



**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.

<b>Assessment Provider Information</b>	
Name of Assessment Provider:	Oneida City School District
Assessment Provider Contact Information:	35-363-2550
Name of Assessment:	Grades K-5 15:1, Math Assessment, Grades K-2, 12:1:1 Math Assessment, Grades K-5 Math Assessment, Grades K-5 ELA Assessment, Grades K-5 Reading Assessment, Grades K-5 Art Assessment, Grades 6-8 Business Assessment
Nature of Assessment:	<input type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR  <input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: <input type="checkbox"/> GAIN SCORE MODEL <input type="checkbox"/> GROWTH-TO-PROFICIENCY MODEL <input type="checkbox"/> STUDENT GROWTH PERCENTILES <input type="checkbox"/> PROJECTION MODELS <input type="checkbox"/> VALUE-ADDED MODELS <input type="checkbox"/> OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	K-8
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Math, ELA, Business, Art, Reading, Special Education
What are the technology requirements associated with the assessment?	None
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	<input checked="" type="checkbox"/> YES  <input type="checkbox"/> No

Each of the assessments is aligned to its particular New State State Learning Standards/Next Generation Learning Standards. Where appropriate, the assessments are modeled after the New York State Assessments and/or Regents Examinations. The assessments are administered during a 40-minute period before the end of the second week of the school year and/or semester. The scores are reported via our student information system (*SchoolTool*) and then transferred to *StaffTrac*, a management system for teacher/principal evaluations. The assessments are administered in alignment with the Administrators' Manuals for the New York State Grades 3-8 Assessments and the New York State Regents Examinations. All exams are secure until the day they are administered.

**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 create teacher-level scores, and how those teacher-level scores are converted to New York State's 0-20 metric.**

The pre-assessments are administered at the beginning of the school year. The assessments contain course-specific content. Targets are set for student to achieve one year's worth of "expected growth." The percentage of students to meet their targets are calculated to determine each teacher's score. Historical assessment data, report cards, RTI data, AIS data, STAR testing data, are used to assist in the creation of reasonable targets. Teachers with percentages that range from 90-100 are rated as "Highly Effective" (18-20 points). Teachers with percentages that range between 75 and 89.9 are rated as "Effective" (15-17 points). Teachers with percentages that range between 60 and 74.9 are rated as "Developing" (13-14 points). Teachers with percentages that are below 59.9 are rated "Ineffective" (0-12 points).

**New York State Next Generation Assessment Priorities**

Please provide detail on how the proposed supplemental assessment or assessment to be used with SLOs addresses each of the Next Generation Assessment Priorities below.

<b>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):</b>	The assessments are completely aligned to the New York State Common Core Learning Standards.
<b>Assessments Woven Tightly into the Curriculum:</b>	The assessments are reviewed by administrators to ensure alignment.
<b>Performance Assessment:</b>	Students are asked to perform authentic tasks regularly.
<b>Efficient Time-Saving Assessments:</b>	Assessments are created so that they take one class period (20-40 minutes).
<b>Technology:</b>	NA
<b>Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):</b>	



**STUDENT ASSESSMENTS FOR  
TEACHER AND PRINCIPAL EVALUATION**

**FORM H**

**APPLICANT CERTIFICATION FORM  
ASSESSMENTS FOR USE WITH STUDENT LEARNING OBJECTIVES**

Please read each of the items below and check the corresponding box to ensure the fulfillment of the technical criteria.

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

The Applicant makes the following assurances:

Assurance	Check each box:
The assessment is rigorous, meaning that it is aligned to the New York State learning standards or, in instances where there are no such learning standards that apply to a subject/grade level, alignment to research-based learning standards.	<input checked="" type="checkbox"/>
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	<input checked="" type="checkbox"/>
The assessment can be used to measure one year's expected growth for individual students.	<input checked="" type="checkbox"/>
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	<input checked="" type="checkbox"/>
For assessments previously used under Education Law §3012-c, the assessment results in differentiated student-level performance. If the assessment has not produced differentiated results in prior school years, the applicant assures that the lack of differentiation is justified by equivalently consistent student results based on other measures of student achievement.	<input checked="" type="checkbox"/>
For assessments not previously used in teacher/principal evaluation, the applicant has a plan for collecting evidence of differentiated student results such that the evidence will be available by the end of each school year.	<input checked="" type="checkbox"/>
At the end of each school year, the applicant will collect evidence demonstrating that the assessment has produced differentiated student-level results and will provide such evidence to the Department upon request. <sup>10</sup>	<input checked="" type="checkbox"/>

<sup>10</sup> Please note, pursuant to Section 2.3 of this RFQ, an assessment may be removed from the approved list if such assessment does not comply with one or more of the criteria for approval set forth in this RFQ

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

Oneida City School District 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Mary-Margaret Zehr 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	February 15, 2019 5. Date Signed
Superintendent of Schools 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)	