



Request for Quotes

Idaho Statewide Assessment Program Needs Assessment–RFQ#26-2007

PURPOSE

The Idaho Department of Education (IDE), Assessment and Accountability (A&A) Team is requesting quotes for a statewide needs assessment focused on assessment literacy and balanced assessment systems as detailed below.

The contact for this RFQ is:

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BACKGROUND

Purpose Statement

The A&A Team seeks to better understand the knowledge and perceptions of assessments among key educational stakeholders and to identify the most critical supports Local Education Agencies (LEAs) need to strengthen their use of assessment and data. The purpose of this study is to:

- Assess current knowledge of assessment among educators, district and school leaders, and community members (e.g., school board, families, students).
- Assess current perceptions of assessment among educators, district and school leaders, and community members (e.g., school board, families, students).
- Identify the extent to which LEAs are developing and using balanced assessment systems.
- Identify the most significant barriers and needs related to using assessment data to inform instruction and decision-making.
- Prioritize a small number of actionable strategies and resources the IDE can provide to support LEAs in improving assessment literacy and effective data use.



This targeted needs assessment will guide the IDE's efforts to support LEAs with evidence-based strategies for effective assessment practices and data use, aligned to the A&A Team's goal of ensuring all Idaho education partners effectively use data and assessment results to advance student achievement.

Guiding Questions

The needs assessment must be designed to address the following guiding questions:

1. Assessment Literacy
 - What is the current level of understanding assessment design, purposes, practices, and results among various educational partners?
 - In what areas do these partners feel most confident, and where do they express the greatest need for support?
2. Assessment Perceptions
 - How do various educational partners perceive the overall purpose of state and local assessments?
 - To what extent do they view assessment results as useful for improving student learning, instructional practices, or system-level decisions?
 - What concerns or misconceptions exist about the role of assessment in Idaho's education system?
3. Balanced Assessment Systems
 - To what extent are LEAs and schools intentionally implementing balanced assessment systems (formative, interim, and summative)?
 - What challenges or gaps do stakeholders identify in developing and sustaining assessment systems?
4. Use of Data
 - How are educators and leaders currently using a variety of data sources, including educational assessments, to inform instructional practices, curricular resources, and other student supports?
 - What barriers most limit their ability to use data effectively?
5. Supports and Resources
 - What tools, training, or professional learning opportunities are most needed to improve assessment literacy and effective data use?
 - What types of communication or engagement would strengthen educational partners' understanding of assessment and its role in advancing student achievement?



TIMELINE

Quotes are due by: September 24, 2025 by 5:00 p.m. MT

SPECIFICATIONS OR SCOPE OF WORK

See Exhibit A for full details on the scope of work, including timeline and deliverables.

AWARD BASIS AND TERM

Award will be made to the responsive responsible vendor whose proposal meets the requirements outlined in Exhibit B, Submission Requirements and receives the highest combined score based on technical merit and cost. Technical merit will be evaluated according to the criteria outlined in this RFQ along with the information and cost provided in the vendor's submission of Exhibit C, Price Sheet.

The term of the resulting contract will be no longer than 5 months with no optional renewals.

RESPONSE

Submit the completed Price Sheet, signed Signature Page, and all items required by the Scope of Work to assessments@sde.idaho.gov prior to the deadline established above.



SIGNATURE PAGE

This RFQ response is submitted in accordance with all documents and provisions of the specified RFQ #26-2007 and Idaho Statewide Assessment Program Needs Assessment provided below. By my signature I accept the terms, conditions and requirements contained in the solicitation, including, but not limited to: the [Idaho State Department of Education General Terms and Conditions](#), [the Idaho Department of Education Special Terms and Conditions for Solicitations](#), and the Idaho State Department of Education [Special Terms and Conditions for Federal Funds](#), if applicable, in effect at the time this RFQ was issued. As the undersigned, I certify that I am authorized to sign and submit this response for the named Vendor. I further acknowledge I am responsible for reviewing and acknowledging any addendums that have been issued for this solicitation.

RFQ Number: #26-2007

RFQ Title: **Assessment Program Needs Assessment**

Contractor's Legal Business Name		
Contractor's Authorized Representative's Printed Name		Title
Address		
Phone	Email	
Signature		Date

IDE Authorized Representative's Printed Name		Title
Signature		Date



Exhibit A.

SCOPE OF WORK

The contractor will design and implement a needs assessment focused on assessment literacy, balanced assessment systems, and the use of assessment data. The work must reflect Idaho's unique context, including its six educational regions, diversity of district/school sizes, substantial rural population, and strong value of local control. The scope of work will include:

1. Project Planning

- Collaborate with A&A team staff to finalize research questions and priority educational partner groups.
- Develop a project plan and timeline that balances representative input with efficiency.
- Ensure methods intentionally capture perspectives across all six educational regions and account for differences in district/school size, geography, and community context.

2. Educational Partner Input

- Collect input from a focused but representative set of stakeholder groups, including:
 - LEA and school leaders (superintendents, principals, assessment coordinators)
 - Classroom teachers
 - Community members (e.g., school boards, students and families, other local voices)
- Use streamlined methods (e.g., statewide survey plus a small number of strategically selected focus groups or interviews) to gather representative insights while respecting participants' time.
- Ensure rural and small LEA voices are intentionally included, not just those from larger LEAs.

3. Data Collection and Analysis

1. Gather and analyze data related to:
 - Educational partner understanding of assessment purposes and practices
 - Extent of balanced assessment system use across LEAs
 - Current practices and barriers in using assessment data
 - Priority needs for tools, training, and resources



- Identify key trends, gaps, and promising practices
- Disaggregate findings where possible to highlight differences in commonalities across regions, LEA sizes, and community contexts.

4. Findings and Recommendations

- Provide a report summarizing key findings, themes and recommendations.
 - Report must be formatted as an accessible Word document.
- Provide an educational partner-friendly summary presentation for broader communication.
 - Presentation must be formatted as an accessible PowerPoint.
- Address how needs and priorities may vary across regions, rural vs non-rural LEAs, and different LEA sizes.
- Highlight 3-5 actionable priorities that the A&A team can reasonably support statewide.

5. *Optional: Capacity-Building Component*

2. Recommend simple measures or tools the A&A team could use to periodically check progress on assessment literacy and balanced assessment system implementation in ways that remain sensitive to local control and context.

DELIVERABLES AND PROJECTED TIMELINE

TASK	DELIVERABLE	DUE DATE
Project Launch	<ul style="list-style-type: none">• Kickoff meeting with A&A staff• Finalized project plan and timeline• Draft educational partner engagement plan (including how regions, LEA size, and rural representation will be ensured)	Late September – Early October 2025 (Specific Date TBD)
Tool Development, Survey Design, and Data Collection	<ul style="list-style-type: none">• Draft survey instruments for review• Draft focus group/interview protocols• Approval of educational partner communication plan• Administer survey(s)• Focus groups/interviews conducted with representative LEAs, teachers, and community members	October 2025- December 2025
Analysis	<ul style="list-style-type: none">• Draft report of findings and themes• Presentation of preliminary findings to A&A team	December 2025



TASK	DELIVERABLE	DUE DATE
Final Deliverables	<ul style="list-style-type: none">• Final report• Executive Summary Presentation Slide Deck• Recommendations highlighting 3-5 actionable priorities• <i>Optional:</i> Capacity-building tools for future monitoring	January 2026



Exhibit B.

SUBMISSION REQUIREMENTS

1. Complete all line items in the Price Sheet (see Exhibit C), providing:
 - Quantity or estimated hours/sessions for each task.
 - Unit cost.
 - Total cost per line item.

2. Provide a technical justification for each line item (maximum 200 words per item). The justification should describe how your proposed approach meets the project requirements, including:
 - Methodology for surveys, focus groups, and interviews.
 - Strategies to ensure representation across Idaho's six regions, district sizes, and rural and non-rural contexts.
 - How you will produce actionable findings aligned with the Scope of Work (see Exhibit A).

3. Calculate and include the total project cost in the designated row at the bottom of the Price Sheet.

4. Format and submit the Price Sheet as:
 - A separate attachment clearly labeled "Exhibit C – Price Sheet (VENDOR NAME)".
 - A PDF or Word Document.

Evaluation Notes:

- Technical justifications will be evaluated according to the RFQ's multi-criteria rubric.
- The total cost will be compared across proposals and factored into the overall score.
- Incomplete or missing components may result in disqualification from consideration.



Exhibit C.

PRICE SHEET

Line Item	Description	Quantity/ Hours	Unit Cost	Total Cost	Technical Approach Justification (max 200 words)
Project Planning	Kickoff meeting, refinement of questions, educational partner engagement plan				
Survey Design and Administration	Draft survey, distribute statewide, response collection				
Focus Groups/Interviews	Conduct sessions across regions, rural/non-rural, district sizes				
Data Analysis and Reporting	Analyze data (survey, focus groups/interviews), Draft report, final report, executive summary presentation				
Miscellaneous/Travel	Travel, printing, materials, etc.				
Total Cost					