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:	Chappaqua Central School District
Assessment Provider Contact Information:	Dr. Lyn McKay 66 Roaring Brook Road Chappaqua, NY 10514 914-238-7200 lymckay@ccsd.ws
Name of Assessment:	Chappaqua Local Assessment

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-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA, Mathematics, Social Studies, Science, Visual and Performing Arts, Physical Education, Foreign Language
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?	☐ 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)**

FORM C

CCSD Local Assessment Overview

The Chappaqua Central School District Local Assessment is a K-12 performance-based system. The CCSD Local Assessment incorporates Common Core State Standards and is vertically aligned according to learning progressions that measure academic growth over time.

Across all academic disciplines, the CCSD Local Assessment measures creativity, critical thinking, problem-solving and content acquisition in a hands-on, active manner that is embedded into regular instruction and incorporates relevant, actionable feedback.

The CCSD Local Assessment is administered over a period of days with specific instructions that are presented to the students based on their developmental level. Subject specific checklists have been developed that allow for students to independently complete the required tasks of the CCSD Local Assessment. The CCSD Local Assessment is administered to all students at the same time providing IEP and 504 driven accommodations as required.

The CCSD Local Assessment is scored each spring during a superintendent's conference day that is dedicated to scoring and reporting. Individual assessments are scored against a multi-dimensional rubric that is vertically aligned by content area and aligned to the CCLS. Teachers do not score the assessments of their students. Scores are uploaded into StaffTrac where the raw scores are then converted to a teacher rating for APPR purposes.

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

SLO Target Setting

The vertical alignment of the CCSD Local Assessment system allows for the collection of historical student data over time as measured against learning progressions. Each fall, teachers are provided with historical student performance data for all of their students as measured by the CCSD Local Assessment. Once all teachers have received all of their student performance data and have gathered preliminary informal pre-assessment data for the current school year, individual departments and grade levels begin the target setting process. Working with district-wide staff developers, each teacher sets an appropriate target for their SLO and enters the target into the SLO building tool on StaffTrac. School-level and district-level administrators review all SLO targets and give final approval before the SLO is accepted.

The SLO building tool in StaffTrac allows for the HEDI scale to be preloaded according to the NYSED requirements. Following the completion of the CCSD Local Assessment scoring in the spring, scores are uploaded into StaffTrac. The scores are 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	New York State Next Generation Assessment Priorities

applicable to ELA and math assessments):	Characteristics of Good ELA and Math Assessments
	ELA The CCSD Local Assessment in ELA is a vertically aligned task for all students K-10. As per the Common Core State Standards, the writing task for all students is an opinion/argument task. In grades K-2, the task required is the completion of an opinion piece by each individual student. Using developmentally appropriate and rigorous, relevant texts, students compose an opinion piece in response to the selected texts. In grades 3-5, the task required is the completion of an opinion/argument piece by each individual student. Using developmentally appropriate and rigorous, relevant texts, students compose an opinion/argument piece in response to the selected texts. Following the CCLS, the required written piece must progress with supporting details, level appropriate logic and sequencing, evidence and reasoning, and concluding statements. In grades 6-10, the task required is the completion of an argument piece by each individual student. Using developmentally appropriate and rigorous, relevant texts, students compose an argument piece in response to the selected texts. Following the CCLS, the required written piece must progress with supporting details, level appropriate logic and sequencing, evidence and reasoning, and concluding statements. Additionally, the final written piece must display appropriate introduction to the claim with supporting evidence. As students' progress through the grades, the level of sophistication increases along with the requirement to present the counter claim while citing credible sources. The learning progressions require that the student demonstrate a clear focus on style, cohesion, precision, clarity, relationships between claims and evidence, relationships between counterclaims and evidence, syntax, objectivity, voice, awareness of audience as appropriate across the grade levels. **Mathematics** The CCSD Local Assessment in Mathematics is a vertically aligned task for all students K-12. As per the Common Core State Standards, the mathematics task for all students is rooted in the solving of rich problems. In grades K-2, the task required is the completion of a problem solving process by each individual student based on grade level and developmentally appropriate content. Using developmentally appropriate and rigorous, relevant mathematical operations and concepts, students interpret, represent, and solve a rich mathematical

	problem. In grades 3-5, the task required is the completion of a set of rich problem-based questions that require students to think arithmetically. Using developmentally appropriate and rigorous, relevant tasks, students show their thinking and solutions through the application of mathematical processes and the display of work. Following the CCLS, the required solution must show evidence of the Common Core mathematical practices with supporting details, level appropriate logic and sequencing, evidence and reasoning and concluding statements. In grades 6-12, the task required is the completion of a set of rigorous problems by each individual student. Using developmentally appropriate and rigorous, relevant problem sets and content, students show their thinking and solutions through the application of mathematical processes and the display of work. Following the CCLS, the required solution must show evidence of the Common Core mathematical practices with supporting details, level appropriate logic and sequencing, evidence and reasoning and concluding statements. As students' progress through the grades, the level of sophistication increases along with the requirement to represent their problem solving process with appropriate mathematical notation. The learning progressions require that the student demonstrate a clear focus on algebraic thinking, functions, and geometric interpretation as appropriate across the grade levels.
Assessments Woven Tightly Into the Curriculum:	**Assessment Woven Tightly Into the Curriculum** As a school district, we are committed to assessments that are woven tightly into the curriculum. Our curriculum is designed into units of study across the school year. Units are implemented over several weeks and incorporate all genre of reading and writing along with the requisite mathematical content as defined in the Common Core State Standards. Planning and implementation support is provided to teachers from our district-wide staff developers and outside consultants from Columbia University Teachers College and other collaborating organizations. Our CCSD Local Assessment is strategically placed as the culminating performance activity for specific units of study based on the content and skills being measured in the assessment.
Performance Assessment:	**Performance Assessment** The CCSD Local Assessment requires that all

	students demonstrate understanding through the production of a piece of quality work or the solving of a rich problem. Students are given clear instructions and guidelines for the required tasks and receive relevant, actionable feedback from teachers. Using engaging resources, texts, and problems that are relevant and meaningful to students', the aligned assessment task provides a scoring system that is multi-dimensional and allows for clear information that guides instruction and individual student growth.
Efficient Time-Saving Assessments:	**Efficient Time-Saving Assessments** The strategic placement of our CCSD Local Assessment as the culminating performance at the end of specific units of study allows for efficient use of time while engaged in a meaningful learning experience. As with most performance-based assessments, our local assessment is administered over multiple class sessions.
Technology:	**Technology** While designed to be administered through a traditional paper and pencil mode or via computer technology, teachers have the freedom to decide on the preferred mechanism for administration based on the following factors: • Developmental ability of the students completing the assessment • Availability of the appropriate computer technology for assessment administration • Students' ability to access and successfully complete the assessment using the available computer technology
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	**Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments)** As our application is only for use with SLOs, this section is not applicable.

| 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]	☒

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[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:

Chappaqua Central School District 1. Name of Organization (PLEASE PRINT/TYPE)	*Lyn McKay* 4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Dr. Lyn McKay 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed 9.30-2015
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)	