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:	Utica City School District
Assessment Provider Contact Information:	Lori Eccleston leccleston@uticaschools.org
Name of Assessment:	Utica City Schools SLO Assessments (See attached list)
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?	K-12
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, CTE, English Proficiencey, Library, Physical Education, and the ARTS
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?	☐ 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)**

UCSD SLO Assessment Overview

All UCSD SLO Assessments have been developed using the Achieve the Core Assessment Evaluation Tool. The assessments meet the 2 Non-negotiable Metrics for ELA and the 3 Non-negotiable metrics for Math. All tests were aligned to the Common Core Standards where applicable. State and National standards were used where Common Core Standards are net yet available. These assessments are vertically aligned to the learning g progressions that measure academic growth over time. Across all academic disciplines they measure critical thinking, problem solving, and content acquisition. Performance tasks, selected response and short constructed and extended response questions are included in these assessments. Generally selected response items can be scored and analyzed using OMR scanners to maximize efficiency in gathering data. Performance tasks have been developed to allow students to display an understanding of certain concepts; especially in the SLO Assessments for K-2 ELA and Math, the Arts, LOTE, Physical Education, and CTE.

The SLO Assessments are administered at the beginning and end of the course by the course provider. All accommodations are provided based on IEPs, 504 plans, and ELL testing requirements. Detailed test instructions are provided for the course provider as well as for students. The assessments are administered in a reasonable time frame, usually within a class period in familiar classroom settings over a two-week period of time. Scoring of the pre-test assessments is completed by the course provider. Post assessments are scored by another teacher that has no vested interest in the course or the students takin g the assessments.

The course provider uses the electronic management system, SchoolTool, to record scores. The SLO Reports generated by SchoolTool are accessible to building principals, district administrators and course providers. These scores are certified by lead evaluators and entered into StaffTrac, a web-based teacher-principal evaluation management system, that allows UCSD Administration to report scores to NYSED for APPR teacher and principal evaluations.

Administration of UCSD SLO Assessments is supported by school administrators and district-wide staff developers and includes annual training and instruction prior to the administration of the SLO Assessments. The assessments are properly secured by building administrators and are accessible only to authorized personnel.

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.
SLO Target Setting The vertical alignment of the UCSD SLO Assessment system allows for the collection of historical student data over time as measured against learning progressions. In the fall teachers are provided with historical student assessment data and student population profiles. Once all teachers have received all of their student assessment data as for the current school year, individual departments and grade levels begin the target setting process. Working with district-wide support staff, each sets an appropriate target for their SLO and enters the target into the SLO building tool on SchoolTool. School-level and district-level administrators review all SLO targets and give final approval before the SLO is accepted. Following the completion of UCSD SLO Assessment scoring in the spring, scores are entered into ShoolTool SLO section by a third party. These scores are then converted to the HEDI rating according to the NYSED metric. Building level administrators upload the scores into StaffTrac.

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):	All UCSD SLO Assessments have been developed using the Achieve the Core Assessment Evaluation Tool. The assessments meet the 2 Non-negotiable Metrics for ELA and the 3 Non-negotiable metrics for Math. All tests were aligned to the Common Core Standards where applicable. State and National standards were used where Common Core Standards are net yet available. These assessments are vertically aligned to the learning g progressions that measure academic growth over time. Across all academic disciplines they measure critical thinking, problem solving, and content acquisition. Performance tasks, selected response and short constructed and extended response questions are included in these assessments.
Assessments Woven Tightly Into the Curriculum:	UCSD is committed to weaving the assessments into the curriculum so that the most important learning standards are assessed at appropriate times. Our curriculum is designed into units of study across the school year utilizing NYSED Common Core Modules. Units are implemented over several weeks and incorporate all genre of reading and writing along with the requisite mathematical content as defined in the Common Core State Standards. Planning and implementation support is provided to teachers from our locally selected district-wide curriculum teams. Our UCSD SLO Assessment is the culminating assessment that measures the acquisition

	of knowledge of the critical learning standards based on the content and skills defined by the course.
Performance Assessment:	Performance tasks have been embedded in the K-2 ELA and Math, K-12 Art, Music, and Physical Education. Students are given clear instructions and guidelines for the required tasks and receive relevant, actionable feedback from teachers. Using engaging resources, texts, and problems that are relevant and meaningful to students, the task provides a scoring system using rubrics that allows for clear information that guides instruction and promotes individual student growth.
Efficient Time-Saving Assessments:	Generally selected response items can be scored and analyzed using OMR scanners to maximize efficiency in gathering data for grades 3-12.
Technology:	UCSD is currently under contract with OHM BOCES to add the, SLO Assessments for K-8 ELA and Math to the current platform used to deliver instruction, Agilix, so students will have the ability to access the assessment on line. Scoring, data analysis, and immediate feedback will be provided to teachers and students.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	N/A

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

[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:

1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed
3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

Utica City School District 1. Name of LEA (PLEASE PRINT/TYPE)	Lori Eccleston 4. Signature of School Representative (PLEASE USE **BLUE** INK)
Lori Eccleston 2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed 10/23/15
Administrative Director of Curriculum & Instruction, K-12. 3. Title of School Representative (PLEASE PRINT/TYPE)	