STUDENT ASSESSMENTS AND ASSOCIATED GROWTH MODELS FOR TEACHER AND PRINCIPAL EVALUATION

FORM *C*

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:	Data Recognition Corporation
Assessment Provider Contact Information:	Genevieve Olvera
Name of Assessment:	LAS Links
Nature of Assessment:	☐ ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR ☒ SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: ☒ GAIN SCORE MODEL ☐ GROWTH-TO-PROFICIENCY MODEL ☐ 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?	Kindergarten thru High School. The LAS Links assessment measures each domain in the following grade spans: K–1, 2–3, 4–5, 6–8, and 9–12.
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	English Language Proficiency. The LAS Links assessment measures speaking, listening, reading, and writing.
What are the technology requirements associated with the assessment?	The LAS Links assessments are available in a paper-based format or with LAS Links Online, using DRC's online test administration and delivery system. LAS Links Online meets the requirements for computer-based assessment by providing a digital experience to students, enabling ongoing assessments, deliver new item types, and maintaining English Language Proficiency (ELP) assessment credibility by supporting ongoing form creation. LAS Links supports both PC and MAC environments and provides a secured and locked-down testing environment that is accessible over the internet.
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)**

LAS LINKS ASSESSMENT DESCRIPTION

LAS Links is a standardized assessment designed to measure Listening, Speaking, Reading, and Writing skills of language learner students. LAS Links includes summative test forms for each of the following grade spans—Grades K–1, 2–3, 4–5, 6–8 and 9–12. There are four forms available in English and two forms in Spanish.

LAS Links provides many benefits at the state and local level. LAS Links utilizes a scale of five proficiency levels: Level 1 Beginning, Level 2 Early Intermediate, Level 3 Intermediate, Level 4 Proficient, and Level 5 Above Proficient. The LAS Links scores fall on a common scale from kindergarten through grade twelve, which allows you to follow language proficiency growth and relate each year's new score to the previous year's score.

The summative test has the following approximate administration times:

- Speaking: 15 minutes
- Listening: 25 minutes
- Reading: 35 minutes
- Writing: 35 minutes

The summative test has an approximate time of one hour and 50 minutes when testing all four modalities—Listening, Speaking, Reading, and Writing.

The assessment is designed to be flexible in order to meet state standards. LAS Links provides states and LEAs a comprehensive assessment of each student's attainment of language proficiency assessment standards, and it serves as an accountability tool to determine how well language learners are acquiring the language skills they need.

LAS LINKS ASSESSMENT ADMINISTRATION

LAS Links assessments are designed to be a part of a comprehensive assessment model for language learners at every stage of the language acquisition process. LAS Links uses realistic illustrations; reading passages set in context, photographs, and culturally relevant test content to engage, challenge, and encourage students throughout the learning process. Test formats include multiple-choice and performance-based questions to address a wide range of language skills. Theme-based tests cover subjects such as mathematics, science and technology, reading/language arts, and social studies to better evaluate student understanding of both academic and social language. LAS Links uses one common scale for ease of assessment evaluation and measuring growth. The LAS Links provides educators with a research-based assessment that covers reading, writing, speaking, listening and comprehension skills.

While the placement exam is shorter than the summative assessment (approximately 35 minutes), it is on the same scale, allowing for alignment and classification consistency.

In addition to responding to NCLB placement and summative assessment mandates, language educators seek ways to improve instruction and to connect assessment with powerful learning experiences for students. The inclusion of a benchmark assessment in LAS Links supports

these goals. Along with placement and summative capabilities, the LAS Links suite of products includes three benchmark assessments for each grade-level span. The benchmark assessments can be administered at three points during the school year, providing LEAs a way to assess students' progress throughout the year. Benchmark assessments can be scored locally, and results can be used immediately to inform instruction.

HOW LAS LINKS SCORES ARE REPORTED

LAS Links' proficiency levels are defined by five performance standards: Beginning, Early Intermediate, Intermediate, Proficient, and Above Proficient. LAS Links also provides scale scores that will range to determine the proficiency levels of the student. All these scores can be found individually by domain, by oral score, by comprehension score, and overall.

LAS Links can provide schools and districts with several options for reporting. These are, online reporting (standard with LAS Links Online administration), DRC-generated reports, and locally scored reporting via the Student Profile Sheet when utilizing local scoring.

Sample reports for LAS Links have been provided in Appendix F.

HOW DRC SUPPORTS IMPLEMENTATION AND PROVIDES TECHNICAL ASSISTANCE

DRC offers a full array of implementation and technical support services. Customer Support includes three tiers of customer service and technical support, which creates a timely start to the assessment program. Our team provides appropriate training for successful implementation of the LAS Links assessment. We also provide an Instructional Guidance tool to address the need to improve the quality of the instruction offered to language learners. In the Instructional Guidance binders, activities and teaching strategies are organized by standards and proficiency level. Using this tool, teachers can pinpoint the standards that students need to practice, and they can tailor instruction accordingly.

Another element of training involves working with educators on how to use the data from LAS Links to identify instructionally actionable information in order to improve their classroom instruction and student learning. Sessions will provide participants with a strong foundation to interpret student test results and apply that information to instruction for language learner students. Participants will review a variety of methods and exercises to be used in the classroom and will engage in large and small group activities, including the development of lessons while practicing differentiation across grade levels, content areas, and fluency levels.

The LAS Links assessments assist schools, districts, and LEAs to determine students' placement in language proficiency programs, provide ongoing information about student's progress in language proficiency programs throughout the year, and offer end-of-year accountability evidence for language proficiency programs.

DRC has a dedicated team of resources for responding to any and all customer inquiries. Your team includes Language Learner Senior Manager, Genevieve Olvera, and National Sales Manager, Nina Trigger, who provide hands-on, consultative direction.

All New York LEA's will also have access to our Customer Care team with members from Customer Service, Scoring, Research, Technology, Publishing, and Product Management. Working together, this team ensures that every customer receives personal, helpful, and timely responses regardless of whether service is requested though the website, email, or through a phone call. For general support including scoring services representatives are available from 9:00 AM to 7:00 PM Eastern Time. For help with online/software products technical support staff are available from 7:30 AM to 5:00 PM Eastern time.

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.

LAS Links provides two types of normative scores: percentile rank (PR) and normal curve equivalent (NCE). The NCEs have many characteristics in common with percentile ranks, but have the additional advantage of being based on an equal-interval scale. The use of NCEs allows meaningful comparisons between different assessment series and between different tests within the same assessment series.

The obtained NCE score from the pre-test can be subtracted from that from the post-test to derive the growth score for each student. We propose using the median of student-level growth scores per grade class per teacher as the raw teacher-level score at each grade level, given that classes may have varying sizes and some of them may also show extreme cases. The median has been well known statistically being more stable and robust to outliers than the mean, particularly when the sample size is small (N<30). In addition, the median is easy to understand for educators, which supports interpretability and usability of the teacher-level growth scores.

When a teacher has multiple class types and a single score needs to be calculated for that teacher, we recommend using a weighted average of the teacher-level scores across class types as the single teacher-level score. DRC will assist districts in determining the optimal weight values to use based on the instructional settings and curriculum emphasis in each district and observed empirical statistical distributions.

To account for leaner difference and compare teachers to their peers of similar student groups, we recommend that a Z score (or its transformation to a T score, depending on the use and district preference) of the raw teacher-level growth score be used for formal reporting and decision making. DRC will actively partner with districts to collect student-level and teacher-level growth data and the teacher's APPR and HEDI data over time to support a well-maintained, on-going validated crosswalk between the teacher-level growth scores and the APPR scale.

To support the crosswalk, teacher raw growth scores will be calibrated in consideration of teachers with similar student groups regarding student prior academic history, social-economic status, disability, and language learner status using linear regression, in which the raw teacher-level growth score is predicted with student-level demographic statistics. After obtaining the regression coefficients, the predicted teacher-level growth score, as well as the associated standard deviation, for the teacher of interest will be calculated based on the particular student cohort of that teacher.

The predicted score and standard deviation can be used as the sample mean and standard deviation to convert the raw teacher-level growth score to a Z score. The Z score will then be mapped to the 0-20 APPR and the HEDI rating categories. The decision rules for mapping are proposed to be similar to those for the state HEDI category assignment to support consistency and interpretability. The proposed decision rules as listed below.

Highly Effective: $Z \geq 1.5$; Effective: $1.5 > Z \geq -1$; Developing: $-1 > Z \geq -1.5$; Ineffective: $Z < -1.5$

The obtained ratings will be correlated with those for HEDI empirically, with the correlation results monitored over time to determine if any finer adjustment to the rules, such as introducing the confidence range into the rules, is desirable to support better consistency with the state HEID category assignment. The use of linear regression for Z score calculation makes it possible to compare the raw teacher-level growth score to those from teachers of similar student groups in an empirical, consistent, and principled way.

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):	N/A
Assessments Woven Tightly Into the Curriculum:	All forms of LAS Links are used to help identify and monitor the progress of students requiring essential academic language skills. Additionally, it provides information to help classify language learners who require language instruction, to inform decisions on such instruction, and to subsequently monitor students' progress toward English proficiency in social and academic language necessary to successfully participate within the mainstream classroom. LAS Links provides educators and other stakeholders with valuable information about students' progress toward (1) meeting the demands of state standards, (2) accessing and using academic language, and (3) achieving English language proficiency. LAS Links was developed to measure students' English language proficiency in school settings in relation to the content, literacy, and linguistic goals of the college and career readiness standards and other content standards of a similar nature. All forms of LAS Links provide a myriad of data points to monitor progress and provide teachers and district staff with information needed to make adjustments to the curriculum, as it pertains to student language skills in the domains of Speaking, Listening, Reading and Writing. Language proficiency in academic and social settings has always been critical to students' success in the classroom. LAS Links provides educators with a valid and reliable test instrument to determine how well students are progressing toward the acquisition of the English language skills needed to be successful in academic settings by: ■ creating a framework that corresponds to language goals ■ utilizing a comprehensive assessment framework that assesses language use (a) in contextualized and targeted social and academic content areas; (b) across different levels of linguistic complexity; and (c) across different levels of cognitive demand ■ creating meaningful measures of students' language proficiency through the four core

	domains of Speaking, Listening, Reading, and Writing; and the combined domains of Comprehension, Productive, Oral, Literacy, and Overall ■ providing a comprehensive test scoring and reporting system that allows districts and schools to maintain baseline and longitudinal data in order to track and monitor students' performance at the individual, school, and district levels
Performance Assessment:	LAS Links reports proficiency levels, scale scores for each domain, as well as composite scores and overall scores. This data provides information indicating student performance and growth over time. The LAS Links Interpretation Guide provides administrators with detailed information on score types, along with proficiency level descriptors.
Efficient Time-Saving Assessments:	The summative test has the following approximate administration times: ■ Speaking: 15 minutes ■ Listening: 25 minutes ■ Reading: 35 minutes ■ Writing: 35 minutes The summative test has an approximate time of one hour and 50 minutes when testing all four modalities—Listening, Speaking, Reading, and Writing. LAS Links offers five grade-level spans (K–1, 2–3, 4–5, 6–8, and 9–12) and has four forms available in English. All forms of LAS Links are also available online. LAS Links Online is a time saver for both students and administrators. Students take the entire test online and hear all directions/instruction via a headset. For Speaking, students provide their responses via the microphone on the headset. The online environment allows students to test at their own pace and for test administrators to test several students at one time. The LAS Links Online system eliminates one-to-one test administration, allowing testing to be extremely efficient because an online test delivery minimizes the time needed for administration and scoring, saving districts and schools considerable expense.
Technology:	LAS Links is available online. LAS Links Online assesses English language proficiency in grades K–12 using an integrated, secure, robust, and proven online administration, testing, and reporting platform.

	LAS Links Online provides for group administration of assessments for Listening, Speaking, Reading and Writing. Students from all different grade/test levels can take the test simultaneously in a computer lab. The LAS responses for Speaking, Writing, and Reading open ended questions are recorded and stored in a digital format for scoring. LAS Links Online is comprised of three components that work together to provide a complete online solution. 1. The test administration system provides for role based administration of your testing at the district, building, and classroom levels. Customization during implementation will ensure alignment with districts' organization and testing program requirements. 2. The test delivery client, used by students taking the test, provides a user friendly, intuitive, and secure and locked down testing environment. 3. The online reporting system is a powerful web-based reporting solution that provides educators the data they need to inform instruction and to meet reporting requirements. The online reporting system stores student results across years and provides full drill-down reporting functionality. Each district indicating plans to administer LAS Links Online at one or more grade levels will be surveyed for online technology readiness.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	The use of Z score (or its transformation to a T score) for reporting of the teacher-level growth score as proposed in the growth model supports meaningful differentiation of obtained teacher scores across New York State's four levels of teacher effectiveness. The distribution of the observed teacher scores across the four levels, along with their correlations, will be monitored on an ongoing basis to support validity and any desired enhancement of the growth model to keep up-to-date with the particular educational context, needs, and emphasis in districts.

STUDENT ASSESSMENTS FOR TEACHER AND PRINCIPAL EVALUATION

FORM *G*

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:

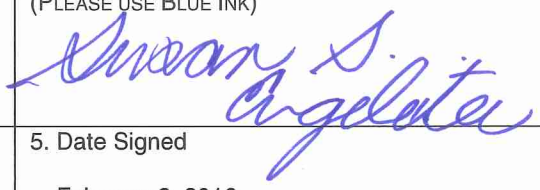
2.2(A) Narrative Overview of Proposed Supplemental Assessment and Associated Growth Model	
This application contains a short overview of the assessment being proposed, including the intended purpose of the assessment, and how the assessment is administered.	☑
For supplemental assessments, this application contains a description of the growth model and how it is used in conjunction with the assessment.	☑ ☐ 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."	☐ ☐ 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.	☑
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.	☑ ☐ 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.	☑ ☐ 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:** ☑ ☑ ☑ ☐
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:** ☑ ☐
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 students' progress, or scores from other assessments).	**Check all that apply:** ☑

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.	☐
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:** ☑ ☑
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:** ☑ ☐
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.	☑ ☐ 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).	☑ ☐ 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	☑ ☐ 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.)	☑
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.	☑ ☐ N/A

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

1. Name of Organization (PLEASE PRINT/TYPE) Data Recognition Corporation	4. Signature of Authorized Representative (PLEASE USE BLUE INK) 
2. Name of Authorized Representative (PLEASE PRINT/TYPE) Susan S. Engeleiter	5. Date Signed February 2, 2016
3. Title of Authorized Representative (PLEASE PRINT/TYPE) Chief Executive Officer and President	

1. Name of LEA (please print/type) N/A	4. Signature of School Representative (Please use Blue ink) N/A
2. School Representative's Name (please print/type) N/A	5. Date Signed N/A
3. Title of School Representative (please print/type) N/A	