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:	NCS Pearson, Inc. (Pearson)
Assessment Provider Contact Information:	Suzanne Wendt, Senior Channel Manager **aims**web Suzanne.wendt@pearson.com 480.532.9230
Name of Assessment:	**aims**web
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-8
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA, Math
What are the technology requirements associated with the assessment?	**aims**web is web-based and requires no network or computer-based installation. See Appendix 8 for minimum system requirements and prerequisite items for general use.
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)**

aimsweb® is an assessment, reporting, and data-organization system designed to support screening, progress monitoring, and Response to Intervention (RTI). It provides brief, nationally normed assessment instruments for universal screening and progress monitoring in reading, language arts, and mathematics. It is designed to enable teachers to monitor the progress of their students, determine effectiveness of instruction, and manage student assessment data—all through one online system—before student failures occur.

Through universal screening and benchmarking, **aims**web identifies and groups students according to risk. Student performance is reported three times per year relative to established cut scores and national or local norms. Progress monitoring enables more frequent assessment to demonstrate growth toward individualized goals and to document response to instructional changes. This scalable solution is cost effective, flexible, and sustainable.

aimsweb screening and progress monitoring assessments are designed to be administered within minutes, so students can return to their regular schedules. In fact, most measures take only one to four minutes to administer. Math Concepts and Applications and Math Computation take eight to 10 minutes.

All **aims**web measures can be individually administered. Some can be group administered.

Examiners can use browser-based scoring to administer and score select aimsweb measures online. Scores are automatically captured, calculated, and uploaded to the aimsweb data system. This data capture technology enables on-the-fly administration and scoring for oral response assessments. As the student reads the test and gives oral responses, the administrator simply clicks or taps the student's errors onscreen and the system will score the assessment and upload the results. Reports are available right away.

Browser-based scoring can be used on personal computers (PC or Mac) or on almost any web-enabled device with a supported browser, including desktop/laptop (PC and Mac), netbook, and tablet (iPad).

If manual options are preferred, all **aims**web measures can be administered by paper and pencil and results entered into the system. As scores are entered and saved, reports become available immediately through the data system.

Assessments are available as PDFs, are easily accessed, and can be viewed and printed within the user interface.

New York educators and students will benefit from multiple features that make **aims**web well suited for inclusion as part of an educator effectiveness evaluation system, including the following:

- Its measures are administered at the beginning and end of the year (as well as in the middle of the year) for benchmarking and screening, so **aims**web provides empirical growth information spanning the widest possible time interval.
- **aims**web has a large national database gathered over many years that provides strong research support for the analysis of growth.
- The measures are time-efficient to administer and score.
- Each measure has equivalent forms in fall, winter, and spring, so growth can be assessed through raw-score change across time.
- **aims**web incorporates a rate of improvement (ROI) metric, which is the amount of raw-score growth divided by the number of weeks—that is, the average raw-score increase per week.
- Finally, aimsweb has Student Growth Percentiles (SGP) that indicate how a student's ROI compares with the ROIs of students in a national sample who are in the same grade and who started the year at a similar level of performance.

Providing Technical Support. Responsive support from Pearson is included as part of an **aims**web subscription (all users). Support is available by phone, email, message board, and in-software help.

The number to call for support is 866.313.6194. When you call this number, Monday through Friday, you can select one of the following groups for support:
Technical Support (7 a.m.–6 p.m.)
Sales (8 a.m.–5 p.m.)
Training (8 a.m.–5 p.m.)
Order/Billing inquiries (8 a.m.–5 p.m.)

The **aims**web toll free fax number is 866.313.6197, and website address is www.aimsweb.com. At the website, you will find a Customer Login as the gateway to online resources.

Additional support is available through our training and consulting services. **aims**web training and consulting services—including onsite, web-based, and other forms of consultation—are organized to provide top-quality ongoing training, coaching, and capacity building. Training materials including user guides are available for all users by download from within the **aims**web interface.

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 foundation of the aimsweb approach to educator effectiveness evaluation is the Student Growth Percentile (SGP). This indicator describes the rate of growth of an individual student relative to the rates of growth shown by same-grade students with similar initial scores in a large, representative national norm sample.

The following procedure is used for converting scores on **aims**web measures into SGPs:

Calculating Student Growth Percentiles
aimsweb calculates a rate of improvement (ROI) for each student on each measure by dividing the raw-score change between two benchmark administrations by the actual number of calendar weeks between those administrations. Thus, the ROI is the student's average amount of raw-score growth per week.

Each student's ROI is converted to an SGP, which is the percentage of students in a large, representative national norm sample whose ROI is lower than a particular value. For example, if on R-CBM (oral reading) a student has a Fall-Spring ROI of 1.05 and an SGP of 35, we know that this student's ROI is greater than the ROIs of approximately 35 percent of the students in the national norm sample. In other words, this student's rate of improvement from fall to spring was slower than the national average for his or her peers.

(Note that the **aims**web Student Growth Percentile is not related to the Student Growth Percentile growth model. **aims**web uses a gain score model in which the student takes parallel forms of a test at the beginning and end of the school year or semester, and the increase in raw score is interpreted normatively.)

There is a separate SGP norm sample for each grade and, within grade, for each of five levels of initial performance (Fall benchmark score for fall-winter and fall-spring SGP norms, and winter benchmark score for winter-spring SGP norms). The five levels are percentile ranges of 1-10, 11-25, 26-75, 76-90, and 91-99. Therefore, a student's SGP indicates how that student's rate of growth compares with the growth rates of other students in the same grade who started the year (or semester) at about the same level of performance. Differentiating the SGP norms by initial level provides a more fair comparison, because rates of improvement tend to be different for students who are relatively high-performing or low-performing initially.

There is a general tendency for ROIs to be relatively low for students who are initially at the lowest level (bottom 10 percent) or the highest level (top 10 percent). Between those ranges, average ROIs tend to be higher but to decline as initial score level increases. The causes of these patterns are not known, but it is plausible that regression to the mean and ceiling effects contribute to the lower ROIs for students with higher initial levels, and that the relatively slow growth of those students with the lowest initial scores reflects the factors that contributed to their low initial status.

aimsweb SGPs range from 5 to 95 in increments of 10. An SGP of 5 represents the range from the 1st to the 10th percentile, an SGP of 15 includes the 11th to 20th percentiles, and so on. SGPs are reported in increments of ten because growth measures are difference scores and, as such, are less precise than individual scores. Therefore, a less fine-grained percentile scale is appropriate.

aimsweb supports two methods for setting individualized student targets aligned with one year's expected academic growth, based on SGPs: individual student targets and individual student growth rates.

SGPs are based on fall to spring growth in a large national sample at each grade.

The baseline for all aimsweb growth methods is the score obtained in benchmark testing (universal screening) at the beginning of the year.

Method1: Individual Student Targets. First, the desired SGP is chosen. To illustrate, we will use the 20th percentile, meaning that each student's target ROI is at the 20th percentile for students in the national sample who started the school year at about the same score level. Selecting this SGP means that, for the average teacher, 80 percent of students would be expected to reach their target.

In the SGP norm table for the **aims**web measure and the student's grade and initial score level, the 20th percentile ROI is the top of the ROI range for the 15th percentile (which spans the 11th to 20th percentiles). This ROI is multiplied by the number of weeks between the fall and spring assessments, and the product is added to the student's initial raw score.

The result is the raw score that the student has an 80 percent likelihood of attaining in the spring. The actual percentage of students reaching this target may be used as an indicator of educator effectiveness.

Method 2: Individual Student Growth Rates. This is similar in principle to Method 1, except that instead of setting individual student targets, it relies on an analysis of student growth rates calculated at the end of the year.

After spring benchmark testing, each student has a SGP for each measure that describes how their growth from fall to spring compared with the growth in a national sample of students who started the year at about the same level. The percentage of a teacher's students who have SGPs at or above a predetermined level may be used as an indicator of educator effectiveness.

For example, if the criterion is that students improve at the national 20th percentile rate or higher (i.e., their SGP is 25 or above), then one would expect half of the students to reach or exceed that rate of growth if the teacher is performing at an average level of effectiveness.

Conversion to the HEDI scale

The **aims**web SLO crosswalk from the percentage of students reaching their targets to the HEDI score on the 0–20 scale, shown below, is an implementation of the New York State definition.

	Highly Effective			Effective			Deve-loping		Ineffective												
HEDI score	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% of students meeting aimsweb target	97-100	93-96	90-92	85-89	80-84	75-79	67-74	60-66	55-59	49-54	44-48	39-43	34-38	29-33	25-28	21-24	17-20	13-16	9-12	5-8	0-4

We recommend that districts base individual student targets on an SGP of 25.

New York State Next Generation Assessment Priorities Please provide detail on how the proposed supplemental assessment l 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):	**ELA:** Three of the five **aims**web ELA measures do not involve reading text (Letter Naming Fluency, Letter Sound Fluency, and Nonsense Word Fluency). R-CBM (Oral Reading Fluency), which is used at Grades 1-9, and Maze (Grades 2-8) involve reading a narrative passage for 1 minute or 3 minutes, respectively. These passages were written using the Fry grade-based guidelines for number of syllables and sentences per 100 words. They also were evaluated using a number of readability and complexity measures: Lexile, Fry, Flesch, Powers, Spache, and SMOG. Correlations between the indicators and the grade levels at which the passages are used range from .92 to .97, indicating that the passages are appropriate for their grade levels, **Math:** The **aims**web measures used in kindergarten (Number Identification and Missing Number) assess fluency in performing fundamental tasks based on knowledge of the number system. The measures used at Grades 1-8 (Math Computation) and 2-8 (Math Concepts & Applications) were designed to be aligned with the NCTM 2006 standards.
Assessments Woven Tightly Into the Curriculum:	**aims**web uses curriculum-based measures designed for easy integration with classroom instruction. They assess basic skills such as letter naming, math computation, and oral reading fluency. However, it

	should be noted that for the purposes of APPR, the **aims**web measures must be administered by someone other than the classroom teacher.
Performance Assessment:	The seven **aims**web measures—four in ELA and three in math—recommended for use in educator effectiveness evaluation at kindergarten and grade 1 are entirely performance-based, in that the student generates a response: saying the names or sounds of letters, saying the sounds of pseudowords, reading a passage aloud, saying the names of numerals, saying the number that is missing in a sequence, or writing the answer to a math computation problem. Two additional measures are recommended at grades 2 through 8, and these consist partly or wholly of multiple-choice items: Reading Maze, in which the student selects the missing word in a sentence from a set of three options, and Math Concepts & Applications, which includes some multiple-choice questions along with constructed-response items. However, neither of these uses a separate answer sheet—students record their responses in the test booklet. Also, note that both Reading Maze and Math Concepts & Applications are optional at all grades, meaning that **aims**web may be used in an educator effectiveness program without having to administer any multiple-choice items.
Efficient Time-Saving Assessments:	**aims**web measures are extremely time-efficient. The individually administered measures take less than five minutes, and the group-administered measures take between five and 10 minutes.
Technology:	**aims**web measures are designed to be scored immediately by the examiner. Some of the individually administered measures are supported by browser-based administration in which the examiner enters item responses on a computer and receives the score when the administration is finished.
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.[1]	☒

[1] 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:

NCS Pearson, Inc. (Pearson) 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Alistair Van Moere 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	February 5, 2016 5. Date Signed
Business Head, Assessment Product Solutions 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)	