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:	Norwich City School District
Assessment Provider Contact Information:	Gerard O'Sullivan GOSullivan@norwichcsd.org
Name of Assessment:	K-2 Mathematics
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-2
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Mathematics
What are the technology requirements associated with the assessment?	The assessments are performance based and do not require additional technology for completion. Data from SLOs will be stored electronically.
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)**

The Norwich City School District K-2 Mathematics assessments are performance based assessments aligned to the Common Core State Standards for Mathematics and are vertically aligned according to the learning progressions that measure academic growth over time. Across all grade levels, the K-2 Mathematics assessments measure the development of foundational skills as they relate to Counting & Cardinality, Operations & Algebraic Thinking, Number & Operation in Base Ten, and Measurement & Data in an active manner that is embedded into regular classroom instruction and incorporates relevant, actionable feedback. Problem solving, number sense and fluency are the foundational skills in mathemtics. These skills are measured on the K-2 Math assessments through perfomance tasks, fluency and word problems. The data provided by these assessments is used to provide targeted small group instruction, intervention and enrichment.

The NCSD K-2 Math assessments are seamlessly administered in a reasonable timeframe over a period of days in conjunction with regular classroom instruction. The assessments are administered to all students at the same time providing IEP, 504 and ELL driven accommodations as required. Specific directions are included at each grade level which outline directions and protocols for test administration. This is reviewed with all teachers prior to administering the SLO assessments.

The NCSD K-2 Mathematics SLO assessments are scored by a teacher at the same grade level who is not the student's classroom teacher and who has no vested interest in the outcome of the assessment. Specific assessment criteria are outlined for each grade level. Trained staff record scores for each student using both an individual cover sheet and a group spreadsheet. Scores are uploaded to mylearningplan.com by the assessment raters where raw scores are then converted to a teacher rating for APPR purposes.

Administration of the NCSD K-2 Math assessments is supported by school administrators and district-wide staff developers. Annual training and instruction is provided to teachers prior to the administration of the assessment. School administrators ensure proper security for the storage of local assessments prior to and following the test 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.

The vertical alignment of the NCSD Mathematics curriculum allows for the collection of historical data over time as measured against the learning progressions of the Common Core State Standards. Each fall, teachers are provided with historical student performance data for all of their students as indicated in the student portfolio. Once all teachers have received all of their student performance data and have gathered preliminary, informal pre-assessment data for the current school year, grade level teams of teachers begin the target setting process. Working with district administrators in grade level teams to collaboratively analyze the historical data, teachers set appropriate targets for their SLO. These targets are entered into the SLO template and uploaded to mylearningplan.com. Building and district level administrators review all SLO targets and give final approval before the SLO is accepted.

The SLO template in mylearningplan.com allows for the HEDI scale to be preloaded according to NYSED requirements. Following the scoring completion of the NCSD K-2 Mathematics assessments, the scores are uploaded to mylearningplan.com. Based on the percentage of students achieving their target, this score is then converted to a HEDI rating according to the NYSED metric.

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):	The NCSD defines a high quality mathematics assessment as one that is aligned to NYS CCSS, is used to measure a progression of mathematics skills, is developmentally appropriate, is rigorous and accessible and provides data and actionable feedback to inform instruction and curricular decisions. The K-2 mathematics assessments have been designed to provide this balance, include rigor, contain developmentally appropriate texts and questions that are of high quality. These assessments have been reviewed by a Math Specialist at BOCES and have been compared against the assessment rubric from Achieve the Core for alignment to the standards, rigor and relevance. The mathematics assessments reflect both the State standards and the shifts essential to a high quality mathematics assessment.
Assessments Woven Tightly Into the Curriculum:	As a school district, we are committed to assessments that are woven tightly into the curriculum. Our mathematics curriculum is designed in units of study across the school year. Units are implemented over several weeks and incorporate all aspects of mathematics. Planning and implementation support is provided to teachers through daily collaborative meetings as well as district wide professional development opportunities. Assessment is strategically placed as the culminating performance activity for specific units of study based on the content and skill being measured in the assessment. The data provided from the assessments helps to support the learning outcomes of the CCSS through classroom instruction.

Performance Assessment:	The aligned K-2 Mathematics assessment tasks require that all students demonstrate understanding of the Math learning targets through performance tasks, fluency and word problems. Students are given clear instructions and guidelines for the required tasks. The aligned assessment tasks provide a scoring system that is multi-dimensional and allows for clear information that guides instruction and individual student growth.
Efficient Time-Saving Assessments:	The assessments are embedded within daily instruction which is an efficient use of time while engaged in meaningful learning experiences.
Technology:	Technology is used as a mechanism for storing data and not for administering the assessment.
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:

Norwich City School District 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Gerard O'Sullivan 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed 1.20.16
Superintendent 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)	