**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: | Lansing Central School District |
| Assessment Provider Contact Information: | 284 Ridge Road<br>Lansing, NY 14882<br>607-533-3020 |
| Name of Assessment: | All applicable district developed assessments used with SLOs |
| Nature of Assessment: | ☒ ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVESWITH A TARGET SETTING MODEL; OR<br><br>☐SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL:<br>☐ GAIN SCORE MODEL<br>☐ GROWTH-TO-PROFICIENCY MODEL<br>☐ STUDENT GROWTH PERCENTILES<br>☐ PROJECTION MODELS<br>☐ VALUE-ADDED MODELS<br>☐ OTHER: |
| What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score? | K-2; 5-12 |
| What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score? | ELA; Math; Social Studies; Science; Art; Technology; Music; FACS; Health; PE; Business |
| What are the technology requirements associated with the assessment? | Varies with the assessment, some are computer based but most are not. |
| Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State? | ☐YES<br><br>☒NO |

| **Please provide an overview of the assessmentfor districts and BOCES. Please include:**<br>• **A description of the assessment;**<br>• **A description of how the assessment is administered;**<br>• **A description of how scores are reported (include links to sample reports as appropriate);**<br>• **A description of how the Assessment Provider supports implementation of the assessment, including any technical assistance. (3 pages max)** |
|---|
| • Assessments are grade and content area specific:<br>ELA : GRADES K-2, 9-10, AND 12<br>MATH: GRADES K-2<br>SCIENCE: GRADES K-3 AND 5-7<br>SOCIAL STUDIES: GRADES K-9 AND 12<br>ARTS: GRADES 3-8 ART; ART 1, 2, 3, 4; AP STUDIO ART; PUBLICATION DESIGN; GRADES 3-8 MUSIC; BAND; CHORUS; ORCHESTRA<br>FOREIGN LANGUAGE / LANGUAGES OTHER THAN ENGLISH: SPANISH GRADES 7 AND 8; SPANISH 1, 2, 3, 4, AND AP SPANISH; FRENCH GRADES 7 AND 8; FRENCH 2, 3, 4, AND AP FRENCH<br>GRADES 5-8 TECHNOLOGY; INTRO TO ENGINEERING; PRINCIPLES OF ENGINEERING; ENGINEERING DESIGN AND DEVELOPMENT; DIGITAL ELECTRONICS; BUSINESS MATH; COLLEGE KEYBOARDING; SPORTS MARKETING; MS AND HS HEALTH; PE GRADES 3-12<br>These assessments include multiple question types: multiple choice, short response, essay, and performance.<br>• Each is administered during class time as an end of year assessment of priority learning. Teachers administer assessments, have students deposit in class envelopes, and deliver envelopes to collaborating teachers, if tests have written responses.<br>• Multiple choice responses are scanned then reported to the district office, written responses are scored by colleagues then reported to the district office, and performance assessments are scored by groups of teachers and administrators then reported to the district office.<br>• Rosters with scores are entered into eDoctrina's SLO tool for record keeping and APPR calculations. |

**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.**

Teachers will use students' previous grades, NYS test scores, attendance, and discipline histories as baseline data to band students into above, on, or below grade level bands. Teachers then set student growth targets, for performance on an end-of-course summative assessment, for each group (band) of students. Principals will approve growth targets. Percents of students making their targets will be rounded to the closest whole number, using normal rounding rules.

Percentages of students making their targets will convert to the HEDI scale using the NYS-determined categories and the conversion table below.

| | | |
|---|---|---|
| Highly Effective | 90% - 100% of students meet SLO target | 18-20 points |
| Effective | 75% - 89% of students meet SLO target | 15-17 points |
| Developing | 60% - 74% of students meet SLO target | 13-14 points |
| Ineffective | 0% - 59% of students meet SLO target | 0-12 points |

| % of Students Meeting SLO Target | Points For Local Measure |
|---|---|
| 97-100 | 20 |
| 93-96 | 19 |
| 90-92 | 18 |
| 85-89 | 17 |
| 80-84 | 16 |
| 75-79 | 15 |
| 65-74 | 14 |
| 60-64 | 13 |
| 55-59 | 12 |
| 50-54 | 11 |
| 45-49 | 10 |
| 40-44 | 9 |
| 35-39 | 8 |
| 30-34 | 7 |
| 25-29 | 6 |
| 20-24 | 5 |
| 15-19 | 4 |
| 10-14 | 3 |
| 5-9 | 2 |
| 2-4 | 1 |
| 0-1 | 0 |

| **New York State Next Generation Assessment Priorities**<br>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):** | Math assessments focus on the priority CCLS for the grade level and attend to conceptual understanding, procedural skill and fluency, and application.<br>ELA assessments base questions on complex text, require responses based in evidence from text, and use both literary and informational text. |
| **Assessments Woven Tightly Into the Curriculum:** | Because assessments are locally developed, they assess both the content and priorities of the taught curriculum. Though generally summative, they reflect the day-to-day academic goals of the teacher. |
| **Performance Assessment:** | Though these prove difficult to score with limited resources, given NYSED's regulations against teachers with a vested interest scoring assessments, some assessments are performance based. Specifically, art and technology assessments require students to demonstrate skills or complete a task. |
| **Efficient Time-Saving Assessments:** | Except for performance based assessments, assessments are limited to the duration of a class period during finals week. Given the summative timing of these assessments, teachers include only those questions and materials that establish validity, as defined as alignment with prioritized learning targets, and reliability, defined as consistency in scoring and results that distinguish levels of student achievement. All approved assessments have assurances to these effects. |
| **Technology:** | Technology assessments alone are computer based at the moment. |
| **Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness(only applicable to supplemental assessments):** | NA |

## 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.[3] | ☒ |

[3]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:**

| | |
|---|---|
| Lansing Central School District<br>1. Name of Organization(PLEASE PRINT/TYPE) | 4. Signature of Authorized Representative (PLEASE USE **BLUE** INK) |
| Chris Pettograsso<br>2. Name of Authorized Representative(PLEASE PRINT/TYPE) | 5. Date Signed 11/13/15 |
| Superintendent of Schools<br>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) | |