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:	Cincinnatus CSD
Assessment Provider Contact Information:	Steven V. Hubbard, Superintendent of Schools
Name of Assessment:	Varies
Nature of Assessment:	X 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?	X ELA (PLEASE SPECIFY): GRADES K,1,2,3,4,6,6(READING AIS),7,7(AIS),9,9(AIS PART 1), 9 (AIS PART 2),10 X MATH (PLEASE SPECIFY): GRADES K,1,2,3,4,5,6,7,8 (GOFORTH),8 (SUSTAD),ALGEBRA,EOY BENCHMARK X SCIENCE (PLEASE SPECIFY): 4, GRADE 5(GRAPH), GRADE 5(POST), GRADE 6(GRAPH), GRADE 6(POST), GRADE 6(PRE-2), 7, 8, AND 9 (PLANET EARTH) X SOCIAL STUDIES (PLEASE SPECIFY): GRADE 6(PRE), GRADE 6(POST), GRADE 7 (GEOGRAPHY), GRADE 7 (FINAL 2), 8, 8 (POST),9 (GLOBAL HISTORY), 12 (ECONOMICS) X ARTS (PLEASE SPECIFY): ART GRADES K,1,2,3,4,5,6,7,STUDIO ART 9, MUSIC GRADES K,1,2,3,4,5,5(NELSON),6,7,GRADE 5 CHORUS, GRADE 6

	CHORUS, GRADES 7-12 CHORUS, BAND 7-12, BAND (NELSON), OTHER (PLEASE SPECIFY): COMPUTERS K,3,4,COMPUTER II (TANKALAVAGE), TECHNOLOGY 7, K-2 LOCOMOTOR SKILLS, SPANISH 8, SPANISH 8 LISTENING, SPANISH I, SPANISH I LISTENING, HEALTH 5, HEALTH 6 (POST), HEALTH 8 (POST),HEALTH 10, FRENCH 8, FRENCH I, FRENCH 2 (FINAL), LIBRARY K(PRE), K(POST), 1(PRE), 1(POST), GRADE 2(PRE), GRADE 2(POST),3,4,5,6, PE 3,4,4(POST),GRADES 5&6 (PRE), GRADES 5&6 (POST), HS PE, PE 9-12 (POST)
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?	☐ YES X 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)**

Elementary Teaching staff at Cincinnatus Elementary School (UPK-6) developed local content area pre and post assessments. These assessments were developed by a collaboration of teachers that teach the same grade level and content area for a particular subject. Some subject areas use beginning of the year and end of the year assessments while other subjects use the same assessment at the beginning of the year and end of the year. Assessments are administered in the fall (September) and spring (May) in the same manner in which a New York State Assessment is administered. Therefore, students are given testing accommodations based upon their IEP/504 plan. Teachers use released questions from previous New York State Assessments as well as questions from unit assessments that match the standards. These questions align with the New York State Standards and our developed curriculum maps. Assessment questions include multiple choice, short answer, and even a response. Once the students have taken the assessment, staff members coordinate and grade the assessments. After these scores are completed, they are compiled in a spreadsheet and shared with other staff supporting the students and their supervisor. Scores are scaled in a traditional 100 point method where 85% is mastery and 65% is passing with 55% is passing for students with disabilities. This document will be updated once the post assessment is given and scored to determine student growth and if the individual student target has been met for the school year.

Teaching staff in Cincinnatus Secondary School (7-12) have worked to develop SLO pre-and post-assessments for their content-specific classes. Teachers have used previous years' NYS ELA and Math Assessment questions, previous years' Regents Exam questions, or locally developed questions that are content-specific. Teachers are writing these assessments to align with the learning standards for the content area, based on priority as identified through the curriculum development work we have done over the past several years. Question types range from multiple choice, short answer, and extended response answer addressing the primary learning standards of their content areas that students are expected to learn during the course of the school year.

Teachers administer their pre-assessments during the month of September. Pre-assessments are given to establish a baseline score for each student. Some teachers choose to score on a 1 – 4 scale with 1 being ineffective to 4 being highly effective. Others score on a traditional 100% scale with proficiency being identified as a 65% for general education students, 55% for students with disabilities, and 85% or higher signifying mastery. Other teachers score in scoring bands (ex: 0 – 10, 11 – 20, etc) with their assessments assigning one point to each question that was answered correctly. These teachers make predictions on how many students will improve their scores 1-2 grade bands over the course of the year. Teachers keep a hard copy of each students' assessments, input their scores in a spreadsheet, and make predictions for how students will perform on the post-assessment.

Post-assessments are conducted at the end of the school year, in June, assessing the same standards as the pre-assessments. Scores are compared from the pre-and post-assessments and a determination is made on whether or not a teacher met their goal. Post-assessment scores are tabulated and inputted into the same spreadsheet with the pre-assessment scores to determine if growth targets were achieved.

Teachers score the assessments in teams to enhance the integrity of the scoring process. Students with disabilities who have an IEP or 504 plan receive all necessary testing accommodations as outlined in their particular plans.

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.

Teachers at the UPK-6 elementary school administer the pre-assessment in fall (September) and the post-assessment in the spring (May). Once the student assessments are scored, Teachers will use this baseline score to make a prediction of what they believe the students will score in the spring. Teachers use data such as STAR scores, Fountas & Pinnell level, local assessment data, report card grades, and New York State ELA and Math scores as applicable, and previous year assessment data to assist in developing a target score. Once the post-assessment is scored, this post-assessment score is compared to the target score to determine the student's growth. If the post-assessment scores prove that the Teacher target is met, Teachers receive mastery or a score of 20. If the target is not met, a score is determined by the percentage of students achieving the target. For example, if the target is for 100% of students to achieve their individual target and 90% of students achieve the target, the Teacher will receive a score of 18.

Teachers at the 7-12 secondary school administer a pre-assessment in September to determine a baseline score for their particular course. Teachers consider students' STAR benchmark scores from the previous year, report grades from the previous year, NYS ELA/Math Assessment scores as applicable, and Regent Exam scores as applicable from the previous year to determine the percentage of students who will achieve proficiency or increase their scoring bands 1-2 bands during the course of the school year. Teachers administer the post-assessment in June and compare the scores to the pre-assessment to determine growth. If a teacher achieves their target they receive the full 20 points on the NYS 0-20 metric. If they do not achieve their target, the score is mathematically calculated to determine where they fall on the 0-20 scale.

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):	UPK-6 characteristics of Good ELA and Math Assessments – aligned to the New York State Learning Standards, parallels the format of the New York State Assessment questions, and includes a variety of questioning techniques (multiple choice, short answer, and extended response) 7-12 characteristics of Good ELA and Math Assessments – completely aligned to NYS Next Generation Learning Standards, consistent with the format of the NYS Assessments, variety of question types – multiple choice, short answer, extended response
Assessments Woven Tightly into the Curriculum:	UPK-6 formative assessments are given regularly throughout the school atmosphere to check for understanding of learning, Summative Assessments are aligned to the New York State Next Generation Learning Standards, Teachers collaborate and discuss assessments to re-teach and extend learning 7-12 formative assessments that are a regular part of the day-to-day teaching, summative assessments aligned to NYS Next Generation Learning Standards
Performance Assessment:	UPK-6 assessments are skill-based when performing a lab activity in Science, proving personal fitness or performance of a skill in Physical Education, and writing narrative essays 7-12 skill-based such as developing a portfolio in art, performing a solo on a musical instrument, demonstrating personal fitness skills in PE, and so on. Performance assessments should also be established for Inquiry-based Essays in Global Studies and US History, demonstrating lab skills in science classes, writing an argumentative essay using text-based evidence in ELA
Efficient Time-Saving Assessments:	UPK-6 assessments are developed to take a class period to administer and complete, however, students are given extended time based on their IEP/504 as applicable

	7-12 assessments should not take longer than a class period (44 minutes in Cincinnatus), however, students are given extended time on their 504 plans or IEPs as applicable.
Technology:	UPK – 6 assessments can be administered and conducted using Google Docs or other platforms to provide real-life 21st Century skills for students 7-12 assessments can be conducted using technology with platforms such as GoogleDocs so students are gaining real-world skills through their classroom instruction and assessment processes
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.

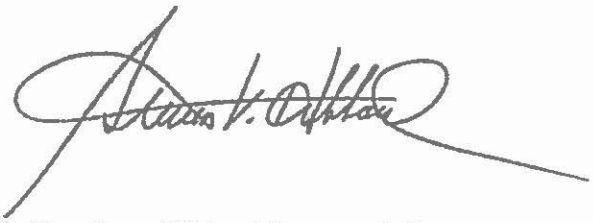
The Applicant makes the following assurances:

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.	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

To be completed by the Copyright Owner/Assessment Representative of the assessment being proposed and, where necessary, the co-applicant LEA:

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

Cincinnatus CSD 1. Name of LEA (PLEASE PRINT/TYPE)	 4. Signature of School Representative (PLEASE USE **BLUE** INK)
Steven V. Hubbard 2. School Representative's Name (PLEASE PRINT/TYPE)	October 3, 2018 5. Date Signed
Superintendent of Schools 3. Title of School Representative (PLEASE PRINT/TYPE)	