



**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.

<b>Assessment Provider Information</b>	
Name of Assessment Provider:	City School District of New Rochelle
Assessment Provider Contact Information:	Susan Yom (914) 576-6780
Name of Assessment:	CSD New Rochelle Developed Course Specific 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?	Grade K-12 courses that do not end in a State assessment
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	English Language Arts, Foreign Languages (LOTE), Mathematics, Social Studies, Science, Technology, Art, Music, Fine Arts, Physical and Health Education, CTE, Native Language (Spanish, Italian), Alternate Assessment
What are the technology requirements associated with the assessment?	Computers and calculators may be required for some assessments.
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)

**Description of the assessment:** The New York State Learning Standards for English Language Arts, Foreign Languages (LOTE), Mathematics, Social Studies, Science, Technology, Art, Music, Fine Arts, CTE, Physical and Health Education are used for the development of CSD New Rochelle's course specific assessments. Through committees of teachers and administrators, specific standards are selected that address critical content, skills, or knowledge appropriate for each subject area and for the defined instructional period. These assessments integrate selected responses, essays, constructed response, and performance based items similar to NYS assessments.

**Description of how the assessment is administered and implemented:** Using the school administrator manuals from the NYS 3-8 assessments and NYS Regents examinations, the tests are administered and implemented in similar fashion. All students with testing modifications are provided with appropriate testing accommodations.

**Description of how scores are reported:** Individual student scores and aggregate SLO scores are tabulated and reported through the district's data warehouse. The final SLO scores are uploaded and reported via SLO management tool.

**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.**

At the beginning of a course, students are given a pre-assessment that is similar in format to the year-end assessment. Appropriate targets are set for each student using data from the pre-assessment and historical student performance. A teacher's score is calculated using the percentage of students that meet their targets. Utilizing the State-provided scoring ranges, a teacher receives Highly Effective (18-20points) when 90-100% of students meet their targets, Effective (15-17points) when 75-89% of students meet their targets, Developing (13-14 points) when 60-74% of students meet their targets, and Ineffective (0-12 points) if 59% or below.

### **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.

<b>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):</b>	ELA and Math assessments are aligned to NYS Common Core Standards. The exams are modeled after the NYS assessments for grades 3-8 and the Common Core English Regents.
<b>Assessments Woven Tightly Into the Curriculum:</b>	Assessments are tightly woven into the development of the curriculum. The data gathered from the assessments allows the teacher and the school leadership to make data driven decisions to improve instruction.
<b>Performance Assessment:</b>	Performance assessments enhance the ability to evaluate the conceptual understanding of students via performance especially in the arts, music, physical education, etc.
<b>Efficient Time-Saving Assessments:</b>	The assessments are focused on specific priority standards and not the entire curriculum; thus, the design of the tests can be administered quickly and easily.
<b>Technology:</b>	Technology can be utilized dependent on the course requirements.
<b>Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only</b>	

<b>applicable to supplemental assessments):</b>	
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## 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.

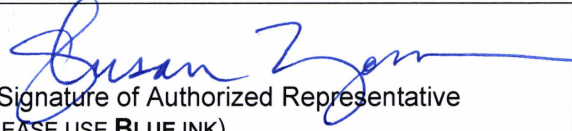
PLEASE SUBMIT ONE “FORM H” FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

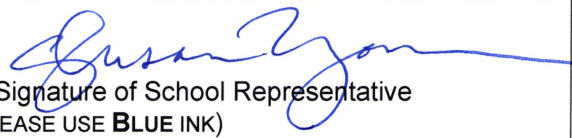
The Applicant makes the following assurances:

<b>Assurance</b>	<b>Check each box:</b>
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. <sup>4</sup>	<input checked="" type="checkbox"/>

<sup>4</sup> 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>City School District of New Rochelle</p> <p>1. Name of Organization (PLEASE PRINT/TYPE)</p>	<p></p> <p>4. Signature of Authorized Representative (PLEASE USE <b>BLUE</b> INK)</p>
<p>Susan Yom</p> <p>2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>May 17, 2016</p> <p>5. Date Signed</p>
<p>Director of Research, Assessment, &amp; Accountability</p> <p>3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	

<p>City School District of New Rochelle</p> <p>1. Name of LEA (PLEASE PRINT/TYPE)</p>	<p></p> <p>4. Signature of School Representative (PLEASE USE <b>BLUE</b> INK)</p>
<p>Susan Yom</p> <p>2. School Representative's Name (PLEASE PRINT/TYPE)</p>	<p>May 17, 2016</p> <p>5. Date Signed</p>
<p>Director of Research, Assessment, &amp; Accountability</p> <p>3. Title of School Representative (PLEASE PRINT/TYPE)</p>	