



**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:	Orange-Ulster BOCES
Assessment Provider Contact Information:	Theresa Reynolds, Assistant Superintendent for Instruction
Name of Assessment:	Orange –Ulster BOCES K-12 Special Education SLO Assessments
Nature of Assessment:	<input checked="" 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-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	BOCES SPECIAL EDUCATION ASSESSMENTS FOR ENGLISH LANGUAGE ARTS, MATH, SCIENCE, SOCIAL STUDIES, ARTS, MUSIC, PHYSICAL EDUCATION, LIBRARY, AND HEALTH.
What are the technology requirements associated with the assessment?	Technology is not required to administer the assessments.
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

**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 Orange-Ulster BOCES K-12 Special Education Student Learning Objective Assessments were developed for classroom teachers to use as a tool in determining individual growth targets for individual learning. These assessments were developed through a system of meetings held with teachers, building administration, and the Director and Assistant Director of the BOCES Special Education Division. This group of professionals created the Special Education Assessment collection to assess over 1,033 students and 196 teachers, who will be evaluated using 3012-d. Each assessment was created with four versions, based on academic/medical needs of the students, to be used for baseline and summative data to assist teachers in determining individual growth targets for student learning. The process that was followed allowed teachers and administrators to identify the standards critical for students' growth. The final SLO Assessments are fully aligned to the New York State Common Core Learning Standards in English Language Arts, Literacy and Mathematics. All assessments have been field-tested and revised, based on the feedback from the field.

The BOCES K-12 Special Education Assessments have been developed to assess a variety of skills, in a manner that takes into consideration the high academic and medical needs of special education students. Efforts were made to provide a personalized learning and assessment experience for each child by providing the assessment one-on-one and/or in a small group, with a teacher immediately available for scaffolding.

All assessments are secure; administration, scoring policy and procedures have been developed. Professional Development, test security and administration protocols; data collection and analysis; curriculum development based on student results; assessment development and refinement; and Common Core professional development across all content areas is also provided.

Orange-Ulster BOCES has a strong history of developing high-quality curriculum and assessments in support of student learning. Specifically, over the last three years, we have been using SLO assessments for the purpose of documenting student learning and making defensible judgements about teacher effectiveness. Based on student learning data and evolving standards, we reconvened special education teachers to modify assessments, where needed. During the 2014-15 school year we were awarded a Teaching is the Core (TITC) Grant, which allowed us to revise assessments, further enhancing the quality.

**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 classroom teacher will use the Orange-Ulster BOCES K-12 SLO Special Education Assessments as a tool in determining individual growth targets for student learning. The classroom teacher will assign each student an individual differentiated target that is based on the student's baseline performance. Students will either meet or not meet their individual target. A calculation is made based on the number of students who met the target, divided by the number of students with two data points. A HEDI score is then assigned, based on the calculation.

**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.**

<p><b>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):</b></p>	<p>The Orange-Ulster BOCES K-12 SLO Special Education Assessments in both ELA and Mathematics are fully aligned to the New York State Common Core Learning Standards. The texts used within the ELA assessments are placed within the grade-level band assessed. The ELA assessments are both text- and standards-based and require students to read closely, find the answers with the text, and use textual evidence to support responses. The ELA assessments provide a variety of item types. The assessments reflect NYS Common Core Learning Standards classroom practices and are based on goals outlined in a student’s Individual Education Plan (IEP).</p> <p>For assessments in Mathematics. The vast majority of the items on the assessments are devoted to the mathematical domains, major clusters and standards for each grade. All topics are grade-level appropriate, and show grade-by-grade progressions. Test items show evidence of the degree to which a student can independently demonstrate the targeted New York State Common Core Learning Standard. The Special Education Assessments reflect NYS Common Core Learning Standards classroom practices and are based on goals outlined in a student’s IEP.</p>
<p><b>Assessments Woven Tightly Into the Curriculum:</b></p>	<p>The Orange-Ulster BOCES K-12 SLO Special Education Assessments were created by classroom teachers to ensure that they are seamlessly administered in conjunction with the regular classroom curriculum, and provide data analysis to support IEP goals. The assessments are aligned where appropriate to the New York State Common Core Learning Standards.</p>
<p><b>Performance Assessment:</b></p>	<p>Performance-based test items have been incorporated into most Orange-Ulster BOCES K-12 SLO Special Education Assessments, allowing teachers to assess their students through an authentic task to address the developmental and medical needs of our population.</p>
<p><b>Efficient Time-Saving Assessments:</b></p>	<p>The Orange-Ulster BOCES K-12 SLO Special Education Assessments are to be administered in one class period, where applicable.</p>
<p><b>Technology:</b></p>	<p>All assessments are currently administered by pencil and paper following Individual Education Plans.</p>
<p><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></p>	<p>N/A</p>



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

<sup>2</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:**

Orange-Ulster BOCES 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE <b>BLUE INK</b> )
William J. Hecht 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	3/3/2016 5. Date Signed
District Superintendent/CEO 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

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