consensus Ranking:

The team voted 7 Yes, 2 No and 2 Maybe for this specification. The members pointed out that during the demo the online instruction was aligned, however the gaming piece was not aligned to the Standard Course of Study. There were insufficient examples for alignment for the assessment piece. It is also unclear as to how the assessment questions are aligned to the ELA SCoS.

Business Specification 19:

Explain how the proposed solution can yield data that can be used with EVAAS. Describe and provide any information that explains any alignment or relationship between the assessment and the Education Value-Added Assessment System (EVAAS). http://www.ncpublicschools.org/effectiveness-model/evaas/

https://www.sas.com/en_us/software/evaas.html

Consensus Ranking:

EVAAS expert in the evaluation panel mentioned that the service can yield data required for EVAAS and the team unanimously voted 11-0 Yes on Amplify's ability to provide data for EVAAS.

Business Specification 24:

Describe how the Benchmarking process occurs in the proposed solution. NCDPI expects benchmarking three times a year for grades K, 1, 2 and 3.

Consensus Ranking:

The team voted 11-0 Yes on Amplify's ability to Benchmark by State Board's guidelines.

Reporting Specification 3:

Reporting feature is expected to provide the following capabilities:

a. timely assessment results to teachers/administrators

b. timely assessment results to parents/guardians

c. reporting results at the district, school, grade, teacher, group, and individual student level by all subgroups ESSA

d. an end-of-year student summary report for cumulative folder

historical data year after year to identify consistent gaps and learning trends for district, school, grade, teacher, group, and individual student level by all subgroups

RFP CANCELLED

For each of the above, provide a timeframe for how frequently the data is refreshed (real-time, on demand, or some other interval).

Consensus Ranking:

The Business Team voted 11-0 in favor of Amplify's service to provide timely assessment results. The team felt that the teacher reports are easy to read and interpret. Reporting feature provides drill down capability into previous year's assessment results. The service allows creating unique groups and assign view rights to assorted individuals.

Reporting Specification 4

Provide communication to parents in a format that is clear and easy to understand after each benchmark.

Consensus Ranking:

The team voted 7 Yes and 4 Maybe for this specification. The team felt that there should be different methods of communicating to the parents and this is not explained clearly. Some members felt that parent communication should be in different languages and this was not clear. The team agreed that the Home Connect letters are easily understandable.

Negotiation Question – Need for engagement webinars be archived and available for parents.

Technical Specification 6

This service will be classified as "Program Critical/Moderate" based on the sensitivity of data used, the security controls under the "Moderate" category column need to be implemented. The vendor's security policy should include all the control categories as specified under "Moderate" classification. Please refer to pages 4 through 10 for the security control baselines table in the State Information Security Manual document. For example, AC-1 (Access Control Policy and Procedures) under "Access Control" Family/Category is discussed in detail in the NIST 800-53 document.

NC Statewide Information Security Manual -

https://it.nc.gov/documents/statewide-information-security-manual

a) Describe how you will ensure compliance to the NC Statewide Security Manual.

Consensus Meeting – Without much detail the vendor said they would comply with the Security Manual. The use of developers in Ukraine by this service was brought up. There is a letter from the vendor about them not using foreign workers for development under the current contract. This needs to be further clarified as to whether the request is for new RFP or is the vendor currently engaging their offshore developers for development? This will be a risk to be escalated if vendor currently engages this development team.

The Security SME did clarify that the intent of the question is whether data goes to Ukraine and whether the developers from Ukraine can log in and see the data. The vendor has mentioned that the production data will not be shared. Previously under the current agreement, DPI verified that all data resides within the United States.

Clarification was also provided that under the current contract with DPI the vendor has demonstrated compliance with the NC Statewide Security Manual. If they had not, DPI would not have been approved to renew contracts by DIT.

The team voted 11 Maybe because clarification needs to be sought from the vendor about use of developers in Ukraine.

Negotiation Question – To clarify if the request for offshore development is for new RFP or is the vendor currently engaging their offshore developers for development? This will be a risk to be escalated if vendor currently engages this development team.

RFP CANCELLED

Technical Specification 35

Provide a 3rd party attestation, one of the following based on the system proposed:

SOC2 Type II, SSAE-16, FEDRAMP, ISO 27001

Consensus Meeting

The team voted 11 Yes to this question because they were informed by IT Security expert in the team that the vendor has completed the SOC 2 Type II audit.

Project Management Specification 1

Include an initial schedule and the associated Work Breakdown Structure (WBS) for the proposed implementation plan. The Project Schedule in the proposal to include significant phases, activities, tasks, milestones and resource requirements necessary for NCDPI to evaluate the plan.

Consensus Meeting

The voting team unanimously voted Yes for this question because this service can be implemented for the 2019 School Year. The team agreed that Project Schedule is well laid out and if further enhancements are required under the new contract then it can be completed prior to the start of 2019 School year. One thing that needs to be added in the project plan is the timeframe for disaster recovery testing.

Negotiation Question – Update schedule to include disaster recovery testing.

The team moved on to review Curriculum Associates for mandatory specifications.

Curriculum Associates (i-Ready)

Business Specification 1:

Describe how the proposed solution directly assesses reading and pre-reading behaviors to support student's learning development at the various grade levels to inform instruction, including any observation-based practices if applicable:

a. oral language (expressive and receptive)
b. phonological and phonemic awareness
c. phonics
d. vocabulary
e. fluency
f. comprehension

Consensus Ranking:

The voting members voted 8 Nos and 3 Maybe. Some voting members felt that the vendor is currently not measuring oral language and fluency. The vendor's rationale is that teacher interaction needed for these measures. Also, in the demonstration clarifications this vendor has indicated that the "We propose working with NCDPI to identify one of the current traditional teacher-administered fluency assessments from another vendor and make it available to all RTAD participants, at no additional cost to our original RTAD RFP response." which raised many questions. Some Subject Matter experts mentioned that just measuring comprehension skills without fluency raised the question of how the foundational skills were assessed. They had questions around how a student could be good on foundational reading but just will not be a fluent reader. Some members felt that the observational aspect is missing. In early reading assessment it is important to ask students to read aloud and that key component is missing. The team felt that the company did not understand the value of adding fluency

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and that it was added because of demand and cited that timeline needs to be adjusted and planned to onboard another vendor, if this vendor is chosen as the finalist. The team also was concerned about having two different normative data sets one for fluency and another for all other measures. The measures for oral language were also very limited. CA has an estimated timeline for fluency development and does not say how close they are to complete development.

Negotiation Question: Need to discuss how the vendor would add the fluency component with any cost implications. More details on how they can present to the end user as a one vendor package are needed. Get a firmed-up timeline for fluency development.

Business Specification 3:

Describe the validity and reliability of the assessment in the following areas:

a. oral language
b. phonological and phonemic awareness
c. phonics
d. vocabulary
e. fluency
f. comprehension

Consensus Ranking:

The team voted 10 No and 1 Yes for this requirement because of the reasons cited above for fluency. It was mentioned that some team members were not able to access any of CA's psychometric data.

Business Specification 5:

Describe how the assessment identifies and reports students who may need intervention and enrichment.

Consensus Ranking:

The team voted 1 Yes 4 No and 6 Maybe. It was said that the enrichment was not clear in their proposal and the other voting members agreed to that. The team was doubtful about the validity and reliability of the assessment and that is a concern to identify students in need appropriately.

Business Specification 6:

Describe how the following characteristics for progress monitoring between benchmarks are met by the proposed solution:

a. brief,
b. repeatable,
c. sensitive to improvement over time, including short term change
d. multiple equivalent forms of screening assessments that enable the teacher to gauge short term growth (weekly or every other week),
e. reliable,
f. valid,
g. measure accuracy and fluency with skills
h. quantitative results charted over time to calculate and document rates of improvement
i. Allow for off-grade level progress monitoring
j. Ability for the results to be graphed against a goal (national norms and/or individualized goals) with 12-14 data points in 10 weeks' time.

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Consensus Ranking:

The team voted 10 No and 1 Maybe on this question because of the reliability and validity of the assessment. Progress Monitoring appeared to be a shortened version of the assessment and the team mentioned that to be a concern**.** Reliability almost always goes down to some extent when you reduce test items. Progress Monitoring itself takes 15 minutes.

Business Specification 8:

Describe how the measures align with best practices and adequately and accurately identify indicators of risk for dyslexia in grades K-3 as outlined in NC Session Law 2017-127: http://www.ncleg.net/Sessions/2017/Bills/House/PDF/H149v4.pdf

Consensus Ranking: The team voted 11 Nos because they did not think this service can be reliable screener for dyslexia because it lacks measures for fluency and nonsense (or pseudoword) word recognition.

Business Specification 9:

Describe how the system uses developmentally appropriate practices to assess K-3 students.

Consensus Ranking:

The team voted 1 Yes 6 No and 4 Maybe. It was mentioned that it is totally online and this is a problem for early learners and particularly for economically disadvantaged children, who may lack access to computers. Young children would have to master computer skills before they can be assessed.

Business Specification 10:

Describe how the system incorporates educators and/or students using digital devices to assess reading and pre-reading behaviors.

Consensus Ranking:

The team voted 1 Yes 1 No and 9 Maybe. Some team members felt that prereading behaviors cannot be assessed completely online. A voting member mentioned that online assessment can be limited to identification of sound but was concerned about how production of sound can be assessed for young children without the fluency component in place. The service has sound identification that is well described.

Business Specification 11:

Describe how the proposed solution is a formative reading assessment(s) tool for grades K, 1, 2, 3.

Consensus Ranking:

The team voted 9 Yes, 1 No and 1 Maybe.

Business Specification 12:

Describe how the proposed solution is a diagnostic reading assessment(s) tool for grades K, 1, 2, 3.

Consensus Ranking:

The team voted 9 Yes, 2 Maybe. Some team members cited that in the proposal response the vendor had noted the following "The Standards Mastery Results (Student) report helps teachers understand how students performed on an assessment, including how students performed on each skill in the assessment. This report also displays the actual assessment taken by a student along with the correct answer, the student's answer, and any

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misconceptions that may have led to an incorrect or partially correct answer. This information can help teachers understand which concepts an individual student is struggling with and potential reasons why."

Business Specification 15:

Describe how the proposed solution minimizes impact to instructional time while ensuring formative and diagnostic assessments are conducted. Provide estimates of assessment time, for both benchmarking and progress monitoring, per student per grade.

Consensus Ranking:

The team voted 1 Yes, 10 Maybe. Lynne mentioned that the assessments take 48 minutes and one member mentioned that this company mentioned that the child gets to take 1 day or 2 days to complete the assessment and questioned the reliability and validity of the test results on the whole**.** Should we need some guidelines around how long assessments can take by grade level should this vendor be a finalized? Some team members mentioned that the end user will have to make some movement by moving the mouse. The technology representatives mentioned that the session appears to remain active upon clicking on the web page. This needs to be clarified.

Negotiation clarification: Is the activity on the screen by clicking or by mouse movement?

Business Specification 17:

Describe how the content standards will be aligned and realigned to State Board of Education adopted ELA Standard Course of Study (Spring 2017). Provide specific mapping to the current standards. http://www.ncpublicschools.org/curriculum/languagearts/scos/.

Consensus Ranking:

Some voting members mentioned that the continuum is not aligned to standards and it was a forced alignment. The standards mastery examples presented were not aligned and the team voted 3 Yes, 6 No and 2 Maybe.

Business Specification 19:

Explain how the proposed solution can yield data that can be used with EVAAS. Describe and provide any information that explains any alignment or relationship between the assessment and the Education Value-Added Assessment System (EVAAS). http://www.ncpublicschools.org/effectiveness-model/evaas/

https://www.sas.com/en_us/software/evaas.html

Consensus Ranking:

EVAAS expert in the evaluation panel mentioned that the service can yield data required for EVAAS and the team unanimously voted 11-0 Yes on Curriculum Associates' ability to provide data for EVAAS.

Business Specification 24:

Describe how the Benchmarking process occurs in the proposed solution. NCDPI expects benchmarking three times a year for grades K, 1, 2 and 3.

Consensus Ranking:

The team unanimously voted Yes for this specification.

Reporting Specification 3:

Reporting feature is expected to provide the following capabilities:

a. timely assessment results to teachers/administrators

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b. timely assessment results to parents/guardians

c. reporting results at the district, school, grade, teacher, group, and individual student level by all subgroups ESSA

d. an end-of-year student summary report for cumulative folder

historical data year after year to identify consistent gaps and learning trends for district, school, grade, teacher, group, and individual student level by all subgroups

For each of the above, provide a timeframe for how frequently the data is refreshed (real-time, on demand, or some other interval).

Consensus Ranking:

The team voted 1 Yes, 9 No, 1 Maybe. The team was concerned about the complexity and difficulty of manually exporting to create subgroups. The wanted to know how long it would take to customize and add additional report, should an outside request be made to get certain reports that are not readily available? If so, what will be the response time.

Negotiation Question: Can reports be customized for subgroups. What is the turnaround time and cost impact if requests for custom reports are made? Should this be included in the SLA?

Reporting Specification 4

Provide communication to parents in a format that is clear and easy to understand after each benchmark.

Consensus Ranking:

The team voted 4 Yes, 2 No and 5 Maybe. Two team members said that they read in the response that the parent had to logon to get the report. It was clarified that the report is acceptable and that it can be printed and sent home by the teacher if the parent is unable to access a computer.

Technical Specification 6

This service will be classified as “Program Critical/Moderate” based on the sensitivity of data used, the security controls under the “Moderate” category column need to be implemented. The vendor’s security policy should include all the control categories as specified under “Moderate” classification. Please refer to pages 4 through 10 for the security control baselines table in the State Information Security Manual document. For example, AC-1 (Access Control Policy and Procedures) under “Access Control” Family/Category is discussed in detail in the NIST 800-53 document.

NC Statewide Information Security Manual -

https://it.nc.gov/documents/statewide-information-security-manual

a) Describe how you will ensure compliance to the NC Statewide Security Manual.

Consensus Meeting –

The team voted a unanimous 11 Maybe for this specification as CA stated in their proposal response - "i-Ready Diagnostic is a SaaS product, so that some of the policies in the NC Statewide Security Manual do not apply. However, we feel i-Ready meets the intent of the security practices and policies as outlined.” In their subsequent clarification the vendor indicated that they will complete the SOC 2 Type II in the summer of 2019. The Security Officer clarified that he cannot clearly say if they would want to negotiate because they were a SaaS shop.

Negotiation Question – If this vendor is a finalist then their timeframe for SOC 2 Type II should be clarified and also confirmation required about their compliance to the Security Manual.

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Technical Specification 35

Provide a 3rd party attestation, one of the following based on the system proposed:

SOC2 Type II, SSAE-16, FEDRAMP, ISO 27001

Consensus Meeting

The team voted 11 Maybe for this specification because of the reasons cited above for Technical Specification 6. Currently DIT will not permit agencies to issue new contracts for moderate level solutions that have not been received an acceptable 3rd party attestation.

Project Management Specification 1

Include an initial schedule and the associated Work Breakdown Structure (WBS) for the proposed implementation plan. The Project Schedule in the proposal to include significant phases, activities, tasks, milestones and resource requirements necessary for NCDPI to evaluate the plan.

Consensus Meeting

It was mentioned that the approach defined is not statewide and can end up very time consuming. Plus, the fact that fluency component needs to be added on requires planning and additional time. Team has to factor other customizations for a statewide deployment for the 2019 School Year. Implementation of EdFi ODS is targeted for 2020 in the proposal response. The team voted 10 No and 1 Maybe for this specification.

The team moved on to reviewing Istation for mandatory specifications.

Istation

Business Specification 1:

Describe how the proposed solution directly assesses reading and pre-reading behaviors to support student's learning development at the various grade levels to inform instruction, including any observation-based practices if applicable:

a. oral language (expressive and receptive)
b. phonological and phonemic awareness
c. phonics
d. vocabulary
e. fluency
f. comprehension

Consensus Ranking: The voting members voted 1 No and 10 Maybe for this specification. Some team members were concerned about the oral language and phonological awareness in this service. They were not sure if the measure for fluency was the correct measure. Additional equipment will be needed. The observational piece is optional. Some voting members felt that this was a low-level assessment especially for oral language. They also mentioned even though the proposal mentioned that the reading can be recorded for the teacher to evaluate and grade fluency, it was not demonstrated. Students speak into a microphone and there is nothing that stops them and that could be frustrating.

Negotiation Question: Oral language assessment is unclear or missing and needs to be further understood.

Business Specification 3:

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Describe the validity and reliability of the assessment in the following areas:

a. oral language
b. phonological and phonemic awareness
c. phonics
d. vocabulary
e. fluency
f. comprehension

Consensus Ranking:

The team voted 9 Yes, 1 No and 1 Maybe. Some SMEs mentioned there is a need for clear description of the normed group demographics. Some team members also mentioned that each of their assessment measures did not check validity and reliability and that the sample size is very low. Their criterion measure was based on one school in Texas. The Subject Matter Experts felt that the AUC data was very low, and the sample size was for 25 students. It was pointed out that there was a lot of their comparison to DIBELS.

Negotiation Question: Can the language around composite score be changed.

Business Specification 5:

Describe how the assessment identifies and reports students who may need intervention and enrichment.

Consensus Ranking:

The voting members were unanimous in their Yes votes for this question. It was mentioned that the enrichment piece was not clear.

Business Specification 6:

Describe how the following characteristics for progress monitoring between benchmarks are met by the proposed solution:

a. brief,
b. repeatable,
c. sensitive to improvement over time, including short term change
d. multiple equivalent forms of screening assessments that enable the teacher to gauge short term growth (weekly or every other week),
e. reliable,
f. valid,
g. measure accuracy and fluency with skills
h. quantitative results charted over time to calculate and document rates of improvement
i. Allow for off-grade level progress monitoring
j. Ability for the results to be graphed against a goal (national norms and/or individualized goals) with 12-14 data points in 10 weeks' time.

Consensus Ranking:

The team voted 1 Yes, 5 No and 5 Maybe. It was mentioned that the company recommended monthly progress monitoring, but the service allows you to do as many as you want.

Business Specification 8:

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Describe how the measures align with best practices and adequately and accurately identify indicators of risk for dyslexia in grades K-3 as outlined in NC Session Law 2017-127: http://www.ncleg.net/Sessions/2017/Bills/House/PDF/H149v4.pdf

Consensus Ranking:

The team voted 9 No and 2 Maybe for this requirement. It was mentioned that the service was missing some of the key measures for dyslexia risk factor identification like letter naming fluency.

Business Specification 9:

Describe how the system uses developmentally appropriate practices to assess K-3 students.

Consensus Ranking:

The team voted 7 No and 4 Maybe for this one. Some voting members were concerned about the all online piece of this assessment and how appropriate it is for Kindergarteners and struggling learners. The assessment was also for 40 minutes.

Business Specification 10:

Describe how the system incorporates educators and/or students using digital devices to assess reading and pre-reading behaviors.

Consensus Ranking:

The team voted 3 Yes, 2 No and 6 Maybe. It was indicated that online assessment for prereading behavior will be a concern given the fact the targeted audience is Kindergarteners. The team also mentioned that the vendor described better on incorporating teachers and it made a difference from the other online assessments. Teachers can also go back and listen to recording.

Business Specification 11:

Describe how the proposed solution is a formative reading assessment(s) tool for grades K, 1, 2, 3.

Consensus Ranking:

The team voted 7 Yes and 4 Maybe on this specification. It was mentioned that the strength of this service as compared to the other online assessment service in that from NCDPI's definition of formative assessment (pg. 9 on RFP), students internalize the learning goals and become able to see the target themselves. A student's self-assessment process marks the transition to independent learning. It was added that the evaluation team would like to see how this is driven by the solution and less by the teacher.

Negotiation Question: Clarify how formative reading assessment is driven less by teachers and more by the solution.

Business Specification 12:

Describe how the proposed solution is a diagnostic reading assessment(s) tool for grades K, 1, 2, 3.

Consensus Ranking:

The team voted 2 Yes, 2 No and 7 Maybe. It was mentioned that the service allows teachers to be diagnosticians and does not say much about how the service diagnoses reading deficiencies. It was felt that the nature of the assessment is not diagnostic.

Business Specification 15:

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Describe how the proposed solution minimizes impact to instructional time while ensuring formative and diagnostic assessments are conducted. Provide estimates of assessment time, for both benchmarking and progress monitoring, per student per grade.

Consensus Ranking:

The team voted 3 Yes, 4 No and 4 Maybe on this specification. The team was not certain about where impact to instructional time was clearly addressed in the proposal response. One SME mentioned that the timeframes were addressed in question number 11 in the clarification document. The team was allowed to review the response again. Based on the review of the response the team came up with the votes. It was also noted that the assessment time far outweighs the impact to instructional time.

Business Specification 17:

Describe how the content standards will be aligned and realigned to State Board of Education adopted ELA Standard Course of Study (Spring 2017). Provide specific mapping to the current standards. http://www.ncpublicschools.org/curriculum/languagearts/scos/.

Consensus Ranking:

The team voted 3 No, 8 Maybe for this specification. It was pointed out that most of the questions and activities are not aligned to the current SCoS. The continuum that is provided does not show an alignment between NCSCoS and the questions/examples.

Business Specification 19:

Explain how the proposed solution can yield data that can be used with EVAAS. Describe and provide any information that explains any alignment or relationship between the assessment and the Education Value-Added Assessment System (EVAAS). http://www.ncpublicschools.org/effectiveness-model/evaas/

https://www.sas.com/en_us/software/evaas.html

Consensus Ranking:

EVAAS expert in the evaluation panel mentioned that the service can yield data required for EVAAS and the team unanimously voted 11-0 Yes on Istation's ability to provide data for EVAAS.

Business Specification 24:

Describe how the Benchmarking process occurs in the proposed solution. NCDPI expects benchmarking three times a year for grades K, 1, 2 and 3.

Consensus Ranking:

The team voted 10 Yes and 1 Maybe. One team member had questions around how the benchmark timeframes can be opened and closed.

Negotiation Question: How can benchmarking window be opened and closed.

Reporting Specification 3:

Reporting feature is expected to provide the following capabilities:

a. timely assessment results to teachers/administrators

b. timely assessment results to parents/guardians

c. reporting results at the district, school, grade, teacher, group, and individual student level by all subgroups ESSA

d. an end-of-year student summary report for cumulative folder

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historical data year after year to identify consistent gaps and learning trends for district, school, grade, teacher, group, and individual student level by all subgroups

For each of the above, provide a timeframe for how frequently the data is refreshed (real-time, on demand, or some other interval).

Consensus Ranking:

The voting members voted 11-0 in favor of Istation's capability to provide timely assessment results. The team felt that the teacher reports are easy to read and interpret.

Reporting Specification 4

Provide communication to parents in a format that is clear and easy to understand after each benchmark.

Consensus Ranking:

The team voted 3 Yes; 2 No and 6 Maybe for this specification. It was noted that there was no separate report for parents. Only a summary report for teachers was available for parents. There was a letter that could go home but it was not automatically system generated but had to be filled in by the teachers. It was felt that most reports for teachers cannot be interpreted by parents.

Technical Specification 6

This service will be classified as "Program Critical/Moderate" based on the sensitivity of data used, the security controls under the "Moderate" category column need to be implemented. The vendor's security policy should include all the control categories as specified under "Moderate" classification. Please refer to pages 4 through 10 for the security control baselines table in the State Information Security Manual document. For example, AC-1 (Access Control Policy and Procedures) under "Access Control" Family/Category is discussed in detail in the NIST 800-53 document.

NC Statewide Information Security Manual -

https://it.nc.gov/documents/statewide-information-security-manual

a) Describe how you will ensure compliance to the NC Statewide Security Manual.

Consensus Meeting – The team voted 11 Yes because the vendor mentioned that they will agree to work with the state's security manual.

Technical Specification 35

Provide a 3rd party attestation, one of the following based on the system proposed:

SOC2 Type II, SSAE-16, FEDRAMP, ISO 27001

Consensus Meeting

The team voted 11 Maybe to this question because the vendor has agreed to complete the SOC 2 Type II by Spring 2019 in order to meet this requirement. Currently DIT will not permit agencies to issue new contracts for moderate level solutions that have not been received an acceptable 3rd party attestation. Obtaining approval from DIT to award a contract with a vendor that does not already meet this requirement will be challenging.

Negotiation Question: Clarify and get the timeframe for SOC 2 Type II completion.

Project Management Specification 1

RFP CANCELLED

Include an initial schedule and the associated Work Breakdown Structure (WBS) for the proposed implementation plan. The Project Schedule in the proposal to include significant phases, activities, tasks, milestones and resource requirements necessary for NCDPI to evaluate the plan.

Consensus Meeting

Their plan had training in mid and late August this will be too late for year-round schools. Data Integration (IAM, EVAAS) was not indicated in the Project Schedule. The team voted 2 Yes and 9 Maybe.

Negotiation Question – Training dates need to be negotiated. Need a firm GoLive date.

The team moved on reviewing NWEA for mandatory specifications.

NWEA

Business Specification 1:

Describe how the proposed solution directly assesses reading and pre-reading behaviors to support student's learning development at the various grade levels to inform instruction, including any observation-based practices if applicable:

a. oral language (expressive and receptive)
b. phonological and phonemic awareness
c. phonics
d. vocabulary
e. fluency
f. comprehension

Consensus Ranking: The voting members voted 7 No and 4 Maybe for this question for NWEA because Some team members pointed out that there were many assessment components and it was hard to sort out. There was MAP Growth, skills checklist etc. The service did not directly assess oral language. It was brought to the team's attention that on page 45, "Beginning in the 2019-2020 school year, we anticipate MAP Reading Fluency will include progress monitoring forms that can be used in between benchmark tests." While the benchmark system meets the requirements, the Progress Monitoring is yet to be in place. MAP was also planning to include audio for their K-1 class.

Business Specification 3:

Describe the validity and reliability of the assessment in the following areas:

a. oral language
b. phonological and phonemic awareness
c. phonics
d. vocabulary
0e. fluency
f. comprehension

Consensus Ranking:

The team voted 1 Yes, 6 No and 4 Maybe for this specification. It was mentioned that NWEA has fluency and comprehension threshold in MAP Growth Assessment. This will be problematic.

RFP CANCELLED

Business Specification 5:

Describe how the assessment identifies and reports students who may need intervention and enrichment.

Consensus Ranking:

The voting members voted 4 Yes, 3 No and 4 Maybe for this specification. One team member mentioned that because she was not confident with the validity and reliability, she was not sure if the system can identify students who need intervention.

Business Specification 6:

Describe how the following characteristics for progress monitoring between benchmarks are met by the proposed solution:

a. brief,

b. repeatable,

c. sensitive to improvement over time, including short term change

d. multiple equivalent forms of screening assessments that enable the teacher to gauge short term growth (weekly or every other week),

e. reliable,

f. valid,

g. measure accuracy and fluency with skills

h. quantitative results charted over time to calculate and document rates of improvement

i. Allow for off-grade level progress monitoring

j. Ability for the results to be graphed against a goal (national norms and/or individualized goals) with 12-14 data points in 10 weeks' time.

Consensus Ranking:

The team voted 10 No and 1 Maybe. It was mentioned that Progress Monitoring is under development. An evaluation team member mentioned that the under-development Progress Monitoring tool is the only Progress Monitoring tool that is going to exist because the regular assessment can only be given three times a year. The Progress Monitoring fix is their skills checklist. From a growth perspective going from a norm reference to a criterion reference and basing it on growth checklist can be problematic.

Business Specification 8:

Describe how the measures align with best practices and adequately and accurately identify indicators of risk for dyslexia in grades K-3 as outlined in NC Session Law 2017-127: http://www.ncleg.net/Sessions/2017/Bills/House/PDF/H149v4.pdf

Consensus Ranking:

The team voted a 11 No on this specification. It was mentioned that their response was very brief and even their clarification was brief. The team was concerned about the statement in the proposal that the developers expect that the service is sensitive and specific to screening for dyslexia but no data is currently available.

Business Specification 9:

Describe how the system uses developmentally appropriate practices to assess K-3 students.

Consensus Ranking:

RFP CANCELLED

The team voted 2 Yes; 3 No; 6 Maybe on NWEA's ability to appropriately assess K-3 students. It was mentioned that they had drag and drop at the demo that is not developmentally appropriate for the target group especially the kindergarteners.

Business Specification 10:

Describe how the system incorporates educators and/or students using digital devices to assess reading and pre-reading behaviors.

Consensus Ranking:

The team voted 3 Yes; 2 No; 6 Maybe. It was noted that there is no observational aspect to assess pre-reading behaviors.

Business Specification 11:

Describe how the proposed solution is a formative reading assessment(s) tool for grades K, 1, 2, 3.

Consensus Ranking:

The team voted 6 Yes and 5 Maybe on this specification. It was pointed out that from page 51 of the response to RPF, "NWEA recommends administering MAP Growth and MAP Reading Fluency formative assessments at regular benchmark intervals across the year in grades K–3. Once students can read independently with adequate rate, accuracy, and literal comprehension, MAP Reading Fluency no longer needs to be given." This definition seems to suggest that formative assessment is only for some students and is a benchmark assessment.

Business Specification 12:

Describe how the proposed solution is a diagnostic reading assessment(s) tool for grades K, 1, 2, 3.

Consensus Ranking:

The team voted 3 Yes; 3 No and 5 Maybe.

Business Specification 15:

Describe how the proposed solution minimizes impact to instructional time while ensuring formative and diagnostic assessments are conducted. Provide estimates of assessment time, for both benchmarking and progress monitoring, per student per grade.

Consensus Ranking:

The team voted 2 Yes, 3 No and 6 Maybe on this specification. This product does not have Progress Monitoring built yet. It can take up to an hour to complete benchmark and for students who are falling off, the teacher will have to go back and review the recording (total of 2 hours per student). This time needs to be added to the overall time. This vendor talked about going to a lab and it depends on the school to have that kind of lab. A field member noted that network bandwidth limits the number of concurrent tests that a school can support in their labs in Buncombe county. Fewer than half of the students in a classroom can go online at the same time. So, in some districts, even when labs exist in schools with the proper computer equipment (with required high quality microphones), students may not be able to be assessed at the same time due to noise levels and network limitations.

It was also pointed out that even in those labs there may be a combination of iPads and Chromebook and the kids have to interact differently. This could present a problem for kindergartners because the teachers will have to train them accordingly. If it is a true formative assessment, then it does not take time away from instruction. Formative assessments inform instruction and it is observational for younger kids.

Business Specification 17:

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Describe how the content standards will be aligned and realigned to State Board of Education adopted ELA Standard Course of Study (Spring 2017). Provide specific mapping to the current standards. http://www.ncpublicschools.org/curriculum/languagearts/scos/.

Consensus Ranking:

The team voted 6 No and 5 Maybe for this specification. It was noted that the questions in the examples were not aligned to Standard Course of Study and the chart was confusing.

Business Specification 19:

Explain how the proposed solution can yield data that can be used with EVAAS. Describe and provide any information that explains any alignment or relationship between the assessment and the Education Value-Added Assessment System (EVAAS). http://www.ncpublicschools.org/effectiveness-model/evaas/

https://www.sas.com/en_us/software/evaas.html

Consensus Ranking:

The EVAAS expert in the team mentioned that the service can yield data required for EVAAS and the team unanimously voted 11-0 Yes on NWEA's ability to provide data for EVAAS.

Business Specification 24:

Describe how the Benchmarking process occurs in the proposed solution. NCDPI expects benchmarking three times a year for grades K, 1, 2 and 3.

Consensus Ranking:

The team voted 11-0 Yes on this specification and required clarification on the benchmark testing window.

Negotiation Clarification: Need clarification on the benchmark testing timeframes.

Reporting Specification 3:

Reporting feature is expected to provide the following capabilities:

a. timely assessment results to teachers/administrators

b. timely assessment results to parents/guardians

c. reporting results at the district, school, grade, teacher, group, and individual student level by all subgroups ESSA

d. an end-of-year student summary report for cumulative folder

historical data year after year to identify consistent gaps and learning trends for district, school, grade, teacher, group, and individual student level by all subgroups

For each of the above, provide a timeframe for how frequently the data is refreshed (real-time, on demand, or some other interval).

Consensus Ranking:

The team voted 11 Yes for this specification. It was mentioned that subgroup reporting is unclear.

Reporting Specification 4

Provide communication to parents in a format that is clear and easy to understand after each benchmark.

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Consensus Ranking:

The team voted 2 Yes; 2 No and 7 Maybe. Some members were not sure what they had for parents. It was clarified that Progress Monitoring reports will be shared with the parents which will be too hard for parents to comprehend.

Technical Specification 6

This service will be classified as "Program Critical/Moderate" based on the sensitivity of data used, the security controls under the "Moderate" category column need to be implemented. The vendor's security policy should include all the control categories as specified under "Moderate" classification. Please refer to pages 4 through 10 for the security control baselines table in the State Information Security Manual document. For example, AC-1 (Access Control Policy and Procedures) under "Access Control" Family/Category is discussed in detail in the NIST 800-53 document.

NC Statewide Information Security Manual -

https://it.nc.gov/documents/statewide-information-security-manual

a) Describe how you will ensure compliance to the NC Statewide Security Manual.

Consensus Meeting –

The team voted 11 No because this vendor would like to preserve their opportunity to negotiate on all security related questions. The vendor was interested in discussing a different security standard (CIS) rather than NIST, which is the standard followed by the State of North Carolina. In addition, this vendor's solution appears to permit teachers to see data for students who are not their own.

Negotiation Question – Need to find out what they want to negotiate on all the security questions.

Technical Specification 35

Provide a 3rd party attestation, one of the following based on the system proposed:

SOC2 Type II, SSAE-16, FEDRAMP, ISO 27001

Consensus Meeting

The team voted 11 No to this question because the vendor wanted to preserve the opportunity to negotiate for SOC 2 Type II. Currently DIT will not permit agencies to issue new contracts for moderate level solutions that have not been received an acceptable 3rd party attestation.

Project Management Specification 1

Include an initial schedule and the associated Work Breakdown Structure (WBS) for the proposed implementation plan. The Project Schedule in the proposal to include significant phases, activities, tasks, milestones and resource requirements necessary for NCDPI to evaluate the plan.

Consensus Meeting

The voting team unanimously voted No. The implementation plan was not statewide and were asking for a primary point of contact for each charter and district. Their GoLive was May 27th in the plan and their Quality Assurance and testing was after the GoLive.

Negotiation Question – Need to revamp schedule for a statewide implementation.

RFP CANCELLED

After the initial round of deep dive review of the mandatory specifications, the evaluation team ranked the vendors for substantial conformity of mandatory requirements and selected the vendors in the competitive range for deep dive of all RFP specifications.

For the substantial conformity of legislative specification, the vendors were ranked as follows :

1. Amplify Education Inc.
2. Istation
3. Curriculum Associates
4. NWEA

Summary:

The team deliberated and summarized that in the case of **Curriculum Associates (i-Ready),** their fluency measure is not ready and will not be available until the 2021 School Year. There was also concerns and skepticism about how the foundational questions were assessed just by measuring comprehension skills without fluency. The measures for oral language were also very limited. Progress Monitoring appeared to be a shortened version of the assessment and reliability almost always goes down to some extent when you reduce test items. This service cannot be a reliable screener for dyslexia because it does not have fluency and nonsense word recognition, a means to assess a student's ability to apply letter/sound knowledge to unknown words, a core deficit in students with dyslexia. The continuum is not aligned to standards and the examples presented were a forced alignment. The standards mastery examples presented at the demo were not aligned. This service requires a lot of reporting customization. It also requires manual intervention for student transfers. The company plans to complete SOC 2 Type II audit in the summer of 2019. This presents a challenge when negotiating with DIT for contract award and will extend the contract award timeline. The implementation plan proposed is not for statewide implementation and appeared time consuming which brought to question the ability to deploy for the 2019 School Year.

In the case of **NWEA,** this service does not directly assess oral language. Progress Monitoring is not in place and implementing this solution will be a problem for the 2019 School year. Since this service does not have Progress Monitoring in place in the interim the growth checklist is used. This service does not screen for many of the key indicators of risk for dyslexia. This tool is also not a good diagnostic and formative assessment screener. Their example questions were not aligned to standards. Their project implementation timeline is not for a statewide implementation and there were serious doubts how the statewide implementation can be handled. There were concerns raised about teachers viewing other teacher's students. Time has to be accounted for customizations to be FERPA compliant. The vendor has indicated negotiating state security standards and has not given a clear response for SOC 2 Type II audit requirement which will delay approval from DIT or even potentially get the contract award rejected.

Considering all of the above for both the vendors, the team decided that they will not do a deep dive review of the non-mandatory questions for Curriculum Associates and NWEA. The team completed a deep dive of all substantial conformity items for Amplify Education Inc and Istation. Their independent vote count was retained for the non-mandatory substantial conformity items for NWEA and Curriculum Associates.

Review of Non-Mandatory substantial conformity specifications:

The team continued with ranking substantial conformity for Amplify Education Inc and Istation. There were discussions of both strengths and weaknesses for each vendor. The following is a summary of key discussion points for each vendor followed by ranking.

RFP CANCELLED

Amplify Education Inc.

Business Specification

While reviewing how the solution adapts as students gain mastery and have demonstrated proficiency, it was pointed out that this solution is not adaptive and that there were serious doubts about how it can adapt as students gain mastery. There were questions about how grade level determines the universal screening not student mastery of content.

The team was concerned about the proposed training for Master Literacy Trainers. Also, the proposal response did not adequately include strategies for ensuring consistent scoring to evaluate training effectiveness. This needs to be further negotiated with the vendor during negotiation.

Reporting Specification

Julien pointed out to the team that the reporting permissions need to be enhanced. Overall the voting team was satisfied with Amplify's reporting capabilities and the reporting offering.

Technical Specification

At the start of the evaluation of technical specifications with permission from Procurement, an evaluation team member expressed concerns about how the vendors support for iPad was not adequate and that the districts had difficulty accessing the service with the newer iPads. The District representatives at the evaluation expressed that in their specific districts there were no real trouble accessing the service using the newer iPads. The only set up required was using the correct URL to get to the IAM integrated service. Some teachers were still using the old URL for login.

Concerns were also expressed with the ETL process with this vendor and said that this needs to be enhanced if this vendor is awarded the contract.

On the question of IAM integration, it was expressed that even though the current service is IAM integrated, the protocols can be improved, and that there were concerns with the architecture. It was also pointed out that the offline access of the service required additional coding to remain compliant. The team voted a unanimous Maybe for the IAM integration question based on this need to enhance.

There were questions about tier 1 through tier 3 support and it was pointed out that the response time for closing tickets should be negotiated with the vendor should this vendor be selected for further consideration and negotiations.

This vendor has a SOC 2 Type 2 Audit completed by a third-party auditor and has also been completing penetration testing under the current contract and is highly rated in terms of security.

There was a question about the physical audit of the data center by NCDPI. This question is irrelevant now because most SaaS service is hosted in the cloud. Although there was a unanimous No for this question, Sri and Tymica were advised to remove this question from the future RFPs.

Project Management

During discussions it was pointed out that the key Technical resumes were lacking. Maturity to manage technical aspects needs to be improved. Vendor failed to acknowledge agreement to this term: "Prior to making personnel changes for key human resources outlined in the project plan, the vendor must provide an opportunity for NCDPI to review resumes and transition plan and request a meeting with replacement resources." This needs to be clarified.

The team unanimously voted 11 Maybe for Project Management resumes.

Other than this weakness there were strengths in the implementation approach which is statewide supporting regional model. There were strengths in Project Processes as well.

RFP CANCELLED

Service Level Agreement

Amplify had shared the current service level agreement that is in place. If this vendor is selected for negotiation the tiered support process, the associated reports and timeframe for issue resolution should be improved.

Negotiation Question

1. Professional Development and training needs to be enhanced and negotiated
2. Enhancement of Reporting Permission
3. Additional insights on the ETL process
4. Tiered support to be finalized and response time for issue to be negotiated
5. NCDPI to see the technical resumes and confirm their review and approval of resource transition.

The team moved on to review Istation.

Istation

Business Specification

The team had serious concerns about the validity and reliability of the service as a universal screener because the results presented in the RFP was from a study using ISIP Early Reading that was conducted in five elementary schools from a north Texas school district. Some voting members questioned the study parameters and its transferability to NCEOG standards. While main classification study had a very good 'n' it again demonstrates predictive validity from one district in Texas. Classification accuracy data in the RFP Attachment 1 suggests very low sample sizes when determining AUC data. The team also felt that the RFP response didn't specifically address sub-group and like-peer group reporting features to assess progress. It would be hard to use the system for frequent monitoring needed for SLD policy compliance. Some of the voting team members were concerned with the reports noting effectiveness of core instruction. Group intervention effectiveness for supplemental support was also unclear in the proposal.

The team liked the use of a consultative approach described in the proposal to designing PD based on local needs. There were also strengths in the virtual modules offered. However, there should be more specifics for each content strand of PD offered. This needs to be clarified during negotiations.

Reporting Specification

Reporting appeared to be easy to use but there was limited specifics on the report to track service usage. There needs to be further negotiations on the SLA reports.

Technical Specification

It was clarified to the team that the architecture approach for this service was current. There needs to be clarification on the penetration testing and frequency.

With regards to service scaling it was pointed out that this service is not elastic, and it needs to be negotiated with the vendor during negotiations. The solution maps to CEDs but there still need to be negotiations in the use of SIF. The data transfer capabilities are not quite state of the art. Otherwise the TASD shows well.

There was a question about the physical audit of the data center by NCDPI. This question is irrelevant now because most SaaS service is hosted in the cloud. Although there was a unanimous "No" vote for this question, Sri and Tymica were advised to remove this question from the future RFPs.

Project Management Specifications

There were serious concerns about the proposed Project Manager. The resume shows training. However actual implementation experience is missing. The team agreed that negotiation Clarifications should be undertaken to probe deeper to see how the essential project management and technical roles will be staffed to ensure success.

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The team also agreed that clarification should be sought on how User Acceptance Testing (UAT) bug fixes will be conducted and should be incorporated in the plan.

SLA Specifications

There were questions around SLA availability and how the vendor reported that the 99.9% will be ensured during non-peak time. The team had questions around peak time availability. Clarifications need to be sought on the Tier 1 to Tier 3 support issue response time.

Negotiation Question

The following questions were noted for the vendor:

1. Need classification accuracy for a larger sample size
2. Reports to track service usage needs to be defined
3. The frequency and process for penetration testing to be clarified
4. Application performance monitoring should be elastic
5. Schedule to include UAT bug fixes timeframe and to incorporate timeframe for all deliverables
6. Project Management and technical resources to be clarified.
7. SLA Availability and SLA terms and conditions to be negotiated.

Overall ranking for Substantial Conformity

Based on the discussions among the evaluation team members, the voting team unanimously agreed with the following ranking for Substantial conformity to specifications:

1. Amplify Education Inc.
2. Istation
3. Curriculum Associates
4. NWEA

2. RFP Desired Specification

The RFP desired specifications were ranked for all the four vendors. The following is the summary from the discussions -

Amplify:

The team was uncertain about the ability to upload evidence of learning. This appeared to be a negotiation item and was not included as part of the proposed package. The team was split on Amplify's ability to incorporate a personalized blended approach to assessment and learning to meet the demands of diverse student populations.

The team liked the online and observation options that Amplify offered. They were also satisfied with Amplify's ability to assesses reading behaviors and print concepts of connected text.

Curriculum Associates

The voting members felt that the RFP response did not include clear measurement of print awareness for young children. They also agreed that this service did not provide the ability to upload evidence of student learning.

The team liked the easy to read reports and adaptive assessment.

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Istation:

The team was concerned about the capability of the system to provide personalized blended approach to meet the demands of diverse student population. Oral language assessment was unclear or missing. The vendor reported working on ways to use voice recognition for oral language and no specific test is yet developed. From page 8 of the RFP response, "Students' expressive language knowledge is captured by their ability to identify a rhyming word from an orally given target word", this was not convincing for the voting members. The RFP response also did not specify about constructed response type assessment features. There was also uncertainty for some members about the availability of touchscreen availability for students which was clarified by the technical team member as being available.

The team liked the adaptive nature of the assessment and how ISIP adjusts to each student's true abilities in early literacy to provide more accurate assessments and targeted, personalized instruction.

NWEA

According to the RFP response, Expressive language is "not directly assessed. With the inclusion of audio on our grades K–1 tests, we can assess more of the receptive components of oral language, including grammar, vocabulary, and syntax. Additionally, our grades K–1 assessment measure speaking and listening standards through questions about text read aloud and describing people, places, things, and events." Based on this response, the team had concerns about the capability of the system to provide personalized blended approach to meet the demands of diverse student population. Teaching modalities were not specifically stated in the RFP.

The team was concerned about the vendor not providing response time directly but stating that they are willing to negotiate.

The team liked the adaptive nature of the MAP assessment.

Summary

After discussion, the team voted on Desired Specification and the ranking is listed below:

1. Amplify Education Inc.
2. Istation
3. Curriculum Associates
4. NWEA

3. Proof of Concept/Demonstration

The Proof of Concept/Demonstration was ranked for all the four vendors. The vendors were ranked for the following three questions:

1. Demo Script Adherence
2. Ability to meet RFP Specification
3. Ability to meet legislated timeline for implementation

Amplify Education Inc.

The voting members were unanimous in agreement that Amplify's demonstration adhered to the demo script and expressed confidence in the vendor's ability to meet the RFP Specification. It was pointed out that if at all any with this vendor, the measures have to be scaled down to make it easier for educators and students. The team was confident that with the customizations that will be needed to scale back measures, the service can be implemented statewide for the 2019 – 2020 School Year.

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Curriculum Associates

The team was in agreement that some of i-Ready's processes demonstrated at the meeting was robust. However, they were split in their votes about i-Ready's adherence to the demo script. The team voted 6 Yes and 5 No for i-Ready's demo script adherence. i-Ready's oral reading fluency measure is currently not available, and the vendor had indicated that this measure will not be available until the 2021 School Year. During the demonstrations, the vendor tied the rapid naming which is needed to screen dyslexia to the fluency measure. Some of the voting members pointed out that rapid naming could be accomplished without WPM fluency measure. Some newer research uses object naming and number naming as a predictor.

In i-Ready's ability to meet the RFP specification one of the voting members voted Yes. However, the rest voted a No on their ability to meet the RFP specification.

The team unanimously voted all "No" on i-Ready's ability to implement for the 2019 School year because the vendor's proposal and subsequent clarifications followed a districtwide implementation model. Based on DPI's lessons learned in such a model, implementation requires more resources and more time. Also based on the vendor's clarification response, to achieve the 2019 School Year implementation at a minimum, the state will have to plan to supplement Fluency measures and work with the vendor to update the SAML integration capabilities and add additional regional and statewide roles. These enhancements with a district implementation model make implementation for 2019 School Year questionable.

Istation

The voting members agreed that Istation's demonstration showed that they had robust reporting capabilities.

The team was split on Istation's adherence to the demo scripts and voted 5 Yes and 6 No. Oral language is a new assessment; text fluency and oral language are not a part of the overall ability score. There is no pure measure of letter knowledge. Fluency is incorporated in MAZE and not included in the overall score.

The team voted 4 in favor and 7 against Istation's ability to meet the RFP specifications.

In their vendor demonstration clarification response, Istation mentioned that they have engaged with a third-party auditor to provide SOC 2 Type II attestation of their software application. This attestation is expected to be completed in a matter of months. This led to the question of delaying the approval of vendor award recommendation should this vendor be chosen for award. This had to be considered for the overall implementation timeline. The team unanimously agreed that this service can be implemented as such for 2019 School Year and voted 11 in favor of Istation.

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NWEA:

The team voted 6 in favor and 5 against NWEA's adherence to demo script. The key discussion point was the district implementation model and district by district rostering that was presented at the demo. The team felt that the demo was unclear on some of the activities that students complete for each measure. During the demo it was mentioned that MAP assessment is still being studied on the suitability as dyslexia screener. Also, there was a disconnect between the standards and the student questions during demo. Text complexity was mentioned during demo, but it was stated that only Lexile was used for this. Clusters were incorrect in several places in the demo.

Second graders can be benchmarked in different ways using K-2 or 2-5. There has to be appropriate policy in place for second grade assessment as the student should be in the same test for the calendar year. Also, to be considered, that the 2 – 5 level does not dip down to the foundational skills if needed.

Progress Monitoring is currently under development and being validated. MAP reading fluency for Progress Monitoring can be on demand. The biggest concern of the voting members were that the student transfer between districts is a manual process and would require upto 48 hours. The team unanimously voted "No" for NWEA's ability to meet the RFP specifications. They also voted 1 in favor and 10 against NWEA in their ability to meet the legislatively mandated deadline of 2019 School Year.

After this the team ranked the vendors:

1. Amplify Education Inc.
2. Istation
3. Curriculum Associates & NWEA (tied)

4. Vendor Cost Proposal

The Total Cost of Ownership (TCO) was determined for all the four vendors. This included the proposed cost and any additional costs indicated in the proposal. Certain vendors proposed alternate costs.

Accordingly, the TCO for each of the vendors is tabulated below:

Vendor	Amplify	Curriculum Associates	Istation	NWEA
Low Cost per student	$15.36	$8.08	$6.60	$21.14
High Cost per Student	$25.78	$22.48	$6.60	$21.14
Rank	4	3	1	2

The following assumptions were made in determining TCO:

1. In the case of Amplify the higher cost was chosen because the higher cost option had the appropriate professional development component.
2. In the case of Curriculum Associates the higher of the two cost was chosen because this cost included the Assessment and Instruction component.
3. In the case of Amplify, a total of 20,000 kits were assumed at $125 per kit. This cost was distributed for three years.
4. In the case of Curriculum Associates, in the demonstration clarification document with the statement that fluency will be offered from another vendor with no additional cost. There was also another statement to the effect "If we are selected for award, we understand there are many details to work out with NCDPI — not least of which will be cost. We anticipate the third-party fluency assessment purchase would be in line with

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currently available offerings, in the approximate $1/student/year range.". An additional $1 per student was added to account for fluency.

Since the solution required a headset, the business team decided that each device would require 4 headsets. TCO was arrived at assuming 26,000 RtA devices and $10 per headset.

5. Istation indicated that "While Istation recommends that students use headsets to reduce distractions during the assessment, they are not required", the business team decided that each device would require 4 headsets. TCO was arrived at assuming 26,000 RtA devices and $10 per headset
6. NWEA indicated that "MAP reading fluency requires each student to use an over-ear headset with a boom-style microphone.* Districts and Schools will be responsible for purchasing and providing these to students. Built in computer microphones and microphones in-line on a headset cord are not supported for administration of MAP reading fluency." The business team decided that each device would require 4 headsets. TCO was arrived at assuming 26,000 RtA devices and $50 per headset.

For cost ranking as indicated above the vendors were ranked as follows :

1. Istation
2. NWEA
3. Curriculum Associates
4. Amplify Education Inc.

5. Vendor Relevant Experience and Reference Checks

Constance Bridges walked the team through her reference checks results. Per the procurement guidelines, NCDPI reached out to every reference at least 3 times.

Three reference check responses were received for Amplify, Curriculum Associates and NWEA. Two of the three Istation references responded. All the references said the vendors have been highly responsive and have addressed all issues. All the respondents agreed that they will renew the vendor's contract and will refer them.

With this information, the voting members ranked all the vendors the same for Reference Checks.
Amplify, Curriculum Associates, ISKME and NWEA were ranked 1 for reference checks.

6. Vendor Financial Stability

Meera Phaltankar walked the team through the results of her Financial Analysis. She said all of the four vendors have good liquidity positions and she did not see any going concerns. Unqualified auditor's report was available for Curriculum Associates, Istation and NWEA. She was able to determine the quick ratio. Since the unqualified auditor's report was not available for Amplify she could not do the quick ratio.

Meera recommended that Curriculum Associates, Istation and NWEA are ranked number 1 and Amplify be ranked number 4 for financial stability.

Negotiation Question: If NCDPI proceeds further with Amplify the company's unqualified auditor's report should be received.

Based on Meera's recommendation, the team ranked Curriculum Associates, Istation and NWEA as number 1 and Amplify number 4 for Financial Stability.

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Final Ranking

The team completed ranking of the four vendors and the outcomes are given below –

Consensus Meeting							
Vendors	1. Substantial conformity to solicitation specification	2. RtAD SaaS Desired Specifications	3. Proof of Concept/ Demo	4. Vendor Cost Proposal	5 Strength of References	6. Vendor Financial Stability	Phase 1 Rank Order
	Rank	Rank	Rank	Rank	Rank	Rank	
Amplify Education Inc.	1	1	1	4	1	4	**1**
Curriculum Associates	3	3	3	3	1	1	**3**
Istation	2	2	2	1	1	1	**2**
NWEA	4	4	3	2	1	1	**4**

After this the team deliberated the merits of the services reviewed as summarized below and reconfirmed the ranking. In summary, the team expressed unanimous agreement with the ranking outcome above.

In the case of Amplify Education Inc., the service provides online assessment as well as observational assessment. Online assessment is available for students with appropriate self-regulation and computer skills; teachers continue to have the option to directly assess/observe students who are in need of regulation. This is especially critical because this read to achieve solution is expected to assess the pre-reading and reading behavior of students. The target population for this assessment is K-3 students. The students may come from different socio-economic background and ethnicity. The core measures of DIBELS have always been recognized as valid and reliable screener for risk factors for dyslexia. This will satisfy the needs of HB 149 without overburdening the School Districts to develop or identify additional tools for dyslexia screening.

The online assessment takes about 17 minutes and the observation assessment about 12 minutes. However it has be remembered that the observational assessment takes 12 minutes per child and the online assessment can be group assessed.

This assessment is available offline.

The issue of using developers in Ukraine for coding should be further discussed with DIT and Legal. Further clarification is needed from the vendor including identifying all associated risks.

In the case of Istation who came second in ranking oral language is a new assessment; text fluency and oral language are not a part of the overall ability score. There is no pure measure of letter knowledge. This service does not satisfy the needs of HB 149 to act as a valid and reliable screener for dyslexia. Consideration should be given to how much the teachers may be overburdened by using different assessments for dyslexia and the read to achieve legislation. The school districts could be challenged to develop or identify tool to satisfy the dyslexia legislation. The assessment is also not diagnostic in nature in that it expects teachers to be diagnosticians. Also, this assessment takes about 40 minutes for assessment and progress monitoring.

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The service allows recording students and playing back. The team also agreed that most schools have at least about 2 computers (Chrome book and iPad) per class.

Additionally, the parent letters that are required to be sent home for the child requires manual entry of student data and this time should also be taken into account while considering the instructional time taken away from teachers.

Next Steps:

The budget bill authorizes the State Superintendent to supervise and approve the vendor selection. As directed by the budget bill, the business owners will collaborate with the State Superintendent to inform him about the ranking and understand his priority. The meeting was adjourned and the evaluation team was notified that they will be notified of the next steps after meeting with the State Superintendent.

Action items resulting from the meeting follow.

Action Items

Item	Assignee	Due Date	Status
Confirm the process with the State Superintendent	Tymica	12-5-18	
Notify the evaluation team about the next steps based on guidance received from Procurement	Sri	12-15-18	

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Public Schools of North Carolina

Read to Achieve Diagnostics - Software as a Service

Proposal Evaluation KickOff Meeting

RFP CANCELLED

Dr. Pam Shue & Dr. Amy Jablonski
October 5, 2018 1:00PM

Agenda

1. Introduction
2. Project Background and Objective
3. Evaluation Team Composition
4. Evaluation Ground Rules
5. Proposal Evaluation Process
6. Reminders to ensure success
7. Accessing Evaluation Team Site
8. Questions
9. Wrap Up

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Project Background

The purpose of this project is to pursue a competitive bidding process as enacted in Session Law 2018-5; by the Office of the State Superintendent (OSS) to find the best solution(s) for a formative, diagnostic assessment for the Read to Achieve diagnostics and to satisfy obligations outlined in NC House Bill 149 to screen students for dyslexia in grades K,1,2,3.

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Project Background

North Carolina state law requires kindergarten through third grade students to be assessed with valid, reliable, formative and diagnostic reading assessments. NCDPI is obligated to provide these developmentally appropriate assessments. Further pursuant to state law, the solution must assess student progress, diagnose difficulties, inform instruction and remediation, and yield data that can be used with the Education Value-Added Assessment System (EVAAS).

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Project Background

The assessments should also support –

- Multi-Tiered System of Support
- Dyslexia
- Specific Learning Disability Policy

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RFP Evaluation Objective

To complete the RFP evaluation and select the finalist by November 14th, 2018 in order to conduct further negotiations and award the contract on or before January 31st, 2019.

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Evaluation Team Composition

The evaluation team is composed of

- Voting Members
- Non-Voting Members (who are Subject Matter Experts)

The specific role of each of these groups are discussed in the following slides

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Evaluation Team –Voting Members

Evaluation Team Member	Organization	Role	Title
Pond, Karl	NCDPI Enterprise Data & Reporting	Voting Member	Enterprise Data Manager
Jablonski, Amy	NCDPI Integrated Academic & Behavior Systems	Voting Member	Director, Integrated Academic and Behavior Systems
Shue, Pamela	NCDPI Office of State Superintendent	Voting Member	Associate Superintendent for Early Childhood Education
Berry, Erika	NCDPI Office of State Superintendent	Voting Member	Senior Policy Advisor
Gossage, Chloe	NCDPI Office of State Superintendent	Voting Member	Chief Strategy Officer
Belcastro, Rebecca	NCDPI K-3 Literacy	Voting Member	K-3 Literacy, Piedmont-Triad Consultant
Whitford, Abbey	NCDPI K-3 Literacy	Voting Member	K-3 Literacy Northeast Consultant
Laney, Susan	NCDPI Integrated Academic & Behavior Systems	Voting Member	Integrated Academic and Behavior Systems Consultant, Research and Evaluation Specialist
Loeser, Lynne	NCDPI Exceptional Children	Voting Member	Statewide Consultant for Specific Learning Disabilities and ADHD
Day, Kristi	NCDPI K-12 Standards, Curriculum and Instruction	Voting Member	Interim Section Chief for ELA
Parrish, Tonia	NCDPI K-3 Literacy	Voting Member	K-3 Literacy Consultant
Johnson, Mia	NCDPI K-3 Literacy	Voting Member	K-3 Literacy Consultant
Karkee, Thakur	NCDPI Accountability Services	Voting Member	Psychometrician
Dewey, Cynthia	NCDPI Office of Early Learning	Voting Member	K-3 Education Consultant
Hoskins, Matt	NCDPI Integrated Academic & Behavior Systems	Voting Member	Integrated Academic and Behavior Systems Consultant, Research and Evaluation Lead Consultant

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Prerequisites: All Evaluation team members must sign and submit the confidentiality and conflict of interest forms.

Evaluation Team – Non-Voting Members

Evaluation Team Member	Organization	Role	Title
Dunn, Tymica	NCDPI Purchasing	Non-Voting SME	Procurement Specialist
Lowe, Linda	NCDPI Technology Services	Non-Voting SME	PMO Manager
Viswanathan, Srirekha	NCDPI Technology Services	Non-Voting SME	Project Manager
Snider, Eric	NCDPI State Board of Education	Non-Voting SME	Attorney
AlHour, Julien	NCDPI Technology Services	Non-Voting SME	Director, Technology Services
Hunt, KC	NCDPI Technology Services	Non-Voting SME	Information Security Officer
Phaltankar, Meera	NCDPI Financial Services	Non-Voting SME	Director, Financial Services
Hodge, Gin	Buncombe County Schools, Instructional Coach	Non-Voting SME	County Instructional Coach
Lanier, Claudia	NCDPI K-3 Literacy	Non-Voting SME	K-3 Literacy, North Central Regional Consultant
Moates, Courtney	New Hanover County Schools	Non-Voting SME	MTSS Instruction Specialist
Cantey, Joy T	Guilford County Schools	Non-Voting SME	Director of K-12 Literacy
Reap-Klosty, Darlene	Chatham County Schools	Non-Voting SME	MTSS Instructional Program Facilitator
Anselmo, Giancarlo	Cleveland County Schools	Non-Voting SME	School Psychologist
Roberts, Amy	Cabarrus County Schools	Non-Voting SME	
Wilkes, Deborah	Cumberland County Schools	Non-Voting SME	ESL Coordinator
Cooper, Shaunda	NCDPI Office of Charter Schools	Non-Voting SME	Education Consultant
Tomberlin, Thomas	NCDPI School Research, Data and Reporting	Non-Voting SME	Director
Pilonieta, Paola	UNCC	Non-Voting SME	Associate Professor, Coordinator of the Undergraduate Reading Program

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Prerequisites: All Evaluation team members must sign and submit the confidentiality and conflict of interest forms.

Evaluation Voting Team Member Roles

Consists of representatives from DPI who are required to participate in all evaluation meetings for the entire RFP evaluation process from start to finish:

- Review RFP objectives prior to beginning evaluations
- Participate in demos/orals
- Review each responsive proposal and record strengths, weaknesses and clarification questions
- Notify Project Manager of Clarification questions or concerns that arise
- Through team consensus based on proposal review and demo, rank each proposal relative to other proposals to determine Finalists (short list)
- Participate Best And Final Offers (BAFOs)
- Select and Recommend Vendor(s) for contract award

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Evaluation Non-Voting Team Member Roles

Consists of representatives from DPI, LEA and IHE who supplement knowledge and provide feedback to Evaluation Team. The evaluation team will require advisors skilled in a variety of technical fields.

- Review business, legal, technical, security, project management and procurement aspects of proposals
- Ensure project schedule is adhered to.
- Review financial statements to determine level of financial risk (high, medium, low)
- Provide guidance on cost evaluation
- Provide inputs on business, technical, financial, reference check and project management aspects of the RFP.

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RFP Evaluation Ground Rules

- **Contact outside of Evaluation Team**
  - Procurement initiates ALL communication to/from vendors
  - No discussion permitted with co-workers, managers, family members or *anyone else outside of the Evaluation Team (unless authorized and signed Conflict of Interest and Disclosure and Confidentiality Agreement forms are on file)*
  - Do not speak to any vendor about the RFP, responses or the selection process
  - All questions and clarification points that arise throughout the process must go through Procurement Specialist
  - Procurement Specialist will establish contact with Vendor(s) and make arrangements for conference calls, webinars, face-to-face meetings, etc. as appropriate
  - Proposals must be treated as confidential and proprietary
  - Proposals and evaluation team materials including any portable storage devices, **must remain locked and secure** when you are not reviewing them
  - Evaluation Team members should refrain from sending email messages that contain proposal information, ranking or any other information that must remain confidential. Any clarifications can be posted in the individual folder assigned in SharePoint and email sent to the Project Manager.

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General Guidelines for Evaluation

Public Record:

- As an Evaluation Committee member you are accountable for everything you write and do regarding the RFP, each Proposal and the evaluation process. Proposal evaluations are part of the RFP and contract files, and as such, are public records, including the names of the Evaluators.
- Proposers may request to review evaluations of all Proposals may use the information to submit a protest. In addition, Proposers are entitled to ask for a debriefing and Evaluation Committee members could be required to attend and explain scoring.
- Any member of the public may also request to review all documents relating to the RFP process in compliance with North Carolina's public records law.
- Written comments will be disclosed to any requesting party as part of the public record.
- Please do not transmit any confidential proposal related details via email. If you need clarifications, please send an email to the Project Manager and the Project Manager will contact you to find out more.
- In SharePoint each evaluator has a folder assigned to them. Please upload a document with questions or clarifications and send a SharePoint message to the Project Manager.

RFP CANCELLED

Proposal Evaluation Process

1. Proposal Opening
2. Check for Initial Purchasing Office Review Responsiveness
3. Kick-Off Meeting ★
4. Proposal Evaluation – Phase 1 (Competitive Range)
    a. Vendor Demos (record demo script & ask questions)
    b. Individual Review & Recording Strengths, Weaknesses, Clarifications
    c. Team Review of Compiled S,W,C; Initial Consensus Ranking
    d. Formal Clarification Questions to Purchasing for Vendor Responses
    e. Conduct In-depth Reference Checks
        i. Assess K3 Solution Relevance & Experience
    f. Consider Total Cost of Ownership, Relevance, Confidence
    g. Team consensus and 'Short List" Finalists for BAFO
5. Best And Final Offers (BAFOs) – Phase 2
6. Award Recommendation Package

RFP CANCELLED

RFP Process Completed so far

1. Bid Opening on 10/02/2018
2. The following bidders have sent their proposals –
    i. Amplify Education Inc.
    ii. Curriculum Associates
    iii. Imagination Station Inc.
    iv. NWEA
3. Initial responsiveness evaluation update from Procurement –
    i. Amplify Education Inc.
    ii. Curriculum Associates
    iii. Imagination Station Inc.
    iv. NWEA
4. The responsive bidder response has been published in SharePoint.

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RFP Evaluation Criteria

The evaluation criteria included in the RFP is listed below. The criteria at the top of the list are relatively more important than those at the bottom of the list.

1. **Substantial Conformity to Solicitation Specifications** – Refer Attachment A ; Tables A, B, C, D and E
2. **RFP Desired Specification** - Refer Attachment A Table F
3. **Proof of Concept/Demonstration –** Responsive Vendors
4. **Vendor Cost Proposal –** Refer Attachment A Table G
5. **Vendor Relevant Experience and Reference Checks -** See Section III **– Paragraph 14.**
6. **Vendor Financial Stability -** Refer Section V Paragraph 3

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RtAD RFP proposed Evaluation Schedule in scope

There will be additional Conference call meetings as needed

Kick-off Meeting	**10/05/18**	**1:00pm-3:00pm**	**NCDPI – Room 504**
Vendor Demonstrations	**10/22/18 & 10/23/18**	**8am – 5pm**	**NCDPI – State Board Room (7th floor)**
Consensus Meeting	**11/19/18 & 11/20/18**	**8am - 5pm**	**NCDPI - Room 504 (11/19) & State Board Room (7th Room)**
Best and Final Offer (BAFO)	**From 11/26/18 to 12/14/18**	**TBD**	**NCDPI – Conference Calls**

- Return the Demo Scripts with review feedback no later than October 10th.
- Please complete your review of proposals for consensus meeting by November 8th to allow time for compilation of results.

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Proposal Evaluation – Phase 1

Vendor Demonstrations

- Vendor demonstration scripts will be shared with all evaluators on 10/8/18.
- Please review and provide your feedback no later than 10/10/18
- Each Evaluation Team Member and Non-voting SME will closely observe product demonstrations and Vendor presenters to document additional strengths and weaknesses of the solution and team.
- Tymica Dunn will issue a Clarification Document to Vendors the day after the onsite demonstrations to obtain written documentation of the demo session.
- Evaluation Team members can leverage 30-day trial licenses to further assess solution(s) as needed, trial period allows access to proposed solution features, customer tools, user guides and training materials

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Individual Proposal Evaluation

All responsive proposals are available in the RtA Evaluation SharePoint .

Evaluation Committee Members will be expected to:

- Read the RFP and all Addenda.
- Read each Proposal and independently review and respond to questions in the checklist.
- Include strengths and weakness observed during demonstrations and vendor clarifications to further your review feedback.
- Evaluate Proposals based only on the responses in the RFP and vendor clarifications.
- Complete the checklist provided by 11/8/2018 in preparation for the Evaluation Committee Consensus meeting.

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Rationale for Scoring

- Each evaluator will be provided an excel workbook to document their feedback in a consistent manner.
- In the checklist, the specifications are listed as recorded in the RFP.
- In the column 'Meets Requirements'
  - **Yes** indicates that the vendor has addressed the specification and the evaluator is satisfied.
  - **No** indicates that the vendor has not addressed the specification in the RFP Response
  - **MayBe** indicates that the response is unclear and that the evaluator needs further clarifications
- Document Strengths and Weakness of each specification in their appropriate columns.
- Any ambiguities should be noted down in the Clarification column

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Consensus Meeting on November 19th and 20th

- After all the Evaluation Committee members have completed their checklist, the Evaluation Committee will meet to jointly discuss the merits of each Proposal.
- It is not necessary that the voting members concur on any given point, however, this meeting is an opportunity for Evaluation Committee members to discuss as a group with input from SMEs and ideally reach a group agreement to rank the vendors.
- Based on the ranking during the consensus meeting the finalist vendors will be selected for Best and Final Offers (BAFO) negotiation.

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Team Consensus Ranking Methodology

Team Consensus Ranking, Clarifications & Finalist Selection

- Support for cost analysis will be provided, as you review proposals pay attention to areas that may increase cost or result in savings relative to other proposals
- Outcomes from In-depth Reference Checks will be provided to the Evaluation Team
- The Project Manager will compile all recorded strengths and weaknesses and validate them against vendor clarification responses where appropriate before the team meets for consensus ranking
- Evaluation Team Members and Non-voting SMEs will review the compiled strengths, weaknesses, cost analysis and clarifications
- Everyone will meet and the voting members will conduct a consensus ranking to make recommendations for vendor finalist(s) for live product demonstration
- Timely approval from the voting members on the consensus meeting notes and demonstration script is very important.

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Best And Final Offers (BAFOs) – Phase 2

- Purpose of BAFO step is to:
  - allow bid offerors to revise their offers; revisions may apply to price, schedule, technical requirements or other terms of the proposed contract
  - respond to any errata in the vendor's proposal
  - obtain the Vendor's best and final cost offer
- Evaluation Team will narrow Finalist list down before beginning the BAFO process to preferred and possibly second preferred Vendor
- Procurement Specialist will coordinate Legal reviews as appropriate
- Negotiation meetings are allowed during BAFO and when the committee and the evaluation team is comfortable, a single BAFO meeting is conducted to finalize discussions and obtain approval.

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Award Recommendation Package

- Evaluation Team and Project Manager prepares Award Recommendation Package with supporting documentation to justify the best value decision.
- Award recommendation with supporting details will be presented by Project Manager to the Voting Members and DPI Leadership for review and approval. Upon approval, the Project Manager submits to award recommendation package to the Procurement Specialist and Legal Counsel.
- The Procurement Specialist prepares the Award Recommendation Letter with supporting details and submits to DIT for permission to award the contract(s).

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Reminders to Ensure Success

- Failure to adhere to the ground rules may compromise the entire RFP process
- If you have any questions about what is and is not permissible, please contact the Project Manager.
- The less information you share with those not on the Evaluation Team (or others required to support the decision-making process) the better
- A document with contact information has been posted in the project SharePoint repository. Please provide your contact information including alternate phone numbers to call or text incase of need.

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RFP Deliverables (part of public record)

1. Request for Proposal and Responses
2. Evaluation Team (Names, Business Title and Role in the evaluation)
3. Confidentiality Agreement and Non-Disclosure Forms by all evaluation team members
4. Kickoff Meeting Presentation and Minutes
5. Evaluation Checklists
6. Team Consensus Ranking
7. Meeting Minutes from the Consensus Meetings (approvals from all voting members are required on these documents)
8. Demonstration Script
9. Demonstration Vendor Clarification
10. Best and Final Offer documentation
11. Contract Award Recommendation Document

RFP CANCELLED

Evaluation Document Repository

- Evaluation Team Members have been granted access to the SharePoint site.
- Each member has an assigned folder with their name to which only the evaluator has access.
- For non DPI users please use your Microsoft credentials to login.

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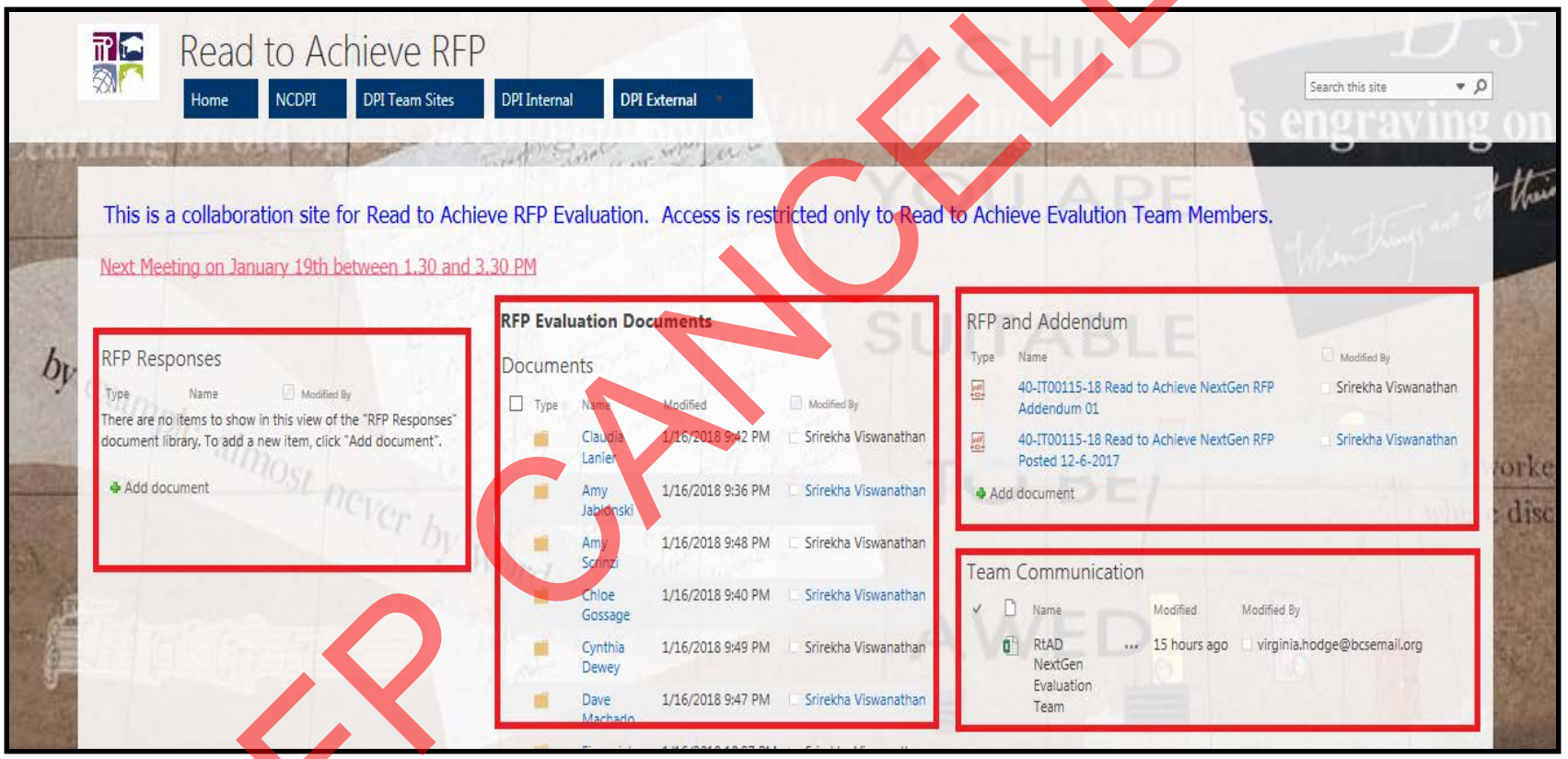
Evaluation Document Repository



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Evaluation Checklist

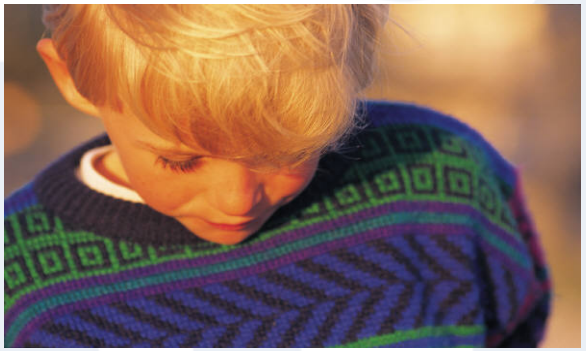
- Each evaluator has a workbook per vendor in their assigned folder.
- Each workbook has two worksheets –
  1. Substantial Conformity Evaluation
  2. Desired Specification Evaluation
- Please document the strengths, weakness and clarifications of the service as identified in the proposal.

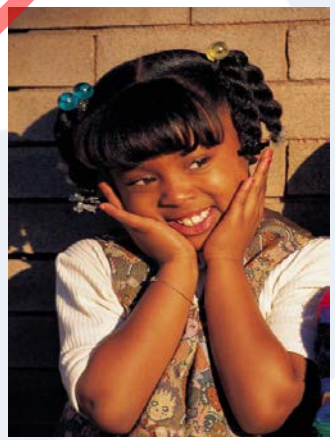
RFP CANCELLED

Questions

RFP CANCELLED

- Questions??
- Wrap Up





RFP CANCELLED

Read to Achieve - Evaluation Checklist for Substantial Conformity to Technical Specifications

Evaluators : _____

Index	Evaluation Specification - Technical Specification	Amplify Education Inc. Meets Requirements	Curriculum Associates Meets Requirements	Istation Meets Requirements	NWEA Meets Requirements	Comments
TS-001	Describe how the proposed solution is compatible with common digital devices including mobile and desktop devices. Describe any differences in the mobile offerings.	Yes	Yes	Yes	Yes	
TS-002	Please include a preliminary Technical Architecture System Design (TASD) document (https://ncit.s3.amazonaws.com/s3fs-public/documents/files/Technical%20Architecture%20System%20Design%20Template.doc) that illustrates the proposed solution. (Describe in the TASD how the items outlined in this attachment are expected to be addressed with due consideration for all specifications in this document. Provide supporting narrative, appropriate technical diagrams depicting the flow of data and system architecture.)	Yes	Yes	Yes	Maybe	
TS-003	The preliminary TASD submitted with RFP response is expected to be revised after solution delivery to ensure the "as designed" and "as delivered" solution still conforms to NCDPI and NCDIT standards. Any architectural or security changes require NCDPI and NCDIT approval. Describe your proposed approach for meeting this specification.	Yes	No	Yes	Yes	
TS-004	Describe how the proposed solution aligns with State Technical Architecture (STA): https://it.nc.gov/services/it-architecture/statewide-architecture-framework	Yes	Maybe	Yes	No	
TS-005	Describe the following in the TASD referenced in Spec # 2 - •Availability, •Securability, •Scalability and •Interoperability	Yes	Yes	Yes	Yes	
TS-006	This service will be classified as "Program Critical/Moderate" based on the sensitivity of data used, the security controls under the "Moderate" category column need to be implemented. The vendor's security policy should include all the control categories as specified under "Moderate" classification. Please refer to pages 4 through 10 for the security control baselines table in the State Information Security Manual document. For example, AC-1 (Access Control Policy and Procedures) under "Access Control" Family/Category is discussed in detail in the NIST 800-53 document. NC Statewide Information Security Manual - https://it.nc.gov/documents/statewide-information-security-manual a) Describe how you will ensure compliance to the NC Statewide Security Manual.	Yes	Maybe	Yes	No	
TS-007	Describe how the proposed service protects PII and FERPA data. Include details related to security of data stored at the vendor's site as well as any server security policies.	Yes	Yes	Yes	Maybe	
TS-008	Describe the Vendor's proposed hosting site. All hosting sites must reside in the continental United States of America. Include in the hosting description answers to the following questions: i. Who is the hosting provider? ii. Where is the primary site? iii. Where is the disaster recovery site? iv. Are the hosting facilities compliant with applicable governance (such as FERPA, PII, or SAS 70 certification)? If yes, please provide copies of the most recent audit(s).	Yes		Yes	Yes	
TS-009	Describe how penetration testing is done and the current frequency.	Maybe	No	Maybe	Yes	
TS-010	Describe the proposed solution's system management practices with information on security patching. How often servers are patched, and what the Vendor's methodologies are for handling patching?	Yes	Yes	Yes	Maybe	
TS-011	Describe what processes the Vendor has in place to allow the NCDPI to audit the physical environment (could apply to production, secondary site, etc.) where the application/service is hosted. The NCDPI reserves the right to audit the physical environment.	No	No	No	No	

DEPARTMENT OF PUBLIC INSTRUCTION

TS-012	Describe how encryption is used within the application. Include in your description whether database encryption, network encryption (e.g. SSL, IPsec, SSH, SFTP/FTPS, etc.), data-at-rest/data-in-motion encryption, and/or backup encryption are used. If the proposed solution uses any of the foregoing types/methods of encryption, describe the encryption.	Yes	Yes	Yes	Yes
TS-013	Describe the Vendor's process for handling and notifying a breach of FERPA; PII and other non-public data.	Yes	Yes	Yes	Yes
TS-014	Describe the security auditing and related capabilities in place. Refer to State Security Manual referenced above.	Yes	Yes	Yes	No
TS-015	Describe any proposed system security provisions not already addressed above.				
TS-016	Currently NCDPI has about 26,000 K-3 staff and 500,000 K-3 students. Describe how the proposed solution will scale without impacting performance.	Yes	Maybe	Maybe	Yes
TS-017	Describe how the proposed solution can integrate with NCDPI's Identity and Access Management (IAM) Service. Here is a brief description of the integration methodology using NCEdCloud.	Maybe	Yes	Yes	Maybe
TS-018	Describe how the proposed solution restricts access to users. What are the various attributes to restrict access and maintain confidentiality. Define their hierarchy and hierarchy attributes.	Yes	Yes	Yes	Maybe
TS-019	Describe the proposed system's data integration capabilities with other NCDPI authorized system(s). Explain how your solution consumes and publishes data with other solutions. Define the integration priorities and integration interface. Planned data integration points may include but are not limited to Student Information System (student enrollment, transfers across districts, dual enrollment, summer camps, teacher data, school calendars, etc.), Every Child Accountability Tracking System and State Operational Data Store (SODS). List all other products (suite) that may integrate with the service and the mechanism of integration.	Maybe	Yes	Yes	No
TS-020	Describe how the proposed solution is aligned with CEDS.	Maybe	No	Yes	No
TS-021	Describe the solution's use of SIF.	No	No	No	No
TS-022	Provide a list of data elements currently in the system.	Yes	Yes	Yes	No
TS-023	Describe in detail the ETL process in place.	Yes	Yes	Yes	Maybe
TS-024	Describe in detail the items and services to be covered under operational maintenance and support of the proposed solution.	Maybe	Yes	Yes	No
TS-025	Describe in detail the data conversion processes to migrate detailed historical data and setup new students. Historical data should be retained for a minimum of four years based on current retention requirements and can be updated depending on need. This information can include previous assessment data and student information data.	Yes	Maybe	Yes	No
TS-026	Describe your capabilities and approach for transitioning the NC K-3 assessment data to the State at the end of the subscription service should NCDPI decide to end the use of the service in the future. Include what format the data will be provided e.g. Excel, Comma Delimited.	Yes	Maybe	Yes	Maybe
TS-027	NCDPI will provide student and staff information which should be used as a system of record for students and staff. Describe the proposed solution's data processing, cleansing and security process envisioned for NCDPI. Include any data transformation, data latency messaging capabilities.	Yes	Yes	Yes	No
TS-028	All K-3 Assessment results (benchmark and progress monitoring) will be reported back to NCDPI or systems authorized by NCDPI. Describe your current data transfer capabilities using state of the art protocols and services. Describe the system's ability to recover from failed or partial data transfer and your current notification process for the same.	No	Yes	Maybe	Maybe
TS-029	NCDPI will be involved in User Acceptance Testing (UAT) prior to initial deployment and testing enhancements before each planned release or adhoc bug fixes. Describe the vendor's software delivery process including the types of testing undertaken and Test Environment Management Process in supporting application releases and project delivery.	No	Yes	No	No

RFP DOWNLOADED

TS-030	Describe how the proposed solution conforms to current accessibility standards, including Section 508, W3C WCAG 2.0, in accordance with N.C.G.S. § 168A-7 and the Code of Federal Regulations (CFR) at 28 CFR parts 35 (title II) and 36 (title III).	Maybe			
TS-031	Describe the vendor's disaster recovery plan including the current Recovery Time Objective (RTO) and Recovery Point Objective (RPO)	Yes		Yes	Maybe
TS-032	Describe the vendor's capability to provide Tier 1 through Tier 3 customer support and help desk capabilities for school districts to provide a unified single point of contact assistance with Technical issues. Describe the industry standard that is adopted for support.	Maybe		Yes	Maybe
TS-033	Describe your proposed process for collecting and prioritizing user feedback and providing NCDPI a roadmap for enhancements and changes every quarter.	Maybe	Maybe	Yes	
TS-034	Provide the minimum hardware, software and network bandwidth requirements for optimal performance of the proposed solution. Also indicate the sunsetting plan.	Yes		Yes	Yes
TS-035	Provide a 3rd party attestation, one of the following based on the system proposed: SOC2 Type II, SSAE-16, FEDRAMP, ISO 27001	Yes	No	No	No
TS-036	Provide completed Vendor Readiness Assessment Report (VRAR) – https://files.nc.gov/ncdit/documents/files/Vendor-Security-Assessment-Guide-v3.pdf	No		No	Maybe

Yes	22	17	26	9
Maybe	8	6	3	11
No	5	6	5	13

RFP CANCELLED

Read to Achieve - Evaluation Checklist for Desired Specification Evaluation

Vendor : ___NWEA_____

Evaluators : __Voting Members_____

Index	Evaluation Specification - Desired Specification	Voting Me Meets Req	Voting Me Meets Req	Voting Me Meets Req	Voting Me Meets Req	Voting Me Meets Req	Voting Me Meets Req	Voting Me Meets Req	Voting Me Meets Req	Voting Me Meets Req	Voting Me Meets Req	Voting Me Meets Req	Vote Count Before Consensus Yes	No	Maybe			
DS-001	The Vendor's RtAD SaaS Solution may provide touchscreen functionality to conduct student assessments on supported devices.	Yes	Maybe	Yes	Yes	Maybe			Yes	Yes	Yes	Yes	7	0	2	7	0	2
DS-002	Support at least 99.9% uptime availability. However, if the vendor proposal is recommended by the evaluation team to the competitive range, all SLA terms may be negotiated at that time.	Maybe			Maybe	Maybe			Maybe	Maybe	Yes	Yes	2	0	5	2	0	5
DS-003	Support 3 to 5 second or less web page response times. However, if the vendor proposal is recommended by the evaluation team to the competitive range, all SLA terms may be negotiated at that time.	Maybe			Maybe	Maybe			Maybe	Maybe	Maybe	Maybe	0	0	7	0	0	7
DS-004	Incorporates a personalized blended approach to assessment and learning, including multiple teaching and assessing modals to meet the demands of diverse student populations with a wide range of learning needs.	No	Yes	Yes	Maybe	Maybe			Yes	No	Yes	Yes	5	2	2	5	2	2
DS-005	The assessment system incorporates innovative and evidence-based approaches utilizing assessment results to assist in recommending instructional strategies. Describe the system's capability to provide on demand (real time) assessment data and instructional strategies recommendation.	Maybe	Maybe	Yes	Yes	Maybe			Yes	Maybe	Yes	Yes	5	0	4	5	0	4
DS-006	Electronic student, class, school, and district reports on assessment results to help all educators make instructional decisions based on the data, including a report that tracks student progress/growth.	Yes	Maybe	Yes	Yes	Maybe			Yes	Yes	Yes	Yes	7	0	2	7	0	2
DS-007	Online professional development options for teachers and administrators pertaining to the use of the assessment system and how to analyze and use the data to make informed instructional decisions for students.	Yes		Yes	Yes	Maybe			Yes	Yes	Yes	Yes	7	0	1	7	0	1
DS-008	Describe how your solution provides communications to parents including the ability to generate strategies/tools for them to be able to help their children at home. Explain the research and vetting process for these recommendations.	No		Yes	Yes	Maybe			Yes	No	Yes	Yes	5	2	1	5	2	1
DS-009	Describe how the proposed solution includes a constructed response feature for responding to text dependent questions (NAEP) - https://nces.ed.gov/nationsreportcard/	No			No	No			No	No	no	No	0	7	0	0	7	0
DS-010	Describe the proposed service's ability for authorized users to upload evidence of learning.	No	No		No	No			No	No	no	No	0	8	0	0	8	0
DS-011	Describe the proposed service's ability to maintain a portfolio of student's ongoing development over time.	Yes	No	maybe	Yes	Yes			Yes	Yes	yes	Yes	7	1	1	7	1	1
DS-012	Describe how the proposed solution approaches print awareness for young children.	Maybe	Maybe		Maybe	maybe			Yes	Maybe	no	Yes	2	1	5	2	1	5
DS-013	Describe other open standards (other than CEDS defined in Technical Specification #20) that are used for interoperability.	Maybe			Maybe	maybe				Maybe			0	0	4	0	0	4
DS-014	Describe the open standards that can be used for interoperability with your service.	Maybe			Maybe	maybe				Maybe			0	0	4	0	0	4
													47	21	38	47	21	38

PRELIMINARY DRAFT

Vendor : ___NWEA_____

Evaluators : _____Voting Members_____

Index	Evaluation Specification - Business Specification	Voting M	Voting Me	Voting Me	Voting Me	Voting Me	Voting Me	Voting Me	Voting Me	Voting Me	Voting Me	Voting Me	Vote Count Before Consensus					
		Meets Re	Meets Req	Meets Req	Meets Req	Meets Req	Meets Req	Meets Req	Meets Req	Meets Req	Meets Req	Meets Req	Yes	No	Maybe			
BuS-001	Describe how the proposed solution directly assesses reading and pre-reading behaviors to support student's learning development at the various grade levels to inform instruction, including any observation-based practices if applicable: a.oral language (expressive and receptive) b.phonological and phonemic awareness c.phonics d.vocabulary e.fluency f.comprehension	No	Yes	Yes	No	Maybe	Yes	Yes	Maybe	Maybe	No	Yes	5	3	3	0	7	4
BuS-002	Describe how the proposed solution measures accuracy and rate for grades K, 1, 2, 3 (oral language, phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension) including any observation-based practices if applicable	Maybe	Yes	Yes	Maybe	Maybe	Maybe	Yes	Maybe	Maybe	Maybe	Yes	4	0	7	4	0	7
BuS-003	Describe the validity and reliability of the assessment in the following areas: a.oral language b.phonological and phonemic awareness c.phonics d.vocabulary e.fluency f.comprehension	Maybe	Yes	Yes	Maybe	Maybe	Maybe	Yes	Yes	Maybe	No	Yes	5	1	5	1	6	4
BuS-004	Describe how the proposed solution meets the requirements for a universal screener, including the following: a.reliability at .80 or higher and concurrent or predictive validity at .60 or above b.benchmarking that provides large scale norm groups and/or research-based criterion c.adequate sensitivity and classification accuracy d.multiple equivalent forms of screening assessments that enable the teacher to gauge short term growth	No	Maybe	Yes	Maybe	Maybe	Maybe	Yes	Yes	No	No	Yes	4	3	4	4	3	4
BuS-005	Describe how the assessment identifies and reports students who may need intervention and enrichment.	Yes	Yes	Yes	Maybe	Yes	Yes	Yes	Yes	Yes	No	Yes	9	1	1	4	3	4
BuS-006	Describe how the following characteristics for progress monitoring between benchmarks are met by the proposed solution:	No	Maybe	Yes	Maybe	Maybe	Maybe	Yes	Maybe	No	No	Yes	3	3	5	0	10	1
BuS-007	Describe how the proposed solution will be able to assess progress based on large scale norm groups and/or research-based criteria for district, school, grade level, class, group, individual, sub-group, and like peer group (refer to NC SLD policy https://ec.ncpublicschools.gov/2020PolicyAddendum.pdf)	Maybe	Maybe	Yes	Maybe	Maybe	Maybe	Yes	Maybe	Maybe	No	Yes	3	1	7	3	1	7
BuS-008	Describe how the measures align with best practices and adequately and accurately identify indicators of risk for dyslexia in grades K-3 as outlined in NC Session Law 2017-127.http://www.ncleg.net/Sessions/2017/Bills/House/PDF/H149v4.pdf	No	Maybe	Yes	No	Maybe	No	Yes	Maybe	No	No	Maybe	2	5	4	0	11	0
BuS-009	Describe how the system uses developmentally appropriate practices to assess K-3 students.	No	Yes	Yes	Maybe	Maybe	Maybe	Yes	Yes	No	No	Yes	5	3	3	2	3	6
BuS-010	Describe how the system incorporates educators and/or students using digital devices to assess reading and pre-reading behaviors.	No	Maybe	Yes	Yes	Maybe	Yes	Yes	Yes	No	Yes		6	2	2	3	2	6
BuS-011	Describe how the proposed solution is a formative reading assessment(s) tool for grades K, 1, 2, 3.	Yes	Yes	Yes	Maybe	Maybe	Yes	Yes	Yes	Yes	Yes	Yes	9	0	2	6	0	5
BuS-012	Describe how the proposed solution is a diagnostic reading assessment(s) tool for grades K, 1, 2, 3.	No	Yes	Yes	No	Yes	Yes	Yes	Maybe	No	Yes	Yes	7	3	1	3	3	5
BuS-013	Describe the miscue and skills analysis features to assist with analyzing and identifying student's reading difficulties.	Maybe	Yes	Yes	No	Maybe	No	Yes	Maybe	Maybe	No	Yes	4	3	4	4	3	4
BuS-014	Describe how the proposed solution reports and displays results of progress monitoring.	No	Maybe	Yes	No	Maybe	No	Yes	Maybe	No	No	Maybe	2	5	4	2	5	4
BuS-015	Describe how the proposed solution minimizes impact to instructional time while ensuring formative and diagnostic assessments are conducted. Provide estimates of assessment time, for both benchmarking and progress monitoring, per student per grade.	No	Maybe	Yes	No	Yes	Yes	Yes	Yes	No	No	Yes	6	4	1	2	3	6
BuS-016	Describe how the solution adapts as students gain mastery and have demonstrated proficiency. Testing should not repeat for mastered skills unless the educator selects to repeat testing.	Yes	Yes	Yes	Yes	Maybe	Yes	Yes	Yes	Yes	Yes	Yes	10	0	1	10	0	1
BuS-017	Describe how the content standards will be aligned and realigned to State Board of Education adopted ELA Standard Course of Study (Spring 2017). Provide specific mapping to the current standards. http://www.ncpublicschools.org/curriculum/languagearts/scos/ .	Yes	Maybe	Yes	Maybe	No	Yes	Yes	Yes	Yes	Yes	Yes	8	1	2	0	6	5
BuS-018	Describe how the proposed solution can demonstrate high rates of predictability as to student performance on National and State assessments.	Maybe	Maybe	Yes	Yes	Maybe	Yes	Yes	Yes	Maybe		Yes	6	0	4	6	0	4
BuS-019	Explain how the proposed solution can yield data that can be used with EVAAS. Describe and provide any information that explains any alignment or relationship between the assessment and the Education Value-Added Assessment System (EVAAS). http://www.ncpublicschools.org/effectiveness-model/evaas/ https://www.sas.com/en_us/software/evaas.html	Yes	Maybe	Yes	Yes	Maybe	Yes	Yes	Yes	Yes	Yes	Yes	9	0	2	11	0	0

DELIVERED

BuS-020	NCDPI prefers a web-based software as a service application with the capability to support classroom student assessments without an internet connection. Describe how the proposed solution can satisfy this specification.	No	Yes		No	No	No	Yes	Yes	No	No	No	3	7	0	3	7	0
BuS-021	Describe how the proposed solution allows for grouping and assigning student and educators outside of the Student Information System.	Maybe	Yes	Yes	Maybe	Maybe	Yes	Yes	Yes	Maybe	Yes	Yes	7	0	4	7	0	4
BuS-022	Describe how the proposed solution establishes instructional reading groups based on data-specific student performance data.	Yes	Yes	Yes	Yes	Maybe	Yes	Yes	Yes	Yes	Yes	Yes	10	0	1	10	0	1
BuS-023	Describe how the proposed solution helps educators meet the individual needs of students by recommending adjustments to instructional practices.	No	Yes	Yes	Yes	Maybe	Yes	Yes	Yes	No	Yes	Yes	8	2	1	8	2	1
BuS-024	Describe how the Benchmarking process occurs in the proposed solution. NCDPI expects benchmarking three times a year for grades K, 1, 2 and 3.	Maybe	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10	0	1	11	0	0
BuS-025	Describe how the proposed solution will provide data on the effectiveness of core support.	Yes	Maybe	Yes	Maybe	Maybe		Yes	Yes	Yes	No	Yes	6	1	3	6	1	3
BuS-026	Describe how the proposed solution will provide data on the effectiveness of supplemental and intensive support.	Yes	Maybe	Yes	No	Maybe	No	Yes	Maybe	Yes	No	Yes	5	3	3	5	3	3
BuS-027	Describe the vendor's proposed training model to train DPI Stakeholders (Estimated about 100), Master Literacy Coaches at the school districts (Estimated about 500) and K-3 Teachers, Exceptional Children Teachers, English as a Second Language Teachers, and literacy specialists (at least 25,000) initially and on an ongoing basis (refresher training). Include any real-time training in the classroom, practice components, etc.	Maybe		Yes	Maybe	Yes	Yes	Yes	Yes	Maybe	Yes	Yes	7	0	3	7	0	3
BuS-028	Describe how the vendor evaluates training effectiveness and adapts to meet the needs. Include any strategies for ensuring consistent scoring.	No	Yes	Yes	Maybe	Maybe	Yes	Yes	Yes	Maybe	Yes	Yes	7	1	3	7	1	3
BuS-029	Describe in detail the training and professional development content areas and variety of levels. For example, product training, usability for both diagnostic and progress monitoring, implementation, data analysis, etc.	Yes		Yes	No	Maybe	Yes	Yes	Yes	Yes	Yes	Yes	8	1	1	8	1	1
BuS-030	Describe all training methods that the vendor will make available for the trainers like Technology based training or Training Presentation. Include all associated training costs in Attachment G.	No		Yes	Yes	Maybe	Yes	Yes	Yes	Maybe	Yes	Yes	7	1	2	7	1	2
BuS-031	Describe the strategy to provide demo site / accounts for trainers taking into account appropriate protections are in place to mask sensitive production data in the demo site. Please be sure to elaborate how the masked data resembles production data and is repeatable, while maintaining referential integrity.	Yes			Yes	Maybe	Yes	Yes	Yes	Yes	Yes	Yes	8	0	1	8	0	1
Index	**Evaluation Specification - Reporting Specification**	**Meets Re**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**						
RS-001	Describe the proposed permissions for reporting services	Maybe		Yes	Maybe	Maybe	Yes	Yes	Yes	Maybe	Yes		5	0	4	5	0	4
RS-002	Describe the various report output formats i.e., graphs, charts, CSV, TXT; and the report delivery methods i.e., Email, Excel etc. If email is offered as an option describe the data security policies in place.	Yes		Yes	Maybe	Maybe	Yes	Yes	Yes	Yes	Yes	Yes	8	0	2	8	0	2
RS-003	Reporting feature is expected to provide the following capabilities: a.timely assessment results to teachers/administrators b.timely assessment results to parents/guardians c.reporting results at the district, school, grade, teacher, group, and individual student level by all subgroups ESSA d.an end-of-year student summary report for cumulative folder historical data year after year to identify consistent gaps and learning trends for district, school, grade, teacher, group, and individual student level by all subgroups For each of the above, provide a timeframe for how frequently the data is refreshed (real-time, on demand, or some other interval).	Maybe		Yes	Maybe	Maybe	Yes	Yes	Yes	Yes	Yes	Yes	7	0	3	11	0	0
RS-004	Provide communication to parents in a format that is clear and easy to understand after each benchmark	No		Yes	Maybe	No	Yes	Yes	Yes	Maybe	Yes	Yes	6	2	2	2	2	7
RS-005	Describe the capability to track and report service usage.	Maybe		Yes	Maybe	Maybe	Yes	Yes	Yes	Yes	Yes	Yes	7	0	3	7	0	3
RS-006	Describe any other reports that the solution offers.	Maybe		Yes	Maybe	Maybe	Yes	Yes	Yes	Yes	Yes		6	0	3	6	0	3
Index	**Evaluation Specification - Technical Specification**	**Meets Re**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**						
TS-001	Describe how the proposed solution is compatible with common digital devices including mobile and desktop devices. Describe any differences in the mobile offerings.	Yes		Yes	Maybe	Maybe		Yes		Yes		Yes	5	0	2	5	0	2
TS-002	Please include a preliminary Technical Architecture System Design (TASD) document (https://ncit.s3.amazonaws.com/s3fs-public/documents/files/Technical%20Architecture%20System%20Design%20Template.doc) that illustrates the proposed solution. (Describe in the TASD how the items outlined in this attachment are expected to be addressed with due consideration for all specifications in this document. Provide supporting narrative, appropriate technical diagrams depicting the flow of data and system architecture.)	Maybe			Maybe	Maybe		Yes		Maybe			1	0	4	1	0	4
TS-003	The preliminary TASD submitted with RFP response is expected to be revised after solution delivery to ensure the "as designed" and "as delivered" solution still conforms to NCDPI and NCDIT standards. Any architectural or security changes require NCDPI and NCDIT approval. Describe your proposed approach for meeting this specification.	Maybe			Maybe	Maybe		Yes		Maybe			1	0	4	1	0	4
TS-004	Describe how the proposed solution aligns with State Technical Architecture (STA): https://it.nc.gov/services/it-architecture/statewide-architecture-framework	Maybe			Maybe	Maybe		Yes		Maybe			1	0	4	1	0	4

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TS-005	Describe the following in the TASD referenced in Spec # 2 - •Availability, •Securability, •Scalability and •Interoperability	Maybe			Maybe	Maybe		Yes		Maybe		Yes	2	0	4	2	0	4
TS-006	**This service will be classified as "Program Critical/Moderate" based on the sensitivity of data used, the security controls under the "Moderate" category column need to be implemented. The vendor's security policy should include all the control categories as specified under "Moderate" classification. Please refer to pages 4 through 10 for the security control baselines table in the State Information Security Manual document. For example, AC-1 (Access Control Policy and Procedures) under "Access Control" Family/Category is discussed in detail in the NIST 800-53 document.** **NC Statewide Information Security Manual -** **https://it.nc.gov/documents/statewide-information-security-manual** **a) Describe how you will ensure compliance to the NC Statewide Security Manual.**	Maybe			Maybe	Maybe		Yes		Maybe			1	0	4	0	11	0
TS-007	Describe how the proposed service protects PII and FERPA data. Include details related to security of data stored at the vendor's site as well as any server security policies.	Maybe			Maybe	Maybe		Yes		Maybe		Yes	2	0	4	2	0	4
TS-008	Describe the Vendor's proposed hosting site. All hosting sites must reside in the continental United States of America. Include in the hosting description answers to the following questions: i. Who is the hosting provider? ii. Where is the primary site? iii. Where is the disaster recovery site? iv. Are the hosting facilities compliant with applicable governance (such as FERPA, PII, or SAS 70 certification)? If yes, please provide copies of the most recent audit(s).	Maybe			Maybe	Maybe		Yes		Maybe		Yes	2	0	4	2	0	4
TS-009	Describe how penetration testing is done and the current frequency.	Maybe			Maybe	Maybe		Yes		Maybe		Yes	2	0	4	2	0	4
TS-010	Describe the proposed solution's system management practices with information on security patching. How often servers are patched, and what the Vendor's methodologies are for handling patching?	Maybe			Maybe	Maybe		Yes		Maybe		Yes	2	0	4	2	0	4
TS-011	Describe what processes the Vendor has in place to allow the NCDPI to audit the physical environment (could apply to production, secondary site, etc.) where the application/service is hosted. The NCDPI reserves the right to audit the physical environment.	Maybe			Maybe	Maybe		Yes		Maybe		Maybe	1	0	5	1	0	5
TS-012	Describe how encryption is used within the application. Include in your description whether database encryption, network encryption (e.g. SSL, IPsec, SSH, SFTP/FTPS, etc.), data-at-rest/data-in-motion encryption, and/or backup encryption are used. If the proposed solution uses any of the foregoing types/methods of encryption, describe the encryption.	Maybe			Maybe	Maybe		Yes		Maybe			1	0	4	1	0	4
TS-013	Describe the Vendor's process for handling and notifying a breach of FERPA; PII and other non-public data.	Maybe			Maybe	Maybe		Yes		Maybe		Yes	2	0	4	2	0	4
TS-014	Describe the security auditing and related capabilities in place. Refer to State Security Manual referenced above.	Maybe			Maybe	Maybe		Yes		Maybe			1	0	4	1	0	4
TS-015	Describe any proposed system security provisions not already addressed above.	Maybe			Maybe	Maybe		Yes		Maybe			1	0	4	1	0	4
TS-016	Currently NCDPI has about 26,000 K-3 staff and 500,000 K-3 students. Describe how the proposed solution will scale without impacting performance.	Maybe			Maybe	Maybe		Yes		Maybe		Yes	2	0	4	2	0	4
TS-017	Describe how the proposed solution can integrate with NCDPI's Identity and Access Management (IAM) Service. Here is a brief description of the integration methodology using NCEdCloud.	Maybe			Maybe	Maybe		Yes		Maybe			1	0	4	1	0	4
TS-018	Describe how the proposed solution restricts access to users. What are the various attributes to restrict access and maintain confidentiality. Define their hierarchy and hierarchy attributes.	Maybe		Yes	Maybe	Maybe		Yes		Yes		Yes	4	0	3	4	0	3
TS-019	Describe the proposed system's data integration capabilities with other NCDPI authorized system(s). Explain how your solution consumes and publishes data with other solutions. Define the integration priorities and integration interface. Planned data integration points may include but are not limited to Student Information System (student enrollment, transfers across districts, dual enrollment, summer camps, teacher data, school calendars, etc.), Every Child Accountability Tracking System and State Operational Data Store (SODS). List all other products (suite) that may integrate with the service and the mechanism of integration.	Maybe			Maybe	Maybe		Yes		No		No	1	1	3	1	1	3
TS-020	Describe how the proposed solution is aligned with CEDS.	No			Maybe	Maybe				No		No	0	3	2	0	3	2
TS-021	Describe the solution's use of SIF.	Maybe			Maybe	Maybe				Maybe		No	0	1	4	0	1	4
TS-022	Provide a list of data elements currently in the system.	Maybe			Maybe	Maybe				Maybe		Maybe	0	0	5	0	0	5
TS-023	Describe in detail the ETL process in place.	Maybe			Maybe	Maybe				Maybe			0	0	4	0	0	4
TS-024	Describe in detail the items and services to be covered under operational maintenance and support of the proposed solution.	Maybe			Maybe	Maybe		Yes		Maybe		Yes	2	0	4	2	0	4

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TS-025	Describe in detail the data conversion processes to migrate detailed historical data and setup new students. Historical data should be retained for a minimum of four years based on current retention requirements and can be updated depending on need. This information can include previous assessment data and student information data.	Maybe			Maybe	Maybe		Yes		Maybe		Yes	2	0	4	2	0	4
TS-026	Describe your capabilities and approach for transitioning the NC K-3 assessment data to the State at the end of the subscription service should NCDPI decide to end the use of the service in the future. Include what format the data will be provided e.g. Excel, Comma Delimited.	Yes			Maybe	Maybe		Yes		Yes		Yes	4	0	2	4	0	2
TS-027	NCDPI will provide student and staff information which should be used as a system of record for students and staff. Describe the proposed solution's data processing, cleansing and security process envisioned for NCDPI. Include any data transformation, data latency messaging capabilities.	Maybe			Maybe	Maybe		Yes		Maybe		Yes	2	0	4	2	0	4
TS-028	All K-3 Assessment results (benchmark and progress monitoring) will be reported back to NCDPI or systems authorized by NCDPI. Describe your current data transfer capabilities using state of the art protocols and services. Describe the system's ability to recover from failed or partial data transfer and your current notification process for the same.	Maybe			Maybe	Maybe		Yes		Maybe			1	0	4	1	0	4
TS-029	NCDPI will be involved in User Acceptance Testing (UAT) prior to initial deployment and testing enhancements before each planned release or adhoc bug fixes. Describe the vendor's software delivery process including the types of testing undertaken and Test Environment Management Process in supporting application releases and project delivery.	Maybe			Maybe	Maybe		Yes		Maybe			1	0	4	1	0	4
TS-030	Describe how the proposed solution conforms to current accessibility standards, including Section 508, W3C WCAG 2.0, in accordance with N.C.G.S. § 168A-7 and the Code of Federal Regulations (CFR) at 28 CFR parts 35 (title II) and 36 (title III).	Maybe			Maybe	Maybe		Yes		Maybe			1	0	4	1	0	4
TS-031	Describe the vendor's disaster recovery plan including the current Recovery Time Objective (RTO) and Recovery Point Objective (RPO)	Maybe			Maybe	Maybe		Yes		Maybe		Yes	2	0	4	2	0	4
TS-032	Describe the vendor's capability to provide Tier 1 through Tier 3 customer support and help desk capabilities for school districts to provide a unified single point of contact assistance with Technical issues. Describe the industry standard that is adopted for support.	Maybe			Maybe	Maybe		Yes		Maybe		Yes	2	0	4	2	0	4
TS-033	Describe your proposed process for collecting and prioritizing user feedback and providing NCDPI a roadmap for enhancements and changes every quarter.	Yes			Maybe	Maybe		Yes		Maybe		Yes	3	0	3	3	0	3
TS-034	Provide the minimum hardware, software and network bandwidth requirements for optimal performance of the proposed solution. Also indicate the sunsetting plan.	Maybe			Maybe	Maybe		Yes		Maybe		Yes	2	0	4	2	0	4
TS-035	**Provide a 3rd party attestation, one of the following based on the system proposed:** **SOC2 Type II, SSAE-16, FEDRAMP, ISO 27001**	Maybe			Maybe	Maybe		Yes		Maybe			1	0	4	0	11	0
TS-036	Provide completed Vendor Readiness Assessment Report (VRAR) – https://files.nc.gov/ncdit/documents/files/Vendor-Security-Assessment-Guide-v3.pdf	Maybe			Maybe	Maybe		Yes		Maybe			1	0	4	1	0	4
Index	**Evaluation Specification - Project Management Specification**	**Meets Re**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Yes**	**No**	**Maybe**	**Yes**	**No**	**Maybe**
PM-001	**Include an initial schedule and the associated Work Breakdown Structure (WBS) for the proposed implementation plan. The Project Schedule in the proposal to include significant phases, activities, tasks, milestones and resource requirements necessary for NCDPI to evaluate the plan.**	Maybe		Yes	Maybe	Maybe		Yes		Maybe		Yes	3	0	4	0	11	0
PM-002	Include your current processes for the following – a. Configuration Management, b. Change Management, c. Quality Assurance, d. Risk and Issue Management, e. Communication Management.	Maybe		Yes	Maybe	Maybe		Yes		Maybe		Yes	3	0	4	3	0	4
PM-003	Vendor is expected to provide a full-time experienced Project Manager to oversee and coordinate the daily activities of the Vendor's project team and serve as the primary contact for the project.	Yes		Yes	Maybe	Maybe		Yes		Yes		Yes	5	0	2	5	0	2
PM-004	Acknowledge that the Vendor shall comply with and support State IT project processes (State required processes including participation in and forms are described here: https://it.nc.gov/services/service-directory/project-management/project-approval-oversight-epmo)	Yes			Maybe	Maybe		Yes		Yes		Yes	4	0	2	4	0	2
PM-005	The vendor will be expected to deliver the following documents. Please acknowledge your agreement to deliver and where the deliverables are tailored, please provide supporting justification.	Yes			Maybe	Maybe		Yes		Yes		Yes	4	0	2	4	0	2
PM-006	Include resumes for key personnel required to deliver the work.	Yes		Yes	Maybe	Maybe		Yes		Yes		Yes	5	0	2	5	0	2
Index	**Evaluation Specification - Service Level Agreement Specification**	**Meets Re**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Yes**	**No**	**Maybe**	**Yes**	**No**	**Maybe**
SLA-001	Provide a copy of the standard Service Level Agreement (SLA) with this proposal submission, including provisions establishing remedies, such as refunds or service credits for NCDPI in the event that Vendor fails to meet the performance metrics established in the SLA.	Maybe			Maybe	Maybe		Yes		Maybe		Yes	2	0	4	2	0	4
SLA-002	Describe the proposed solution's historical Uptime, Availability and Reliability.	Maybe			Maybe	Maybe		Yes		Maybe		Yes	2	0	4	2	0	4

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SLA-003	Include recent detailed performance reporting of the proposed interactive web page's response times in milliseconds. If end user service desk calls reflect a trend of sluggish performance that exceed agreed upon SLA response times for the service, the Vendor may be expected to provide reports on demand to help determine the cause and corrective action for degraded performance.	Maybe			Maybe	Maybe		Yes		Maybe			1	0	4	1	0	4
	Describe your proposed Help Desk reporting process reflecting details such as: First Call Resolution, Number of calls Daily, Weekly, Monthly, and Number of calls resolved after 30 minutes.	Maybe			Maybe	Maybe		Yes		Maybe		Yes	2	0	4	2	0	4
													320	61	271	274	122	275

RFP CANCELLED

Read to Achieve - Evaluation Checklist for Desired Specification Evaluation

Vendor : ___NWEA_____

Evaluators : _____Non-Voting SMEs_____

Index	Evaluation Specification - Desired Specification	SME 1 Meets Requirem	SME 2 Meets Req	SME 3 Meets Req	SME 4 Meets Req	SME 5 Meets Req	SME 6 Meets Req	SME 7 Meets Req	SME 8 Meets Req	SME 9 Meets Req	SME 10 Meets Req	SME 11 Meets Requirements
DS-001	The Vendor's RtAD SaaS Solution may provide touchscreen functionality to conduct student assessments on supported devices.	Yes	Yes	Maybe		No	Yes		Yes	Maybe		Yes
DS-002	Support at least 99.9% uptime availability. However, if the vendor proposal is recommended by the evaluation team to the competitive range, all SLA terms may be negotiated at that time.	Yes	Yes	Yes			Yes		Yes	Maybe		Yes
DS-003	Support 3 to 5 second or less web page response times. However, if the vendor proposal is recommended by the evaluation team to the competitive range, all SLA terms may be negotiated at that time.	Maybe	Maybe	Yes			Yes		Maybe	Maybe		Maybe
DS-004	Incorporates a personalized blended approach to assessment and learning, including multiple teaching and assessing modals to meet the demands of diverse student populations with a wide range of learning needs.	Yes	No	Maybe		Maybe	Yes		Maybe	Maybe		Maybe
DS-005	The assessment system incorporates innovative and evidence-based approaches utilizing assessment results to assist in recommending instructional strategies. Describe the system's capability to provide on demand (real time) assessment data and instructional strategies recommendation.	Yes	No	Yes		Yes	Yes		Maybe	Maybe		Maybe
DS-006	Electronic student, class, school, and district reports on assessment results to help all educators make instructional decisions based on the data, including a report that tracks student progress/growth.	Yes	Yes	Yes		Maybe	Yes		Yes	Maybe		Yes
DS-007	Online professional development options for teachers and administrators pertaining to the use of the assessment system and how to analyze and use the data to make informed instructional decisions for students.	Yes	Yes	Maybe		Yes	Yes		Yes	Maybe		Yes
DS-008	Describe how your solution provides communications to parents including the ability to generate strategies/tools for them to be able to help their children at home. Explain the research and vetting process for these recommendations.	Yes	Yes	Yes		No	Yes		Yes	Maybe		Yes
DS-009	Describe how the proposed solution includes a constructed response feature for responding to text dependent questions (NAEP) - https://nces.ed.gov/nationsreportcard/	No	No	maybe			No		No	maybe		No
DS-010	Describe the proposed service's ability for authorized users to upload evidence of learning.	No	No	No			No		No	maybe		No
DS-011	Describe the proposed service's ability to maintain a portfolio of student's ongoing development over time.	Yes	Yes	Yes			Yes		Yes	maybe		Yes
DS-012	Describe how the proposed solution approaches print awareness for young children.	Yes	No	Yes			Yes		Yes	maybe		Yes
DS-013	Describe other open standards (other than CEDS defined in Technical Specification #20) that are used for interoperability.	Yes	Yes				Yes		Maybe	maybe		Maybe
DS-014	Describe the open standards that can be used for interoperability with your service.	Yes	Yes				Yes		Maybe	maybe		Maybe

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ead to Achieve - Evaluation Checklist for Substantial Conformity to Specification

Vendor : ___NWEA_____

Evaluators : _____Non-Voting SMEs_____

Index	Evaluation Specification - Business Specification	SME 1 Meets Requirements	SME 2 Meets Requirements	SME 3 Meets Requirements	SME 4 Meets Requirements	SME 5 Meets Requirements	SME 6 Meets Requirements	SME 7 Meets Requirements	SME 8 Meets Requirements	SME 9 Meets Requirements	SME 10 Meets Requirements	SME 11 Meets Requirements	PMO Meets Requirements	Security Meets Requirements	Technology Meets Requirements
BuS-001	behaviors to support student's learning development at the various grade levels to inform instruction, including any observation-based practices if applicable: a.oral language (expressive and receptive) b.phonological and phonemic awareness c.phonics d.vocabulary e.fluency f.comprehension	Maybe	Yes	Yes	Yes	Yes	Maybe		Yes	No	Yes	Yes			
BuS-003	Describe the validity and reliability of the assessment in the following areas: a.oral language b.phonological and phonemic awareness c.phonics d.vocabulary e.fluency f.comprehension	Yes	No	Yes	Maybe	Maybe	Maybe		Maybe	Yes	Yes	Maybe			
BuS-005	Describe how the assessment identifies and reports students who may need intervention and enrichment.	Yes	Yes	Yes		Yes	Yes		Yes	Yes	Yes	Yes			
BuS-006	Describe how the following characteristics for progress monitoring between benchmarks are met by the proposed solution: a.brief, b.repeatable, c.sensitive to improvement over time, including short term change d.multiple equivalent forms of screening assessments that enable the teacher to gauge short term growth (weekly or every other week), e.reliable, f.valid, g.measure accuracy and fluency with skills h.quantitative results charted over time to calculate and document rates of improvement i.Allow for off-grade level progress monitoring j.Ability for the results to be graphed against a goal (national norms and/or individualized goals) with 12-14 data points in 10 weeks' time.	Maybe	Yes	Maybe		No	Yes		No	Yes	Yes	No			
BuS-008	accurately identify indicators of risk for dyslexia in grades K-3 as outlined in NC Session Law 2017-127.http://www.ncleg.net/Sessions/2017/Bills/House/PDF/H149v4.pdf	Yes	No	No		Maybe	Maybe	Yes	No	No	Maybe	No			
BuS-009	K-3 students.	Maybe	Yes	Yes		Yes	Yes		Maybe	Yes	Yes	Maybe			
BuS-010	Describe how the system incorporates educators and/or students using digital devices to assess reading and pre-reading behaviors.	Yes	Yes	Yes		Yes	Yes		Yes	Yes	Yes	Yes			
BuS-011	Describe how the proposed solution is a formative reading assessment(s) tool for grades K, 1, 2, 3.	Yes	Yes	Yes	Maybe	Yes	Yes		Maybe	No	Yes	Maybe			
BuS-012	Describe how the proposed solution is a diagnostic reading assessment(s) tool for grades K, 1, 2, 3.	Yes	Yes	Yes		Yes	Yes		Yes	Yes	Yes	Yes			
BuS-015	while ensuring formative and diagnostic assessments are conducted. Provide estimates of assessment time, for both benchmarking and progress monitoring, per student per grade.	Yes	Maybe	Yes		Maybe	Yes		Yes	Yes	Yes	Yes			
BuS-017	Board of Education adopted ELA Standard Course of Study (Spring 2017). Provide specific mapping to the current standards. http://www.ncpublicschools.org/curriculum/languagearts/scos/ .	Yes	Yes	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes			

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BuS-019	Describe and provide any information that explains any alignment or relationship between the assessment and the Education Value-Added Assessment System (EVAAS). http://www.ncpublicschools.org/effectiveness-model/evaas/ https://www.sas.com/en_us/software/evaas.html	Yes	Yes	Maybe		Yes	Yes		Yes	Yes	Yes	Yes			
BuS-024	Describe how the Benchmarking process occurs in the proposed solution. NCDPI expects benchmarking three times a year for grades K, 1, 2 and 3.	Yes	Yes	Yes		Yes	Yes		Yes	Yes		Yes			
RS-003	a.timely assessment results to teachers/administrators b.timely assessment results to parents/guardians c.reporting results at the district, school, grade, teacher, group, and individual student level by all subgroups ESSA d.an end-of-year student summary report for cumulative folder historical data year after year to identify consistent gaps and learning trends for district, school, grade, teacher, group, and individual student level by all subgroups For each of the above, provide a timeframe for how frequently the data is refreshed (real-time, on demand, or some other interval).	Yes	Yes	Yes	Yes		Yes		Yes	Yes		Yes			
RS-004	Provide communication to parents in a format that is clear and easy to understand after each benchmark	Yes	Yes	Maybe			Yes		Yes	Yes		Yes			
TS-006	sensitivity of data used, the security controls under the "Moderate" category column need to be implemented. The vendor's security policy should include all the control categories as specified under "Moderate" classification. Please refer to pages 4 through 10 for the security control baselines table in the State Information Security Manual document. For example, AC-1 (Access Control Policy and Procedures) under "Access Control" Family/Category is discussed in detail in the NIST 800-53 document. NC Statewide Information Security Manual - https://it.nc.gov/documents/statewide-information-security-manual a) Describe how you will ensure compliance to the NC Statewide Security	Maybe	No	Maybe			Maybe	Maybe	Maybe	Maybe		Maybe		No	
TS-035	Provide a 3rd party attestation, one of the following based on the system proposed:	Yes	No				Yes		No	Maybe		No			
PM-001	Include an initial schedule and the associated Work Breakdown Structure (WBS) for the proposed implementation plan. The Project Schedule in the proposal to include significant phases, activities, tasks, milestones and resource requirements necessary for NCDPI to evaluate the plan.	Yes	Yes	Yes	Yes		Yes		Yes	maybe		Yes	No		

RFP CONTENTED

Read to Achieve - Evaluation Checklist for Desired Specification Evaluation

Vendor : ___Istation_____

Evaluators : _____Voting Members_____

Index	Evaluation Specification - Desired Specification	Voting Member 1 Meets Requireme	Voting Me Meets Req	Voting Me Meets Req	Voting Me Meets Req	Voting Me Meets Req	Voting Me Meets Req	Voting Me Meets Req	Voting Me Meets Req	Voting Me Meets Req	Voting Me Meets Req	Voting Me Meets Req	Vote Count Before Consensus Yes	No	Maybe	[redacted]		
DS-001	The Vendor's RtAD SaaS Solution may provide touchscreen functionality to conduct student assessments on supported devices.	Maybe	Yes	Yes	Yes	Maybe		Yes		Maybe	Maybe	Yes	5	0	4	11	0	0
DS-002	Support at least 99.9% uptime availability. However, if the vendor proposal is recommended by the evaluation team to the competitive range, all SLA terms may be negotiated at that time.	Maybe			Yes	Maybe		Yes		Maybe	Yes	Maybe	3	0	4	11	0	0
DS-003	Support 3 to 5 second or less web page response times. However, if the vendor proposal is recommended by the evaluation team to the competitive range, all SLA terms may be negotiated at that time.	Maybe			Yes	Maybe		Yes		Maybe	Yes	Yes	4	0	3	0	0	11
DS-004	Incorporates a personalized blended approach to assessment and learning, including multiple teaching and assessing modals to meet the demands of diverse student populations with a wide range of learning needs.	No	Yes	Yes	Maybe	Yes		Yes		No	Yes	Yes	6	2	1	0	2	9
DS-005	The assessment system incorporates innovative and evidence-based approaches utilizing assessment results to assist in recommending instructional strategies. Describe the system's capability to provide on demand (real time) assessment data and instructional strategies recommendation.	No	Maybe	Yes	Yes	Maybe		Yes		No	No	Yes	4	3	2	3	5	3
DS-006	Electronic student, class, school, and district reports on assessment results to help all educators make instructional decisions based on the data, including a report that tracks student progress/growth.	Yes	Yes	Yes	Yes	Maybe	Yes	Yes	Yes	Yes	Yes	Yes	10	0	1	10	0	1
DS-007	Online professional development options for teachers and administrators pertaining to the use of the assessment system and how to analyze and use the data to make informed instructional decisions for students.	Yes	Yes	Yes	Yes	Maybe	Yes	Yes	Yes	Yes	Yes	Yes	10	0	1	10	0	1
DS-008	Describe how your solution provides communications to parents including the ability to generate strategies/tools for them to be able to help their children at home. Explain the research and vetting process for these recommendations.	Maybe	Maybe	Yes	Maybe	Maybe	Maybe	Yes	Maybe	Maybe	Yes	Yes	4	0	7	4	0	7
DS-009	Describe how the proposed solution includes a constructed response feature for responding to text dependent questions (NAEP) - https://nces.ed.gov/nationsreportcard/	No	No	No	No	No	No	No	No	No	No	Maybe	0	10	1	0	10	1
DS-010	Describe the proposed service's ability for authorized users to upload evidence of learning.	No	No	No	No	Maybe	No	Maybe	No	No	Yes	Yes	2	7	2	0	11	0
DS-011	Describe the proposed service's ability to maintain a portfolio of student's ongoing development over time.	Yes	No	Yes	Maybe	Maybe		Yes		Yes	Yes	Yes	6	1	2	5	1	5
DS-012	Describe how the proposed solution approaches print awareness for young children.	Yes	Maybe	Yes	No	Yes		Yes		Yes	Yes	Yes	7	1	1	3	2	6
DS-013	Describe other open standards (other than CEDS defined in Technical Specification #20) that are used for interoperability.	Maybe			Maybe	Maybe				Maybe			0	0	4	2	0	9
DS-014	Describe the open standards that can be used for interoperability with your service.	Maybe			Maybe	Maybe				Maybe			0	0	4	11	0	0
												Total Votes	61	24	37	70	31	53

REP CANCELLED

Column1	Column2	Column3	Column4	Column5	Column6	Column7	Column8	Column9	Column10	Column11	Column12	Column13	Column14	Column15	Column16	Column17	Column18	Column19	Column20	Column21	Column22
List for Substantial Conformity to Specifications																					
Vendor : ___Istation___																					
Evaluators : _____Voting Members_____																					
		Voting Me	Voting Me	Voting Me	Voting Member 5					Voting Me	Voting Me	Voting Me	Voting Me	Voting Me	Voting Me	nt Before Consensus		Vote Durk			
		Voting M	Meets Req	Meets Req	Meets Req	Meets Req	Strengths	Weakness	Clarificatio	Meets Req	Meets Req	Meets Req	Meets Req	Meets Req	Meets Req	Yes	No	Maybe			
Index	Evaluation Specification - Business Specification	Meets R	Yes	Yes	Maybe	Maybe	Spelling su	I do not believe that e		Maybe	Yes	Yes	Maybe	No	Yes	#REF!	#REF!	#REF!	0	1	10
BuS-001	Describe how the proposed solution directly assesses reading and pre-reading behaviors to support student's learning development at the various grade levels to inform instruction, including any observation-based practices if applicable: a.oral language (expressive and receptive) b.phonological and phonemic awareness c.phonics d.vocabulary e.fluency f.comprehension	Maybe	Maybe	Yes	Maybe	Maybe		Observation-based pra		Maybe	Yes	Yes	Maybe	Yes	Yes	#REF!	#REF!	#REF!	0	8	3
BuS-002	Describe how the proposed solution measures accuracy and rate for grades K, 1, 2, 3 (oral language, phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension) including any observation-based practices if applicable	Maybe		Yes	No	Maybe				Yes	Yes	Yes	Maybe	Yes	Yes	#REF!	#REF!	#REF!	9	1	1
BuS-003	Describe the validity and reliability of the assessment in the following areas: a.oral language b.phonological and phonemic awareness c.phonics d.vocabulary e.fluency f.comprehension	Maybe	No	Yes	Maybe	Maybe	priority report			Maybe	Yes	Yes	Maybe	Yes	Yes	#REF!	#REF!	#REF!	6	0	5
BuS-004	the following: a.reliability at .80 or higher and concurrent or predictive validity at .60 or above b.benchmarking that provides large scale norms groups and/or research-based criterion	Maybe	Yes	Yes	Yes	Maybe		Is enrichment address		Yes	Yes	Yes	Yes	Yes	Yes	#REF!	#REF!	#REF!	11	0	0
BuS-005	Describe how the assessment identifies and reports students who may need intervention and enrichment.	Yes	No	Yes	Maybe	Maybe		Does not directly mea		Maybe	Yes	Yes	No	No	Yes	#REF!	#REF!	#REF!	1	5	5
BuS-006	Describe how the following characteristics for progress monitoring between benchmarks are met by the proposed solution: a.brief, b.repeatable, c.sensitive to improvement over time, including short term change d.multiple equivalent forms of screening assessments that enable the teacher to gauge short term growth (weekly or every other week), e.reliable, f.valid, g.measure accuracy and fluency with skills h.quantitative results charted over time to calculate and document rates of improvement i.Allow for off-grade level progress monitoring j.Ability for the results to be graphed against a goal (national norms and/or individualized goals) with 12-14 data points in 10 weeks' time.	No	Maybe	Yes	Maybe	Maybe				Maybe	Maybe	Yes	No	Yes	Yes	#REF!	#REF!	#REF!	1	2	8
BuS-007	Describe how the proposed solution will be able to assess progress based on large scale norm groups and/or research-based criteria for district, school, grade level, class, group, individual, sub-group, and like peer group (refer to NC SLD policy https://ec.ncpublicschools.gov/2020PolicyAddendum.pdf)	No	Maybe	Yes	Maybe	Maybe				No	Yes	No	No	No	Yes	#REF!	#REF!	#REF!	0	9	2
BuS-008	Describe how the measures align with best practices and adequately and accurately identify indicators of risk for dyslexia in grades K-3 as outlined in NC Session Law 2017-127.http://www.ncleg.net/Sessions/2017/Bills/House/PDF/H149v4.pdf	No	Yes	Yes	Maybe	Maybe		I disagree with parts o		Maybe	Yes	Yes	No	No	Yes	#REF!	#REF!	#REF!	0	7	4
BuS-009	Describe how the system uses developmentally appropriate practices to assess K-3 students.	No	No	Yes	Yes	Maybe				Yes	Yes	Yes	No	Yes	Yes	#REF!	#REF!	#REF!	3	2	6
BuS-010	Describe how the system incorporates educators and/or students using digital devices to assess reading and pre-reading behaviors.	No	Yes	Yes	Maybe	Yes				Yes	Yes	Maybe	Yes	Yes	Yes	#REF!	#REF!	#REF!	7	0	4
BuS-011	Describe how the proposed solution is a formative reading assessment(s) tool for grades K, 1, 2, 3.	Yes	Yes	Yes	Yes	Yes				Maybe	Maybe	Maybe	No	Yes	Yes	#REF!	#REF!	#REF!	2	3	7
BuS-012	Describe how the proposed solution is a diagnostic reading assessment(s) tool for grades K, 1, 2, 3.	Maybe	No	Yes	Yes	Yes				Yes	Yes	Yes	Yes	Yes	Yes	#REF!	#REF!	#REF!	10	1	0
BuS-013	Describe the mixture and skills analysis features to assist with analyzing and identifying student's reading difficulties.	Yes	Yes	Yes	Yes	Yes				Yes	Yes	Yes	Yes	Maybe	Yes	#REF!	#REF!	#REF!	10	0	1
BuS-014	Describe how the proposed solution reports and displays results of progress monitoring.	Yes	Yes	Yes	No	Maybe		I did not note estimate		Yes	Yes	Yes	No	No	Yes	#REF!	#REF!	#REF!	3	4	4
BuS-015	Describe how the proposed solution minimizes impact to instructional time while ensuring formative and diagnostic assessments are conducted. Provide estimates of assessment time, for both benchmarking and progress monitoring, per student per grade.	No	Yes	Yes	Yes	Maybe		I did not note where to		Yes	Yes	Yes	Yes	Yes	Yes	#REF!	#REF!	#REF!	10	0	1
BuS-016	Describe how the solution adapts as students gain mastery and have demonstrated proficiency. Testing should not repeat for mastered skills unless the educator selects to repeat testing.	Yes	Maybe	Yes	Maybe	No		Most of the questions		Yes	Yes	Yes	Yes	Yes	Yes	#REF!	#REF!	#REF!	0	3	8
BuS-017	Describe how the content standards will be aligned and realigned to State Board of Education adopted ELA Standard Course of Study (Spring 2017). Provide specific mapping to the current standards. http://www.ncpublicschools.org/curriculum/languagearts/scos/	Yes	No	Yes	No	Maybe		I did not note national		Maybe	Yes	No	No	Yes	Yes	#REF!	#REF!	#REF!	9	0	2
BuS-018	Describe how the proposed solution can demonstrate high rates of predictability as to student performance on National and State assessments.	No	Maybe	Yes	Yes	Maybe				Yes	Yes	Maybe	Maybe	Yes	Yes	#REF!	#REF!	#REF!	11	0	0
BuS-019	Explain how the proposed solution can yield data that can be used with EVAAS. Describe and provide any information that explains any alignment or relationship between the assessment and the Education Value-Added Assessment System (EVAAS). http://www.ncpublicschools.org/effectiveness-model/evaas/ https://www.sas.com/en_us/software/evaas.html	Maybe	Yes	Yes	Yes	Maybe				Yes	Yes	Yes	Yes	Yes	Yes	#REF!	#REF!	#REF!	10	0	1
BuS-020	NCDPI prefers a web-based software as a service application with the capability to support classroom student assessments without an Internet connection. Describe how the proposed solution can satisfy this specification.	Yes	Yes	Yes	Maybe	Maybe				Maybe	Yes	Yes	No	Yes	Yes	#REF!	#REF!	#REF!	9	0	2
BuS-021	Describe how the proposed solution allows for grouping and assigning student and educators outside of the Student Information System.	No	Yes	Yes	Yes	Yes				Yes	Yes	Yes	Yes	Yes	Yes	#REF!	#REF!	#REF!	11	0	0
BuS-022	Describe how the proposed solution establishes instructional reading groups based on data-specific student performance data.	Yes	Yes	Yes	Yes	Yes				Maybe	Yes	Yes	Yes	No	Yes	#REF!	#REF!	#REF!	9	1	1
BuS-023	Describe how the proposed solution helps educators meet the individual needs of students by recommending adjustments to instructional practices.	Yes	Yes	Yes	Yes	Yes				Yes	Yes	Yes	Maybe	Yes	Yes	#REF!	#REF!	#REF!	10	0	1
BuS-024	Describe how the Benchmarking process occurs in the proposed solution. NCDPI expects benchmarking three times a year for grades K, 1, 2 and 3.	Yes	No	Yes	Yes	Maybe				Maybe	Yes	Yes	Maybe	Yes	Yes	#REF!	#REF!	#REF!	5	0	6
BuS-025	Describe how the proposed solution will provide data on the effectiveness of core support.	Yes	No	Yes	Yes	Maybe				Maybe	Yes	Yes	Yes	No	Yes	#REF!	#REF!	#REF!	2	0	9
BuS-026	Describe how the proposed solution will provide data on the effectiveness of supplemental and intensive support.	Maybe	Yes	Yes	Yes	Maybe				Yes	Yes	Yes	Maybe	Yes	Yes	#REF!	#REF!	#REF!	8	0	3
BuS-027	Describe the vendor's proposed training model to train DPI Stakeholders (Estimated about 100), Master Literacy Coaches at the school districts (Estimated about 500) and K-3 Teachers, Exceptional Children Teachers, English as a Second Language Teachers, and literacy specialists (at least 25,000) initially and on an ongoing basis (refresher training). Include any real-time training on the classroom, practice components, etc.	Maybe	Yes	Yes	Yes	Maybe				Maybe	Yes	No	Yes	Yes	Yes	#REF!	#REF!	#REF!	8	1	2
BuS-028	Describe how the vendor evaluates training effectiveness and adapts to meet the needs. Include any strategies for ensuring consistent scoring.	Yes	Maybe	Yes	Maybe	Maybe				Maybe	Yes	No	Maybe	Yes	Yes	#REF!	#REF!	#REF!	0	0	11
BuS-029	Describe in detail the training and professional development content areas and variety of levels. For example, product training, usability for both diagnostic and progress monitoring, implementation, data analysis, etc.	Yes	Maybe	Yes	Yes	Maybe				Maybe	Yes	No	Yes	Yes	Yes	#REF!	#REF!	#REF!	2	0	9
BuS-030	Describe all training methods that the vendor will make available for the trainers like Technology based training or Training Presentation. Include all associated training costs in Attachment 6.	Maybe	Maybe	Yes	Yes	Maybe				Yes	Yes	No	Yes	Yes	Yes	#REF!	#REF!	#REF!	8	1	2
BuS-031	Describe the strategy to provide demo site / accounts for trainers taking into account appropriate protections are in place to mask sensitive production data in the demo site. Please be sure to elaborate how the masked data resembles production data and is repeatable, while maintaining referential integrity.	Yes																			
		Meets R	Meets Req	Meets Req	Meets Req	Meets Req	Strengths	Weakness	Clarificatio	Meets Req	Meets Req	Meets Req	Meets Req	Meets Req	Meets Requirements						
Index	Evaluation Specification - Reporting Specification		Clarificatio	Yes	Maybe	Maybe		State level?		Yes	Yes	Yes	Maybe	Yes	Yes	#REF!	#REF!	#REF!	8	0	3
RS-001	Describe the proposed permissions for reporting services.	Maybe		Yes	Maybe	Maybe				Yes	Yes	No	Yes	Yes	Yes	#REF!	#REF!	#REF!	11	0	0
RS-002	Describe the various report output formats i.e., graphs, charts, CSV, TXT, and the report delivery methods i.e., Email, Excel etc. If email is offered as an option describe the data security policies in place.	Maybe		Yes	Maybe	Maybe				Yes	Yes	Yes	Maybe	Yes	Yes	#REF!	#REF!	#REF!	11	0	0

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RS-003	Reporting feature is expected to provide the following capabilities: a.timely assessment results to teachers/administrators b.timely assessment results to parents/guardians c.reporting results at the district, school, grade, teacher, group, and individual student level by all subgroups ESSA d.an end-of-year student summary report for cumulative folder historical data year after year to identify consistent gaps and learning trends for district, school, grade, teacher, group, and individual student level by all subgroups For each of the above, provide a timeframe for how frequently the data is refreshed (real-time, on demand, or some other interval).	Yes		Yes	Maybe	Maybe					Maybe	Yes	Yes	No	Yes	Yes	#REF!	#REF!	#REF!	3	2	6
RS-004	Provide communication to parents in a format that is clear and easy to understand after each benchmark	No		Yes	Maybe	Maybe						Yes	Yes	Yes	Yes	Yes	#REF!	#REF!	#REF!	0	0	11
RS-005	Describe the capability to track and report service usage.	Maybe	Yes	Yes	Maybe	Yes					Yes	Yes	Yes	Yes	Yes	Yes	#REF!	#REF!	#REF!	10	0	1
RS-006	Describe any other reports that the solution offers.	Yes	Meets Req	Meets Req	Meets Req	Meets Req	Strengths	Weakness	Clarificatio	Meets Req	Meets Req	Meets Req	Meets Req	Meets Req	Meets Req	Meets Req	Meets Requirements						
Index	Evaluation Specification - Technical Specification	Meets R	Clarificatio	Yes	Maybe	Maybe							Yes	Maybe		Maybe	#REF!	#REF!	#REF!	11	0	0
TS-001	Describe how the proposed solution is compatible with common digital devices including mobile and desktop devices. Describe any differences in the mobile offerings.	Maybe			Maybe	Maybe							Yes	Maybe			#REF!	#REF!	#REF!	11	0	0
TS-002	Please include a preliminary Technical Architecture System Design (TASD) document (https://ncit.s3.amazonaws.com/s3fs-public/documents/files/Technical%20Architecture%20System%20Design%20Template.doc) that illustrates the proposed solution. (Describe in the TASD how the items outlined in this attachment are expected to be addressed with due consideration for all specifications in this document. Provide supporting narrative, appropriate technical diagrams depicting the flow of data and system architecture.)	Maybe			Maybe	Maybe							Yes	Maybe			#REF!	#REF!	#REF!	11	0	0
TS-003	The preliminary TASD submitted with RFP response is expected to be revised after solution delivery to ensure the "as designed" and "as delivered" solution still conforms to NCDPI and NCDIT standards. Any architectural or security changes require NCDPI and NCDIT approval. Describe your proposed approach for meeting this specification.	Maybe			Maybe	Maybe							Yes	Maybe			#REF!	#REF!	#REF!	11	0	0
TS-004	Describe how the proposed solution aligns with State Technical Architecture (STA): https://it.nc.gov/services/it-architecture/statewide-architecture-framework	Maybe			Maybe	Maybe							Yes	Maybe			#REF!	#REF!	#REF!	11	0	0
TS-005	Describe the following in the TASD referenced in Spec # 2 : •Availability, •Securability, •Scalability and •Interoperability	Maybe			Maybe	Maybe							Maybe	Maybe		Yes	#REF!	#REF!	#REF!	11	0	0
TS-006	This service will be classified as "Program Critical/Moderate" based on the sensitivity of data used, the security controls under the "Moderate" category column need to be implemented. The vendor's security policy should include all the control categories as specified under "Moderate" classification. Please refer to pages 4 through 10 for the security control baselines table in the State Information Security Manual document. For example, AC-1 (Access Control Policy and Procedures) under "Access Control" Family/Category is discussed in detail in the NIST 800-53 document. NC Statewide Information Security Manual - https://it.nc.gov/documents/statewide-information-security-manual a) Describe how you will ensure compliance to the NC Statewide Security Manual.	Maybe		Yes	Maybe	Maybe							Maybe	Maybe		Yes	#REF!	#REF!	#REF!	11	0	0
TS-007	Describe how the proposed service protects PII and FERPA data. Include details related to security of data stored at the vendor's site as well as any server security policies.	Maybe		Yes	Maybe	Maybe							Yes	Maybe		Yes	#REF!	#REF!	#REF!	11	0	0
TS-008	Describe the Vendor's proposed hosting site. All hosting sites must reside in the continental United States of America. Include in the hosting description answers to the following questions: i. Who is the hosting provider? ii. Where is the primary site? iii. Where is the disaster recovery site? iv. Are the hosting facilities compliant with applicable governance (such as FERPA, PII, or SAS 70 certification)? If yes, please provide copies of the most recent audit(s).	Maybe			Maybe	Maybe							Yes	Maybe		Yes	#REF!	#REF!	#REF!	0	0	11
TS-009	Describe how penetration testing is done and the current frequency.	Maybe			Maybe	Maybe							Yes	Maybe		Yes	#REF!	#REF!	#REF!	11	0	0
TS-010	Describe the proposed solution's system management practices with information on security patching. How often servers are patched, and what the Vendor's methodologies are for handling patching?	Maybe			Maybe	Maybe							Yes	Maybe		Yes	#REF!	#REF!	#REF!	0	11	0
TS-011	Describe what processes the Vendor has in place to allow the NCDPI to audit the physical environment (could apply to production, secondary site, etc.) where the application/service is hosted. The NCDPI reserves the right to audit the physical environment.	Maybe			Maybe	Maybe							Yes	Maybe		Yes	#REF!	#REF!	#REF!	11	0	0
TS-012	Describe how encryption is used within the application. Include in your description whether database encryption, network encryption (e.g. SSL, IPsec, SSH, SFTP/FTPS, etc.), data-at-rest/data-in-motion encryption, and/or backup encryption are used. If the proposed solution uses any of the foregoing types/methods of encryption, describe the encryption.	Maybe		Yes	Maybe	Maybe							Yes	Maybe		Yes	#REF!	#REF!	#REF!	11	0	0
TS-013	Describe the Vendor's process for handling and notifying a breach of FERPA, PII and other non-public data.	Maybe			Maybe	Maybe							Yes	Maybe			#REF!	#REF!	#REF!	11	0	0
TS-014	Describe the security auditing and related capabilities in place. Refer to State Security Manual referenced above.	Maybe			Maybe	Maybe							Yes	Maybe			#REF!	#REF!	#REF!			
TS-015	Describe any proposed system security provisions not already addressed above.	Maybe		Yes	Maybe	Maybe							Yes	Maybe			#REF!	#REF!	#REF!	0	0	11
TS-016	Currently NCDPI has about 26,000 K-3 staff and 500,000 K-3 students. Describe how the proposed solution will scale without impacting performance.	Maybe		Yes	Maybe	Maybe							Yes	Maybe		Yes	#REF!	#REF!	#REF!	11	0	0
TS-017	Describe how the proposed solution can integrate with NCDPI's Identity and Access Management (IAM) Service. Here is a brief description of the integration methodology using NCEdCloud	Maybe		Yes	Maybe	Maybe							Yes	Yes		Yes	#REF!	#REF!	#REF!	11	0	0
TS-018	Describe how the proposed solution restricts access to users. What are the various attributes to restrict access and maintain confidentiality. Define their hierarchy and hierarchy attributes.	Yes		Yes	Maybe	Maybe							Yes	Maybe		Yes	#REF!	#REF!	#REF!	11	0	0
TS-019	Describe the proposed system's data integration capabilities with other NCDPI authorized system(s). Explain how your solution consumes and publishes data with other solutions. Define the integration priorities and integration interface. Planned data integration points may include but are not limited to Student Information System (student enrollment, transfers across districts, dual enrollment, summer camps, teacher data, school calendars, etc.), Every Child Accountability Tracking System and State Operational Data Store (SODS). List all other products (suite) that may integrate with the service and the mechanism of integration.	Maybe			Maybe	Maybe							Yes	Maybe			#REF!	#REF!	#REF!	0	0	11
TS-020	Describe how the proposed solution is aligned with CEDS.	Maybe			Maybe	Maybe							Maybe	Maybe			#REF!	#REF!	#REF!	0	0	11
TS-021	Describe the solution's use of SIF.	Maybe			Maybe	Maybe							Yes	Maybe			#REF!	#REF!	#REF!	11	0	0
TS-022	Provide a list of data elements currently in the system.	Maybe			Maybe	Maybe								Maybe			#REF!	#REF!	#REF!	11	0	0
TS-023	Describe in detail the ETL process in place.	Maybe			Maybe	Maybe							Yes	Maybe		Yes	#REF!	#REF!	#REF!	11	0	0
TS-024	Describe in detail the items and services to be covered under operational maintenance and support of the proposed solution.	Maybe			Maybe	Maybe							Yes	Maybe			#REF!	#REF!	#REF!	11	0	0
TS-025	Describe in detail the data conversion processes to migrate detailed historical data and setup new students. Historical data should be retained for a minimum of four years based on current retention requirements and can be updated depending on need. This information can include previous assessment data and student information data.	Maybe			Maybe	Maybe							Yes	Yes		Yes	#REF!	#REF!	#REF!	11	0	0
TS-026	Describe your capabilities and approach for transitioning the NC K-3 assessment data to the State at the end of the subscription service should NCDPI decide to end the use of the service in the future. Include what format the data will be provided e.g. Excel, Comma Delimited.	Maybe			Maybe	Maybe							Yes	Maybe		Yes	#REF!	#REF!	#REF!	11	0	0
TS-027	NCDPI will provide student and staff information which should be used as a system of record for students and staff. Describe the proposed solution's data processing, cleansing and security process envisioned for NCDPI. Include any data transformation, data latency messaging capabilities.	Maybe		Yes	Maybe	Maybe							Yes	Maybe		Yes	#REF!	#REF!	#REF!	0	0	11
TS-028	All K-3 Assessment results (benchmark and progress monitoring) will be reported back to NCDPI or systems authorized by NCDPI. Describe your current data transfer capabilities using state of the art protocols and services. Describe the system's ability to recover from failed or partial data transfer and your current notification process for the same.	Maybe			Maybe	Maybe							Yes	Maybe		Yes	#REF!	#REF!	#REF!	0	3	8

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TS-029	NCDPI will be involved in User Acceptance Testing (UAT) prior to initial deployment and testing enhancements before each planned release or adhoc bug fixes. Describe the vendor's software delivery process including the types of testing undertaken and Test Environment Management Process in supporting application releases and project delivery.	Maybe			Maybe	Maybe							Yes	Maybe		Maybe	#REF!	#REF!	#REF!	0	0	11
TS-030	Describe how the proposed solution conforms to current accessibility standards, including Section 508, W3C WCAG 2.0, in accordance with N.C.G.S. § 168A-7 and the Code of Federal Regulations (CFR) at 28 CFR parts 35 (title II) and 36 (title III).	Maybe			Maybe	Maybe							Yes	Maybe		Yes	#REF!	#REF!	#REF!	11	0	0
TS-031	Describe the vendor's disaster recovery plan including the current Recovery Time Objective (RTO) and Recovery Point Objective (RPO)	Maybe		Yes	Maybe	Maybe							Yes	Maybe		Yes	#REF!	#REF!	#REF!	11	0	0
TS-032	Describe the vendor's capability to provide Tier 1 through Tier 3 customer support and help desk capabilities for school districts to provide a unified single point of contact assistance with Technical issues. Describe the industry standard that is adopted for support.	Maybe		Yes	Maybe	Maybe							Yes	Maybe		Yes	#REF!	#REF!	#REF!	11	0	0
TS-033	Describe your proposed process for collecting and prioritizing user feedback and providing NCDPI a roadmap for enhancements and changes every quarter.	Maybe		Yes	Maybe	Maybe							Yes	Maybe		Yes	#REF!	#REF!	#REF!	11	0	0
TS-034	Provide the minimum hardware, software and network bandwidth requirements for optimal performance of the proposed solution. Also indicate the sunsetting plan.	Maybe			Maybe	Maybe							Yes	Maybe		Yes	#REF!	#REF!	#REF!	0	0	11
TS-035	Provide a 3rd party attestation, one of the following based on the system proposed: SOC2 Type II, SSAE-16, FEDRAMP, ISO 27001	Maybe			Maybe	Maybe							Yes	Maybe		Yes	#REF!	#REF!	#REF!	0	11	0
TS-036	Provide completed Vendor Readiness Assessment Report (VRAR) – https://files.nc.gov/ncdit/documents/files/Vendor-Security-Assessment-Guide-v3.pdf	Maybe	Meets Req	Meets Req	Meets Req	Meets Req	Strengths	Weakness	Clarificatio	Meets Req	Meets Req	Meets Req	Meets Req	Meets Req	Meets Req	Meets Req	Yes	No	Maybe	Yes	No	Maybe
Index	Evaluation Specification - Project Management Specification		Meets R	Clarificatio	Yes	Maybe	Maybe										#REF!	#REF!	#REF!	2	0	9
PM-001	Include an initial schedule and the associated Work Breakdown Structure (WBS) for the proposed implementation plan. The Project Schedule in the proposal to include significant phases, activities, tasks, milestones and resource requirements necessary for NCDPI to evaluate the plan.	Yes			Yes	Maybe	Maybe						Yes	Maybe		Yes	#REF!	#REF!	#REF!	11	0	0
PM-002	Include your current processes for the following – a. Configuration Management, b. Change Management, c. Quality Assurance, d. Risk and Issue Management, e. Communication Management.	Maybe			Yes	Maybe	Maybe						Yes	Yes		Yes	#REF!	#REF!	#REF!	0	11	0
PM-003	Vendor is expected to provide a full-time experienced Project Manager to oversee and coordinate the daily activities of the Vendor's project team and serve as the primary contact for the project.	Yes			Yes	Maybe	Maybe						Yes	Yes		Yes	#REF!	#REF!	#REF!	11	0	0
PM-004	Acknowledge that the Vendor shall comply with and support State IT project processes (State required processes including participation in and forms are described here: https://it.nc.gov/services/service-directory/project-management/project-approval-oversight-epmo)	Yes			Yes	Maybe	Maybe						Yes	Yes		Yes	#REF!	#REF!	#REF!	0	0	11
PM-005	The vendor will be expected to deliver the following documents. Please acknowledge your agreement to deliver and where the deliverables are tailored, please provide supporting justification.	Yes			Yes	Maybe	Maybe						Yes	Yes			#REF!	#REF!	#REF!	0	0	11
PM-006	Include resumes for key personnel required to deliver the work	Yes	Meets Req	Meets Req	Meets Req	Meets Req	Strengths	Weakness	Clarificatio	Meets Req	Meets Req	Meets Req	Meets Req	Meets Req	Meets Req	Meets Req	Yes	No	Maybe	Yes	No	Maybe
Index	Evaluation Specification - Service Level Agreement Specification		Meets R	Clarification	Question	Maybe	Maybe						Yes	Maybe		Yes	#REF!	#REF!	#REF!	11	0	0
SLA-001	Provide a copy of the standard Service Level Agreement (SLA) with this proposal submission, including provisions establishing remedies, such as refunds or service credits for NCDPI in the event that Vendor fails to meet the performance metrics established in the SLA.	Maybe				Maybe	Maybe						Yes	Maybe		Yes	#REF!	#REF!	#REF!	9	0	2
SLA-002	Describe the proposed solution's historical Uptime, Availability and Reliability.	Maybe				Maybe	Maybe						Yes	Maybe		Yes	#REF!	#REF!	#REF!	7	0	4
SLA-003	Include recent detailed performance reporting of the proposed interactive web page's response times in milliseconds. If end user service desk calls reflect a trend of sluggish performance that exceed agreed upon SLA response times for the service, the Vendor may be expected to provide reports on demand to help determine the cause and corrective action for degraded performance.	Maybe		Yes	Maybe	Maybe							Yes	Maybe			#REF!	#REF!	#REF!	11	0	0
	Describe your proposed Help Desk reporting process reflecting details such as: First Call Resolution, Number of calls Daily, Weekly, Monthly, and Number of calls resolved after 30 minutes.	Maybe												Total Votes			#REF!	#REF!	#REF!	555	86	261

RFP CANCELLED

Read to Achieve - Evaluation Checklist for Desired Specification Evaluation

Vendor : ___Istation_____

Evaluators : _____Non-Voting SMEs_____

		SME 1	SME 2	SME 3	SME 4	SME 5	SME 6	SME 7	SME 8	SME 9	SME 10	SME 11
Index	**Evaluation Specification - Desired Specification**	**Meets Requirem**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Requirements**
DS-001	The Vendor's RtAD SaaS Solution may provide touchscreen functionality to conduct student assessments on supported devices.	Yes	Yes	No	Yes		Yes		Yes	Maybe		Yes
DS-002	Support at least 99.9% uptime availability. However, if the vendor proposal is recommended by the evaluation team to the competitive range, all SLA terms may be negotiated at that time.	Yes	Yes	Maybe			Yes		Yes	Maybe		Yes
DS-003	Support 3 to 5 second or less web page response times. However, if the vendor proposal is recommended by the evaluation team to the competitive range, all SLA terms may be negotiated at that time.	Yes	Yes	Maybe			Yes		Yes	Maybe		Yes
DS-004	Incorporates a personalized blended approach to assessment and learning, including multiple teaching and assessing modals to meet the demands of diverse student populations with a wide range of learning needs.	Yes	Yes	Maybe	Maybe		Yes		Yes	Maybe		Yes
DS-005	The assessment system incorporates innovative and evidence-based approaches utilizing assessment results to assist in recommending instructional strategies. Describe the system's capability to provide on demand (real time) assessment data and instructional strategies recommendation.	Yes	Yes	Yes	Yes		Yes		Maybe	Maybe		Maybe
DS-006	Electronic student, class, school, and district reports on assessment results to help all educators make instructional decisions based on the data, including a report that tracks student progress/growth.	Yes	Yes	Yes	Yes		Yes		Yes	Maybe		Yes
DS-007	Online professional development options for teachers and administrators pertaining to the use of the assessment system and how to analyze and use the data to make informed instructional decisions for students.	Yes	Yes	Yes			Yes		Yes	Maybe		Yes
DS-008	Describe how your solution provides communications to parents including the ability to generate strategies/tools for them to be able to help their children at home. Explain the research and vetting process for these recommendations.	Yes	Yes	Yes			Yes		Yes	Maybe		Yes
DS-009	Describe how the proposed solution includes a constructed response feature for responding to text dependent questions (NAEP) - https://nces.ed.gov/nationsreportcard/	Maybe	No	No			Maybe		No	maybe		No
DS-010	Describe the proposed service's ability for authorized users to upload evidence of learning.	Yes	No	Maybe	No		Yes		No	maybe		Maybe
DS-011	Describe the proposed service's ability to maintain a portfolio of student's ongoing development over time.	Yes	Yes	yes			Yes		Yes	maybe		Yes
DS-012	Describe how the proposed solution approaches print awareness for young children.	Yes	Yes	yes			Yes		Yes	maybe	Yes	Yes
DS-013	Describe other open standards (other than CEDS defined in Technical Specification #20) that are used for interoperability.	Yes	Yes				Yes		Maybe	maybe		Maybe
DS-014	Describe the open standards that can be used for interoperability with your service.	Yes	Yes				Yes		Maybe	maybe		Maybe

REFERENCE ONLY

Read to Achieve - Evaluation Checklist for Substantial Conformity to Specifications

Vendor : ___Istation_____

Evaluators : _____Non-Voting SMEs_____

		SME 1	SME 2	SME 3	SME 4	SME 5	SME 6	SME 7	SME 8	SME 9	SME 10	SME 11	PMO	Security	Technology
Index	**Evaluation Specification - Business Specification**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Requirements**
BuS-001	Describe how the proposed solution directly assesses reading and pre-reading behaviors to support student's learning development at the various grade levels to inform instruction, including any observation-based practices if applicable: a.oral language (expressive and receptive) b.phonological and phonemic awareness c.phonics d.vocabulary e.fluency f.comprehension	Yes	Yes	Yes		Yes	Yes		Yes	Yes	Yes	Yes			
BuS-002	Describe how the proposed solution measures accuracy and rate for grades K, 1, 2, 3 (oral language, phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension) including any observation-based practices if applicable	Yes	Yes	Yes	Yes	Maybe	Yes		Maybe	Yes	Yes	Maybe			
BuS-003	Describe the validity and reliability of the assessment in the following areas: a.oral language b.phonological and phonemic awareness c.phonics d.vocabulary e.fluency f.comprehension		Yes	Maybe		Yes	Yes		Yes	Yes	Yes	Yes			
BuS-004	Describe how the proposed solution meets the requirements for a universal screener, including the following: a.reliability at .80 or higher and concurrent or predictive validity at .60 or above b.benchmarking that provides large scale norm groups and/or research-based criterion c.adequate sensitivity and classification accuracy d.multiple equivalent forms of screening assessments that enable the teacher to gauge short term growth		Yes	Yes		Maybe	Yes		Yes	Yes	Yes	Yes			
BuS-005	Describe how the assessment identifies and reports students who may need intervention and enrichment.	Yes	Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes			
BuS-006	Describe how the following characteristics for progress monitoring between benchmarks are met by the proposed solution: a.brief, b.repeatable, c.sensitive to improvement over time, including short term change d.multiple equivalent forms of screening assessments that enable the teacher to gauge short term growth (weekly or every other week), e.reliable, f.valid, g.measure accuracy and fluency with skills h.quantitative results charted over time to calculate and document rates of improvement i.Allow for off-grade level progress monitoring j.Ability for the results to be graphed against a goal (national norms and/or individualized goals) with 12-14 data points in 10 weeks' time.	Yes	Yes	Yes	Yes	Maybe	Yes		Yes	Yes	Yes	Yes			
BuS-007	Describe how the proposed solution will be able to assess progress based on large scale norm groups and/or research-based criteria for district, school, grade level, class, group, individual, sub-group, and like peer group (refer to NC SLD policy https://ec.ncpublicschools.gov/2020PolicyAddendum.pdf)	Yes	No	Yes		No	Yes		Yes	Yes	Maybe	Yes			
BuS-008	Describe how the measures align with best practices and adequately and accurately identify indicators of risk for dyslexia in grades K-3 as outlined in NC Session Law 2017-127.http://www.ncleg.net/Sessions/2017/Bills/House/PDF/H149v4.pdf	Yes	Maybe	Maybe		Yes	Maybe		Maybe	Yes	Maybe	Maybe			
BuS-009	Describe how the system uses developmentally appropriate practices to assess K-3 students.	Yes	Yes	Yes	Yes	Yes	Yes		Maybe	Yes	Yes	Maybe			
BuS-010	Describe how the system incorporates educators and/or students using digital devices to assess reading and pre-reading behaviors.	Maybe	Yes	Yes	No	Yes	Yes		Yes	Yes	Yes	Yes			
BuS-011	Describe how the proposed solution is a formative reading assessment(s) tool for grades K, 1, 2, 3.	Yes	Yes	Yes	Maybe	Yes	Yes		Yes	Yes	Yes	Yes			
BuS-012	Describe how the proposed solution is a diagnostic reading assessment(s) tool for grades K, 1, 2, 3.	Yes	Yes	Yes		Yes	Yes		Yes	Yes	Yes	Yes			

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BuS-013	Describe the miscue and skills analysis features to assist with analyzing and identifying student's reading difficulties.	Yes	Yes	Yes		Yes	Yes		Yes	Yes	Yes	Yes			
BuS-014	Describe how the proposed solution reports and displays results of progress monitoring.	Yes	Yes	Yes		Yes	Yes		Yes	Yes	Yes	Yes			
BuS-015	Describe how the proposed solution minimizes impact to instructional time while ensuring formative and diagnostic assessments are conducted. Provide estimates of assessment time, for both benchmarking and progress monitoring, per student per grade.	Yes	Maybe	Yes	Maybe	Maybe	Yes		Yes	Yes	Yes	Yes			
BuS-016	Describe how the solution adapts as students gain mastery and have demonstrated proficiency. Testing should not repeat for mastered skills unless the educator selects to repeat testing.	Maybe	Yes	Yes		Yes	Yes		Yes	Yes	Yes	Yes			
BuS-017	Describe how the content standards will be aligned and realigned to State Board of Education adopted ELA Standard Course of Study (Spring 2017). Provide specific mapping to the current standards. http://www.ncpublicschools.org/curriculum/languagearts/scos/ .	Yes	Yes	Maybe		Yes	Yes		Yes	Yes	Yes	Yes			
BuS-018	Describe how the proposed solution can demonstrate high rates of predictability as to student performance on National and State assessments.	Maybe	Yes	Maybe		Yes	Yes		Yes	Yes	Yes	Yes			
BuS-019	Explain how the proposed solution can yield data that can be used with EVAAS. Describe and provide any information that explains any alignment or relationship between the assessment and the Education Value-Added Assessment System (EVAAS). http://www.ncpublicschools.org/effectiveness-model/evaas/ https://www.sas.com/en_us/software/evaas.html	Yes	Yes	Yes		Yes	Yes		Yes	Yes	Yes	Yes			
BuS-020	NCDPI prefers a web-based software as a service application with the capability to support classroom student assessments without an internet connection. Describe how the proposed solution can satisfy this specification.	Yes	Yes	Yes	Yes	No	Yes		Yes	Yes		Yes			
BuS-021	Describe how the proposed solution allows for grouping and assigning student and educators outside of the Student Information System.	Yes	Yes	Yes		Yes	Yes		Yes	Yes		Yes			
BuS-022	Describe how the proposed solution establishes instructional reading groups based on data-specific student performance data.	Yes		Yes			Yes		Yes	Yes		Yes			
BuS-023	Describe how the proposed solution helps educators meet the individual needs of students by recommending adjustments to instructional practices.	Yes	Yes	Yes		Yes	Yes		Yes	Yes		Yes			
BuS-024	Describe how the Benchmarking process occurs in the proposed solution. NCDPI expects benchmarking three times a year for grades K, 1, 2 and 3.	Yes	Yes	Yes		Yes	Yes		Yes	Yes		Yes			
BuS-025	Describe how the proposed solution will provide data on the effectiveness of core support.	Yes	No	Yes		Yes	Yes		Yes	Yes		Yes			
BuS-026	Describe how the proposed solution will provide data on the effectiveness of supplemental and intensive support.	Yes	Maybe	Yes		Yes	Yes		Yes	Yes		Yes			
BuS-027	Describe the vendor's proposed training model to train DPI Stakeholders (Estimated about 100), Master Literacy Coaches at the school districts (Estimated about 500) and K-3 Teachers, Exceptional Children Teachers, English as a Second Language Teachers, and literacy specialists (at least 25,000) initially and on an ongoing basis (refresher training). Include any real-time training in the classroom, practice components, etc.	Maybe	Yes	Yes	Yes	Yes	Yes		Yes	Yes		Yes			
BuS-028	Describe how the vendor evaluates training effectiveness and adapts to meet the needs. Include any strategies for ensuring consistent scoring.	Yes	Yes	Yes	No	Yes	Yes		Yes	Yes		Yes			
BuS-029	Describe in detail the training and professional development content areas and variety of levels. For example, product training, usability for both diagnostic and progress monitoring, implementation, data analysis, etc.	Yes	Yes	Yes		Yes	Yes		Yes	Yes		Yes			
BuS-030	Describe all training methods that the vendor will make available for the trainers like Technology based training or Training Presentation. Include all associated training costs in Attachment G.	Yes	Yes	Yes		Yes	Yes		Yes	Yes		Yes			
BuS-031	Describe the strategy to provide demo site / accounts for trainers taking into account appropriate protections are in place to mask sensitive production data in the demo site. Please be sure to elaborate how the masked data resembles production data and is repeatable, while maintaining referential integrity.	Yes	Yes	Yes		Yes	Yes		Maybe	Yes		Maybe			
Index	**Evaluation Specification - Reporting Specification**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Requirements**
RS-001	Describe the proposed permissions for reporting services	Yes	Yes	Maybe		Yes	Yes		Yes	Yes		Yes			
RS-002	Describe the various report output formats i.e., graphs, charts, CSV, TXT; and the report delivery methods i.e., Email, Excel etc. If email is offered as an option describe the data security policies in place.	Yes	Yes	Yes	Yes	Yes	Yes		Yes	Yes		Yes			

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RS-003	Reporting feature is expected to provide the following capabilities: a.timely assessment results to teachers/administrators b.timely assessment results to parents/guardians c.reporting results at the district, school, grade, teacher, group, and individual student level by all subgroups ESSA d.an end-of-year student summary report for cumulative folder historical data year after year to identify consistent gaps and learning trends for district, school, grade, teacher, group, and individual student level by all subgroups For each of the above, provide a timeframe for how frequently the data is refreshed (real-time, on demand, or some other interval).	Yes	Yes	Yes		Yes	Yes		Yes	Yes		Yes			
RS-004	Provide communication to parents in a format that is clear and easy to understand after each benchmark	Yes	Yes	Yes		Yes	Yes		Yes	Yes		Yes			
RS-005	Describe the capability to track and report service usage.	Yes	Yes	Yes		Yes	Yes		Yes	Yes		Yes			
RS-006	Describe any other reports that the solution offers.	Yes	Yes	Yes		Yes	Yes		Yes	Yes		Yes			
Index	**Evaluation Specification - Technical Specification**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Requirements**
TS-001	Describe how the proposed solution is compatible with common digital devices including mobile and desktop devices. Describe any differences in the mobile offerings.	Yes	Yes	Yes			Yes	Yes	Yes	Maybe		Yes			Yes
TS-002	Please include a preliminary Technical Architecture System Design (TASD) document (https://ncit.s3.amazonaws.com/s3fs-public/documents/files/Technical%20Architecture%20System%20Design%20Template.doc) that illustrates the proposed solution. (Describe in the TASD how the items outlined in this attachment are expected to be addressed with due consideration for all specifications in this document. Provide supporting narrative, appropriate technical diagrams depicting the flow of data and system architecture.)	Yes	Yes				Yes		Yes	Maybe		Yes			Yes
TS-003	The preliminary TASD submitted with RFP response is expected to be revised after solution delivery to ensure the "as designed" and "as delivered" solution still conforms to NCDPI and NCDIT standards. Any architectural or security changes require NCDPI and NCDIT approval. Describe your proposed approach for meeting this specification.	Yes	Yes				Yes		Yes	Maybe		Yes			Yes
TS-004	Describe how the proposed solution aligns with State Technical Architecture (STA): https://it.nc.gov/services/it-architecture/statewide-architecture-framework	Yes	Yes				Yes		Yes	Maybe		Yes			Yes
TS-005	Describe the following in the TASD referenced in Spec # 2 - •Availability, •Securability, •Scalability and •Interoperability	Yes	Maybe	Yes			Yes		Maybe	Maybe		Maybe			
TS-006	This service will be classified as "Program Critical/Moderate" based on the sensitivity of data used, the security controls under the "Moderate" category column need to be implemented. The vendor's security policy should include all the control categories as specified under "Moderate" classification. Please refer to pages 4 through 10 for the security control baselines table in the State Information Security Manual document. For example, AC-1 (Access Control Policy and Procedures) under "Access Control" Family/Category is discussed in detail in the NIST 800-53 document. NC Statewide Information Security Manual - https://it.nc.gov/documents/statewide-information-security-manual a) Describe how you will ensure compliance to the NC Statewide Security Manual.	Yes	Yes	Yes			Yes		Yes	Maybe		Yes		Yes	Yes
TS-007	Describe how the proposed service protects PII and FERPA data. Include details related to security of data stored at the vendor's site as well as any server security policies.	Yes	Yes	Maybe			Yes	Yes	Yes	Maybe		Yes		Yes	Yes
TS-008	Describe the Vendor's proposed hosting site. All hosting sites must reside in the continental United States of America. Include in the hosting description answers to the following questions: i. Who is the hosting provider? ii. Where is the primary site? iii. Where is the disaster recovery site? iv. Are the hosting facilities compliant with applicable governance (such as FERPA, PII, or SAS 70 certification)? If yes, please provide copies of the most recent audit(s).	Yes	Yes	Maybe			Yes	Yes	Yes	Maybe		Yes		Yes	Yes
TS-009	Describe how penetration testing is done and the current frequency.	Maybe	Yes	Yes			Yes	Yes	Yes	maybe		Yes		Maybe	
TS-010	Describe the proposed solution's system management practices with information on security patching. How often servers are patched, and what the Vendor's methodologies are for handling patching?	Yes	Yes	Maybe			Yes		Yes	maybe		Yes		Yes	

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TS-011	Describe what processes the Vendor has in place to allow the NCDPI to audit the physical environment (could apply to production, secondary site, etc.) where the application/service is hosted. The NCDPI reserves the right to audit the physical environment.	Yes	No	Maybe			Maybe	Yes	Yes	maybe		Yes		No	
TS-012	Describe how encryption is used within the application. Include in your description whether database encryption, network encryption (e.g. SSL, IPsec, SSH, SFTP/FTPS, etc.), data-at-rest/data-in-motion encryption, and/or backup encryption are used. If the proposed solution uses any of the foregoing types/methods of encryption, describe the encryption.	Yes	Yes	Yes			Yes		Maybe	maybe		Maybe			Yes
TS-013	Describe the Vendor's process for handling and notifying a breach of FERPA, PII and other non-public data.	Yes	Yes	Yes			Yes	Yes	Yes	maybe		Yes		Yes	
TS-014	Describe the security auditing and related capabilities in place. Refer to State Security Manual referenced above.	Yes	Yes	Yes			Yes	Maybe	Yes	maybe		Yes		Yes	
TS-015	Describe any proposed system security provisions not already addressed above.	Yes					Yes	Yes	Yes	Maybe		Yes			
TS-016	Currently NCDPI has about 26,000 K-3 staff and 500,000 K-3 students. Describe how the proposed solution will scale without impacting performance.	Yes	Yes	Maybe			Yes	Yes	Yes	Maybe		Yes			Maybe
TS-017	Describe how the proposed solution can integrate with NCDPI's Identity and Access Management (IAM) Service. Here is a brief description of the integration methodology using NCEdCloud.	Yes	Yes	No			Yes	Yes	Maybe	Maybe		Maybe			Yes
TS-018	Describe how the proposed solution restricts access to users. What are the various attributes to restrict access and maintain confidentiality. Define their hierarchy and hierarchy attributes.	Yes	Yes	Yes			Yes	Yes	Yes	Maybe		Yes		Yes	Yes
TS-019	Describe the proposed system's data integration capabilities with other NCDPI authorized system(s). Explain how your solution consumes and publishes data with other solutions. Define the integration priorities and integration interface. Planned data integration points may include but are not limited to Student Information System (student enrollment, transfers across districts, dual enrollment, summer camps, teacher data, school calendars, etc.), Every Child Accountability Tracking System and State Operational Data Store (SODS). List all other products (suite) that may integrate with the service and the mechanism of integration.	Yes	Yes	Maybe			Yes	Yes	Maybe	Maybe		Maybe			Yes
TS-020	Describe how the proposed solution is aligned with CEDS.	Yes	Yes				Yes	Yes	Maybe	Maybe		Maybe			Yes
TS-021	Describe the solution's use of SIF.	Yes	Maybe				Yes	Maybe	Maybe	Maybe		Maybe			No
TS-022	Provide a list of data elements currently in the system.	Yes	Yes	Yes			Yes	Maybe	Yes	Maybe		Yes			Yes
TS-023	Describe in detail the ETL process in place.	Yes	Yes				Yes		Yes	maybe		Yes			Yes
TS-024	Describe in detail the items and services to be covered under operational maintenance and support of the proposed solution.	Yes	Yes	Yes			Yes		Yes	maybe		Yes			Yes
TS-025	Describe in detail the data conversion processes to migrate detailed historical data and setup new students. Historical data should be retained for a minimum of four years based on current retention requirements and can be updated depending on need. This information can include previous assessment data and student information data.	Yes	No	Maybe			Maybe	No	Maybe	maybe		Maybe			Yes
TS-026	Describe your capabilities and approach for transitioning the NC K-3 assessment data to the State at the end of the subscription service should NCDPI decide to end the use of the service in the future. Include what format the data will be provided e.g. Excel, Comma Delimited.	Yes	Yes	No			Yes	Yes	Yes	maybe		Yes			Yes
TS-027	NCDPI will provide student and staff information which should be used as a system of record for students and staff. Describe the proposed solution's data processing, cleansing and security process envisioned for NCDPI. Include any data transformation, data latency messaging capabilities.	Yes	Yes	Yes			Yes	Yes	Maybe	maybe		Maybe			Yes
TS-028	All K-3 Assessment results (benchmark and progress monitoring) will be reported back to NCDPI or systems authorized by NCDPI. Describe your current data transfer capabilities using state of the art protocols and services. Describe the system's ability to recover from failed or partial data transfer and your current notification process for the same.	Yes	Yes	Maybe			Yes	Yes	Yes	maybe		Yes			Maybe
TS-029	NCDPI will be involved in User Acceptance Testing (UAT) prior to initial deployment and testing enhancements before each planned release or adhoc bug fixes. Describe the vendor's software delivery process including the types of testing undertaken and Test Environment Management Process in supporting application releases and project delivery.	Yes	Maybe				Yes	Maybe	Maybe	Maybe		Maybe			No
TS-030	Describe how the proposed solution conforms to current accessibility standards, including Section 508, W3C WCAG 2.0, in accordance with N.C.G.S. § 168A-7 and the Code of Federal Regulations (CFR) at 28 CFR parts 35 (title II) and 36 (title III).	Yes	Yes				Yes	Yes	Yes	Maybe		Yes			
TS-031	Describe the vendor's disaster recovery plan including the current Recovery Time Objective (RTO) and Recovery Point Objective (RPO)	Yes	Yes	No			Yes	Yes	Yes	Maybe		Yes			

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TS-032	Describe the vendor's capability to provide Tier 1 through Tier 3 customer support and help desk capabilities for school districts to provide a unified single point of contact assistance with Technical issues. Describe the industry standard that is adopted for support.	Yes	Yes	Maybe			Yes	Yes	Yes	Maybe		Yes			Yes
TS-033	Describe your proposed process for collecting and prioritizing user feedback and providing NCDPI a roadmap for enhancements and changes every quarter.	Maybe	Yes	Maybe			Yes	Yes	Yes	Maybe		Yes			Yes
TS-034	Provide the minimum hardware, software and network bandwidth requirements for optimal performance of the proposed solution. Also indicate the sunsetting plan.	Yes	Yes	Yes			Yes		Yes	Maybe		Yes			Yes
TS-035	Provide a 3rd party attestation, one of the following based on the system proposed: SOC2 Type II, SSAE-16, FEDRAMP, ISO 27001	Yes	Maybe				Yes	No	Maybe	Maybe		Maybe			
TS-036	Provide completed Vendor Readiness Assessment Report (VRAR) – https://files.nc.gov/ncdit/documents/files/Vendor-Security-Assessment-Guide-v3.pdf	Yes	Yes				Yes		Yes	Maybe		Yes			
Index	**Evaluation Specification - Project Management Specification**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Requirements**
PM-001	Include an initial schedule and the associated Work Breakdown Structure (WBS) for the proposed implementation plan. The Project Schedule in the proposal to include significant phases, activities, tasks, milestones and resource requirements necessary for NCDPI to evaluate the plan.	Yes	Yes	Maybe	Yes		Yes		Yes	maybe		Yes	No		
PM-002	Include your current processes for the following – a. Configuration Management, b. Change Management, c. Quality Assurance, d. Risk and Issue Management, e. Communication Management.	Yes	Yes	Maybe			Yes		Yes	maybe		Yes	Yes		
PM-003	Vendor is expected to provide a full-time experienced Project Manager to oversee and coordinate the daily activities of the Vendor's project team and serve as the primary contact for the project.	Yes	Yes	Yes			Yes		Yes	maybe		Yes	No		
PM-004	Acknowledge that the Vendor shall comply with and support State IT project processes (State required processes including participation in and forms are described here: https://it.nc.gov/services/service-directory/project-management/project-approval-oversight-epmo)	Yes	Yes	Yes			Yes		Yes	maybe		Yes	Yes		
PM-005	The vendor will be expected to deliver the following documents. Please acknowledge your agreement to deliver and where the deliverables are tailored, please provide supporting justification.	Yes	Yes	Maybe			Yes		Yes	maybe		Yes	Maybe		
PM-006	Include resumes for key personnel required to deliver the work.	Yes		Maybe			Yes		Yes	Maybe		Yes	Maybe		
Index	**Evaluation Specification - Service Level Agreement Specification**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Requirements**
SLA-001	Provide a copy of the standard Service Level Agreement (SLA) with this proposal submission, including provisions establishing remedies, such as refunds or service credits for NCDPI in the event that Vendor fails to meet the performance metrics established in the SLA.	Yes	Yes				Yes		Yes	Maybe		Yes			
SLA-002	Describe the proposed solution's historical Uptime, Availability and Reliability.	Yes	Yes	Yes			Yes		Maybe	Maybe		Maybe			
SLA-003	Include recent detailed performance reporting of the proposed interactive web page's response times in milliseconds. If end user service desk calls reflect a trend of sluggish performance that exceed agreed upon SLA response times for the service, the Vendor may be expected to provide reports on demand to help determine the cause and corrective action for degraded performance.	Yes	Yes				Yes		Maybe	Maybe		Maybe			
	Describe your proposed Help Desk reporting process reflecting details such as: First Call Resolution, Number of calls Daily, Weekly, Monthly, and Number of calls resolved after 30 minutes.	Maybe	Yes	Maybe			Yes		Yes	maybe		Yes			

RFP CANCELLED

Read to Achieve - Evaluation Checklist for Desired Specification Evaluation

Vendor : _Curriculum Associates_____

Evaluators : ___Voting Members_____

		Voting Membe	Voting Memb	Voting Me	Voting Me	Voting Me	Voting Me	Voting Me	Voting Me	Voting Me	Voting Me	Voting Me	Vote Count Before Consensus					
Index	**Evaluation Specification - Desired Specification**	**Meets Require**	**Meets Requir**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Yes**	**No**	**Maybe**			
DS-001	The Vendor's RtAD SaaS Solution may provide touchscreen functionality to conduct student assessments on supported devices.	Yes	Yes	Yes	Yes	Yes		Yes		Maybe	Yes	Yes	8	0	1	8	0	1
DS-002	Support at least 99.9% uptime availability. However, if the vendor proposal is recommended by the evaluation team to the competitive range, all SLA terms may be negotiated at that time.	Yes			Yes	Maybe		Yes		Maybe	Yes	Yes	5	0	2	5	0	2
DS-003	Support 3 to 5 second or less web page response times. However, if the vendor proposal is recommended by the evaluation team to the competitive range, all SLA terms may be negotiated at that time.	Yes		Yes	Yes	Yes		Yes		Maybe	Yes	Yes	7	0	1	7	0	1
DS-004	Incorporates a personalized blended approach to assessment and learning, including multiple teaching and assessing modals to meet the demands of diverse student populations with a wide range of learning needs.	Maybe	Yes	Yes	Yes	Maybe		Yes		Maybe	Yes	Yes	6	0	3	6	0	3
DS-005	The assessment system incorporates innovative and evidence-based approaches utilizing assessment results to assist in recommending instructional strategies. Describe the system's capability to provide on demand (real time) assessment data and instructional strategies recommendation.	No		Yes	Yes	Maybe		Yes		No	Yes	Yes	5	2	1	5	2	1
DS-006	Electronic student, class, school, and district reports on assessment results to help all educators make instructional decisions based on the data, including a report that tracks student progress/growth.	Yes		Yes	Yes	Yes		Yes		Yes	Yes	Yes	8	0	0	8	0	0
DS-007	Online professional development options for teachers and administrators pertaining to the use of the assessment system and how to analyze and use the data to make informed instructional decisions for students.	Yes	Yes	Yes	Yes	Maybe		Yes		Yes	Yes	Yes	8	0	1	8	0	1
DS-008	Describe how your solution provides communications to parents including the ability to generate strategies/tools for them to be able to help their children at home. Explain the research and vetting process for these recommendations.	No	Maybe	Yes	Yes	No		Yes		No	Yes	Yes	5	3	1	5	3	1
DS-009	Describe how the proposed solution includes a constructed response feature for responding to text dependent questions (NAEP) - https://nces.ed.gov/nationsreportcard/	No	Maybe		No	No		No		No	no	Maybe	0	6	2	0	6	2
DS-010	Describe the proposed service's ability for authorized users to upload evidence of learning.	No			No	No		No		No	no	Yes	1	6	0	1	6	0
DS-011	Describe the proposed service's ability to maintain a portfolio of student's ongoing development over time.	No	No	yes	Yes	Yes		Yes		No	Yes	Yes	6	3	0	6	3	0
DS-012	Describe how the proposed solution approaches print awareness for young children.	No	No		No	Maybe		Yes		No	no	Yes	2	5	1	2	5	1
DS-013	Describe other open standards (other than CEDS defined in Technical Specification #20) that are used for interoperability.	Maybe			Maybe	Maybe				Maybe		Yes	1	0	4	1	0	4
DS-014	Describe the open standards that can be used for interoperability with your service.	Maybe			Maybe	Maybe				Maybe			0	0	4	0	0	4
													62	25	21	62	25	21

RETENTION COPY

Read to Achieve - Evaluation Checklist for Substantial Conformity to Specifications

Vendor : _Curriculum Associates_____

Evaluators : _Voting Members_____

Index	Evaluation Specification - Business Specification	Voting Memb Meets Requirement	Voting Memb Meets Requir	Voting Men Meets Requ	Voting Me Meets Requirem	Voting Memb Meets Requir	Voting Me Meets Req	Voting Me Meets Requirem	Voting Me Meets Req	Voting Me Meets Req	Voting Me Meets Requirem	Voting Me Meets Req	Vote Count Before Consensus Yes	No	Maybe			
BuS-001	Describe how the proposed solution directly assesses reading and pre-reading behaviors to support student's learning development at the various grade levels to inform instruction, including any observation-based practices if applicable: a.oral language (expressive and receptive) b.phonological and phonemic awareness c.phonics d.vocabulary e.fluency f.comprehension	No	No	Yes	Maybe	No	No	No	No	No	No	Yes	2	8	1	0	8	3
BuS-002	Describe how the proposed solution measures accuracy and rate for grades K, 1, 2, 3 (oral language, phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension) including any observation-based practices if applicable	No	No	Maybe	Maybe	No	No	No	No	No	No	No	0	9	2	0	9	2
BuS-003	Describe the validity and reliability of the assessment in the following areas: a.oral language b.phonological and phonemic awareness c.phonics d.vocabulary e.fluency f.comprehension	Maybe	No	Yes	Maybe	Maybe	Maybe	Yes	No	Maybe	No	Yes	3	3	5	1	0	10
BuS-004	Describe how the proposed solution meets the requirements for a universal screener, including the following: a.reliability of .80 or higher and concurrent or predictive validity of .60 or above b.benchmarking that provides large scale norm groups and/or research-based criterion c.adequate sensitivity and classification accuracy d.multiple equivalent forms of screening assessments that enable the teacher to gauge short term growth	Maybe	No	Yes	Yes	Yes	Maybe	Maybe	Yes	Maybe	No	Yes	5	2	4	5	7	4
BuS-005	Describe how the assessment identifies and reports students who may need intervention and enrichment.	Yes	Yes	Yes	Yes	Maybe	Yes	Yes	Yes	Yes	Maybe	Yes	9	0	2	1	4	6
BuS-006	Describe how the following characteristics for progress monitoring between benchmarks are met by the proposed solution: a.brief, b.repeatable, c.sensitive to improvement over time, including short term change d.multiple equivalent forms of screening assessments that enable the teacher to gauge short term growth (weekly or every other week), e.reliable, f.valid, g.measure accuracy and fluency with skills h.quantitative results charted over time to calculate and document rates of improvement i.Allow for off-grade level progress monitoring j.Ability for the results to be graphed against a goal (national norms and/or individualized goals) with 12-14 data points in 10 weeks' time.	No	No	Maybe	Maybe	No	No	No	No	No	No	Maybe	0	8	3	0	10	1
BuS-007	Describe how the proposed solution will be able to assess progress based on large scale norm groups and/or research-based criteria for district, school, grade level, class, group, individual, sub-group, and like peer group (refer to NC SLD policy https://ec.ncpublicschools.gov/2020PolicyAddendum.pdf)	No	Maybe	Yes	Maybe	Maybe	Maybe	Yes	Yes	No	Yes	Yes	5	7	4			
BuS-008	Describe how the measures align with best practices and adequately and accurately identify indicators of risk for dyslexia in grades K-3 as outlined in NC Session Law 2017-127.http://www.ncleg.net/Sessions/2017/Bills/House/PDF/H149v4.pdf	No	No	Yes	Maybe	Maybe	No	Maybe	No	No	No	Yes	2	6	3	0	11	0
BuS-009	Describe how the system uses developmentally appropriate practices to assess K-3 students.	Maybe	Maybe	Yes	Maybe	Maybe	Maybe	Yes	Yes	Maybe	No	Yes	4	3	6	1	6	4
BuS-010	Describe how the system incorporates educators and/or students using digital devices to assess reading and pre-reading behaviors.	No	Maybe	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	9	1	1	1	1	9
BuS-011	Describe how the proposed solution is a formative reading assessment(s) tool for grades K, 1, 2, 3.	Yes	Yes	Yes	Maybe	Yes	Yes	Yes	Yes	Yes	No	Yes	9	1	1	9	1	1
BuS-012	Describe how the proposed solution is a diagnostic reading assessment(s) tool for grades K, 1, 2, 3.	Yes	Yes	Yes	Maybe	Yes	Maybe	Yes	Yes	Yes	Yes	Yes	9	0	2	9	0	2
BuS-013	Describe the miscue and skills analysis features to assist with analyzing and identifying student's reading difficulties.	No	No		No	Maybe	No	No	Maybe	No	No		0	7	2	0	7	2
BuS-014	Describe how the proposed solution reports and displays results of progress monitoring.	Maybe	No	Yes	Yes	Maybe	Maybe	Yes	Yes	Yes	Yes	Yes	7	1	3	7	1	3
BuS-015	Describe how the proposed solution minimizes impact to instructional time while ensuring formative and diagnostic assessments are conducted. Provide estimates of assessment time, for both benchmarking and progress monitoring, per student per grade.	Yes	Maybe	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	9	1	1	1	0	10
BuS 016	Describe how the solution adapts as students gain mastery and have demonstrated proficiency. Testing should not repeat for mastered skills unless the educator selects to repeat testing.	Yes	Yes	Yes	Yes	Maybe	Yes	Yes	Yes	Yes	Yes	Yes	10	0	1	10	0	1
BuS-017	Describe how the content standards will be aligned and realigned to State Board of Education adopted ELA Standard Course of Study (Spring 2017). Provide specific mapping to the current standards. http://www.ncpublicschools.org/curriculum/languagearts/scos/ .	Yes	Maybe	Yes	Yes	Maybe	Yes	Yes	Maybe	Yes	Yes	Yes	8	0	3	3	6	2
BuS-018	Describe how the proposed solution can demonstrate high rates of predictability as to student performance on National and State assessments.	Maybe	No	Yes	Yes	Maybe	Yes	Yes	Maybe	Maybe	Maybe	Yes	5	1	5	5	1	5
BuS-019	Explain how the proposed solution can yield data that can be used with EVAAS. Describe and provide any information that explains any alignment or relationship between the assessment and the Education Value-Added Assessment System (EVAAS). http://www.ncpublicschools.org/effectiveness-model/evaas/ https://www.sas.com/en_us/software/evaas.html	Yes	Maybe	Yes	Yes	Maybe	Yes	Yes	Yes	Yes	Yes	Yes	9	0	2	11		0
BuS-020	NCDPI prefers a web-based software as a service application with the capability to support classroom student assessments without an internet connection. Describe how the proposed solution can satisfy this specification.	No	Yes	Maybe	No	No	No	Yes	Yes	No	No	No	3	7	1	3	7	1
BuS-021	Describe how the proposed solution allows for grouping and assigning student and educators outside of the Student Information System.	Yes	Yes	Yes	Maybe	Maybe	Yes	Yes	Yes	Yes	No	Yes	8	1	2	8	1	2
BuS-027	Describe how the proposed solution establishes instructional reading groups based on data-specific student performance data.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	11	0	0	11	0	0
BuS-023	Describe how the proposed solution helps educators meet the individual needs of students by recommending adjustments to instructional practices.	Yes	Maybe	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10	0	1	10	0	1
BuS-024	Describe how the Benchmarking process occurs in the proposed solution. NCDPI expects benchmarking three times a year for grades K, 1, 2 and 3.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	11	0	0	11	0	0
BuS-025	Describe how the proposed solution will provide data on the effectiveness of core support.	Maybe	Maybe	Yes	Yes	Maybe	Yes	Yes	Yes	Yes	Yes	Yes	8	0	3	8	0	3
BuS-026	Describe how the proposed solution will provide data on the effectiveness of supplemental and intensive support.	Maybe	No	Yes	Maybe	Maybe	Yes	Yes	Yes	Yes	Yes	Yes	7	1	3	7	1	3

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Evaluation

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Vendor : _Curriculum Associates_____

Evaluators : ____Non-Voting SMEs_____

Index	Evaluation Specification - Business Specification	SME 1	SME 2	SME 3	SME 4	SME 5	SME 6	SME 7	SME 8	SME 9	SME 10	SME 11	PMO	Security	Technical
		Meets Requirement	Meets Requirement	Meets Requirement	Meets Requirement	Meets Requirement	Meets Requirement	Meets Requirement	Meets Requirement	Meets Requirement	Meets Requirement	Meets Requirement	Meets Requirement	Meets Requirement	Meets Requirement
Bus-001	Describe how the proposed solution directly assesses reading and pre-reading behaviors to support student's learning development at the various grade levels to inform instruction, including any observation-based practices if applicable: a.oral language (expressive and receptive) b.phonological and phonemic awareness c.phonics d.vocabulary e.fluency f.comprehension	No	No	Maybe	Yes	No	Maybe		No	Yes	Yes	No			
Bus-002	Describe how the proposed solution measures accuracy and rate for grades K, 1, 2, 3 (oral language, phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension) including any observation-based practices if applicable	No	No	Maybe	Maybe	No	Maybe	Yes	No	Yes	Yes	No			
Bus-003	Describe the validity and reliability of the assessment in the following areas: a.oral language b.phonological and phonemic awareness c.phonics d.vocabulary e.fluency f.comprehension	Maybe	No	Maybe		Maybe	Maybe	Yes	Yes	Yes	Yes	Yes			
Bus-004	Describe how the proposed solution meets the requirements for a universal screener, including the following. a.reliability of .80 or higher and concurrent or predictive validity of .60 or above b.benchmarking that provides large scale norm groups and/or research-based criterion c.adequate sensitivity and classification accuracy d.multiple equivalent forms of screening assessments that enable the teacher to gauge short term growth	No	Yes	Maybe	Yes	Yes	Yes	Yes	Maybe	Yes	Yes	Maybe			
Bus-005	Describe how the assessment identifies and reports students who may need intervention and enrichment	Yes	Yes	Yes	Yes	Yes	Yes		Yes	Yes		Yes			
Bus-006	Describe how the following characteristics for progress monitoring between benchmarks are met by the proposed solution: a.brief, b.repeatable, c.sensitive to improvement over time, including short term change d.multiple equivalent forms of screening assessments that enable the teacher to gauge short term growth (weekly or every other week), e.reliable, f.valid, g.measure accuracy and fluency with skills h.quantitative results charted over time to calculate and document rates of improvement i.Allow for off-grade level progress monitoring j.Ability for the results to be graphed against a goal (national norms and/or individualized goals) with 12-14 data points in 10 weeks' time;	Maybe	No	Yes	Yes	No	Maybe		No	Yes	Yes	No			
Bus-007	Describe how the proposed solution will be able to assess progress based on large scale norm groups and/or research-based criteria for district, school, grade level, class, group, individual, sub-group, and like-peer group (refer to NC ELO policy here: //ncnc.public.schools.gov/2020Policy/Addendum.pdf)	Yes	No	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes			
Bus-008	Describe how the assessment align with best practices and adequately and accurately identify indicators of risk for dyslexia in grades K-3 as outlined in NC Session Law 2017-127 http://www.ncleg.net/Sessions/2017/Bills/House/PDF/h149v4.pdf	Yes	No	No		Yes	Maybe	No	Maybe	Yes	Yes	Maybe			
Bus-009	Describe how the system uses developmentally appropriate practices to assess K-3 students.	Maybe	No	Yes		Yes	Yes		Maybe	Yes	Yes	Maybe			
Bus-010	Describe how the system incorporates educators and/or students using digital devices to assess reading and pre-reading behaviors.	Yes	Yes	Yes		Yes	Yes	Yes	Maybe	Yes	Yes	Maybe			
Bus-011	Describe how the proposed solution is a formative reading assessment(s) tool for grades K, 1, 2, 3.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes			
Bus-012	Describe how the proposed solution is a diagnostic reading assessment(s) tool for grades K, 1, 2, 3.	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Maybe			
Bus-013	Describe the miscue and skills analysis features to assist with analyzing and identifying student's reading difficulties.	Maybe	No	Yes		Yes	Maybe		No	No	No	No			
Bus-014	Describe how the proposed solution reports and displays results of progress monitoring.	Yes	Maybe	Yes		Yes	Yes		Yes	Yes	Yes	Yes			
Bus-015	Describe how the proposed solution minimizes impact to instructional time while ensuring formative and diagnostic assessments are conducted. Provide estimates of assessment time, for both benchmarking and progress monitoring, per student per grade.	Maybe	Maybe	Yes		Maybe	Yes	Yes	Yes	Yes	Yes	Yes			
Bus-016	Describe how the solution adapts as students gain mastery and have demonstrated proficiency. Testing should not repeat for mastered skills unless the educator selects to repeat testing.	Maybe	Yes	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes			
Bus-017	Describe how the contents standards will be aligned and realigned to State Board of Education adopted ELA Standard Course of Study (Spring 2017). Provide specific mapping to the current standards. http://www.ncpublicschools.org/curriculum/languagearts/scos/	Yes	Yes	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes			
Bus-018	Describe how the proposed solution can demonstrate high rates of predictability as to student performance on National and State assessments.	Yes	Yes	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes			
Bus-019	Explain how the proposed solution can yield data that can be used with EVAAS. Describe and provide any information that explains any alignment or relationship between the assessment and the Education Value-Added Assessment System (EVAAS). https://www.ncpublicschools.org/effectiveness-model/evaas/ https://www.sas.com/en_us/software/evaas.html	Yes	Yes	Maybe	Yes	Yes	Yes		Yes	Yes	Maybe	Yes			
Bus-020	NCDPI prefers a web-based software as a service application with the capability to support classroom student assessments without an internet connection. Describe how the proposed solution can satisfy this specification.	No	No	No	No	No	No		No	Yes		No			
Bus-021	Describe how the proposed solution aligns for grouping and assigning student and educators outside of the Student Information System.	Yes	Yes	Yes		Yes	Yes		Yes	Yes		Yes			
Bus-022	Describe how the proposed solution establishes instructional reading groups based on data-specific student performance data.	Yes	Yes	Yes		Yes	Yes		Yes	Yes		Yes			
Bus-023	Describe how the proposed solution helps educators meet the individual needs of students by recommending adjustments to instructional practices.	Yes	Yes	Yes		Yes	Yes		Yes	Yes		Yes			
Bus-024	Describe how the Benchmarking process occurs in the proposed solution. NCDPI expects benchmarking three times a year for grades K, 1, 2 and 3.	Yes	Yes	Yes		Yes	Yes		Yes	Yes		Yes			
Bus-025	Describe how the proposed solution will provide data on the effectiveness of core support.	Yes	No	Yes		Yes	Yes		Yes	Yes		Yes			
Bus-026	Describe how the proposed solution will provide data on the effectiveness of supplemental and intensive support.	Yes	Maybe	Yes		Maybe	Yes		Yes	Yes		Yes			
Bus-027	Describe the vendor's proposed training model to train DPI Stakeholders (Estimated about 100), Master Literacy Coaches at the school district (Estimated about 500) and K-3 Teachers, Exceptional Children teachers, English as a Second Language Teachers, and literacy specialists (at least 25,000) initially and on an ongoing basis (refresher training). Include any real-time training in the classroom, practice components, etc.	Yes	No	Yes		Yes	Yes		Yes	Yes		Yes			
Bus-028	Describe how the vendor evaluates training effectiveness and adapts to meet the needs. Include any strategies for ensuring consistent scoring.	Yes	Maybe	Maybe		Yes	Yes		Yes	Yes		Yes			
Bus-029	Describe in detail the training and professional development content areas and variety of levels. For example, product training, usability for both diagnostic and progress monitoring, implementation, data analysis, etc	Yes	Yes	Yes		Yes	Yes	Yes	Yes	Yes		Yes			
Bus-030	Describe all training methods that the vendor will make available for the trainers like Technology based training or Training Presentation. Include all associated training costs in Attachment G.	Yes	Yes	Maybe		Yes	Yes	Yes	Yes	Yes		Yes			

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BUS-091	Describe the strategy to provide demo site / accounts for trainers taking into account appropriate protections are in place to mask sensitive production data in the demo site. Please be sure to elaborate how the masked data resembles production data and is repeatable, while maintaining referential integrity.	Yes	Yes	Yes		No	Yes		Yes	Yes		Yes			
Index	Evaluation Specification - Reporting Specification	Mandatory Requirement	Mandatory Requirement	Mandatory Requirement	Mandatory Requirement	Mandatory Requirement	Mandatory Requirement	Mandatory Requirement	Mandatory Requirement	Mandatory Requirement	Mandatory Requirement	Mandatory Requirement	Mandatory Requirement	Mandatory Requirement	Mandatory Requirement
RS-001	Describe the proposed permissions for reporting services	Yes	Yes	Yes			Yes		Yes	Yes		Yes			
RS-002	Describe the various report output formats i.e., graphs, charts, CSV, TXT; and the report delivery methods i.e., E-mail, Excel etc. If email is offered as an option describe the data security policies in place	Yes	Yes	Maybe			Yes	Yes	Yes	Yes		Yes			
RS-003	Reporting feature is expected to provide the following capabilities: a.timely assessment results to teachers/administrators b.timely assessment results to parents/guardians c.reporting results at the district, school, grade, teacher, group, and individual student level by all subgroups ESSA d.an end-of-year student summary report for cumulative folder historical data year after year to identify consistent gaps and learning trends for district, school, grade, teacher, group, and individual student level by all subgroups For each of the above, provide a timeframe for how frequently the data is refreshed (real-time, on demand, or some other interval).	No	Yes	Yes	Yes		Yes	Yes	Yes	Yes		Yes			
RS-004	Provide communication to parents in a format that is clear and easy to understand after each benchmark	Yes	Yes	Maybe			Yes		Yes	Yes		Yes			
RS-005	Describe the capability to track and report service usage	Yes	Yes	Yes			Yes		Yes	Yes		Yes			
RS-006	Describe any other reports that the solution offers	Yes	Yes	Yes			Yes		Yes	Yes		Yes			
Index	Evaluation Specification - Technical Specification	Mandatory Requirement	Mandatory Requirement	Mandatory Requirement	Mandatory Requirement	Mandatory Requirement	Mandatory Requirement	Mandatory Requirement	Mandatory Requirement	Mandatory Requirement	Mandatory Requirement	Mandatory Requirement	Mandatory Requirement	Mandatory Requirement	Mandatory Requirement
TS-001	Describe how the proposed solution is compatible with common digital devices including mobile and desktop devices. Describe any differences in the mobile offerings.	Yes	Yes	Yes	No		Yes	Yes	Yes	Maybe		Yes			Yes
TS-002	Please include a preliminary Technical Architecture System Design (TASD) document (https://not-11.amazonaws.com/s3/h-guide/documents/files/Technical%20Architecture%20System%20Design%20Template.doc) that illustrates the proposed solution. Describe in the TASD how the items outlined in this attachment are expected to be addressed with due consideration for all specifications in this document. Provide supporting narrative, appropriate technical diagrams depicting the flow of data and system architecture.)	Yes		Maybe			Yes	Yes	Yes	Maybe		Yes			Yes
TS-003	The preliminary TASD submitted with RFP response is expected to be revised after solution delivery to ensure the "as designed" and "as delivered" solution still conforms to NCDPI and NCDIT standards. Any architectural or security changes require NCDPI and NCDIT approval. Describe your proposed approach for meeting this specification.	Maybe		Maybe			Yes		Maybe	Maybe		Maybe			No
TS-004	Describe how the proposed solution aligns with State Technical Architecture (STA) https://it.nc.gov/services/it-architecture/statewide-architecture-framework	Yes					Yes	Maybe	Maybe	Maybe		Maybe			Maybe
TS-005	Describe the following in the TASD referenced in spec # 2 - •Availability, •Securability, •Scalability and •Interoperability	Yes		Maybe			Yes		Maybe	Maybe		Maybe			Yes
TS-006	This service will be classified as "Program Critical/Moderate" based on the sensitivity of data used, the security controls under the "Moderate" category column need to be implemented. The vendor's security policy should include all the control categories as specified under "Moderate" classification. Please refer to pages 4 through 10 for the security control baselines table in the State Information Security Manual document. For example, AC-1 (Access Control Policy and Procedures) under "Access Control" family/Category is discussed in detail in the NIST 800-53 document. NC Statewide Information Security Manual - https://it.nc.gov/documents/statewide-information-security-manual a) Describe how you will ensure compliance to the NC Statewide Security Manual.	Yes	Maybe	Yes			Yes	Yes	Maybe	Maybe		Maybe		Maybe	
TS-007	Describe how the proposed service protects PII and FERPA data. Include details related to security of data stored at the vendor's site as well as any server security policies.	Yes		Yes			Yes	Yes	Yes	Maybe		Yes		Yes	
TS-008	Describe the Vendor's proposed hosting site. All hosting sites must reside in the continental United States of America. Include in the hosting description answers to the following questions: i. Who is the hosting provider? ii. Where is the primary site? iii. Where is the disaster recovery site? iv. Are the hosting facilities compliant with applicable governance (such as FERPA, PII, or SAS 70 certification)? If yes, please provide copies of the most recent audit(s).	No	Yes	Yes			Yes	Yes	Yes	Maybe		Yes		Yes	Yes
TS-009	Describe how penetration testing is done and the current frequency.	Yes	Yes	Yes			Yes	Yes	Yes	maybe		Yes		Yes	
TS-010	Describe the proposed solution's system management practices with information on security patching. How often servers are patched, and what the Vendor's methodologies are for handling patching?	Yes	Yes	Yes			Yet		Yes	maybe		Maybe		Yes	
TS-011	Describe what processes the Vendor has in place to allow the NCDPI to audit the physical environment (could apply to production, secondary site, etc.) where the application/service is hosted. The NCDPI reserves the right to audit the physical environment.	No	No	Maybe			No	No	No	maybe		No		No	
TS-012	Describe how encryption is used within the application. Include in your description whether database encryption, network encryption (e.g. SSL, IPsec, SSH, SFTP/TPS, etc.), data-at-rest/data-in-motion encryption, and/or backup encryption are used. If the proposed solution uses any of the foregoing types/methods of encryption, describe the encryption.	Yes	Yes				Yes	No	Yes	maybe		Yes		Yes	Yes
TS-013	Describe the Vendor's process for handling and notifying a breach of HIPAA, PII and other non-public data.	Yes	Maybe	Yes			Yes	Maybe	Yes	maybe		Yes		Yes	
TS-014	Describe the security auditing and related capabilities in place. Refer to State Security Manual referenced above.	Yes	Yes	Yes			Yes	Maybe	Maybe	maybe		Maybe		Yes	
TS-015	Describe any proposed system security provisions not already addressed above	Yes	Yes				Yes	Yes	Yes	Maybe		Yes			
TS-016	Currently NCDPI has about 1,400 K-12 staff and 500,000 K-12 students. Describe how the proposed solution will scale without impacting performance	Yes	Yes	Yes			Yes	Yes	Yes	Maybe		Yes			Maybe
TS-017	Describe how the proposed solution can integrate with NCDPI's Identity and Access Management (IAM) Service. Here is a brief description of the integration methodology using NCFalcon:	Yes	Maybe	Maybe			Yes	No	Maybe	Maybe		Maybe			Yes
TS-018	Describe how the proposed solution restricts access to users. What are the various attributes to restrict access and maintain confidentiality. Define their hierarchy and hierarchy attributes.	Yes	Yes	Yes			Yes	Yes	Yes	Maybe		Yes		Yes	
TS-019	Describe the proposed system's data integration capabilities with other NCDPI authorized system(s). Explain how your solution consumes and publishes data with other solutions. Define the integration priorities and integration interface. Planned data integration points may include but are not limited to Student Information System (student enrollment, transfers across districts, dual enrollment, summer camps, teacher data, school calendars, etc.), Every Child Accountability Tracking System and State Operational Data Store (SODS). List all other products (suite) that may integrate with the service and the mechanism of integration.	Yes	Maybe	Yes			Yes	Maybe	Maybe	Maybe		Maybe			Yes
TS-020	Describe how the proposed solution is aligned with CEDS	No	No				No	Yes	No	Maybe		No			No
TS-021	Describe the solution's use of SIF	No	No				No	No	No	Maybe		No			No
TS-022	Provide a list of data elements currently in the system.	Yes	Yes	Yes			Yes	Maybe	Yes	Maybe		Yes			Yes
TS-023	Describe in detail the ETL process in place.	Yes	Maybe				Yes		Yes	maybe		Yes			Yes
TS-024	Describe in detail the items and services to be covered under operational maintenance and support of the proposed solution	Yes	Maybe	Yes			Yes		Yes	maybe		Yes			Yes
TS-025	Describe in detail the data conversion processes to migrate detailed historical data and setup new students. Historical data should be retained for a minimum of four years based on current retention requirements and can be updated depending on need. This information can include previous assessment data and student information data	Yes	Maybe	Yes			Maybe	Yes	Maybe	maybe		Maybe			Maybe

RFP DOCUMENT

Read to Achieve - Evaluation Checklist for Desired Specification Evaluation

Vendor : _Curriculum Associates_____

Evaluators : _____Non-Voting SMEs_____

		SME 1	SME 2	SME 3	SME 4	SME 5	SME 6	SME 7	SME 8	SME 9	SME 10	SME 11
Index	**Evaluation Specification - Desired Specification**	**Meets Require**	**Meets Requir**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Requirements**
DS-001	The Vendor's RtAD SaaS Solution may provide touchscreen functionality to conduct student assessments on supported devices.	Yes	Yes	Yes	Yes	Maybe	Yes		Yes	Maybe		Yes
DS-002	Support at least 99.9% uptime availability. However, if the vendor proposal is recommended by the evaluation team to the competitive range, all SLA terms may be negotiated at that time.	Maybe	Yes		Yes		Yes		Yes	Maybe		Yes
DS-003	Support 3 to 5 second or less web page response times. However, if the vendor proposal is recommended by the evaluation team to the competitive range, all SLA terms may be negotiated at that time.	Yes	Yes		Yes		Yes		Yes	Maybe		Yes
DS-004	Incorporates a personalized blended approach to assessment and learning, including multiple teaching and assessing modals to meet the demands of diverse student populations with a wide range of learning needs.	Yes	Yes	Yes	Maybe		Yes		Yes	Maybe		Yes
DS-005	The assessment system incorporates innovative and evidence-based approaches utilizing assessment results to assist in recommending instructional strategies. Describe the system's capability to provide on demand (real time) assessment data and instructional strategies recommendation.	Yes	Yes	Yes	Yes		Yes		Yes	Maybe		Yes
DS-006	Electronic student, class, school, and district reports on assessment results to help all educators make instructional decisions based on the data, including a report that tracks student progress/growth.	Yes	Yes	Yes	Yes					Maybe		Yes
DS-007	Online professional development options for teachers and administrators pertaining to the use of the assessment system and how to analyze and use the data to make informed instructional decisions for students.	Yes	Yes	Yes			Yes		Yes	Maybe		Yes
DS-008	Describe how your solution provides communications to parents including the ability to generate strategies/tools for them to be able to help their children at home. Explain the research and vetting process for these recommendations.	No	Yes	Yes	Yes		Yes		Maybe	Maybe		Maybe
DS-009	Describe how the proposed solution includes a constructed response feature for responding to text dependent questions (NAEP) - https://nces.ed.gov/nationsreportcard/	Maybe	Yes	yes	Maybe		No		No	maybe		No
DS-010	Describe the proposed service's ability for authorized users to upload evidence of learning.	No	No	maybe			No		No	maybe		No
DS-011	Describe the proposed service's ability to maintain a portfolio of student's ongoing development over time.	Yes	Yes	yes	Yes		Yes		Yes	maybe		Yes
DS-012	Describe how the proposed solution approaches print awareness for young children.	Yes	Maybe	maybe	Yes		Maybe		Maybe	maybe		Maybe
DS-013	Describe other open standards (other than CEDS defined in Technical Specification #20) that are used for interoperability.	Yes	Maybe				Yes		Maybe	maybe		Maybe
DS-014	Describe the open standards that can be used for interoperability with your service.	Yes	Maybe				Yes		Maybe	maybe		Maybe

REDACTED DOCUMENT

Read to Achieve - Evaluation Checklist for Desired Specification Evaluation

Vendor : _Amplify Education Inc._____

Evaluators : _____Voting Members_____

		Voting Member	Voting Memb	Voting Mem	Voting Memb	Voting Memb	Voting Mem	Voting Me	Voting Me	Voting Me	Voting Me	Voting Me	Vote Count Before Consensus					
Index	**Evaluation Specification - Desired Specification**	**Meets Requirem**	**Meets Requir**	**Meets Requ**	**Meets Require**	**Meets Require**	**Meets Requ**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Requirements**	**Yes**	**No**	**Maybe**			
DS-001	The Vendor's RtAD SaaS Solution may provide touchscreen functionality to conduct student assessments on supported devices.	Yes	Yes	Yes	Yes	Maybe		Yes		Yes	Yes	Yes	8	0	1	11	0	0
DS-002	Support at least 99.9% uptime availability. However, if the vendor proposal is recommended by the evaluation team to the competitive range, all SLA terms may be negotiated at that time.	Maybe			Yes	Maybe		Yes		Maybe	Yes	Yes	4	0	3	11	0	0
DS-003	Support 3 to 5 second or less web page response times. However, if the vendor proposal is recommended by the evaluation team to the competitive range, all SLA terms may be negotiated at that time.	Maybe			Maybe	Maybe		Maybe		Maybe	Yes	Yes	2	0	5	0	0	11
DS-004	Incorporates a personalized blended approach to assessment and learning, including multiple teaching and assessing modals to meet the demands of diverse student populations with a wide range of learning needs.	Yes	Maybe	No	Maybe	Maybe	Maybe	Yes	Maybe	Yes	Yes	Yes	5	1	5	9	0	2
DS-005	The assessment system incorporates innovative and evidence-based approaches utilizing assessment results to assist in recommending instructional strategies. Describe the system's capability to provide on demand (real time) assessment data and instructional strategies recommendation.	Yes	Maybe	Maybe	Yes	Maybe	Yes	Yes	Yes	Yes	Yes	Yes	8	0	3	8	0	3
DS-006	Electronic student, class, school, and district reports on assessment results to help all educators make instructional decisions based on the data, including a report that tracks student progress/growth.	Yes	Yes	Yes	Yes	Maybe	Yes	Yes	Yes	Yes	Yes	Yes	10	0	1	10	0	1
DS-007	Online professional development options for teachers and administrators pertaining to the use of the assessment system and how to analyze and use the data to make informed instructional decisions for students.	Yes	Yes	Yes	Yes	Maybe	Yes	Yes	Yes	Yes	Yes	Yes	10	0	1	10	0	1

RFP DOCUMENT

DS-008	Describe how your solution provides communications to parents including the ability to generate strategies/tools for them to be able to help their children at home. Explain the research and vetting process for these recommendations.	Yes	Maybe	Maybe	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	9	0	2	9	0	2
DS-009	Describe how the proposed solution includes a constructed response feature for responding to text dependent questions (NAEP) - https://nces.ed.gov/nationsreportcard/	Yes	Maybe	Maybe	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	9	0	2	9	0	2
DS-010	Describe the proposed service's ability for authorized users to upload evidence of learning.	Maybe	No	No	Maybe	Maybe	Maybe	Yes	Maybe	Maybe	maybe	Yes	2	2	7	2	2	7
DS-011	Describe the proposed service's ability to maintain a portfolio of student's ongoing development over time.	Yes	Yes		Yes	Yes		Yes		Yes	yes	Maybe	7	0	1	10	0	1
DS-012	Describe how the proposed solution approaches print awareness for young children.	Yes	Yes		Yes	Yes		Yes		Yes	yes	Yes	8	0	0	11	0	0
DS-013	Describe other open standards (other than CEDS defined in Technical Specification #20) that are used for interoperability.	Maybe			Maybe	maybe		Yes		Maybe		Yes	2	0	4	0	0	11
DS-014	Describe the open standards that can be used for interoperability with your service.	Maybe			Maybe	maybe		Yes		Maybe		Yes	2	0	4	0	0	11
										Total			**86**	**3**	**99**	**100**	**2**	**52**

RFP CAMOUFLAGED

Read to Achieve - Evaluation Checklist for Substantial Conformity to Specifications

Vendor : _Amplify Education Inc._____

Evaluators : _____Voting Members_____

		Voting Membering Memb	Voting Me	Voting Me	sting Membe	Voting Me	Voting Mem	Voting Me	Voting Me	Voting Me	Voting Me	Vote Count Before Consensus					
Index	Evaluation Specification - Business Specification	ets Requiremts	Requiremts	Requiremts	Requiremts	Requiremts	Requiremts	Requirer	Meets Reqts	Requiremts	Requirer	Yes	No	Maybe			
BuS-001	Describe how the proposed solution directly assesses reading and pre-reading behaviors to support student's learning development at the various grade levels to inform instruction, including any observation-based practices if applicable: a.oral language (expressive and receptive) b.phonological and phonemic awareness c.phonics d.vocabulary e.fluency f.comprehension	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	11	0	0	11	0	0
BuS-002	Describe how the proposed solution measures accuracy and rate for grades K, 1, 2, 3 (oral language, phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension) including any observation-based practices if applicable	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	11	0	0	11	0	0
BuS-003	Describe the validity and reliability of the assessment in the following areas: a.oral language b.phonological and phonemic awareness c.phonics d.vocabulary e.fluency f.comprehension	Yes	Yes	Maybe	Maybe	Yes	Yes	Yes	Yes	Maybe	Yes	8	0	3	10	0	1
BuS-004	Describe how the proposed solution meets the requirements for a universal screener, including the following: a.reliability at .80 or higher and concurrent or predictive validity at .60 or above b.benchmarking that provides large scale norm groups and/or research-based criterion c.adequate sensitivity and classification accuracy d.multiple equivalent forms of screening assessments that enable the teacher to gauge short term growth	Yes	Yes	Yes	Maybe	Maybe	Yes	Yes	Yes	Maybe	Yes	8	0	3	8	0	3
7	Describe how the assessment identifies and reports students who may need intervention and enrichment.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	11	0	0	11	0	0
BuS-006	Describe how the following characteristics for progress monitoring between benchmarks are met by the proposed solution: a.brief, b.repeatable, c.sensitive to improvement over time, including short term change d.multiple equivalent forms of screening assessments that enable the teacher to gauge short term growth (weekly or every other week), e.reliable, f.valid, g.measure accuracy and fluency with skills h.quantitative results charted over time to calculate and document rates of improvement i.Allow for off-grade level progress monitoring j.Ability for the results to be graphed against a goal (national norms and/or individualized goals) with 12-14 data points in 10 weeks' time.	Yes	Yes	Yes	Maybe	Yes	Maybe	Yes	Yes	Yes	Yes	9	0	2	8	0	3
BuS-007	Describe how the proposed solution will be able to assess progress based on large scale norm groups and/or research-based criteria for district, school, grade level, class, group, individual, sub-group, and like peer group (refer to NC SLD policy https://ec.ncpublicschools.gov/2020PolicyAddendum.pdf)	Maybe	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Maybe	Yes	9	0	2	9	0	2

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BuS-008	Describe how the measures align with best practices and adequately and accurately identify indicators of risk for dyslexia in grades K-3 as outlined in NC Session Law 2017-127.http://www.ncleg.net/Sessions/2017/Bills/House/PDF/H149v4.pdf	Yes	Yes	Yes	Yes	Maybe	Yes	Yes	Maybe	Yes	Yes	Yes	9	0	2	11	0	0
BuS-009	Describe how the system uses developmentally appropriate practices to assess K-3 students.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	10	1	0	11	0	0
BuS-010	Describe how the system incorporates educators and/or students using digital devices to assess reading and pre-reading behaviors.	Yes	Yes	Maybe	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10	0	1	11	0	0
BuS-011	Describe how the proposed solution is a formative reading assessment(s) tool for grades K, 1, 2, 3.	Yes	Yes	Yes	Maybe	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10	0	1	9	0	2
BuS-012	Describe how the proposed solution is a diagnostic reading assessment(s) tool for grades K, 1, 2, 3.	Yes	Yes	Yes	Yes	Yes	Yes	Maybe	Yes	Yes	Yes	Yes	10	0	1	10	0	1

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BuS-013	Describe the miscue and skills analysis features to assist with analyzing and identifying student's reading difficulties.	Yes	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10	0	0	10	0	1
BuS-014	Describe how the proposed solution reports and displays results of progress monitoring.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	11	0	0	11	0	0
BuS-015	**Describe how the proposed solution minimizes impact to instructional time while ensuring formative and diagnostic assessments are conducted. Provide estimates of assessment time, for both benchmarking and progress monitoring, per student per grade.**	Maybe	Maybe	Maybe	No	Yes	Yes	Yes	No	No	Yes	Yes	5	3	3	7	3	1
BuS-016	Describe how the solution adapts as students gain mastery and have demonstrated proficiency. Testing should not repeat for mastered skills unless the educator selects to repeat testing.	Yes	No	No	Maybe	Yes	Yes	Maybe	Yes	Yes	Yes	Yes	7	2	2	7	3	1
BuS-017	**Describe how the content standards will be aligned and realigned to State Board of Education adopted ELA Standard Course of Study (Spring 2017). Provide specific mapping to the current standards. http://www.ncpublicschools.org/curriculum/languagearts/scos/ .**	Yes	Yes	Yes	Yes	Maybe	Maybe	Yes	Maybe	Yes	Yes	Yes	8	0	3	7	2	2
BuS-018	Describe how the proposed solution can demonstrate high rates of predictability as to student performance on National and State assessments.	Yes	Yes	Yes	Maybe	Yes	Yes	Yes	Maybe	Maybe	Yes	Yes	8	0	3	8	0	3
BuS-019	**Explain how the proposed solution can yield data that can be used with EVAAS. Describe and provide any information that explains any alignment or relationship between the assessment and the Education Value-Added Assessment System (EVAAS). http://www.ncpublicschools.org/effectiveness-model/evaas/ https://www.sas.com/en_us/software/evaas.html**	Yes	Yes	Yes	Yes	Maybe	Yes	Yes	Yes	Yes	Yes	Yes	10	0	1	11	0	0

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BuS-020	NCDPI prefers a web-based software as a service application with the capability to support classroom student assessments without an internet connection. Describe how the proposed solution can satisfy this specification.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	11	0	0	11	0	0
BuS-021	Describe how the proposed solution allows for grouping and assigning student and educators outside of the Student Information System.	Yes	Yes	Yes	Maybe	Maybe	Maybe	Yes	Yes	Yes	Yes	Yes	8	0	3	8	0	3
BuS-022	Describe how the proposed solution establishes instructional reading groups based on data-specific student performance data.	Yes	Yes	Yes	Yes	Yes	maybe	Yes	Yes	Yes	Yes	Yes	10	0	1	10	0	1
BuS-023	Describe how the proposed solution helps educators meet the individual needs of students by recommending adjustments to instructional practices.	Yes	Yes	Yes	Yes	Yes	Maybe	Yes	Yes	Yes	Yes	Yes	10	0	1	10	0	1
BuS-024	Describe how the Benchmarking process occurs in the proposed solution. NCDPI expects benchmarking three times a year for grades K, 1, 2 and 3.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	11	0	0	11	0	0
BuS-025	Describe how the proposed solution will provide data on the effectiveness of core support.	Yes	Maybe	Maybe	Maybe	Maybe	Yes	Yes	No	Yes	Yes	Yes	6	1	4	9	0	2
BuS-026	Describe how the proposed solution will provide data on the effectiveness of supplemental and intensive support.	Yes	Maybe	Maybe	Maybe	Maybe	Yes	Yes	No	Yes	Yes	Yes	6	1	4	8	0	3

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BuS-027	Describe the vendor's proposed training model to train DPI Stakeholders (Estimated about 100), Master Literacy Coaches at the school districts (Estimated about 500) and K-3 Teachers, Exceptional Children Teachers, English as a Second Language Teachers, and literacy specialists (at least 25,000) initially and on an ongoing basis (refresher training). Include any real-time training in the classroom, practice components, etc.	Yes	Maybe	Maybe	Yes	Maybe	Yes	Yes	Yes	Maybe	Yes	Yes	7	0	4	2	2	7
BuS-028	Describe how the vendor evaluates training effectiveness and adapts to meet the needs. Include any strategies for ensuring consistent scoring.	Maybe	Yes	Maybe	Maybe	Maybe	Yes	Yes	Yes	Maybe	Yes	Yes	6	0	5	0	3	8
BuS-029	Describe in detail the training and professional development content areas and variety of levels. For example, product training, usability for both diagnostic and progress monitoring, implementation, data analysis, etc.	Yes	Yes	Maybe	Yes	Maybe	Yes	Yes	Yes	Maybe	Yes	Yes	8	0	3	8	0	3
BuS-030	Describe all training methods that the vendor will make available for the trainers like Technology based training or Training Presentation. Include all associated training costs in Attachment G.	Maybe	Yes	No	Yes	Maybe	Yes	Yes	Yes	Yes	Yes	Yes	8	1	2	8	1	2
BuS-031	Describe the strategy to provide demo site / accounts for trainers taking into account appropriate protections are in place to mask sensitive production data in the demo site. Please be sure to elaborate how the masked data resembles production data and is repeatable, while maintaining referential integrity.	Yes	Yes	Maybe	Yes	Maybe	Maybe	Yes	Yes	Yes	Yes	Yes	8	0	3	8	0	3
Index	**Evaluation Specification - Reporting Specification**	**ets Requiremes**	**Requirets**	**Requirents**	**Requirents**	**Requirents**	**Requirents**	**Requirents**	**Requirers**	**Requirents**	**Requirents**	**Requiren**						
RS-001	Describe the proposed permissions for reporting services	Yes		Yes	Maybe	Maybe		Yes	Yes	Yes	Yes	Maybe	6	0	3	0	0	11
RS-002	Describe the various report output formats i.e., graphs, charts, CSV, TXT; and the report delivery methods i.e., Email, Excel etc. If email is offered as an option describe the data security policies in place.	Yes		Yes	Maybe	Maybe		Yes	Yes	Yes	Yes	Yes	7	0	2	11	0	0
RS-003	Reporting feature is expected to provide the following capabilities: a.timely assessment results to teachers/administrators b.timely assessment results to parents/guardians c.reporting results at the district, school, grade, teacher, group, and individual student level by all subgroups ESSA d.an end-of-year student summary report for cumulative folder historical data year after year to identify consistent gaps and learning trends for district, school, grade, teacher, group, and individual student level by all subgroups For each of the above, provide a timeframe for how frequently the data is refreshed (real-time, on demand, or some other interval).	Yes		Yes	Maybe	Maybe	Yes	Yes	Yes	Yes	Yes	Yes	8	0	2	11	0	0
RS-004	Provide communication to parents in a format that is clear and easy to understand after each benchmark	Yes			Maybe	Yes	Maybe	Yes	Yes	Yes	Yes	Yes	7	0	2	7	0	4
RS-005	Describe the capability to track and report service usage.	Yes		Yes	Maybe	Maybe		Yes	Yes	Yes	Yes	Yes	7	0	2	11	0	0
RS-006	Describe any other reports that the solution offers.	Yes		Yes	Maybe	Yes		Yes	Yes	Yes	Yes	Maybe	7	0	2	11	0	0
Index	**Evaluation Specification - Technical Specification**	**ets Requiremes**	**Requirets**	**Requirents**	**Requirents**	**Requirents**	**Requirents**	**Requirents**	**Requirems**	**Requirers**	**Requirents**	**Requirents**	**Requirer**						
TS-001	Describe how the proposed solution is compatible with common digital devices including mobile and desktop devices. Describe any differences in the mobile offerings.	Yes		Yes	Maybe	Maybe				Yes		Yes	4	0	2	5	0	6
TS-002	Please include a preliminary Technical Architecture System Design (TASD) document (https://ncit.s3.amazonaws.com/s3fs-public/documents/files/Technical%20Architecture%20System%20Design%20Template.doc) that illustrates the proposed solution. (Describe in the TASD how the items outlined in this attachment are expected to be addressed with due consideration for all specifications in this document. Provide supporting narrative, appropriate technical diagrams depicting the flow of data and system architecture.)	Maybe			Maybe	Maybe			Yes	Maybe			1	0	4	11	0	0
TS-003	The preliminary TASD submitted with RFP response is expected to be revised after solution delivery to ensure the "as designed" and "as delivered" solution still conforms to NCDPI and NCDIT standards. Any architectural or security changes require NCDPI and NCDIT approval. Describe your proposed approach for meeting this specification.	Maybe			Maybe	Maybe			Yes	Maybe			1	0	4	11	0	0
TS-004	Describe how the proposed solution aligns with State Technical Architecture (STA): https://it.nc.gov/services/it-architecture/statewide-architecture-framework	Maybe			Maybe	Maybe			Yes	Maybe			1	0	4	10	0	1

DPI Solicitation Draft

TS-005	Describe the following in the TASD referenced in Spec # 2 - •Availability, •Securability, •Scalability and •Interoperability	Maybe			Maybe	Maybe			Yes	Maybe			1	0	4	11	0	0	
TS-006	**This service will be classified as "Program Critical/Moderate" based on the sensitivity of data used, the security controls under the "Moderate" category column need to be implemented. The vendor's security policy should include all the control categories as specified under "Moderate" classification. Please refer to pages 4 through 10 for the security control baselines table in the State Information Security Manual document. For example, AC-1 (Access Control Policy and Procedures) under "Access Control" Family/Category is discussed in detail in the NIST 800-53 document.** **NC Statewide Information Security Manual -** **https://it.nc.gov/documents/statewide-information-security-manual** **a) Describe how you will ensure compliance to the NC Statewide Security Manual.**	Maybe			Maybe	Maybe				Maybe			0	0	4	0	0	11	
TS-007	Describe how the proposed service protects PII and FERPA data. Include details related to security of data stored at the vendor's site as well as any server security policies.	Maybe			Maybe	Maybe			Yes	Maybe			1	0	4	11	0	0	
"Rack spac	Describe the Vendor's proposed hosting site. All hosting sites must reside in the continental United States of America. Include in the hosting description answers to the following questions: i. Who is the hosting provider? ii. Where is the primary site? iii. Where is the disaster recovery site? iv. Are the hosting facilities compliant with applicable governance (such as FERPA, PII, or SAS 70 certification)? If yes, please provide copies of the most recent audit(s).	Maybe			Maybe	Maybe			Yes	Maybe		Yes	2	0	4	11	0	0	
TS-009	Describe how penetration testing is done and the current frequency.	Maybe			Maybe	Maybe			Yes	Maybe		Yes	2	0	4	0	0	11	
TS-010	Describe the proposed solution's system management practices with information on security patching. How often servers are patched, and what the Vendor's methodologies are for handling patching?	Maybe			Maybe	Maybe			Yes	Maybe		Yes	2	0	4	11	0	0	
TS-011	Describe what processes the Vendor has in place to allow the NCDPI to audit the physical environment (could apply to production, secondary site, etc.) where the application/service is hosted. The NCDPI reserves the right to audit the physical environment.	Maybe			Maybe	Maybe			Yes	Maybe		Yes	2	0	4	0	11	0	
TS-012	Describe how encryption is used within the application. Include in your description whether database encryption, network encryption (e.g. SSL, IPsec, SSH, SFTP/FTPS, etc.), data-at-rest/data-in-motion encryption, and/or backup encryption are used. If the proposed solution uses any of the foregoing types/methods of encryption, describe the encryption.	Maybe			Maybe	Maybe			Yes	Maybe		Yes	2	0	4	11	0	0	
TS-013	Describe the Vendor's process for handling and notifying a breach of FERPA; PII and other non-public data.	Maybe			Maybe	Maybe			Yes	Maybe		Yes	2	0	4	11	0	0	
TS-014	Describe the security auditing and related capabilities in place. Refer to State Security Manual referenced above.	Maybe			Maybe	Maybe			Yes	Maybe		Yes	2	0	4	11	0	0	
TS-015	Describe any proposed system security provisions not already addressed above.	Maybe			Maybe	Maybe			Yes	Maybe			1	0	4				blank OK
TS-016	Currently NCDPI has about 26,000 K-3 staff and 500,000 K-3 students. Describe how the proposed solution will scale without impacting performance.	Maybe		Yes	Maybe	Maybe			Yes	Maybe			2	0	4	11	0	0	
TS-017	Describe how the proposed solution can integrate with NCDPI's Identity and Access Management (IAM) Service. Here is a brief description of the integration methodology using NCEdCloud.	Maybe			Maybe	Maybe			Yes	Maybe			1	0	4	1	0	10	
TS-018	Describe how the proposed solution restricts access to users. What are the various attributes to restrict access and maintain confidentiality. Define their hierarchy and hierarchy attributes.	Maybe			Maybe	Maybe			Yes	Maybe		Yes	2	0	4	11	0	0	
TS-019	Describe the proposed system's data integration capabilities with other NCDPI authorized system(s). Explain how your solution consumes and publishes data with other solutions. Define the integration priorities and integration interface. Planned data integration points may include but are not limited to Student Information System (student enrollment, transfers across districts, dual enrollment, summer camps, teacher data, school calendars, etc.), Every Child Accountability Tracking System and State Operational Data Store (SODS). List all other products (suite) that may integrate with the service and the mechanism of integration.	Maybe			Maybe	Maybe			Yes	Maybe		Yes	2	0	4	0	0	11	
TS-020	Describe how the proposed solution is aligned with CEDS.	Maybe			Maybe	Maybe			Yes	Maybe			1	0	4	0	0	11	

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TS-021	Describe the solution's use of SIF.	Maybe			Maybe	Maybe			No	Maybe		Maybe	0	1	5	0	11	0
TS-022	Provide a list of data elements currently in the system.	Maybe			Maybe	Maybe			Yes	Maybe		Yes	2	0	4	11	0	0
TS-023	Describe in detail the ETL process in place.	Maybe			Maybe	Maybe			Yes	Maybe		Yes	2	0	4	11	0	0
TS-024	Describe in detail the items and services to be covered under operational maintenance and support of the proposed solution.	Maybe			Maybe	Maybe			Yes	Maybe		Yes	2	0	4	0	0	11
TS-025	Describe in detail the data conversion processes to migrate detailed historical data and setup new students. Historical data should be retained for a minimum of four years based on current retention requirements and can be updated depending on need. This information can include previous assessment data and student information data.	Maybe			Maybe	Maybe			Yes	Yes		Yes	3	0	3	11	0	0
TS-026	Describe your capabilities and approach for transitioning the NC K-3 assessment data to the State at the end of the subscription service should NCDPI decide to end the use of the service in the future. Include what format the data will be provided e.g. Excel, Comma Delimited.	Yes			Maybe	Maybe			Yes	Yes		Yes	4	0	2	11	0	0
TS-027	NCDPI will provide student and staff information which should be used as a system of record for students and staff. Describe the proposed solution's data processing, cleansing and security process envisioned for NCDPI. Include any data transformation, data latency messaging capabilities.	Maybe			Maybe	Maybe			Yes	Maybe		Yes	2	0	4	11	0	0
TS-028	All K-3 Assessment results (benchmark and progress monitoring) will be reported back to NCDPI or systems authorized by NCDPI. Describe your current data transfer capabilities using state of the art protocols and services. Describe the system's ability to recover from failed or partial data transfer and your current notification process for the same.	Maybe			Maybe	Maybe			Yes	Maybe		Yes	2	0	4	0	11	0
TS-029	NCDPI will be involved in User Acceptance Testing (UAT) prior to initial deployment and testing enhancements before each planned release or adhoc bug fixes. Describe the vendor's software delivery process including the types of testing undertaken and Test Environment Management Process in supporting application releases and project delivery.	Maybe			Maybe	Maybe			Yes	Maybe			1	0	4	0	11	0
TS-030	Describe how the proposed solution conforms to current accessibility standards, including Section 508, W3C WCAG 2.0, in accordance with N.C.G.S. § 168A-7 and the Code of Federal Regulations (CFR) at 28 CFR parts 35 (title II) and 36 (title III).	Maybe			Maybe	Maybe			Maybe	Maybe			0	0	5	0	0	11
TS-031	Describe the vendor's disaster recovery plan including the current Recovery Time Objective (RTO) and Recovery Point Objective (RPO)	Maybe			Maybe	Maybe			Yes	Maybe		Yes	2	0	4	11	0	0
TS-032	Describe the vendor's capability to provide Tier 1 through Tier 3 customer support and help desk capabilities for school districts to provide a unified single point of contact assistance with Technical issues. Describe the industry standard that is adopted for support.	Maybe			Maybe	Maybe			Yes	Maybe		Yes	2	0	4	1	0	10

DEPARTMENT COPY

TS-033	Describe your proposed process for collecting and prioritizing user feedback and providing NCDPI a roadmap for enhancements and changes every quarter.	Yes			Maybe	Maybe			Yes	Maybe		Yes	3	0	3	0	0	11
TS-034	Provide the minimum hardware, software and network bandwidth requirements for optimal performance of the proposed solution. Also indicate the sunsetting plan.	Maybe			Maybe	Maybe			Yes	Maybe		Yes	2	0	4	11	0	0
TS-035	Provide a 3rd party attestation, one of the following based on the system proposed: SOC2 Type II, SSAE-16, FEDRAMP, ISO 27001	Maybe			Maybe	Maybe			Yes	Maybe		Yes	2	0	4	11	0	0
TS-036	Provide completed Vendor Readiness Assessment Report (VRAR) – https://files.nc.gov/ncdit/documents/files/Vendor-Security-Assessment-Guide-v3.pdf	Maybe			Maybe	Maybe			Yes	Maybe		Yes	2	0	4	0	11	0
Index	**Evaluation Specification - Project Management Specification**	**ets Requireme**	**s Requirem**	**ts Requirem**	**ts Requirem**	**ts Requirem**	**ts Requirem**	**ts Requirem**	**ts Requirem**	**ts Requirem**	**ts Requirem**	**ts Requirem**	**Yes**	**No**	**Maybe**	**Yes**	**No**	**Maybe**
PM-001	Include an initial schedule and the associated Work Breakdown Structure (WBS) for the proposed implementation plan. The Project Schedule in the proposal to include significant phases, activities, tasks, milestones and resource requirements necessary for NCDPI to evaluate the plan.	Yes			Maybe	Maybe			Yes	Maybe	Yes	Yes	4	0	3	11	0	0
PM-002	Include your current processes for the following – a. Configuration Management, b. Change Management, c. Quality Assurance, d. Risk and Issue Management, e. Communication Management.	Maybe			Maybe	Maybe			Yes	Maybe	No	Yes	2	1	4	11	0	0
PM-003	Vendor is expected to provide a full-time experienced Project Manager to oversee and coordinate the daily activities of the Vendor's project team and serve as the primary contact for the project.	Yes			Maybe	Maybe			Yes	Yes	Yes	Yes	5	0	2	11	0	0
PM-004	Acknowledge that the Vendor shall comply with and support State IT project processes (State required processes including participation in and forms are described here: https://it.nc.gov/services/service-directory/project-management/project-approval-oversight-epmo)	Yes			Maybe	Maybe			Yes	Yes	Yes	Yes	5	0	2	11	0	0
PM-005	The vendor will be expected to deliver the following documents. Please acknowledge your agreement to deliver and where the deliverables are tailored, please provide supporting justification.	Yes			Maybe	Maybe			Yes	Yes	Yes	Yes	5	0	2	11	0	0
PM-006	Include resumes for key personnel required to deliver the work.	Yes			Maybe	Maybe			Yes	Yes	Yes	Yes	5	0	2	0	0	11
Index	**Evaluation Specification - Service Level Agreement Specification**	**ets Requireme**	**s Requirem**	**ts Requirem**	**ts Requirem**	**ts Requirem**	**ts Requirem**	**ts Requirem**	**ts Requirem**	**ts Requirem**	**ts Requirem**	**ts Requirem**	**Yes**	**No**	**Maybe**	**Yes**	**No**	**Maybe**
SLA-001	Provide a copy of the standard Service Level Agreement (SLA) with this proposal submission, including provisions establishing remedies, such as refunds or service credits for NCDPI in the event that Vendor fails to meet the performance metrics established in the SLA.	Maybe			Maybe	Maybe			Yes	Maybe	Yes	Yes	3	0	4	11	0	0
SLA-002	Describe the proposed solution's historical Uptime, Availability and Reliability.	Maybe			Maybe	Maybe			Yes	Maybe	Yes	Yes	3	0	4	11	0	0

REPLACEMENT CANCELLED

SLA-003	Include recent detailed performance reporting of the proposed interactive web page's response times in milliseconds. If end user service desk calls reflect a trend of sluggish performance that exceed agreed upon SLA response times for the service, the Vendor may be expected to provide reports on demand to help determine the cause and corrective action for degraded performance.	Maybe			Maybe	Maybe			Yes	Maybe	Yes	Yes	3	0	4	0	0	11
SLA-004	Describe your proposed Help Desk reporting process reflecting details such as: First Call Resolution, Number of calls Daily, Weekly, Monthly, and Number of calls resolved after 30 minutes.	Maybe			Maybe	maybe			yes	Maybe	Yes	Yes	3	0	4	0	0	11
											Total		417	11	241	628	69	205

RFP CANCELLED

Read to Achieve - Evaluation Checklist for Desired Specification Evaluation

Vendor : _Amplify Education Inc._____

Evaluators : _____Non-Voting SMEs_____

		SME 1	SME 2	SME 3	SME 4	SME 5	SME 6	SME 7	SME 8	SME 9	SME 10	SME 11
Index	**Evaluation Specification - Desired Specification**	**Meets Requirer**	**Meets Requir**	**Meets Requ**	**Meets Require**	**Meets Require**	**Meets Requ**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Req**	**Meets Requirements**
DS-001	The Vendor's RtAD SaaS Solution may provide touchscreen functionality to conduct student assessments on supported devices.	Yes	Yes	Yes			Yes		Yes	Maybe		Yes
DS-002	Support at least 99.9% uptime availability. However, if the vendor proposal is recommended by the evaluation team to the competitive range, all SLA terms may be negotiated at that time.	Yes	Yes	Yes			Yes		Yes	Maybe		Yes
DS-003	Support 3 to 5 second or less web page response times. However, if the vendor proposal is recommended by the evaluation team to the competitive range, all SLA terms may be negotiated at that time.	Yes	Yes	Yes	Maybe		Maybe		Maybe	Maybe		Maybe
DS-004	Incorporates a personalized blended approach to assessment and learning, including multiple teaching and assessing modals to meet the demands of diverse student populations with a wide range of learning needs.	Yes	Yes	Yes	Yes		Yes		Yes	Maybe		Yes
DS-005	The assessment system incorporates innovative and evidence-based approaches utilizing assessment results to assist in recommending instructional strategies. Describe the system's capability to provide on demand (real time) assessment data and instructional strategies recommendation.	Yes	Yes	Yes			Yes		Yes	Maybe		Yes
DS-006	Electronic student, class, school, and district reports on assessment results to help all educators make instructional decisions based on the data, including a report that tracks student progress/growth.	Yes	Yes	Yes	Yes		Yes		Yes	Maybe		Yes
DS-007	Online professional development options for teachers and administrators pertaining to the use of the assessment system and how to analyze and use the data to make informed instructional decisions for students.	Yes	Yes	Yes	Yes		Yes		Yes	Maybe		Yes
DS-008	Describe how your solution provides communications to parents including the ability to generate strategies/tools for them to be able to help their children at home. Explain the research and vetting process for these recommendations.	Yes	Yes	Yes	Yes		Yes		Yes	Maybe		Yes
DS-009	Describe how the proposed solution includes a constructed response feature for responding to text dependent questions (NAEP) - https://nces.ed.gov/nationsreportcard/	Yes	Yes	no			Yes		Yes	maybe		Yes
DS-010	Describe the proposed service's ability for authorized users to upload evidence of learning.	Yes	Yes	no	Maybe		Maybe		Maybe	maybe		Maybe
DS-011	Describe the proposed service's ability to maintain a portfolio of student's ongoing development over time.	Yes	Yes	yes	Yes		Yes		Yes	maybe		Yes
DS-012	Describe how the proposed solution approaches print awareness for young children.	Yes	Yes	yes	Yes		Yes		Yes	maybe		Yes
DS-013	Describe other open standards (other than CEDS defined in Technical Specification #20) that are used for interoperability.	Yes	Yes				Yes		Maybe	maybe		Maybe

DEFICIENCY REPORT

DS-014	Describe the open standards that can be used for interoperability with your service.	Yes	Yes				Yes		Maybe	maybe		Maybe

RFP CANCELLED

Read to Achieve - Evaluation Checklist for Substantial Conformity to Specifications

Vendor : _Amplify Education Inc._____

Evaluators : _____Non-Voting SMEs_____

REDACTED

		SME 1	SME 2	SME 3	SME 4	SME 5	SME 6	SME 7	SME 8	SME 9	SME 10	SME 11	PMO	Security	Technical
Index	**Evaluation Specification - Business Specification**	**Meets Requir**	**Meets Re**	**Meets Reqts**	**Requiren**	**Meets Requts**	**Requirements**	**Requirems**	**Requirer**	**Meets Reqts**	**Requirents**	**Requirents**	**Requirents**	**Requirents**	**Requirements**
TS-024	Describe in detail the items and services to be covered under operational maintenance and support of the proposed solution.	Yes	Yes	Yes			Yes		Yes	Maybe		Yes			Maybe
TS-025	Describe in detail the data conversion processes to migrate detailed historical data and setup new students. Historical data should be retained for a minimum of four years based on current retention requirements and can be updated depending on need. This information can include previous assessment data and student information data.	Yes	Yes	Yes			Yes	Yes	Yes	Maybe		Yes			Yes
TS-026	Describe your capabilities and approach for transitioning the NC K-3 assessment data to the State at the end of the subscription service should NCDPI decide to end the use of the service in the future. Include what format the data will be provided e.g. Excel, Comma Delimited.	Yes	Yes	Yes			Yes	Yes	Yes	Maybe		Yes			Yes
TS-027	NCDPI will provide student and staff information which should be used as a system of record for students and staff. Describe the proposed solution's data processing, cleansing and security process envisioned for NCDPI. Include any data transformation, data latency messaging capabilities.	Yes	Yes	Maybe			Yes	Yes	Yes	Maybe		Yes			Yes
TS-028	systems authorized by NCDPI. Describe your current data transfer capabilities using state of the art protocols and services.	Yes	Yes	Yes			Yes	Yes	Yes	Maybe		Yes			No
TS-029	enhancements before each planned release or adhoc bug fixes. Describe the vendor's software delivery process including the types of testing undertaken and Test Environment Management Process in supporting application releases and project delivery.	Yes	Yes	No			Yes	Yes	Yes	Maybe		Yes			No
TS-030	Describe how the proposed solution conforms to current accessibility standards, including Section 508, W3C WCAG 2.0, in accordance with N.C.G.S. § 168A-7 and the Code of Federal Regulations (CFR) at 28 CFR parts 35 (title II) and 36 (title III).	Yes	Yes	No			Yes	Maybe	Yes	Maybe		Yes			Maybe
TS-031	Describe the vendor's disaster recovery plan including the current Recovery Time Objective (RTO) and Recovery Point Objective (RPO)	Yes	Yes	No			Yes	Yes	Maybe	Maybe		Maybe			
TS-032	Describe the vendor's capability to provide Tier 1 through Tier 3 customer support and help desk capabilities for school districts to provide a unified single point of contact assistance with Technical issues. Describe the industry standard that is adopted for support.	Yes	Yes	Yes			Yes	Yes	Yes	Maybe		Yes			Maybe
TS-033	Describe your proposed process for collecting and prioritizing user feedback and providing NCDPI a roadmap for enhancements and changes every quarter.	Yes	Yes	Maybe			Yes	Yes	Yes	Maybe		Yes			Maybe
TS-034	Provide the minimum hardware, software and network bandwidth requirements for optimal performance of the proposed solution. Also indicate the sunsetting plan.	Yes	Yes	Yes			Yes		Yes	Maybe		Yes			Yes
TS-036	Provide completed Vendor Readiness Assessment Report (VRAR) – https://files.nc.gov/ncdit/documents/files/Vendor-Security-Assessment-Guide-v3.pdf	Yes	Yes	No			Yes		Maybe	Maybe		No			
PM-002	Include your current processes for the following – a. Configuration Management, b. Change Management, c. Quality Assurance,	Yes	Yes	No			Yes		Yes	Maybe		Yes	Yes		
PM-003	Vendor is expected to provide a full-time experienced Project Manager to oversee and coordinate the daily activities of the Vendor's project team and serve as the primary contact for the project.	Yes	Yes	Yes			Yes		Yes	Maybe		Yes	Yes		
PM-004	Acknowledge that the Vendor shall comply with and support State IT project processes (State required processes including participation in and forms are described here: https://it.nc.gov/services/service-directory/project-management/project-approval-oversight-epmo)	Yes	Yes				Yes		Yes	Maybe		Yes	Yes		
PM-005	The vendor will be expected to deliver the following documents. Please acknowledge your agreement to deliver and where the deliverables are tailored, please provide supporting justification.	Yes	Yes	Yes			Yes		Yes	Maybe		Yes	Yes		
PM-006	Include resumes for key personnel required to deliver the work.	Yes	Yes	No			Yes		Yes	Maybe		Yes	Yes		

SLA-001	Provide a copy of the standard Service Level Agreement (SLA) with this proposal submission, including provisions establishing remedies, such as refunds or service credits for NCDPI in the event that Vendor fails to meet the performance metrics established in the SLA.	Yes	Yes				Yes		Yes	Maybe		Yes			
SLA-002	Describe the proposed solution's historical Uptime, Availability and Reliability.	Yes	Yes				Yes		Yes	Maybe		Yes			
SLA-003	Include recent detailed performance reporting of the proposed interactive web page's response times in milliseconds. If end user service desk calls reflect a trend of sluggish performance that exceed agreed upon SLA response times for the service, the Vendor may be expected to provide reports on demand to help determine the cause and corrective action for degraded performance.	Yes	Yes				Yes		Yes	Maybe		Yes			
SLA-004	Describe your proposed Help Desk reporting process reflecting details such as: First Call Resolution, Number of calls Daily, Weekly, Monthly, and Number of calls resolved after 30 minutes.	Yes	Yes	maybe			Yes		Yes	maybe		Yes			

RFP CANCELLED

RtAD Vendor Demonstrations

Evaluator

Criteria	Amplify		Curriculum Associates		Istation		NW
	Yes	No	Yes	No	Yes	No	Yes
Demo Script Adherence	11	0	6	5	5	6	6
Ability to Meet RFP Specifications	11	0	1	10	4	7	0
Ability to Meet Legislated Timeline	11	0	0	11	11	0	1
Total	33	0	7	26	20	13	7
Rank	1		3		2		3

This includes demonstration by vendors and subsequent clarifications issued by vendors.
Voting members vote "Yes" or "No" by show of hands.

RFP CANCELLED

EA
No
5
11
10
26

RFP CANCELLED

Vendor - Istation

One Time Cost

Cost component	One-Time Cost	Describe Cost Basis
Project Management	$ 0	
Customization required for implementation	$ 0	
Project Deliverables and User Documentation (Specify details)	$ 0	
Installation / Conversion / Migration / Implementation Costs	$ 0	
Training including all training materials	$ 0	Please refer to "Other – Professional Development" recurring cost below
Others (describe)	$ 0	
Total One-Time Costs	**$0**	

Cost component	Recurring Costs			Describe Cost Basis
	Year 1	Year 2	Year 3	
Subscription fees or cost *	$2,675,837	$2,675,837	$2,675,837	
Enhancement Cost	$	$	$	
Technical Support / Customer Service	$	$	$	
Others (describe) - Professional Development	$76,103	$76,103	$76,103	
Total Recurring Cost	**$2,751,940**	**$2,751,940**	**$2,751,940**	
				Contract Total
			Grand Total for the entire Contract	**$8,255,819**

Notes :

DELIVERY ORDER

Training/Professional Development includes 22 onsite full days of training, 14 recorded live webinars, and 10 customized virtual teacher training modules, recorded and including quizzes and tracking features.

While Istation recommends that students use headsets to reduce distractions during the assessment, they are not required.

Total Proposal Cost	**$8,255,818.50**
Total Contract Cost per year	**$2,751,939.50**
Total Contract Cost per Student	**$5.86**

RANK

Number of Students	469,445
Number of Teachers	26,000

RFP CANCELLED

Vendor - NWEA

One Time Cost

Cost component	One-Time Cost	Describe Cost Basis
Project Management	$ 0	
Customization required for implementation	$ 0	
Project Deliverables and User Documentation (Specify details)	$ 0	
Installation / Conversion / Migration / Implementation Costs	$ 0	
Training including all training materials	$ 0	
Others (describe)	$ 0	
Total One-Time Costs	**$0**	

Cost component	Recurring Costs			Describe Cost Basis
	Year 1	Year 2	Year 3	
Subscription fees or cost *	$8,191,815.25	$8,191,815.25	$8,191,815.25	
Enhancement Cost	$	$	$	
Technical Support / Customer Service	$	$	$	
Others (describe) - Professional Development (Core Plan)	$0	$0	$0	
Total Recurring Cost	**$8,191,815.25**	**$8,191,815.25**	**$8,191,815.25**	
				Contract Total
			Grand Total for the entire Contract	**$24,575,445.75**

Notes :

DELIVERED
RFP

Our pricing assumptions for the RtAD SaaS program are listed below:
1. NWEA has proposed the use of MAP Growth and MAP Reading Fluency, which are existing, off-the-shelf products.
2. NWEA will communicate with the districts at the State's direction and per the communication plan we define with NCDPI for this program.
3. The State will want to set a defined testing window within the NWEA default windows in order to have consistency across the districts and for like comparisons.
4. NWEA will utilize traditional methods for implementation with new districts.
5. Training includes the following:

–
State-level training for 100 NCDPI stakeholders over two days in July of Year 1, and over one day in Years 2 and 3.

–
District-level onsite pre-test training for 500 participants over a two-week period in July of Year 1 consisting of eight onsite one-day workshops, one at each of the eight literacy divisions/regions in North Carolina. This training will be geared toward Master Literacy Coaches and District Test Coordinators. During Years 2 and 3, NWEA will provide one-day trainings that will serve as refresher updates on previously mentioned topics.

–
School-l evel training for 25,000 participants utilizing online MAP Suite courses.

–
District-level post-implementation professional development at sixteen onsite one-day workshops, two at each of the eight literacy divisions/regions in North Carolina.
During Years 2 and 3, NWEA will provide one-day trainings that will serve as refresher updates on previously mentioned topics.

–
NWEA Professional Learning Online

Districts will roster students into the system using our standard MAP Growth roster templates.

NWEA will provide student assessment results for the State for MAP Growth only after each test administration. The file will be developed from the district-level rostered data.

All partners, both new and current, will start testing under this new program in fall 2019.
MAP reading fluency requires each student to use an over-ear headset with a boom-style microphone. Districts and Schools will be responsible for purchasing and providing these to students. Built in computer microphones and microphones in-line on a headset cord are not supported for administration of MAP reading fluency.*

Total Proposal Cost	**$24,575,445.75**
Total Contract Cost per year	**$8,191,815.25**
Total Contract Cost per Student	**$17.45**

RFP CANCELLED

RANK

Number of Students	469,445
Number of Teachers	26,000

* Cost for this microphone varies between $8.00 to $ 23
* State recently disbursed 23,224 iPads

RFP CANCELLED

Vendor - Curriculum Associates **Low Cost**

One Time Cost

Cost component	One-Time Cost	Des
Project Management	$ 0	
Customization required for implementation	$ 0	
Project Deliverables and User Documentation (Specify details)	$ 0	
Installation / Conversion / Migration / Implementation Costs	$ 0	Standard system integration, as in the i- Ready assessment sys
Training including all training materials	See Recurring Cost "Other" row	
Others (describe)	See Recurring Cost "Other" row	
Total One-Time Costs	**$0**	

Cost component	Recurring Costs	
	Year 1	Year 2
Subscription fees or cost *	$2,253,336.00	$2,253,336.00
Enhancement Cost	$	$
Technical Support / Customer Service	$	$
Others (describe) - Professional Development (Core Plan)	$867,000	$867,000
Total Recurring Cost	**$3,120,336.00**	**$3,120,336.00**

Grand Total fo

Notes :

I-Ready assessment system is $6/student/year for reading. Cost shown is for I-Ready assessm
Unlimited access to our Technical Support and Customer Service teams during business hours
578 centralized onsite PD sessions in Years 1 and 2 (289 sessions each of two different course
Diagnostic administration and one delivered after. 289 centralized onsite PD sessions in Year 3
28 centralized onsite Leadership Best Practices PD sessions per year will be free for the purcha

Total Proposal Cost	**$8,927,508.00**
Total Contract Cost per year	**$2,975,836.00**
Total Contract Cost per Student	**$6.34**

RFP CANCELLED

scribe Cost Basis
s described in our technical proposal, is included tem license fee

Year 3	Describe Cost Basis
$2,253,336.00	
$	
$	
$433,500	
$2,686,836.00	
	Contract Total
r the entire Contract	**$8,927,508.00**

ent at a discounted price of $4.80

s, one delivered before the first

ased PD

RFP CANCELLED

Vendor - Curriculum Associates High Cost

One Time Cost

Cost component	One-Time Cost	Describe Cost Basis
Project Management	$ 0	
Customization required for implementation	$ 0	
Project Deliverables and User Documentation (Specify details)	$ 0	
Installation / Conversion / Migration / Implementation Costs	$ 0	Standard system integration, as described in our technical proposal, is included in the i- Ready assessment system license fee
Training including all training materials	See Recurring Cost "Other" row	
Others (describe)	See Recurring Cost "Other" row	
Total One-Time Costs	**$0**	

Cost component	Recurring Costs			Describe Cost Basis
	Year 1	Year 2	Year 3	
Subscription fees or cost *	$9,013,344.00	$9,013,344.00	$9,013,344.00	
Enhancement Cost	$	$	$	
Technical Support / Customer Service	$	$	$	
Others (describe) - Professional Development (Core Plan)	$867,000	$867,000	$433,500	
Total Recurring Cost	**$9,880,344.00**	**$9,880,344.00**	**$9,446,844.00**	
				Contract Total
			Grand Total for the entire Contract	**$29,207,532.00**

DELIVERED RFP

Notes :

If NCDPI or any implementing districts choose to upgrade their i-Ready assessment system license to also include i-Ready Instruction, the per-student list price is an additional $24/year for reading.

Purchases of more than 100 sites receive a 20 percent discount.

Unlimited access to our Technical Support and Customer Service teams during business hours

578 centralized onsite PD sessions in Years 1 and 2 (289 sessions each of two different courses, one delivered before the first Diagnostic administration and one delivered after. 289 centralized onsite PD sessions in Year 3.

28 centralized onsite Leadership Best Practices PD sessions per year will be free for the purchased PD

i-Ready Diagnostic's individually administered, untimed test occurs entirely online via a compatible internet-enabled device with headphones or speakers.

Total Proposal Cost	**$29,207,532.00**
Total Contract Cost per year	**$9,735,844.00**
Total Contract Cost per Student	**$20.74**

RANK

Number of Students	469,445
Number of Teachers	26,000

RFP CANCELLED

RtA

	Amplify
Current ratio	**1.03**
Quick ratio	**0.86**
Auditor's opnion	
External audit letter	
Ranking	
Financials as of	12/31/2018

Following analysis is to the best of my knowledge and ability. Analysis is based on the financial data provided by vendors. There is no assurance of the financial condition, as I have limited information.

1. Financial Statements are still unaudited. Therefore, no independent auditor's opinion is available.
2. Standard current ratio is 2:1 and quick ratio is 1:1. Amplify has 1.03:1 and .86:1. Liquidity position is good.
3. Since the opinion is not available, i compared net loss from 2017 to 2018. Losses have gone up from $42,684,000 to $54,459,000.

DELETED
RFP CANCELLED

RtA

	Amplify
Current ratio	**0.64**
Quick ratio	**0.42**
Auditor's opnion	
External audit letter	
Ranking	
Financials as of	12/31/2017

Following analysis is to the best of my knowledge and ability. Analysis is based on the financial data provided by vendors. There is no assurance of the financial condition, as I have limited informaiton.

1. Financial Statements are as of 12/31/2017, 12/31/2018 can be requested.
2. Standard current ratio and quick ratio are 2:1 and 1:1 respectively. Amplify has 0.64:1 and 0.42:1. it mean to pay $1 in current liability they have 64 cents in current assets.
3. Subsequent events state that Amplify borrowed $30 million from Amplify Education Parterns, L.L.C. in February 2018, maturing April 2018. We can ask about this promisory note.
4. Statements show a net loss of $30,136,000, more than comparative statments of prior six months.
5. External auditors have provided unqualified opinion. no mention Going Concern issue or qualified opinion.

DELIBERATIVE DOCUMENT

RFP CANCELLED

Read to Achieve RFP Evaluation

	Curriculum Assoc	Istation	Amplify	NWEA
Current ratio	0.88	3.72	1.13	1.03
Quick ratio	1.85		1.50	0.95
Auditor's opinior	Unqulified	Unqulified		Unqualified
Ranking	1	1	1	1
Financials as of	12/31/2017	12/31/2017	12/31/2017	6/30/2018

Above ranking and analysis is based purely on the statements provided by the vendors and to the Best Of My Knowledge AND Ability.

Amplify - Liquidity position is good. Audit report is deleted from the Financials. Losses over 2 years have increased from 12.94 million to 30.77 million. I have analyzed their prior year financials.

All four vendors have good liquidity position. I dont see any reference to Going Concern issue.

DELETED
RFP CANCELLED