



**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:	Southern Cayuga Central Schools
Assessment Provider Contact Information:	Patrick Jensen Superintendent 315-364-7211
Name of Assessment:	SCCS District Developed ELA & Math 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?	Grades K-6
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA, Math, Science, Social Studies, Special Education, AIS, RTI for non-state assessment courses
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 ELA and Math summative assessment will be locally developed through a collaboration of certified elementary teachers and the building principal. The building principal will determine the final assessment questions which will remain secure until the administration of the assessment.

The summative assessment includes a math assessment based upon the NYS Common Core Standards and the NYS Developed Math Modules, which will be administered at the end of the year in a single period of time, approximately 45 minutes. The assessment also includes an ELA portion, which will include a performance-based reading assessment and a thorough sample of items and tasks that reflect the Common Core Standards. The reading assessment will be administered individually, while the remaining portions will be administered in approximately 30 minutes. Both portions of the year-end assessment will be administered by a certified teacher with no accountability link to the student. In addition, the assessment results will be reported to individual teachers by the building principal.

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.

The previous year’s summative assessment will be used by the teacher and principal to establish target setting for SLO’S. Targets for individual students will represent one year of expected growth and will be finalized based upon the baseline data by the building principal. If a student did not complete a summative assessment at the end of the previous year, the district will administer the summative assessment from the student’s previous grade level by October 1. The percentage of students that meet their targets are calculated to determine teacher scores and will be converted to the NYS 0-20 metric and assigned a HEDI rating for student performance.

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):	The assessments are aligned and based upon the NYS Common Core Standards for grades K – 6.
Assessments Woven Tightly Into the Curriculum:	Reviewed by administrators to ensure alignment and rigor.
Performance Assessment:	The summative assessments will include performance-based components.
Efficient Time-Saving Assessments:	Each portion (ELA & Math) of the summative assessment will be completed in less than 45 minutes.
Technology:	Calculators are available when deemed developmentally appropriate.
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.

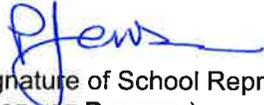
The Applicant makes the following assurances:

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. 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:

<p>1. Name of Organization (PLEASE PRINT/TYPE)</p>	<p>4. Signature of Authorized Representative (PLEASE USE BLUE INK)</p>
<p>2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>5. Date Signed</p>
<p>3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	

<p>Southern Cayuga Central School District 1. Name of LEA (PLEASE PRINT/TYPE)</p>	 4. Signature of School Representative (PLEASE USE BLUE INK)
<p>Patrick M. Jensen 2. School Representative's Name (PLEASE PRINT/TYPE)</p>	<p>April 26, 2016 5. Date Signed</p>
<p>Superintendent 3. Title of School Representative (PLEASE PRINT/TYPE)</p>	