



**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:	Houghton Mifflin Harcourt Publishing Company
Assessment Provider Contact Information:	Tim Cooper
Name of Assessment:	<i>Logramos</i>
Nature of Assessment:	<p><input type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR</p> <p><input checked="" type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL:</p> <p><input type="checkbox"/> GAIN SCORE MODEL</p> <p><input type="checkbox"/> GROWTH-TO-PROFICIENCY MODEL</p> <p><input type="checkbox"/> STUDENT GROWTH PERCENTILES</p> <p><input type="checkbox"/> PROJECTION MODELS</p> <p><input type="checkbox"/> VALUE-ADDED MODELS</p> <p><input checked="" type="checkbox"/> OTHER: <i>Logramos Growth Model</i></p>
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	Grades 3–12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	English Language Arts (Reading, Language) and Mathematics
What are the technology requirements associated with the assessment?	<i>Logramos Third Edition</i> is available for paper-based administration only. The minimal technology requirements to access score reports in <i>DataManager</i> , our web-based reporting system are provided in Appendix E of this submission.
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	<p><input checked="" type="checkbox"/> YES</p> <p><input type="checkbox"/> NO</p>

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)

NOTE TO REVIEWERS: Since this cell would not expand beyond one page, we have provided the three-page description in Appendix D.

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.

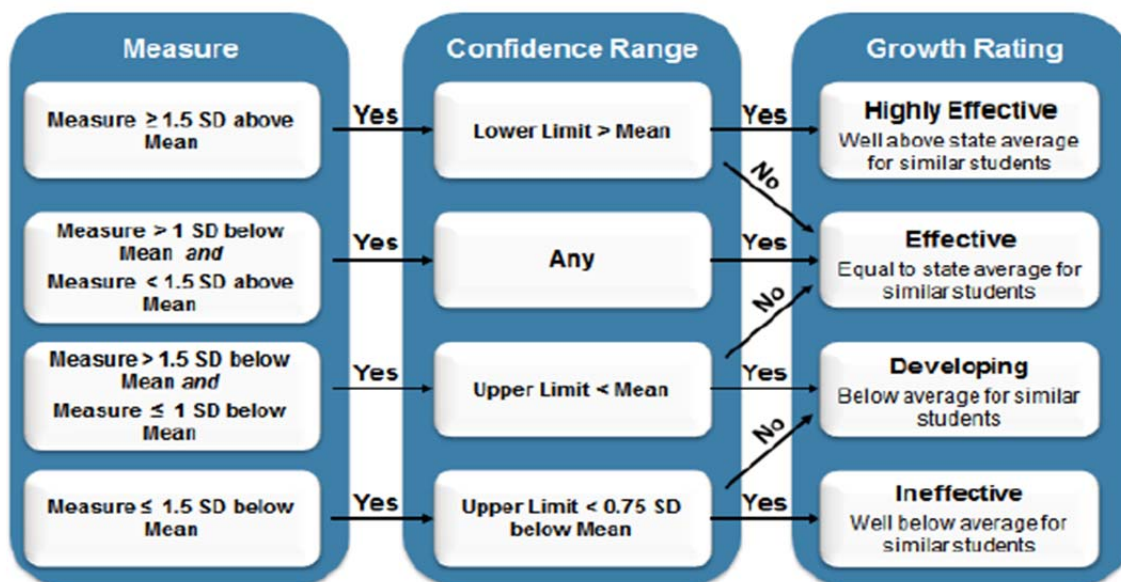
Logramos Third Edition provides a straightforward approach for tracking and summarizing growth through the use of a developmental score scale that spans all grade levels. This scale allows the calculation of a single teacher-level score by averaging the growth score for all students associated with a particular teacher. The growth score for an individual student is the difference between the observed score and the expected score (given a student’s starting point). The expected score is a growth target for one year.

The essential pieces of this work are already completed and validated on a national scale, including a technically sound and aligned test battery with a vertical scale. The process described below will provide a crosswalk to the Highly Effective, Effective, Developing, and Ineffective (HEDI) scale for use by New York teachers and principals as one part of their evaluation.

In the state of New York, teacher and principal growth scores represent the average student level score in each classroom and school, respectively. These scores are then converted to New York State’s 0–20 Annual Professional Performance Review (APPR) Scale and are divided into four different reporting categories of educator effectiveness: Highly Effective, Effective, Developing, and Ineffective). To calculate teacher growth scores, student-level growth results are aggregated at the classroom level to determine the effect that the teacher had on students after controlling for prior achievement, English language learner status, students with disabilities status, and poverty status. This kind of model can easily be applied using the *Logramos Third Edition* results.

The process to determine an educator’s HEDI category using *Logramos Third Edition* is straightforward. First, student level growth scores from *Logramos Third Edition* are aggregated at the educator’s level. These scores correspond to the value-added growth scores provided by the New York State Department of Education on the State-provided measures of student growth. In the same manner as the state-provided growth measures, these scores are then converted to New York State’s 0–20 APPR scale and the same HEDI rating rules (Figure 2 below) are then applied. By converting growth scores to the New York MGP scale and using the same rules, similar proportion of educators should be identified in each of the four effectiveness (HEDI) categories. Accordingly, results from the *Logramos* growth model can be used to differentiate among New York educators and provide meaningful feedback for teachers and principals.

Figure 2. HEDI Rating Rules



<p>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.</p>	
<p>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):</p>	<p><i>Logramos Third Edition</i> is a battery of large-scale achievement tests that assess students’ skills in Reading, Language, and Mathematics. Characteristics of these assessments include content alignment and appropriateness, solid technical characteristics such as validity and reliability, and valuable information being reported to students and educators.</p> <p><i>Logramos Third Edition</i> provides information that can improve instruction and influence student learning. Teachers can use test results to inform parents of an individual student’s progress and to evaluate the progress of an entire class. Educators can monitor student growth by comparing results from multiple administrations.</p> <p><i>Logramos Third Edition</i> reports student achievement and student growth data, and it has been empirically validated for each of these purposes. The appropriate supporting documentation for each of these purposes can be found in the <i>Logramos Third Edition Research and Development Guide</i>. <i>Logramos Third Edition</i> is research-based and empirically validated and provides information in a fair, reliable and accurate manner. An integral component of <i>Logramos Third Edition</i> is the <i>Logramos</i> growth model.</p> <p>The <i>Logramos</i> growth model provides answers to important questions about student growth and changes to groups over time with a descriptive framework based on many years of research and development associated with <i>Logramos</i>. Student growth information can be readily used for a variety of purposes in which the primary interpretation involves gain and improvement over time. Growth data based on the <i>Logramos</i> model are also amenable to various approaches for secondary analyses and scores that feed into proprietary methods.</p> <p>The <i>Logramos</i> growth model uses an underlying vertical score scale, the Standard Score (SS), which permits several approaches to describing growth. It is a metric that ranges numerically from 80 to 400 and spans a developmental continuum from Kindergarten to Grade 8 in major content domains such as reading, mathematics, and language.</p> <p>National research studies in the 2013–2014 school year were conducted to validate the reference points on the SS scale representing the medians for each grade level and the model-based inferences about the amount of growth typical of students at different achievement levels. The primary interpretations supported by the SS scale have to do with (1) how much a student is growing from</p>

	<p>one assessment occasion to the next compared to his or her assessment peers (a relative growth interpretation), and (2) how much growth would be expected for this student’s assessment peers (a normative growth interpretation). This basic information about growth can be used for a variety of purposes in student and program evaluation such as individual and group decisions about instructional interventions, and responses to interventions that can be gauged by the amount of growth achieved.</p> <p>Another key feature of the <i>Logramos</i> growth model and its backbone, the SS scale, is the ability to track student growth over time to determined levels of proficiency or to research-based performance benchmarks. The model defines a longitudinal trajectory that at any given point in a student’s educational development can be used to determine whether a student in on track or not to such benchmarks.</p>
<p>Assessments Woven Tightly Into the Curriculum:</p>	<p>Educators can use the results of <i>Logramos Third Edition</i> to improve instruction in a variety of ways. Teachers can use classroom level results to gauge how well students comprehended particular content areas and adjust instruction accordingly. Growth results can be used for instructional planning and curriculum changes (e.g., in a Response-to-Intervention or RTI framework). This information can be used to set goals for the upcoming school year that will lead to student growth that exceeds expectations. Growth results can also help in determining professional development opportunities.</p>
<p>Performance Assessment:</p>	<p>Not applicable</p>
<p>Efficient Time-Saving Assessments:</p>	<p><i>Logramos Third Edition</i> provides an effective and efficient assessment of students across a variety of subject areas. Tests in <i>Logramos Third Edition</i> balance efficient test administrations with rich reporting, including at the domain level. Digital reporting through the <i>DataManager</i> platform is available, providing flexibility in reporting options as well as faster turnarounds.</p>
<p>Technology:</p>	<p><i>Logramos Third Edition</i> offers flexible options for receipt of score reports. Customers may elect to receive digital reporting through our <i>DataManager</i> platform.</p>
<p>Degree to which the growth model must differentiate across New York State’s four levels of teacher effectiveness (only applicable to supplemental assessments):</p>	<p>The essential pieces of this research work are already completed and validated on a national scale, including a technically sound and aligned test battery with a vertical scale. What would be required is a process to provide a crosswalk to the HEDI scale for use by New York teachers and principals as one part of their evaluation.</p> <p>In New York, teacher and principal growth scores represent the average student level score in each classroom and school, respectively. These scores are then converted to New York State’s 0-20 APPR Scale and are divided into four different reporting categories of</p>

	<p>educator effectiveness: Highly Effective, Effective, Developing, and Ineffective. To calculate teacher growth scores, student level growth results are aggregated at the classroom level to determine the effect that the teacher had on students after controlling for prior achievement, English language learner status, students with disabilities status, and poverty status. This kind of model can easily be applied using the <i>Logramos Third Edition</i> results.</p> <p>The process to determine an educator’s HEDI category using <i>Logramos Third Edition</i> is straightforward. First, student level growth scores from <i>Logramos Third Edition</i> are aggregated at the educator’s level. These scores correspond to the value-added growth scores provided by the New York State Department of Education on the state-provided measures of student growth. In the same manner as the state-provided growth measures, these scores are then converted to New York State’s 0-20 APPR scale and the same HEDI rating rules are then applied. By converting growth scores to the New York MGP scale and using the same rules, similar proportion of educators should be identified in each of the four effectiveness (HEDI) categories. Accordingly, results from the <i>Logramos</i> growth model can be used to differentiate among New York educators and provide meaningful feedback for teachers and principals.</p>
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**STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION**

FORM G

**ATTESTATION OF TECHNICAL CRITERIA – SUPPLEMENTAL ASSESSMENTS
WITH CORRESPONDING GROWTH MODELS**

Please read each of the items below and check the corresponding box to ensure the fulfillment of the technical criteria outlined in the Technical Application on “FORM B-2”.

PLEASE SUBMIT ONE “FORM G” FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

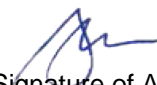
COMPLETE THIS SECTION:

2.2(A) Narrative Overview of Proposed Supplemental Assessment and Associated Growth Model	
This application contains a short overview of the assessment being proposed, including the intended purpose of the assessment, and how the assessment is administered.	X
For supplemental assessments, this application contains a description of the growth model and how it is used in conjunction with the assessment.	X
For K-2 assessments, this application contains evidence that the proposed assessment is consistent with this RFQ’s requirement that the assessment not be a “Traditional Standardized Assessment” as defined above in the section “Definitions of Key Terms Used in this RFQ.”	N/A
2.2(B) Evidence of Capability	
This application provides an overview of services provided by the Assessment Provider, including a description of the range of support / technical assistance that the Assessment Provider would provide to an LEA if selected by an LEA for this service.	X
This application contains information as to whether the Applicant or Assessment Provider has been denied approval as a provider of assessment services in another state(s) and the reason(s) for such denial. If denied within New York State, the location and reason are indicated.	X
2.2(C): Evidence of Copyright Owner/Assessment Representative History of Assessment Development	
This application contains evidence that the Copyright Owner/Assessment Representative has a history of developing assessments of student learning (achievement or growth) for the purpose of making defensible judgments about educator effectiveness.	X

<p>2.2(D)-i: Technical Documentation Related to Assessment and Student Growth Score Properties: RELIABILITY <i>Both “minimum” and “desired” qualifications are listed. For the purposes of this RFQ, applications will only be rated against the “minimum” qualifications; however, NYSED’s aspirational “desired” qualifications are also listed to identify possible future requirements for assessments and associated growth models.</i></p>	
<p>For supplemental assessments used in conjunction with growth models: This application contains evidence of the <i>minimum</i> criteria for reliability:</p> <ul style="list-style-type: none"> • Student test scores have adequate levels of reliability (e.g., coefficient alpha > 0.75). <p>This application contains evidence of the <i>desired</i> criteria for reliability:</p> <ul style="list-style-type: none"> • Standard errors provided for students growth scores. • Student growth classifications have adequate decision consistency. • Teacher effectiveness classifications demonstrate adequate consistency. <p><i>Examples include agreement statistics (e.g., kappa coefficients) based on simulation studies.</i></p>	<p>Check all that apply:</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p>
<p>2.2(D)-ii: Technical Documentation Related to Assessment and Student Growth Score Properties: VALIDITY – ALIGNMENT <i>Both “minimum” and “desired” qualifications are listed. For the purposes of this RFQ, applications will only be rated against the “minimum” qualifications; however, NYSED’s aspirational “desired” qualifications are also listed to identify possible future requirements for assessments and associated growth models.</i></p>	
<p>For supplemental assessments used in conjunction with growth models: This application contains evidence of the <i>minimum</i> criteria for alignment validity:</p> <ul style="list-style-type: none"> • Evidence that test content is sufficiently aligned with New York State Learning Standards and covers a range of measurable standards. Documentation that demonstrates that: <ul style="list-style-type: none"> (a) at least 80% of the test measures content aligned with NYS learning standards, (b) no more than 20% of test content is aligned with other learning standards or objectives, and (c) a range of content from the NYS learning standards is measured <p><i>Note: Other relevant standards can be proposed if NYS Learning Standards do not apply to subject area.</i></p> <p>This application contains evidence of the <i>desired</i> criteria for alignment validity:</p> <ul style="list-style-type: none"> • 100% alignment between NYS Learning Standards and assessment. 	<p>Check all that apply:</p> <p style="text-align: center;">X</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>2.2(D)-iii: Technical Documentation Related to Assessment and Student Growth Score Properties: VALIDITY – RELATIONS TO OTHER VARIABLES <i>Both “minimum” and “desired” qualifications are listed. For the purposes of this RFQ, applications will only be rated against the “minimum” qualifications; however, NYSED’s aspirational “desired” qualifications are also listed to identify possible future requirements for assessments and associated growth models.</i></p>	
<p>For supplemental assessments used in conjunction with growth models: This application contains evidence of the <i>minimum</i> criteria for validity in relation to other variables:</p> <ul style="list-style-type: none"> • Evidence students’ growth scores are correlated with other measures of student progress (e.g., $r > .5$ with measures such as the number of objectives mastered by a student over the course of the year, teachers’ ratings of 	<p>Check all that apply:</p>

<p>For supplemental assessments used in conjunction with growth models: This application includes a narrative description of how student-level scores are aggregated to create a single teacher-level score for each teacher.</p>	<p>X</p>
<p>2.2(E)-ii: Technical Documentation Related to Aggregating Student-Level Growth Scores to Teacher-Level Scores: EXCLUSION RULES</p>	
<p>This application includes a description of any exclusion rules that remove students associated with a given teacher from the teacher’s teacher-level score (either through a growth model or in conjunction with an SLO).</p>	<p>X</p>
<p>2.2(F): Technical Documentation Related to Converting Teacher-Level Growth Score to New York State’s 0-20 APPR Scale</p>	
<p>This application includes a crosswalk that maps scores on the assessment’s aggregated teacher-level growth score to the required New York State teacher and principal evaluation metric, which ranges from 0-20.</p>	<p>X</p>
<p>This application includes procedures for converting teacher-level growth scores to the 0-20 APPR scale comply with the New York Standards for each evaluation rating category, which are based on the following definitions.</p>	<p>X</p>
<p>For supplemental assessments used in conjunction with growth models: This application includes an explanation of the assignment of HEDI rating categories based on the following ranges:</p> <ul style="list-style-type: none"> • <u>Highly Effective</u>: results are well-above State average* for similar students • <u>Effective</u>: results meet State average* for similar students • <u>Developing</u>: results are below State average* for similar students • <u>Ineffective</u>: Results are well-below State average* for similar students 	<p>X</p>
<p>2.2(G)-i: Technical Documentation Related to Fairness: TEST TAKERS Consistent with the new Testing Standards (2014), there is an increased focus in the industry on fairness of assessments and their uses. Please provide evidence of fairness for both the proposed assessment and, if applicable, the proposed growth model.</p>	
<p>This application includes evidence that the proposed assessments are fair to all test takers (e.g., Differential Item Functioning [DIF] / bias information, fairness evaluation / sensitivity review plan.)</p>	<p>X</p>
<p>2.2(G)-ii: Technical Documentation Related to Fairness: TEACHER GROWTH SCORES</p>	
<p>This application includes evidence of fairness of the proposed aggregated teacher growth scores (e.g., lack of correlation between aggregated teacher growth scores and student demographics).</p>	<p>X</p>
<p>The evidence of fairness of the proposed aggregated teacher growth scores includes an explanation of how the growth model incorporates (a) prior academic history, (b) poverty, (c) students with disabilities, and (d) English language learners.</p>	<p>X</p>

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

<p>Houghton Mifflin Harcourt 1. Name of Organization (PLEASE PRINT/TYPE)</p>	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
<p>Shawn Weirather 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>February 18, 2016 5. Date Signed</p>
<p>Senior Director, Business Desk 3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	

<p>N/A 1. Name of LEA (PLEASE PRINT/TYPE)</p>	<p>4. Signature of School Representative (PLEASE USE BLUE INK)</p>
<p>2. School Representative's Name (PLEASE PRINT/TYPE)</p>	<p>5. Date Signed</p>
<p>3. Title of School Representative (PLEASE PRINT/TYPE)</p>	