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:	Oneida City School District
Assessment Provider Contact Information:	Ronald Spadafora, Jr. 315-363-2550
Name of Assessment:	Oneida City School District developed course specific assessments
Nature of Assessment:	x☐ 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?	Grades 6-12 ELA (non-state assessment courses for transitional scores through 2019), Grades 9-12 Math for non-state assessment courses, Grades K-12 Art/Music, Grades 6-12 Social Studies for non-state assessment courses, Grades 6-12 Science for non-state assessment courses, Grades 7 + 8 FACS, Grades 7-12 Technology, Grades 9-12 Business, Grades 7-12 LOTE classes that do not end in a BOCES developed final exam
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA, math, science, social studies, LOTE, art, music, FACS, technology, business
What are the technology requirements associated with the assessment?	Calculators for math/science exams
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☐ YES x☐ 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)**
Description: All of the assessments are aligned to their particular NYS Standards or the CCLS. Where appropriate, the assessments are modeled after the NYS Assessments or Regents Examinations. How Administered: Pre-Assessments are administered during a one period or 40 minute window before the end of the second week of the school year. The Post-Assessments are administered over several days at the end of the school year or during a "final exam" setting (2 hours). How scores are reported: Scores are reported through our school information system, School Tool, and then uploaded into our evaluation framework, OASYS. How implemented: All assessments are implemented using the same criteria found in the Administrator's Manuals for the NYS 3-8 Assessments and NYS Regents Examinations. All exams are secured 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 the 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 content that is course specific. Targets are then set for students to achieve a year's worth of "expected growth." The percentage of students to meet their targets are calculated to derive a teacher's score. Historical assessment data, report cards, RtI data, AIS data, will all be used to assist in the creation of reasonable targets. Teachers with percentages that range between 90-100 are rated as "Highly Effective (18-20 points), percentages between 75-89.9 are rated as "Effective" (15-17 points), percentages between 60-74.9 are rated as "Developing" (13-14 points), and percentages 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 I 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):	They are aligned and based on the CCLS.
Assessments Woven Tightly Into the Curriculum:	Reviewed by administrators to ensure alignment.
Performance Assessment:	Students are asked to perform authentic tasks whenever possible.
Efficient Time-Saving Assessments:	Year-end assessments are dual purpose for APPR purposes and used for calculation for a student's final grade as the "final exam."
Technology:	Calculators are used for some math and science exams.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only	

applicable to supplemental assessments):	

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.	x☐
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	x☐
The assessment can be used to measure one year's expected growth for individual students.	x☐
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	x☐
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.	x☐
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.	x☐
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.[4]	x☐

[4] 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)	Ronald Spadafora, Jr. 4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Ronald Spadafora, Jr. 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	3/16/16 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
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What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	K-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Grades K-12 Physical Education, Grades 7-12 Health, Grades 6-8 FACS. L.O.T.E. 7-12
What are the technology requirements associated with the assessment?	
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☐ YES x☐ NO

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

- **A description of the assessment;**
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Ronald Spadafora Jr. 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5/26/16 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)	