PUBLICLY AVAILABLE SERVICES SUMMARY

This form will be posted on the New York State Education Department's Web site and distributed through other means for all applications that are approved in conjunction with this RFQ to allow districts and BOCES to understand proposed offerings in advance of directly contacting Assessment Providers regarding potential further procurements.

Assessment Provider Information	
Name of Assessment Provider:	McGraw-Hill School Education LLC
Assessment Provider Contact Information:	Tom Parsons, tom.parsons@mheducation.com, 856-296-7005
Name of Assessment:	Acuity College and Career Readiness Assessments
Nature of Assessment:	☐ ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR X☐ SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: ☐ GAIN SCORE MODEL ☐ GROWTH-TO-PROFICIENCY MODEL X☐ STUDENT GROWTH PERCENTILES ☐ PROJECTION MODELS ☐ VALUE-ADDED MODELS ☐ OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	Grades 3-8
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA and MATH
What are the technology requirements associated with the assessment?	Acuity can be administered online or on paper. For online assessments Acuity supports Internet Explorer, Chrome, Firefox and Safari. See attached Acuity Minimum System Requirements for more detail.
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☒ YES ☐ NO

Please provide an overview of the assessment for districts and BOCES. Please include:

- **A description of the assessment;**
- **A description of how the assessment is administered;**
- **A description of how scores are reported (include links to sample reports as appropriate);**
- **A description of how the Assessment Provider supports implementation of the assessment, including any technical assistance. (3 pages max)**

The Acuity College and Career Readiness Assessment (ACCR) empowers districts with quality, reliable ELA and Math assessments aligned to College and Career Readiness standards, and provides detailed student performance and growth reporting at every level in the district. Acuity helps educators understand and address individual student learning gaps based on actionable data insights, with its included interactive instructional resources - all from one place.

Acuity can be administered through adaptive, fixed-form, paper/pencil, or a combination of formats. It is usually administered online, with secure, password-protected login access for students, teachers and administrators. Acuity assessments can also be printed for traditional paper/pencil administration as needed.

Acuity provides multiple reporting options for reviewing student scores and performance (please see the included Acuity sample reports document):

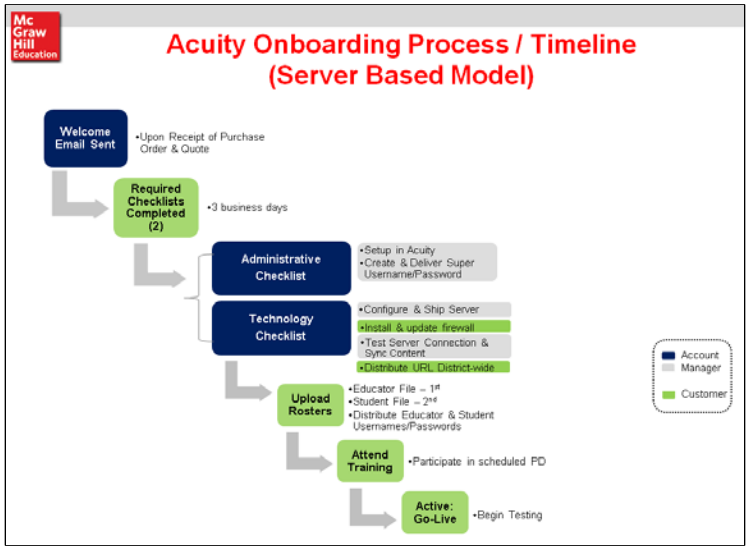
- Student Progress Tracking Report: shows individual student performance and growth to understand and support student progress
- Distractor Analysis Report: educators can use this report to better understand why students are not mastering skills and adjust their instruction accordingly
- Class Diagnostic Report: shows important class performance data to efficiently guide targeted classroom instruction
- Class Matrix Report: shows how all the students in a class performed on each unique item and skill on an assessment
- School Assessment Report: shows overall school skill mastery levels and separated by individual class
- District Assessment Report: shows overall district skill mastery levels and separated per school

Support model used in working with NYSED School Districts and BOCES

- The NYSED School Districts and BOCES will be assigned an account manager who will facilitate the successful delivery of account requirements to track implementation progress, set timelines for actions, completion dates, milestones and expected outcomes. The account manager will coordinate functional group responsibilities, supervise implementation steps, monitor the utilization of the program, interface with the Acuity Helpdesk to support the resolution of issues, and facilitate changes and/or addendums to customer contracts. See high level onboarding process below.
- Your account manager is responsible for obtaining digital product knowledge and communicating product updates and new features to districts prior to scheduled rollout. Account Management will work with customers to communicate best practice recommendations. Districts will have access to various training resources and documentation via the Acuity Community. The Acuity Community benefits all Acuity users by:
- Expanding your network of educators who are working to improve student achievement
- Contributing to the development of Acuity with your suggested ideas
- Expanding your assessment and instruction knowledge
- Empowering you to achieve your professional development goals

Providing a server to NYSED School Districts and BOCES

As part of the implementation of Acuity, MHE will provide NYSED School Districts and BOCES an appliance server (Dell Poweredge R610 or similar) to be placed within the Districts and/or BOCES network. The BOCES schools that purchase/use Acuity will connect to Acuity through the server provided to BOCES by MHE.



Acuity Helpdesk Information:
Our Acuity Support team is ready to assist you with your questions. They are available from 8am – 8pm Monday through Friday Eastern Standard Time. You can reach Acuity Support via email or phone:

- 800-282-4705
- acuity@ctb.com

In addition to answering technical support questions, Acuity Support is available to answer product related questions such as class building, scoring, rostering in addition to implementing assessments. Whether you call or email us, you will receive a ticket number as documentation that your question was received. This ticket number can be used for tracking the status of your question and its resolution.
We look forward to assisting you and becoming your partner in the classroom.

Please provide an overview of the student-level growth model or target setting model for SLOs for districts and BOCES, along with how student-level growth scores are aggregated to the create teacher-level scores, and how those teacher-level scores are converted to New York State's 0-20 metric.

For ACCR, MHE has adopted a growth model so educators may have a conceptual framework for making judgments about the quality of student growth from contiguous forms within and across grade levels. The growth model can be applied after the students have taken at least two operational assessments, to evaluate the quality of student, class, and school growth. The growth model we have adopted is the Student Growth Percentile (Betebenner, 2009) that has been adopted by several states, including Colorado, Indiana, and Massachusetts, for state accountability purposes or to support growth interpretation.

MHE has developed a vertical scale for ACCR so that the scale scores on all forms are easily comparable. The current growth percentiles have been derived from the data collected throughout the 2014/15 school year, the first year that ACCR has been available. We closely monitor in particular the student score distributions once additional data is available. We expect student score distributions to change over the next couple of administrations while students and teachers alike get used to the new standards and item types.

New York State Next Generation Assessment Priorities Please provide detail on how the proposed supplemental assessment l or assessment to be used with SLOs addresses each of the Next Generation Assessment Priorities below.	
Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	
Assessments Woven Tightly Into the Curriculum:	
Performance Assessment:	
Efficient Time-Saving Assessments:	
Technology:	
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	

ATTESTATION OF TECHNICAL CRITERIA – SUPPLEMENTAL ASSESSMENTS WITH CORRESPONDING GROWTH MODELS

Please read each of the items below and check the corresponding box to ensure the fulfillment of the technical criteria outlined in the Technical Application on "FORM B-2".

PLEASE SUBMIT ONE "FORM G" FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

COMPLETE THIS SECTION:

2.2(A) Narrative Overview of Proposed Supplemental Assessment and Associated Growth Model	
This application contains a short overview of the assessment being proposed, including the intended purpose of the assessment, and how the assessment is administered.	x
For supplemental assessments, this application contains a description of the growth model and how it is used in conjunction with the assessment.	☐x ☐ N/A
For K-2 assessments, this application contains evidence that the proposed assessment is consistent with this RFQ's requirement that the assessment not be a "Traditional Standardized Assessment" as defined above in the section "Definitions of Key Terms Used in this RFQ."	☐ ☐x N/A
2.2(B) Evidence of Capability	
This application provides an overview of services provided by the Assessment Provider, including a description of the range of support / technical assistance that the Assessment Provider would provide to an LEA if selected by an LEA for this service.	☐x
This application contains information as to whether the Applicant or Assessment Provider has been denied approval as a provider of assessment services in another state(s) and the reason(s) for such denial. If denied within New York State, the location and reason are indicated.	☐x ☐ N/A
2.2(C): Evidence of Copyright Owner/Assessment Representative History of Assessment Development	
This application contains evidence that the Copyright Owner/Assessment Representative has a history of developing assessments of student learning (achievement or growth) for the purpose of making defensible judgments about educator effectiveness.	☐x ☐ N/A

2.2(D)-i: Technical Documentation Related to Assessment and Student Growth Score Properties: RELIABILITY ***Both "minimum" and "desired" qualifications are listed. For the purposes of this RFQ, applications will only be rated against the "minimum" qualifications; however, NYSED's aspirational "desired" qualifications are also listed to identify possible future requirements for assessments and associated growth models.***	
For supplemental assessments used in conjunction with growth models: This application contains evidence of the *minimum* criteria for reliability: • Student test scores have adequate levels of reliability (e.g., coefficient alpha > 0.75). This application contains evidence of the *desired* criteria for reliability: • Standard errors provided for students growth scores. • Student growth classifications have adequate decision consistency. • Teacher effectiveness classifications demonstrate adequate consistency. *Examples include agreement statistics (e.g., kappa coefficients) based on simulation studies.*	**Check all that apply:** ☐x ☐x ☐x ☐x
2.2(D)-ii: Technical Documentation Related to Assessment and Student Growth Score Properties: VALIDITY – ALIGNMENT ***Both "minimum" and "desired" qualifications are listed. For the purposes of this RFQ, applications will only be rated against the "minimum" qualifications; however, NYSED's aspirational "desired" qualifications are also listed to identify possible future requirements for assessments and associated growth models.***	
For supplemental assessments used in conjunction with growth models: This application contains evidence of the *minimum* criteria for alignment validity: • Evidence that test content is sufficiently aligned with New York State Learning Standards and covers a range of measurable standards. Documentation that demonstrates that: (a) at least 80% of the test measures content aligned with NYS learning standards, (b) no more than 20% of test content is aligned with other learning standards or objectives, and (c) a range of content from the NYS learning standards is measured *Note: Other relevant standards can be proposed if NYS Learning Standards do not apply to subject area.* This application contains evidence of the *desired* criteria for alignment validity: • 100% alignment between NYS Learning Standards and assessment.	**Check all that apply:** ☐x ☐x
2.2(D)-iii: Technical Documentation Related to Assessment and Student Growth Score Properties: VALIDITY – RELATIONS TO OTHER VARIABLES ***Both "minimum" and "desired" qualifications are listed. For the purposes of this RFQ, applications will only be rated against the "minimum" qualifications; however, NYSED's aspirational "desired" qualifications are also listed to identify possible future requirements for assessments and associated growth models.***	
For supplemental assessments used in conjunction with growth models: This application contains evidence of the *minimum* criteria for validity in relation to other variables: • Evidence students' growth scores are correlated with other measures of student progress (e.g., r > .5 with measures such as the number of objectives mastered by a student over the course of the year, teachers' ratings of	**Check all that apply:**

students' progress, or scores from other assessments). This application contains evidence of the *desired* criteria for validity in relation to other variables: • Evidence teacher effectiveness ratings are positively correlated (e.g., r > .5) with other measures of teaching effectiveness.	☐x ☐x
2.2(D)-iv: Technical Documentation Related to Assessment and Student Growth Score Properties: VALIDITY – INTERNAL STRUCTURE ***Both "minimum" and "desired" qualifications are listed. For the purposes of this RFQ, applications will only be rated against the "minimum" qualifications; however, NYSED's aspirational "desired" qualifications are also listed to identify possible future requirements for assessments and associated growth models.***	
For supplemental assessments used in conjunction with growth models: This application contains evidence of the *minimum* criteria for validity of internal structure: • Scale properties appropriate for growth model used (*see notes*). Total scores and subscores on student assessments should be supported by dimensionality analyses (e.g., IRT residual analyses, factor analyses). This application contains evidence of the *desired* criteria for validity of internal structure: • Evidence students' scores are on an interval scale. **Notes: If **gain score model** is used, evidence is needed that students' pretest and posttest scores are on the same scale. If **student growth percentile** model used, justification for the number of years included in the model should be provided. If **growth-to-proficiency**, projection, or **value-added models** are used, evidence is needed that the model explains a significant amount of variability in student achievement. Also, models should demonstrate robustness to missing data.*	**Check all that apply:** ☐x ☐x
2.2(D)-v: Technical Documentation Related to Assessment and Student Growth Score Properties: UTILITY AND COMPREHENSIBILITY ***Both "minimum" and "desired" qualifications are listed. For the purposes of this RFQ, applications will only be rated against the "minimum" qualifications; however, NYSED's aspirational "desired" qualifications are also listed to identify possible future requirements for assessments and associated growth models.***	
For supplemental assessments used in conjunction with growth models: This application contains evidence of the *minimum* criteria for utility and comprehensibility: • Technical documentation that describes how student growth and educator effectiveness are calculated. This application contains evidence of the *desired* criteria for utility and comprehensibility: • Student growth reports support instructional improvement. Resources and supporting materials available to the field.	**Check all that apply:** ☐x ☐x
2.2(E)-i: Technical Documentation Related to Aggregating Student-Level Growth Scores to Teacher-Level Scores: CREATION OF TEACHER LEVEL SCORES	
For supplemental assessments used in conjunction with growth models: This application includes a narrative description of how student-level scores are aggregated to create a single teacher-level score for each teacher.	☐x ☐ N/A

2.2(E)-ii: Technical Documentation Related to Aggregating Student-Level Growth Scores to Teacher-Level Scores: EXCLUSION RULES	
This application includes a description of any exclusion rules that remove students associated with a given teacher from the teacher's teacher-level score (either through a growth model or in conjunction with an SLO).	☐ x ☐ N/A
2.2(F): Technical Documentation Related to Converting Teacher-Level Growth Score to New York State's 0-20 APPR Scale	
This application includes a crosswalk that maps scores on the assessment's aggregated teacher-level growth score to the required New York State teacher and principal evaluation metric, which ranges from 0-20. This application includes procedures for converting teacher-level growth scores to the 0-20 APPR scale comply with the New York Standards for each evaluation rating category, which are based on the following definitions. **For supplemental assessments used in conjunction with growth models:** This application includes an explanation of the assignment of HEDI rating categories based on the following ranges: • Highly Effective: results are well-above State average* for similar students • Effective: results meet State average* for similar students • Developing: results are below State average* for similar students • Ineffective: Results are well-below State average* for similar students	☐x ☐x ☐x ☐ N/A
2.2(G)-i: Technical Documentation Related to Fairness: TEST TAKERS Consistent with the new Testing Standards (2014), there is an increased focus in the industry on fairness of assessments and their uses. Please provide evidence of fairness for both the proposed assessment and, if applicable, the proposed growth model.	
This application includes evidence that the proposed assessments are fair to all test takers (e.g., Differential Item Functioning [DIF] / bias information, fairness evaluation / sensitivity review plan.)	☐x
2.2(G)-ii: Technical Documentation Related to Fairness: TEACHER GROWTH SCORES	
This application includes evidence of fairness of the proposed aggregated teacher growth scores (e.g., lack of correlation between aggregated teacher growth scores and student demographics). The evidence of fairness of the proposed aggregated teacher growth scores includes an explanation of how the growth model incorporates (a) prior academic history, (b) poverty, (c) students with disabilities, and (d) English language learners.	☐x ☐x ☐ N/A

To be completed by the Copyright Owner/Assessment Representative of the assessment being proposed and, where necessary, the co-applicant LEA:

McGraw-Hill Education 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Steven R. Engel 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	February 3, 2016 5. Date Signed
Director of Finance 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE **BLUE** INK)
2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed
3. Title of School Representative (PLEASE PRINT/TYPE)	