



**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.

<b>Assessment Provider Information</b>	
Name of Assessment Provider:	Oxford Academy and Central School District
Assessment Provider Contact Information:	Shawn Bissetta, Superintendent of Schools at Oxford Academy
Name of Assessment:	K-2 Math
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-2
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Math
What are the technology requirements associated with the assessment?	N/A
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)**

Pre-Assessment: Oxford Academy CSD developed core specific assessments for SLO's in collaboration with elementary certified teachers, a regional committee and the department administrators. The assessments are comprised of a brief sample of items reflecting state standards (e.g. New York State Common Core Learning Standards for Math) and the design for Mathematics state assessments (i.e., NYS Common Core Mathematics Assessments grades 3-8). The procedures for test administration and scoring mirror the protocols set forth by NYSED for state assessments. The pre-assessment is administered during the first few weeks of school. Individual student scores are reported via our student information system, SLO scores are submitted via secure data portal, and uploaded to OASYS, our teacher and principal evaluation tool.

Summative Assessment: Oxford Academy CSD developed core specific assessments for SLO's in collaboration with elementary certified teachers, a regional committee and the department administrators. The assessments are comprised of a brief sample of items reflecting state standards (e.g. New York State Common Core Learning Standards for Math) and the design for Mathematics state assessments (i.e., NYS Common Core Mathematics Assessments grades 3-8). The procedures for test administration and scoring mirror the protocols set forth by NYSED for state assessments. The pre-assessment is administered at the conclusion of the school year. Individual student scores are reported via our student information system, SLO scores are submitted via secure data portal, and uploaded to OASYS, our teacher and principal evaluation tool.

**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 create teacher-level scores, and how those teacher-level scores are converted to New York State's 0-20 metric.**

At the beginning of the year students are given a pre-assessment which contains content from the course. Baseline data consisting of students' pre-assessments percent scores (0-100), demographic information (i.e., Special Education and new language learner classification as well as economically disadvantaged) and historical data (i.e., student prior performance and course-level expectations), are used by the teacher and administrator to collaboratively determine appropriately rigorous targets. At least 65% of the students are expected to have met the target set for them based on their pre-assessment score. All SLOs will be based on the percentage of students meeting targets in accordance with the state provided scoring ranges 90-100% = HE (18-20 points), 75-89% = E (15-17 points), 60-74% = D (13-14 points) and 59% and below = I (0-12 points).

**New York State Next Generation Assessment Priorities**

Please provide detail on how the proposed supplemental assessment 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 are directly tied to the NYS Common Core Standards. Many mirror the exemplars found in the modules and lessons found on Engage NY.

**Assessments Woven Tightly Into the Curriculum:**

The assessments are developed through a collaboration of teachers and focused specifically on the expectations of the NYS curriculum (Common Core State Standards for Mathematics)

<p><b>Performance Assessment:</b></p>	<p>Consistent with mathematics state assessments, the assessments include performance-based components.</p>
<p><b>Efficient Time-Saving Assessments:</b></p>	<p>Assessments are designed to be administered to preserve instructional time.</p>
<p><b>Technology:</b></p>	<p>N/A</p>
<p><b>Degree to which the growth model must differentiate across New York State’s four levels of teacher effectiveness (only applicable to supplemental assessments):</b></p>	<p>N/A</p>



**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.	<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. <sup>4</sup>	<input checked="" type="checkbox"/>

<sup>4</sup> 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:**

<p>Oxford Academy and Central Schools 1. Name of Organization (PLEASE PRINT/TYPE)</p>	<p>X  4. Signature of Authorized Representative (PLEASE USE BLUE INK)</p>
<p>Shawn Bissetta 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>X  5. Date Signed</p>
<p>Superintendent of Schools at Oxford Academy 3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	

<p>Oxford Academy and Central Schools 1. Name of LEA (PLEASE PRINT/TYPE)</p>	<p>X  4. Signature of School Representative (PLEASE USE BLUE INK)</p>
<p>Shawn Bissetta 2. School Representative's Name (PLEASE PRINT/TYPE)</p>	<p>X  5. Date Signed</p>
<p>Superintendent of Schools at Oxford Academy 3. Title of School Representative (PLEASE PRINT/TYPE)</p>	