



# interactive achievement

October 29, 2012

Commonwealth of Virginia  
Virginia Department of Education  
101 North 14<sup>th</sup> Street, 21<sup>st</sup> Floor  
Richmond, Virginia 23219

Dear Virginia Department of Education,

**Interactive Achievement, Inc.** is honored to partner with **SAS** to present the Interactive Achievement Student Growth Assessments alongside SAS EVAAS, to the **Virginia Department of Education**. IA and SAS demonstrate a shared passion for education, students, student achievement, and helping those dedicated to the education field in reaching the goal of student success in the most efficient manner possible.

IA and SAS understand the increasing needs of Virginia's local education agencies (LEAs) for student growth assessments as described in the RFP. We are dedicated to providing Virginia's LEAs with solutions that can be reliably used in the educator evaluation process. The Virginia Department of Education plays a valuable role in promoting and supporting this state-wide initiative, and we are confident that we are able to assist you in your efforts.

Interactive Achievement and SAS' goals for this proposal are to showcase a solution for the needs and requests of VDOE. We are proud to offer all Virginia divisions with student growth assessments in partnership with SAS EVAAS reporting to accomplish a variety of school improvement, student achievement and educator evaluation goals.

We are grateful for your time in reviewing our products and services. It is a privilege to be considered for this wonderful opportunity. If you have any questions after reviewing the enclosed proposal, please do not hesitate to contact me at **540-420-0242** or **[jjgibson@interactiveachievement.com](mailto:jjgibson@interactiveachievement.com)**. Thank you again for considering Interactive Achievement and SAS for this very important initiative.

Best regards,

*Jacob E. Gibson*

Interactive Achievement, Inc.  
Vice President, Business Development

**Interactive Achievement, Inc.**  
P.O. Box 3122 - Roanoke, VA 24015  
Phone: 866-305-8460 -540-206-3649



and



present

# Interactive Achievement Student Growth Assessments and SAS EVAAS

A Proposal For

## Virginia Department of Education

In Response to RFP #DOE-SGA-2012-15

Student Growth Assessments



**Prepared for:**  
Virginia Department of Education

**Prepared by:**  
Jacob Gibson  
Interactive Achievement, Inc.  
VP, Business Development  
540-420-0242  
[jgibson@interativeachievement.com](mailto:jgibson@interativeachievement.com)

**October 29, 2012**



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# Cover Sheet and Addenda

## Cover Sheet

**COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
REQUEST FOR PROPOSAL (RFP)**

Issue Date: September 25, 2012 RFP# DOE-SGA-2012-15

Title: Student Growth Assessments

Commodity Code: 92420

Issuing Agency: Commonwealth of Virginia  
Virginia Department of Education  
101 North 14<sup>th</sup> Street, 21<sup>st</sup> Floor  
Richmond, Virginia 23219

Using Agencies: Local Education Agencies including  
Virginia Public School Divisions and  
Virginia Public Schools

Work to be Performed: Offsite

Initial Period Of Contract: From Date of Award Through November 15, 2014; (Renewable).

Sealed Proposals Will Be Received Until 2:00 PM October 29, 2012, For Furnishing The Goods/Services Described Herein.

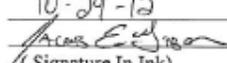
All Inquiries For Information Should Be Directed To: Marie Williams, Contract Officer, at (804) 225-2040.

PROPOSALS MUST BE DELIVERED TO THE JAMES MONROE BUILDING, 101 N. 14<sup>TH</sup> STREET, RICHMOND, VA, 23219, 21<sup>ST</sup> FLOOR, PROCUREMENT OFFICE, TO THE ATTENTION OF MONIQUE ROBINSON (See Section VIII, C. Identification of Proposal Envelope.) This is NOT a mailing address. It is recommended that proposals be hand delivered.

In compliance with this Request For Proposals (RFP) and all conditions imposed in this RFP, the undersigned firm hereby offers and agrees to furnish all goods and services in accordance with the attached signed proposal or as mutually agreed upon by subsequent negotiation, and the undersigned firm hereby certifies that all information provided below and in any schedule attached hereto is true, correct, and complete.

**Name And Address Of Firm:**

Interactive Achievement, Inc.  
601 Campbell Avenue  
Roanoke, VA Zip Code: 24016  
eVA Vendor ID or DUNS #: 023236025  
Fax Number: (540) 204-4421  
E-mail Address: jgibson@interactiveachievement.com

Date: 10-29-12  
By:   
(Signature In Ink)  
Name: Jacob E. Gibson  
(Please Print)  
Title: Vice-President, Business Development  
Telephone Number: (540) 420-0242

**PREPROPOSAL CONFERENCE:** An optional proposal conference will be held on Tuesday, October 9, 2012, at 10:00 am at 101 N. 14th Street, 25<sup>th</sup> Floor, Washington Conference Room (Reference Page 7, Section VII, herein). If special ADA accommodations are needed, please contact Marie Williams at 804 225-2040 by October 5, 2012.

**Note:** This public body does not discriminate against faith-based organizations in accordance with the *Code of Virginia*, § 2.2-4343.1 or against a bidder or offeror because of race, religion, color, sex, national origin, age, disability, or any other basis prohibited by state law relating to discrimination in employment.

Addenda



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P.O. BOX 2120
RICHMOND, VA 23218-2120

October 17, 2012

ADDENDUM NO.1 TO ALL OFFERORS

Reference - Request for Proposal: RFP #DOE-SGA-2012-15
Commodity: 92420
Dated: September 25, 2012
For Delivery To: Department of Education
Sealed Proposals Due: 2:00 PM October 29, 2012
Pre-proposal Conference: October 9, 2012

The above is hereby changed to read:

- 1. Reference Page 1, Using Agencies and Page 12, ADDITIONAL USERS: Add "... and consortia of Virginia Public School Divisions."
2. Reference Page 5, B. SPECIFIC PROPOSAL INSTRUCTIONS: Add "6. Provide seven copies of each proposed assessment (for the evaluation panel and the procurement file). For assessments that are still under development, sample items may be submitted and should be accompanied by additional information about the total number of items being developed for the proposed test."
3. Reference Page 16, XI. PRICING SCHEDULE: Replace the title of column D with "Fixed Price per Year per Division." Replace the title of Column E with "Unit Price (per test or per student)." Replace the title of column F with "Total Proposed Price for Scenario (Column D + (5,000 \* Column E)). Replace the first sentence with the following: "For each assessment offered, using the scenario of a minimum of 5,000 units (tests or students, as stated in the proposal) STATEWIDE per year, the required information and pricing per year must be provided using the table layout below. The unit price entered in column E may be in addition to a fixed price entered in column D or instead of a fixed price entered in column D. If only a unit price is offered, "0" should be entered in column D. If only a fixed price is offered, "0" should be entered in column E. DOE will evaluate price based on the amount to be entered in column F (final fixed price + (the unit price times 5,000)). A school division who chooses to use the contract for a given year would actually pay the final fixed price + the final unit price times the number of tests actually administered."

Note: A signed acknowledgment of this addendum must be received at the location indicated on the RFP either prior to the proposal due date and hour or attached to your proposal. Signature on this addendum does not substitute for your signature on the original proposal document. The original proposal document must be signed.

Interactive Achievement, Inc.

Name of Firm

[Handwritten Signature] / VP
Signature / Title

10-29-12
Date

Sincerely,

[Handwritten Signature: Marie Williams]

Marie G. Williams, VCO
Director of Accounting/Acting Director of Procurement

# Pricing Schedule

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## Schedule for onTRAC™ Subscribers

**PRICING SCHEDULE:** For each assessment offered using the scenario of a minimum of 5,000 units (tests or students, as stated in the proposal) STATEWIDE per year, the required information and pricing per year must be provided using the table layout below. The unit price entered in column E may be in addition to a fixed price entered in column D or instead of a fixed price entered in column D. If only a unit price is offered, “0” should be entered in column D. If only a fixed price is offered, “0” should be entered in column E. DOE will evaluate price based on the amount to be entered in column F (final fixed price + (the unit price times 5,000)). A school division who chooses to use the contract for a given year would actually pay the final fixed price + the final unit price times the number of tests actually administered. For example, in column 1, enter the attachment number for the assessment for which you are indicating a price. The first number listed in column 1 will be “3,” as attachment numbers 1 and 2 are not related to the specific assessments being offered. No other pricing schedule will be accepted.

A. Assessment Description Attachment #	B. Name of Assessment	C. Content area	D. Fixed Price per Year per Division	E. Unit Price (per test or per student)	F. Total Proposed Price for Scenario (Column D + 5,000 * Column E )
Attachment 3	Interactive Achievement Student Growth Assessments	Math, English, Science, History	\$0.00	\$3.70/student  (regardless of number of subjects tested)	\$18,500

## Schedule for non onTRAC™ Subscribers

**PRICING SCHEDULE:** For each assessment offered using the scenario of a minimum of 5,000 units (tests or students, as stated in the proposal) STATEWIDE per year, the required information and pricing per year must be provided using the table layout below. The unit price entered in column E may be in addition to a fixed price entered in column D or instead of a fixed price entered in column D. If only a unit price is offered, “0” should be entered in column D. If only a fixed price is offered, “0” should be entered in column E. DOE will evaluate price based on the amount to be entered in column F (final fixed price + (the unit price times 5,000)). A school division who chooses to use the contract for a given year would actually pay the final fixed price + the final unit price times the number of tests actually administered. For example, in column 1, enter the attachment number for the assessment for which you are indicating a price. The first number listed in column 1 will be “3,” as attachment numbers 1 and 2 are not related to the specific assessments being offered. No other pricing schedule will be accepted.

A. Assessment Description Attachment #	B. Name of Assessment	C. Content area	D. Fixed Price per Year per Division	E. Unit Price (per test or per student)	F. Total Proposed Price for Scenario (Column D + 5,000 * Column E )
Attachment 3	Interactive Achievement Student Growth Assessments	4 Subjects	\$0.00	\$9.70/student	\$48,500
Attachment 3	Interactive Achievement Student Growth Assessments	3 Subjects	\$0.00	\$9.45/student	\$47,250
Attachment 3	Interactive Achievement Student Growth Assessments	2 Subjects	\$0.00	\$8.95/student	\$44,750
Attachment 3	Interactive Achievement Student Growth Assessments	1 Subject	\$0.00	\$8.20/student	\$41,000

# Narrative

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## Interactive Achievement Summary

Interactive Achievement is a SWAM certified company created to bring all of the stakeholders in our students' educations together to ensure that each child receives the best educational experience possible. IA is a stable and fast-growing company that was founded in 2006 and is staffed by many former educators. Our software platform, onTRAC™ (online Teacher Resource and Assessment Community®), is a user- friendly Instructional Improvement System used to assist educators and increase student achievement. 94 Virginia school divisions with more than 400,000 students are now fully supported by our testing software. These numbers are a testament to our highly effective, educator and student-centered assessment system.

Our experience as Virginia educators has proven to be our greatest asset. Having been in the classroom, we understand the needs of teachers and administrators. We provide all of our clients with quick, friendly client support via instant online chat, email, and phone support. Each client is managed by a dedicated team of account representatives, and is supported by a full service staff of client support representatives, developers, infrastructure specialists, and technology specialists. We are friendly, responsive, and adaptable, ready to meet the individual needs of each and every client, no matter how large or how small.

## Project Narrative

Interactive Achievement (IA) and SAS Institute (SAS) are submitting a proposal jointly to fulfill the stated requirements of the Student Growth Assessments RFP. IA and SAS are in the midst of a project to apply the value added measures of the SAS EVAAS to IA's Pre and Post Simulation Assessments. For the purpose of this RFP it is to be noted that the EVAAS measures and reports on the proposed assessments will first be available for the 2013-2014 school year.

The organizational structure of IA's staff as it relates to the delivery of services for proposed assessments is as follows (Section B.3.a):

- **Administrative/Executive staff [5]** – Responsible for all billings, payables and administrative functions related to delivery of services for proposed assessments
- **Customer Service staff [19]** – Responsible for all content development, training, help-desk support and overall customer service functions
- **Business Development staff [6]** – Responsible for SAS partner relations and support for elegant integration of SAS' EVAAS tools with all IA user interfaces
- **Technology staff [13]** – Responsible for all hardware and software infrastructures that support the creation, delivery and reporting of all proposed assessments

All proposed assessments are eligible for online delivery through IA's online testing interface, iTest. IA provides full help desk availability for all assessment delivery, including those delivered online (Section B.3.a). IA's help desk provides phone, email and remote assistance support Monday – Friday, 8:00am to 5:00pm. Remote assistance support is provided via GoToAssist™, in partnership with Citrix Systems, Inc.

Interactive Achievement currently provides various assessment and reporting services to more than 90 Virginia school divisions. All IA contracts with Virginia divisions include commitments to maintain the confidentiality of all student data and any other materials deemed to be confidential by VDOE or the Offeror

(Section B.3.b). The safeguards that IA implements to maintain confidentiality include, but are not explicitly limited to, the following:

- 2048 BIT SSL cert issues by Comodo
- SFTP
- Encrypted file transfer with Citrix® GoToAssist®
- Permission based access to data in all applications
- Data accessed through permissions web services behind multiple layers of security

Interactive Achievement provides comprehensive training for all of its products and services, including the proposed assessments (Section 5.3.c). Training is provided for central office staff, school administrators and teachers. In addition to providing training at all levels of a division, IA offers multiple options for training delivery. IA training options for the proposed assessments (including price) are as follows:

- Live Webinar Training (\$200 per session)
- Recorded Webinar Training (Free)
- Onsite Training (\$500 for half day; \$900 for full day)

Two methods of training are available: train-the-trainer and train-the-user. For train-the-trainer scenarios, IA trains designated staff at the division or school levels that are then responsible for training the remaining staff at their locations. For train-the-user scenarios, IA trains all end users who will be responsible for utilizing the system.

Interactive Achievement has 6 years of experience providing assessment and reporting services to Virginia school divisions. Over that time, Interactive Achievement has provided Virginia divisions with a platform (onTRAC™) that includes an item bank with which schools and divisions custom create their own formative and interim assessments. In 2011, IA and SAS began the process of assessing the viability of SAS applying EVAAS value-added modeling to IA-created Student Growth Assessments administered to Virginia students. Together, IA and SAS collectively possess ample experience in providing assessments that include measures of growth for local and state agencies (Section B.3.d).

Interactive Achievement has provided assessment and reporting services to a combination of more than 90 Virginia school divisions over the past 6 years (Section B.3.e). A list of those local education agencies (LEAs) may be found at

<http://www.interactiveachievement.com/Teacher-Login/VA>

A brief summary of the services provided to these LEAs include (Section B.3.e):

- A test item bank of more than 35,000 items written according the methods of universal item design and specifically aligned to the Virginia Standards of Learning
- A test bank of 49 pre-made simulation assessments (Interactive Achievement Student Growth Assessments) that address all subjects K-EOC, in all four core content areas (Math, Science, English and Social Studies). [An additional 49 assessments are in development to serve as optional post-test forms and will be available spring 2013. The collective of these assessments will serve to provide SAS with the required criteria for applying EVAAS analytics and measures of student growth and value add.]
- Ability to deliver custom-created or pre-made assessments online or paper and pencil.
- Real-time, web-based reporting for all assessments delivered

Three references are provided below for Interactive Achievement and three references are provided for SAS (Section B.3.f).

**IA References:**

Orange County Public Schools	
<b>Contact Name</b>	Jim Yurasits, Director of Accountability, Data and School Improvement
<b>Address</b>	200 Dailey Drive Orange, VA 22960
<b>Telephone Number</b>	(540) 661-4578 x1632
<b>Email Address</b>	jyurasits@ocss-va.org

Montgomery County Public Schools	
<b>Contact Name</b>	Dr. Lois Graham, Director of Elementary Education
<b>Address</b>	200 Junkin Street Christiansburg, VA 24073
<b>Telephone Number</b>	(540) 381-6541
<b>Email Address</b>	lgraham@mcps.org

Middlesex County Public Schools	
<b>Contact Name</b>	Dr. James Lane, Division Superintendent
<b>Address</b>	2911 General Puller Highway Saluda, VA 23149
<b>Telephone Number</b>	(804) 758-2277
<b>Email Address</b>	jlane@mcps.k12.va.us

**SAS References:**

Salem City Schools in Salem, Virginia	
<b>Contact Name</b>	H. Alan Seibert, Ed. D., Division Superintendent
<b>Address</b>	510 South College Avenue Salem, VA 24153
<b>Telephone Number</b>	(540) 389-0130
<b>Email Address</b>	aseibert@salem.k12.va.us
<b>Description of the project</b>	<p>Since 2010, SAS has provided Salem City School district with EVAAS reporting. Salem City approached SAS that school year to implement value-added and student level projections. After working with the school district, it was determined that SAS could provide student level projections with the data that currently existed within Salem City and would be moving to provide value-added reporting using national norm-referenced tests over the next few years.</p> <p>SAS has provided student level projections that with a probability of reaching performance levels on the next VA SOL test. This was done with both the grade level and EOC level assessments that are used in VA. These projections allow the educators in Salem City to have a better idea of the entering achievement of individual students based on all of their prior testing history.</p>

	SAS and Salem City are continuing work on providing value-added measures at the district, school, and teacher level using the VA SOL and EOC tests as well as the national normed referenced tests that are used within their school district. This experience has been invaluable to learn more about the assessments within VA.
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Guilford County Schools in Greensboro, North Carolina	
<b><u>Contact Name</u></b>	Dr. Amy Holcombe, Executive Director of Talent Development for Guilford County Schools and a former district principal
<b><u>Address</u></b>	712 North Eugene Street Greensboro, NC 27401
<b><u>Telephone Number</u></b>	(336) 335-3294 Ex. 1
<b><u>Fax Number</u></b>	(336) 272-8844
<b><u>Email Address</u></b>	holcoma@gcsnc.com
<b><u>Description of the project</u></b>	<p>In Guilford County, North Carolina, schools don't need to guess what effective teaching looks like. After using SAS EVAAS for K-12 for more than a decade, the school system has a longitudinal, data-driven means to measure teacher effectiveness that has propelled significant increases in the percent of students passing state-mandated tests. Rather than offer bonuses to any teacher to work in high need schools, Guilford first identifies high-performing teachers and then recruits them to these "Mission Possible" schools where they can earn annual bonuses for increasing student performance above district averages. "We use EVAAS to attract effective teachers and continue measuring their effectiveness," explains Amy Holcombe, Executive Director of Talent Development for the 72,000-student school system. When a teacher applies for a job within the county, the effectiveness score is checked. Teachers applying from other districts in the state are asked to provide their scores if they are available.</p> <p><b><i>Passing rates near 100 percent in program schools</i></b></p> <p>Guilford County is located in central North Carolina and includes the city of Greensboro. More than half of the district's students qualify for free or reduced lunch through the National School Lunch Program. "Ten years ago we didn't have a lot of indicators of teacher effectiveness," Holcombe notes. Principals were often left to judge the merits of a teacher by observations like whether the class was quiet and under control, how many children were sent to the office for misbehaving, how many kids passed the end-of-course tests that year and whether parents were happy. "It was very subjective," Holcombe notes.</p> <p>After EVAAS became available to school systems across North Carolina, Guilford started using it to measure student improvement over time and identify students who might be overlooked for advanced math classes. Guilford County also uses EVAAS to increase academic growth among gifted and talented students. As Guilford County began to look at the teacher effectiveness component of student success it immediately noticed that the best teachers were clustered in higher socioeconomic schools. In order to improve reading and math scores for third through eighth grades and passing rates for high school core classes, Guilford County wanted to draw highly effective teachers to schools with a higher percent of low-income students.</p> <p>The results of the Mission Possible program have been dramatic. "We've been able to show significant increases in the percentage of students who are passing the elementary reading, math and high school subject tests in 97 percent of our program schools," Holcombe says. "We've had increases of 47 percent in some schools for certain courses. We've also decreased teacher attrition from 36 percent to as low as 10.7 percent."</p>

	<p><b>Teachers give it an A</b></p> <p>While some school systems have met resistance over measuring teacher effectiveness, Guilford teachers embrace the program. Holcombe says this is because Guilford uses EVAAS mostly for retention, recruitment and training. An individual teacher's value-added data is available to the teacher, principals and administrators, but not to other teachers, parents or the public. Teachers are not given a score based on one year's worth of data, nor will they be penalized if their classes include a large number of children who arrive working below grade level. Instead, EVAAS measures each child's growth from year to year. Growth data from all the students is pulled into the teacher's effectiveness rating and over multiple years. A sixth grade teacher's effectiveness rating, for example, will include test score data from hundreds of students. "We don't make judgments off one point of data," Holcombe says. "Teachers who score below average [will] talk with their principal and their colleagues about their classroom practices [and] make changes to those practices. I've seen below-average teachers move to above average," Holcombe says. "Much like students strive to improve their performance, teachers now have a tool that indicates their level of performance."</p> <p><b>Not just about measuring teacher effectiveness</b></p> <p>Guilford's first indication that EVAAS could make a dramatic difference came with an experiment several years ago at a middle school. The school looked at existing teacher effectiveness and student data for an incoming sixth grade class. It wanted to put the right teachers in the right subject areas and segment the students correctly. "The value-added data for that sixth grade in both reading and math was significantly above the district and state level," says Holcombe. "That was not the case for the seventh and eighth grades. They continued the practice for two more years and the result held true. No matter which class cohort came through, the sixth grade's approach to scheduling students and staffing teachers yielded better results than the seventh and eighth grades'."</p>
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Texas TAP System	
<b>Contact Name</b>	Dr. Tammy Kreuz, Executive Director
<b>Address</b>	5914 W. Courtyard Drive Building II, Suite 360 Austin, TX 78730
<b>Telephone Number</b>	(512) 538-0641
<b>Fax Number</b>	Not Available
<b>Email Address</b>	tkreuz@texastapsystem.org
<b>Description of the project</b>	Milken TAP system is a national program designed to develop, identify and retain highly effective educators. SAS EVAAS supports the career ladders, evaluations, and compensation systems in 208 TAP schools in eight states (CO, LA, NC, OH, PA, SC, TN, TX), and has a statewide partnership with all of the TAP schools in Louisiana, South Carolina, and Texas. In these three states, SAS works with a variety of schools and districts that are loosely affiliated with each other. Because the EVAAS reporting provides reporting specific to the district, school and classroom by subject, year and grade, the TAP schools receive customized feedback about their own practices while using a metric common across all districts, which facilitates discussion on best practices and lessons learned. Tammy Kreuz directs the Texas TAP Schools and has recently expanded their SAS services to also include SAS' student-teacher linkage application.

The National Institute for Excellence in Teaching, which directs the Milken TAP Schools, issued a report stating that “The Value-Added method is a fair and accurate way to measure student learning as one indicator of teacher performance.” ...“TAP schools and districts can create their own systems for measuring value-added student growth, or select an external provider of this analysis. Many select the value-added approach developed by Dr. William Sanders, who pioneered the methodology in Tennessee and is now the senior manager of value-added assessment and research for SAS Institute Inc. in Cary, North Carolina.”

[http://www.tapsystem.org/publications/eval\\_lessons.pdf](http://www.tapsystem.org/publications/eval_lessons.pdf)

## SAS EVAAS Summary

### A Rich History

Since 1993, the team behind EVAAS reporting has worked with educators, administrators and policymakers to provide the most reliable, comprehensive and accessible set of reporting tools to drive innovation and improve education. SAS' value-added and projection reporting is available statewide in Tennessee, North Carolina, Ohio, and Pennsylvania and to individual districts and schools in many other states, including Arkansas, Arizona, California, Colorado, Connecticut, Delaware, Georgia, Illinois, Indiana, Louisiana, Missouri, New Jersey, New York, South Carolina, Texas, and Virginia.

Through this experience, SAS has developed an efficient and collaborative process to provide its SAS® EVAAS® reporting. More specifically, SAS works with its education partners to determine the appropriate data inputs, modeling choices, policy decisions, release dates, and other customization for its EVAAS reporting. Upon receipt of clean, usable data, SAS engages in a variety of quality checks and processing to create a longitudinal database of students' test scores. The database is used for analytic modeling, and the resulting analyses are displayed via a customized, secure web application. The typical turnaround for the first delivery of our full standard solution is eight to ten weeks to allow for sufficient time for policy decisions by our education partners. In subsequent analyses, EVAAS reporting is typically delivered within six to eight weeks.

EVAAS is part of a larger SAS commitment to serving education by delivering software and academic programs that spark innovation and expand educational opportunities. SAS founder and CEO, Dr. Jim Goodnight, continually demonstrates his commitment to education through philanthropic program support such as:

- SAS Curriculum Pathways
- SAS Software Access for Universities
- Education Mobile Learning Apps
- Algebra Readiness Summit
- NC 1:1 Learning Technology Initiative
- Triangle High Five
- National Board for Professional Standards
- Education Industry Board Memberships
- Computer Science Education Week
- CoSN Advisory Committee
- Communities in Schools
- STEM Initiative Support
- Boys & Girls Club
- Donors Choose
- Scholarships

Administrators, educators, teachers and students can all benefit from the extremely rich pool of professionals employed by SAS. In our Cary, NC headquarters, the SAS Advanced Analytics Lab, employs over 100 PhD level statisticians to drive innovation, many of whom have been with our organization for over 10 years. SAS combines visionary leadership, technology, processes, and collaborative teams to deliver solutions that drive educational excellence.

### **SAS EVAAS Validation and Recognition**

The SAS EVAAS solution has been reviewed and vetted by a variety of public and private sector experts. The US Government Accounting Office has reviewed SAS' projection source code for accuracy, and four US Department of Education Peer Review Committees have approved the use of SAS reporting in growth model waivers for No Child Left Behind. Value-added experts from the non-profit research agencies RAND and WestEd have evaluated many value-added approaches and specifically cited either the approaches used by SAS EVAAS, or the SAS EVAAS models themselves, as providing the most reliable or least biased results.

Our education partners have used SAS EVAAS reporting to accomplish a variety of school improvement goals. These include accelerating student progress, increasing achievement levels, using highly effective teachers more appropriately within their schools and districts, increasing enrollment in rigorous coursework, and improving college readiness.

### **What Makes SAS EVAAS the Best Solution for the Virginia Department of Education**

As outlined within our proposal, SAS is pleased to offer the VA DOE a proven and reliable solution with the transparency needed to fairly evaluate educators. Our strengths can be summarized as follows:

- Two decades of experience in delivering value-added and projection reporting as a tool to maximize students' academic opportunities and improve their college readiness through four statewide implementations and district implementations in 20 states
- Two decades of experience in establishing best practices for data management regarding student test scores
- Continual research with our education partners to help inform policy decisions and provide a flexible solution designed to meet VA DOE's needs
- User-friendly, customizable and secure reporting through the EVAAS web application
- A dedicated team of statistical analysts, project managers, software developers, and education experts with demonstrated experience in the education field

The SAS project team will work with VA DOE throughout this project to develop model design options and customize analytic reports based on decisions. We are committed to providing the VA DOE with a powerful and comprehensive solution that can support efforts to fairly and effectively evaluate teaching effectiveness.

# Attachment 1 – Small Business Subcontracting Plan

DOE-SGA-2012-15  
Due October 29, 2012  
Attachment 1

## Small Business Subcontracting Plan

### Definitions

**Small Business:** "Small business " means an independently owned and operated business which, together with affiliates, has 250 or fewer employees, or average annual gross receipts of \$10 million or less averaged over the previous three years. Note: This shall not exclude DMBE-certified women- and minority-owned businesses when they have received DMBE small business certification.

**Women-Owned Business:** Women-owned business means a business concern that is at least 51% owned by one or more women who are citizens of the United States or non-citizens who are in full compliance with United States immigration law, or in the case of a corporation, partnership or limited liability company or other entity, at least 51% of the equity ownership interest is owned by one or more women who are citizens of the United States or non-citizens who are in full compliance with United States immigration law, and both the management and daily business operations are controlled by one or more women who are citizens of the United States or non-citizens who are in full compliance with the United States immigration law.

**Minority-Owned Business:** Minority-owned business means a business concern that is at least 51% owned by one or more minority individuals or in the case of a corporation, partnership or limited liability company or other entity, at least 51% of the equity ownership interest in the corporation, partnership, or limited liability company or other entity is owned by one or more minority individuals and both the management and daily business operations are controlled by one or more minority individuals.

**All small businesses must be certified by the Commonwealth of Virginia, Department of Minority Business Enterprise (DMBE) by the due date of the solicitation to participate in the SWAM program. Certification applications are available through DMBE online at [www.dmbv.virginia.gov](http://www.dmbv.virginia.gov) (Customer Service).**

Offeror Name: Interactive Achievement, Inc.

Preparer Name: Jacob E. Gibson Date: 10-29-12

### Instructions

- A. If you are certified by the Department of Minority Business Enterprise (DMBE) as a small business, complete only Section A of this form. This shall not exclude DMBE-certified women-owned and minority-owned businesses when they have received DMBE small business certification.
- B. If you are not a DMBE-certified small business, complete Section B of this form. For the offeror to receive credit for the small business subcontracting plan evaluation criteria, the offeror shall identify the portions of the contract that will be subcontracted to DMBE-certified small business in this section. Points will be assigned based on each offeror's proposed subcontracting expenditures with DMBE certified small businesses for the initial contract period as indicated in Section B in relation to the offeror's total price.

### Section A

If your firm is certified by the Department of Minority Business Enterprise (DMBE), are you certified as a (check only one below):

Small Business

Small and Women-owned Business

Small and Minority-owned Business

Certification number: 685144 Certification Date: 4-15-2010



# Attachment 2 – State Corporation Commission Form

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DOE-SGA-2012-15  
Due October 29, 2012  
Attachment 2

## State Corporation Commission Form

### Virginia State Corporation Commission (SCC) registration information. The offeror:

is a corporation or other business entity with the following SCC identification number: 0685908-6  
**-OR-**

is not a corporation, limited liability company, limited partnership, registered limited liability partnership, or business trust **-OR-**

is an out-of-state business entity that does not regularly and continuously maintain as part of its ordinary and customary business any employees, agents, offices, facilities, or inventories in Virginia (not counting any employees or agents in Virginia who merely solicit orders that require acceptance outside Virginia before they become contracts, and not counting any incidental presence of the offeror in Virginia that is needed in order to assemble, maintain, and repair goods in accordance with the contracts by which such goods were sold and shipped into Virginia from offeror's out-of-state location) **-OR-**

is an out-of-state business entity that is including with this proposal an opinion of legal counsel which accurately and completely discloses the undersigned offeror's current contacts with Virginia and describes why those contacts do not constitute the transaction of business in Virginia within the meaning of § 13.1-757 or other similar provisions in Titles 13.1 or 50 of the Code of Virginia.

**\*\*NOTE\*\*** >> Check the following box if you have not completed any of the foregoing options but currently have pending before the SCC an application for authority to transact business in the Commonwealth of Virginia and wish to be considered for a waiver to allow you to submit the SCC identification number after the due date for proposals (the Commonwealth reserves the right to determine in its sole discretion whether to allow such waiver):

## Attachment 3 – Assessment Description

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See following pages

## Sample Items

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See following pages

## Appendix A – Test Blueprints

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See following pages

## Appendix B – SAS EVAAS Sample Reports

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See following pages