



**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:	Chittenango Central School District
Assessment Provider Contact Information:	Mr. Michael A. Schiedo 1732 Fyler Road Chittenango, NY 13037 (315) 687-2840 mscheid@chittenangoschools.org
Name of Assessment:	K – 12 CCSD 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?	ELA (9-12), Math (9-12), Science (6-7,9-12), Social Studies (6-12), Art/Music/P.E./Library (K-12), FACS/Health (6-12), Technology/Business (7-12), LOTE (7-12), Alternative Assessment (K-12), SPED/AIS (K-2,9-12), K-2; essentially all other subject areas/courses outside 3-8 ELA/Math.
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 type="checkbox"/> YES <input checked="" 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 Chittenango Central School District has created a series of local SLO assessments for all subject areas in grades K – 12 that can be utilized for purposes of establishing growth measures for students. These SLO assessments are administered at the start and culmination of each course of study, and are based on the New York State Common Core Learning Standards in ELA and Mathematics, as well as appropriate local, state, and/or national standards in other subject areas. The assessments are designed to be administered in one class period, following standard administration protocols that are consistent with other standardized assessments (e.g. NYS 3-8 Assessments). Assessments are scored by educators within the Chittenango Central School District who do not have a vested interest in the outcome of the exam. All exams are stored in a secure location prior to administration, and student responses are stored for one calendar year from the conclusion of the exam administration.

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.

A consistent growth model was established for the purposes of setting Student Learning Objectives (SLO's) that is consistent with NYS Education Law 3012-d. A growth expectation was established in accordance with NYSED regulations that defined a minimum expectation for student growth based on the pre-assessment score. The aggregate of these scores are converted to a 0 – 20 score to create a teacher-level score with the accompanying HEDI band: Ineffective (0 – 12 points); Developing (13 – 14 points); Effective (15 – 17 points); and Highly Effective (18 – 20 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):

ELA assessments are evaluated to determine if the quality and rigor of texts are the appropriate level of complexity for the grade level. Reading questions are evaluated to determine if they are evidence/text dependent and standards based, as well as whether they require students to read closely, locate answers within the text and use textual evidence to support responses.

Mathematics assessments are evaluated to determine if the majority of the assessment pertains to the major work of the grade level. Items are also evaluated to determine if they elicit direct, observable evidence of the degree to which a student can independently demonstrate the target standards.

Assessments Woven Tightly Into the Curriculum:

Each assessment prompt/question is drawn from the essential understandings of the course of study. Each assessment therefore, is designed to elicit student reflection on the big questions and enduring understandings of the course. In turn, teachers may use assessment results to reflect and refine their practice enhancing data driven instructional practice. SLO assessments are created by classroom teachers and reviewed by grade/subject area leaders and administrators to ensure

	alignment to curriculum and standards.
Performance Assessment:	The Chittenango Central School District local SLO assessments are a balance of traditional and performance related tasks. Where appropriate, students are asked to respond to a problem or prompt that is consistent with an authentic/or “real-world” task and their product is assessed against established criteria.
Efficient Time-Saving Assessments:	The Chittenango Central School District local SLO assessments are designed to be administered over a short period of time, providing meaningful results. Each year the assessments are evaluated to determine the continued use of specific questions/prompts and the duration of time for administration. All assessments are designed to take a student no longer than one class period to complete.
Technology:	The CCSD is currently evaluating how the use of technology can be utilized with both state and local assessment procedures. The CCSD seeks to expand broadband infrastructure to account for the expectations within the Next Generation Assessment priorities (including computer-based testing).
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



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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. ¹	<input checked="" type="checkbox"/>

¹ 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:

Chittenango Central School District 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Mr. Michael A. Schiedo 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	November 8, 2016 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)	