

Appendix B

Evaluation Point Summary

Criteria Number		Possible Points
Section I	Technical Criteria	
I.A.	The data warehouse and assessment management system must be available over the Internet to teachers, administrators, and other authorized staff within the district. Access to the database should be validated by the use of a user name and password via a secure (encrypted) website.	40
I.B.	The data warehouse and assessment management system must demonstrate compatibility with the PowerSchool Student Information System. Demographic data from PowerSchool must be able to be automatically exported to the data base.	50
I.C.	The vendor must be willing to develop and maintain a School Interoperability Framework (SIF) agent to be compatible with RRPS' proposed SIF environment no later than 2010.	50
I.D.	The vendor must host the data at their site. The vendor must guarantee the safety of the data by providing dedicated hardware firewalls, virus protection, and offsite backup. The vendor must also supply a secure FTP link (minimum 128-bit encryption) for the uploading of confidential student data. The vendor must adhere to all rules and regulations related to the protection of confidential student information as described in FERPA and RRPS' confidentiality agreement.	40
I.E.	The vendor must supply sufficient technical documentation for RRPS to be able to efficiently manage the system.	20
	Total Possible Points for Technical Criteria	200
Section II	Access to Data	
II.A.	A mechanism must be available to a district administrator to customize access to the data based on the user's educational needs. A district administrator must be able to see the data from all schools. A building administrator must be able to see the data from all students within the school. Teachers must be able to see the data of students currently rostered to them in the Student Information System (including their credentialing students) plus be able to see the data of select other students (e.g., the students of other PLC team members or the other students in an inclusion team teaching situation). Mechanisms that granulate access down to the individual student level are preferred but not required.	10
II.B.	System users must be able to go back to previous roster years to find data. For example, a teacher should be able to see how his or her previous year's students performed on the NMSBA.	5
II.C.	The interface for accessing reports in both the data warehouse and the assessment management system must be easy-to-use and intuitive.	10

Criteria Number		Possible Points
II.D.	Reports from the data warehouse and the management system should be able to be exported as a pdf or as an Excel spreadsheet. It is preferred that the formatting of the report remain the same when exported.	10
II.E.	The website portal should provide mechanisms where RRPS can post announcements and attach documents.	5
II.F.	The initial database set-up should not take more than 30 calendar days to complete. RRPS should be able to upload data to the data warehouse at least once per month. The processing of data updates should not take longer than 7 calendar days.	10
Total Possible Points for Access to Data		50
Section III	Data Warehouse Reports	
III.A.	<p>The data warehouse must include the following pre-defined reports of New Mexico standardized assessments or third party local assessments. Reports should include color coding to illustrate performance level:</p> <ul style="list-style-type: none"> • NM High School Competency (NMHSCE) <ul style="list-style-type: none"> ○ Detailed report from most current administration ○ Summary report showing which subsections have been passed and date that subsection has been passed. • NM Standards-based Assessment (NMSBA) <ul style="list-style-type: none"> ○ Detailed reports from most current administration <ul style="list-style-type: none"> ▪ Reports showing scale score and performance level in each of the content areas. ▪ Reports showing performance by standard. ○ Growth report showing performance across several years • NM English Language Proficiency Assessment (NMELPA) <ul style="list-style-type: none"> ○ Detailed report from most current administration showing performance by skills area as well as overall proficiency level. • NWEA Measures of Academic Progress (NWEA MAP or "Levels") <ul style="list-style-type: none"> ○ Detailed report from most current administration showing RIT score and performance level by goal area ○ Growth report showing changes in student performance across selected testing windows • PSAT <ul style="list-style-type: none"> ○ Detailed report showing scores for critical reading, math, and writing as well as the selection index score and the student's national percentile rank for the selection index score. 	100

	<ul style="list-style-type: none"> • Comprehensive reports <ul style="list-style-type: none"> ○ Spreadsheet showing performance of students across most recent administration of NMSBA and NWEA. ○ Individual student reports showing students' entire testing history, demographic data including school attendance history and class schedule, and other local assessment data such as grades. 	
Criteria Number		Possible Points
III.B.	Predefined reports should include summary tables and charts (where appropriate) in addition to information about the performance of individual students.	20
III.C.	<p>Vendor must be willing to develop pre-defined reports for future New Mexico standardized assessments, district-developed assessments, and third-party assessments. Reports that are anticipated in the near future include:</p> <ul style="list-style-type: none"> • New Mexico standardized assessments: <ul style="list-style-type: none"> ○ High School Graduation Assessment (11th grade) ○ College Readiness Assessment (11th grade) ○ Workforce Readiness Assessment (11th grade) • District-developed assessments: <ul style="list-style-type: none"> ○ Math Quarterly Assessments (Grades K-5) • Third-party assessments: <ul style="list-style-type: none"> ○ Developmental Reading Assessment (Grades K-5) ○ ACT (High School) ○ SAT (High School) ○ AccuPlacer (High School) <p>This list is not comprehensive. The vendor must be willing to develop reports as the district's needs change over time.</p>	30
III.D.	<p>Data warehouse users must be able to disaggregate data by:</p> <ul style="list-style-type: none"> • Teacher, period • Course title • Student name, student ID • Grade • Gender • Primary ethnicity • Participation in programs flagged in the Student Information System such as Special Education, Gifted, Bilingual Maintenance, ELL, and intervention programs such as Reading Recovery, Math Add+Vantage, Academy of Reading, etc. • Type of disability if student participates in the Special Education program • English Language Fluency 	30

	<p>Other preferred filters include:</p> <ul style="list-style-type: none"> • Section number • Participation in the FRLP • Migrant status • Home language • Ability to filter by outcome of participation in programs 	
Criteria Number		Possible Points
III.E.	The data warehouse should include the ability to create customized reports that allow users to select from the available data sources and a menu of data fields from those sources to create multiple measures reports. The available data sources should include some data that has been entered through the assessment management system (e.g., teacher-entered Developmental Reading Assessment scores).	20
	Total Possible Points for Data Warehouse Reports	200
Section IV	Assessment Management System	
IV.A.	The assessment management system must include a mechanism for creating scanner-readable answer sheets for classroom-level and district-level assessments. The scanner should be plain-paper based (not proprietary). It is preferred that the assessment management system also include a web-based data entry method for select data (e.g., DRA scores, MQA proficiency levels).	50
IV.B.	The assessment management system must include the ability to generate answer sheets and accurately scan scores for both short- and long-answer constructed response items in addition to multiple choice items.	20
IV.C.	It is preferred that the assessment management system also allow the creation of a one- or two-page roster sheet which allows for the efficient and cost-effective input of data when only one piece of data needs to be entered for each student.	5
IV.D.	The assessment management system must allow users to link test items to New Mexico standards and benchmarks and to Rio Rancho Public Schools' Power Standards. It is preferable if the assessment management system also allows users to link test items to some specialty content standards (e.g., World Languages, Technology, etc.)	25
IV.E.	The assessment management should allow teachers to connect proficiency levels to pre-defined rubrics supplied by RRPS.	5
IV.F.	The assessment management system must allow teachers to weight the value of each test item.	5
IV.G.	The assessment management system must allow teachers to create sections on the answer sheet and should report scores by section as well as by an overall score.	5
IV.H.	The assessment management system must allow teachers to create answer	

	sheets which may be kept private for their internal classroom use or to create "public" answer sheets which allow for the administration and analysis of common assessments. The assessment management system should include an organizational mechanism in order to locate public exams quickly and easily.	5
Criteria Number		Possible Points
IV.I.	Reports from the scanned data should be available to teachers within 30 minutes of scanning. It is preferable that reports be available almost instantaneously.	10
IV.J.	<p>The assessment management system must generate the following types of reports:</p> <ul style="list-style-type: none"> • Summary report – Shows number of points possible and percentage of answers correct by section and overall on the assessment. Should show scores by student and provide summary statistics based on the number of students included in the filter. • Item analysis report – Shows the standard tested for each item and the percentage of students who selected each answer choice. • Error analysis report – Shows individual student answers for each question and color codes whether the answer was correct or not. Provides a summary table showing percentage of students who answered that item correctly. • Standards summary report – Shows student progress towards each standard assessed. In other words, it shows the average percentage of questions correct by standard for each student. 	50
IV.K.	The assessment management system should allow users to set threshold levels in order to color code whether proficiency has been achieved or not on reports.	5
IV.L.	The assessment management system should allow teachers to manually change answers that have been scanned into the system.	5
IV.M.	The assessment management system should allow users to change the answer key after assessments have been scanned, if necessary, and the reports should be automatically updated.	5
IV.N.	The assessment management system should allow users the ability to preview the scanned answer sheet before it is uploaded in order to troubleshoot any potential difficulties. It is preferred that users be able to review the scans in the future.	5
Total Possible Points for Assessment Management System		200

Section V	Technical Support	
V.A.	Technical support must be available at least six hours per day (Mountain time), Monday through Friday throughout the year. Responses to technical support questions should be provided within 24 hours. Responses within one to two hours are preferred.	50
	Total Possible Points for Technical Support	50
Section VI	Training	
VI.A.	Hands-on training for district administrators and school-based personnel must be available upon the request of the district. The cost of training should be reported separately from the annual subscription fee and the database set-up fee.	50
	Total Possible Points for Training	50
Section VII	References	
VII.A.	The data warehouse and the assessment management system must function reliably. Vendors must provide accurate contact information for at least three current customers using Appendix D – References.	50
	Total Possible Points for References	50
Section VIII	Costs	
VIII.A.	Points for cost are awarded based on the cost effectiveness of the proposed services. Costs for initial database set-up, annual subscription fee, training, and Business Gross Receipts Taxes should be listed separately. Training costs should be listed as cost/day. Costs should be based on the following projected student counts: <ul style="list-style-type: none"> • 7,728 students in 10 elementary schools (K-5) • 3,767 students in 4 middle schools (6-8) • 4,763 students in 4 high schools (9-12) 	200
	Total Possible Points for Cost	200
	TOTAL POSSIBLE NUMBER OF POINTS	1,000