



**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:	Rhinebeck Central School District
Assessment Provider Contact Information:	845-871-5520
Name of Assessment:	Pre-Calculus, Statistics, Forensic Science, Environmental Science, Participation in Government, Science grade 6-7, Global History grade 9, Social Studies grade 6-8, Art K-12, Music K-12, LOTE 6-12, College and Careers grade 10-12, Physical Education K-12, Technology grade 7-8, Computer Science grade 6-8, Family and Consumer Science Grade 8.
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?	Math, Science, Social Studies, Art, Music, LOTE, Career and Technical Education, Physical Education, Technology, Computer Science, Family and Career Science.
What are the technology requirements associated with the assessment?	Appropriate technology will be provided to eligible students pursuant to IEP and ADA 504 plan accommodations. Appropriate technology will be made available to all other students per requirements of the exam.
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

The teachers under the supervision of the administration of the Rhinebeck Central School District developed end of course assessments aligned with course content and the NYSED Learning Standards for the particular academic discipline. All assessments are administered in a testing environment similar to a Regents exam. All written responses are scored by a team of teachers who have no vested interest in the outcome of the assessment. All multiple choice items are scored by a scanner system in located in the guidance department. All results are reported to the principals of the schools who are trained and certified as lead evaluators.

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 has been established as one year's expected growth for the purposes of setting Student Learning Objectives that is consistent with 3012-d. A growth expectation has been established based upon multiple measures of a student's prior academic performance and allowable student characteristics. 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 pts), Developing (13-14 pts), Effective (15-17 pts), and Highly Effective (18-20 pts).

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):	NWEA-MAPS will be used as a basis for SLOs where state exams are not used due to moratorium.
Assessments Woven Tightly Into the Curriculum:	In all cases locally developed exams are articulated and aligned to NYSED standards for that particular discipline.
Performance Assessment:	All exams are designed to determine what student know and can do in relation to the particular domain assessed.
Efficient Time-Saving Assessments:	All assessments are designed as end of course assessments thus utilizing assessments that would otherwise be administered for APPR purposes.
Technology:	Appropriate technology will be utilized depending upon the academic discipline being assessed. All IEP and ADA 504 technology accommodations will be provided. The district has a full complement of laptop carts to be deployed as needed.
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.

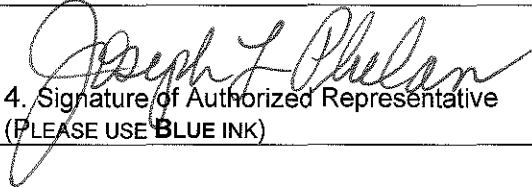
PLEASE SUBMIT ONE "FORM H" FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

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

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:

Rhinebeck Central School District 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Joseph Phelan 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed <i>11/29/16</i>
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)	



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Assessment Provider Information	
Name of Assessment Provider:	Rhinebeck Central School District
Assessment Provider Contact Information:	845-871-5520
Name of Assessment:	Mathematics Grade 6-8, ELA Grades 6-10
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?	Grade 6-8 Mathematics Grade 6-10 ELA
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Mathematics ELA
What are the technology requirements associated with the assessment?	Appropriate technology will be provided to eligible students pursuant to IEP and ADA 504 plan accommodations. Appropriate technology will be made available to all other students per requirements of the exam.
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 teachers under the supervision of the administration of the Rhinebeck Central School District developed end of course assessments aligned with the course content and the NYSED Learning Standards for the particular academic discipline. All assessments are administered in a testing environment similar to a Regents exam. All written responses are scored by a team of teachers who have no vested interest in the outcome of the assessment. All multiple choice items are scored by a scanner system located in the guidance department. All results are reported to the principals of the schools who are trained and certified lead evaluators.

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.

A consistent growth model has been established as one year’s expected growth for the purposes of setting Student Learning Objectives that is consistent with 3012-d. A growth expectation has been established based upon multiple measures of a student’s prior academic performance and allowable student characteristics. 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 pys.), Developing (13-14 pts.), Effective (15-17 pts.), and Highly Effective (18-20 pts.)

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.

<p>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):</p>	<p>Assessments are articulated and aligned to the NYSED math and english language arts learning standard. Assessments are reliable and valid and conform to the extent practicable to the Standards of Educational and Psychological Testing. Assessments are designed as end of year course assessments to measure one year of academic growth. Assessments are expected to differentiate student performance. Assessment results will be provided in a timely fashion to allow use for instructional improvement and curricular alignment. All assessments will be rigorous in design to measure what a student knows and can do as a function of one year of instruction. Assessments will be evaluated annually and information will be utilized to improve the quality of the assessments to ensure all students are meeting the NYS Learning Standards in Mathematics and English Language Arts.</p>
<p>Assessments Woven Tightly into the Curriculum:</p>	<p>In all cases locally developed exams are articulated and aligned to NYSED standards for that particular discipline.</p>
<p>Performance Assessment:</p>	<p>All exams are designed to determine what students know and can do in relation to the particular domain assessed.</p>
<p>Efficient Time-Saving Assessments:</p>	<p>All assessments are designed as end of course assessments thus utilizing assessments that would otherwise be administered for APPR purposes.</p>
<p>Technology:</p>	<p>Appropriate technology will be utilized depending upon the academic discipline being assessed. All IEP and ADA 504 technology accommodations will be provided. The district has a full complement of laptop carts to be deployed as needed.</p>

Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	
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FORM H

**APPLICANT CERTIFICATION FORM
ASSESSMENTS FOR USE WITH STUDENT LEARNING OBJECTIVES**

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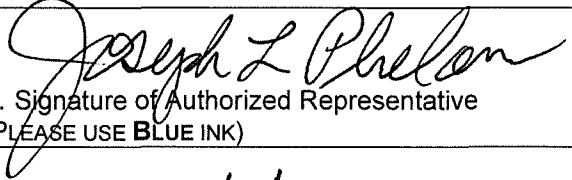
PLEASE SUBMIT ONE "FORM H" FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

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.	X
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	X
The assessment can be used to measure one year's expected growth for individual students.	X
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	X
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.	X
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.	X
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. ¹⁰	X

¹⁰ 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

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Rhinebeck Central School District 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Joseph Phelan 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	3/1/18 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)	