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:	Ravena Coeymans Selkirk CSD
Assessment Provider Contact Information:	Brian Bailey, Assistant Superintendent for C&I
Name of Assessment:	Ravena-Coeymans-Selkirk School District K-12 SLO Assessments

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?	English Language Arts, Math, Science, Social Studies, Art, Music, Foreign Language/Languages Other Than English, Career & Technical Education, Business, Health, Physical Education, Family and Consumer Science, and Alternative Assessments for 1% of the student population
What are the technology requirements associated with the assessment?	Technology is not required to administer the assessments
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)**

The Ravena-Coeymans-Selkirk Central School District has a strong, positive history of developing and supporting high-quality curriculum and assessments designed to support student learning and success. Most specifically, during the past three years, the district has committed to designing and implementing SLO assessments, and common interim assessments, for the purpose of documenting student learning and making informed judgments about student progress and teacher effectiveness. Using student data and evolution of learning standards, teacher leaders and administrators regularly meet to modify assessments when necessary. The district sometimes collaborates with consultants from the regional BOCES to ensure the effectiveness and rigor of our assessments.

The Ravena-Coeymans-Selkirk Central School District Student Learning Objectives were developed for classroom teachers to use in measuring growth targets for learning in subjects throughout the district. Theses assessments were developed through a district wide effort of all teachers within specific content areas. The district wide effort included efforts at the K-6 level of common branch teachers closely aligning assessment questions to both New York State learning standards, grade-level/subject curriculum maps, and building level instructional goals. The Curriculum Content Specialists (CCS) and building principals closely supervised the development of these assessments and approved the assessments before submitting them to the assistant superintendent and superintendent for final approval prior to administration. Each team of teachers created their assessments for the purpose of having both a baseline and summative assessment in order to provide an opportunity for effective data analysis and as a measure of student growth. Common interim (progress monitoring) assessments are also used for instructional purposes throughout the year.

Teachers within departments at the 7-12 level also collaboratively worked together to develop standards based assessments. They closely examined the skills and standards of the scope and sequence of each course being assessed to ensure that the questions on the assessments actually measured growth for each subject area. The Curriculum Content Specialists (CCS) and building principals closely supervised and approved the assessments before submitting them to the assistant superintendent and superintendent for final approval for administration. This process ensured that teachers and administrators stayed focused on aligning the assessments to standards that would help monitor long-term student growth and success. The final SLO Assessments are fully aligned to the New York State Common Core Learning Standards in English Language Arts and Mathematics and have been revised based on data analysis of questions tested in other local assessments. Common interim (progress monitoring) assessments are also used for instructional purposes throughout the year. In addition to the NYS Common Core Learning Standards, all Science, Social Studies, CTE, Physical Education and Health, Family and Consumer Science and Arts courses have been aligned with NYS and/or Next Generation Standards, or nationally recognized business and industry standards.

All assessments have been developed to assess a variety of skills, in a manner that is consistent with high quality pedagogy both at the elementary and secondary levels, and within the specific discipline. The district drafted these assessments in an effort to provide a customized, personal

environment while making the teacher available for decoding and questioning immediately following the assessment. The Ravena-Coeymans-Selkirk Central School District employs teachers in grades K-12 in all core content subject areas. The district also maintains a strong commitment to the arts and CTE disciplines. All teachers and administrators are current in certification and national and state standards for teaching and learning. Teachers who engaged in the decision making process were supported throughout the entire time of assessment creation. Some of the major supports included regular subject area meetings, release team, summer curricular/assessment development, support of outside professional development through regional BOCES and other professional development organizations, and individual support to building and district administrators when necessary.

All assessments that have been created are accessible through each respective building principal. There is a universal protocol for test security throughout the district with a strict adherence to security and confidentiality. A schedule of assessments is designed by the building principals and are administered during prescribed timelines, involving long and short reading passages, requiring responses via multiple choice, short and long answer, and/or performance based demonstrations of subject/skill mastery. All buildings regularly update the teachers on assessment protocol, receiving support from regional BOCES test security when questions arise. The district uses a locally supported data analysis system to warehouse and monitor assessment data and has recently hired a District Data Coordinator to assist with this task. Assessments are rated by an "independent" rater, removing the teacher of record from the rating process.

Individual student scores are recorded within spreadsheets that capture both student pre and post test scores, along with a confirmation of each student's achievement (or lack of achievement) in reaching expected growth. Each spreadsheet, and tally of successful and unsuccessful students, is attached as a cover sheet to the student SLO assessments and are submitted to the building principal for recording purposes and for storage.

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.

Each Classroom teacher will use the Ravena-Coeymans-Selkirk Central School District SLO assessments as a tool in determining growth targets for student learning and progress. The classroom teacher will use an appropriate targeting setting model (including but not limited to individual target setting model). Students will either meet or not meet their individual target. A calculation is made based on the number of students who met the target divided by the number of students who are enrolled in the course and to which the assessment was administered. The percent of students in the teacher's SLO population that achieve their target score will be converted to the current New York State 0-20 metric and assigned a HEDI rating for student performance.

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	The Ravena-Coeymans-Selkirk Central School District

and Math Assessments (only applicable to ELA and math assessments):	SLO Assessments in both ELA and Mathematics were drafted, reviewed, and field tested by highly qualified, trained, certified teachers in the Ravena-Coeymans-Selkirk Central School District. As a result, the district has determined that the ELA and Mathematics SLO assessments are of high quality and directly aligned to the New York State Learning Standards. The reading passages and the texts selected for the assessments are placed within the grade-level based assessed. The ELA assessments are standards based and require the students to read closely, find the answers within the passages or texts, and use evidence to support their responses. The assessments also require students to respond in writing to fictional and non-fictional sources again using evident to support their responses. The ELA assessments provide a variety of item types. The assessments reflect NYS common Core Learning Standards, high quality classroom instruction and multiple opportunities for students to demonstrate their learning. For assessments in mathematics, the questions are in line with the New York State Common Core Learning Standards for Mathematics within each discipline area (K-8 Math Standards, Algebra I, Geometry, Algebra II). Teachers met over the summer and throughout successful school years to unpack the standards, align the assessment questions, and field test each question type. All questions and topics are grade-level appropriate and show grade level progression. Each assessment reflects a balance of a standards approach to conceptual understanding, procedural skill and fluency, and application based knowledge. Assessment questions allow a student to show evidence of the degree o which they can independently demonstrate the targeted New York State Common Core Learning Standards. The assessments reflect NYS Common Core Learning Standards, high quality classroom instruction and multiple opportunities for students to demonstrate their learning.
Assessments Woven Tightly Into the Curriculum:	The Ravena-Coeymans-Selkirk Central School District K-12 SLO assessments were created by classroom teachers in cooperation with building and district level administrators. This process ensured that assessments were in line with classroom curriculum and instruction allowing teachers to have meaningful data to support their respective classroom objectives. The assessments are fully aligned to the New York State Common Core Learning Standards in those disciplines that are applicable. As these assessments are aligned to said

	standards, they reflect high quality classroom instruction and multiple opportunities for students to demonstrate their learning.
Performance Assessment:	Performance based test items have been incorporated, where appropriate, into many Ravena-Coeymans-Selkirk Central School District K-12 SLO assessments. This practice allows teachers to assess student progress through an authentic task.
Efficient Time-Saving Assessments:	The Ravena-Coeymans-Selkirk Central School District K-12 SLO assessments are administered within one class period session.
Technology:	N/A
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

Characteristics of good ELA and math assessments: New York State has adopted the Common Core State Standards for ELA and mathematics as part of the New York State Learning Standards, and as the Common Core continues to develop in the academic, not-for-profit, and for-profit sectors, NYSED will continually expect that assessments demonstrate greater adherence to New York State's interpretation of how the New York State Learning Standards in ELA and mathematics should be taught and assessed. To aid in determining whether an assessment is consistent with best practices in measuring the New York State Learning Standards in ELA and mathematics, NYSED often consults the Achieve the Core Assessment Evaluation Tool (AET), available at: http://achievethecore.org/dashboard/410/search/3/1/0/1/2/3/4/5/6/7/8/9/10/11/12/pag e/606/assessment-evaluation-tool-aet-list-pg For purposes of this RFQ, respondents are asked to briefly describe how their proposed assessment is consistent with various criteria in the AET. Note that the Common Core State Standards are a subset of the New York State Common Core Learning Standards. For links to New York State Learning standards, see **Appendix A: New York State Learning Standards**.

Assessments woven tightly into the curriculum: The Board of Regents and NYSED believe the best assessments are those that are able to be seamlessly administered in conjunction with regular classroom instruction and in support of the day-to-day academic goals of the teacher.

Performance assessment: Although traditional multiple-choice assessments have a proven record of providing valuable data about student proficiency, the Board of Regents and NYSED believe that performance assessments serve at the least an

equally valuable role in providing actionable feedback to educators and students. As conceptualized for the purposes of this RFQ, a performance assessment requires examinees to perform a task, often an authentic or "real" task. The purpose of a performance assessment is to allow a student to display an understanding of a concept through performance. Well-constructed performance assessments are often engaging and meaningful for students, making this type of assessment particularly beneficial to students in earlier grades. Performances may include demonstrations, explanations, conducting work, problem solving, etc. Examinees are then scored on their performances, which may include products that may be components of the performance.

Efficient time-saving assessments: In New York State, assessments that are able to maximize the efficiency with which they gather data on student proficiency are strongly preferred. Likewise, assessments that are able to collect a greater amount of information in a shorter amount of time are desirable as they allow more classroom instructional time. Assessment efficiency can be accomplished by minimizing the number of assessment items or the length of assessment items to the extent possible to still yield valid, reliable, and fair scores. Efficiencies can also be accomplished through innovative techniques such as computer-adaptive testing. Note that NYSED recognizes that the degree to which an assessment is efficient is interpreted within the context of the particular type of assessment. For example, it is understood that performance assessments tend to take longer to administer and score than traditional multiple-choice assessments; however, within the field of performance assessments there are some that are more efficient than others.

Technology: The Board of Regents and NYSED recognize the many benefits of shifting to technology-based assessments. Not only can technology help with some of New York State's other Next Generation Assessment Priorities (e.g., performance assessments, shorter adaptive assessments), but technology can also aid in speeding the administration of assessments to students and the return of students' scores to educators to ensure those scores are immediately actionable. Additionally, in many instances technology may be able to decrease assessment-related costs.

Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness: Growth models proposed in conjunction with this RFQ must be able to differentiate educators across New York State's four levels of teacher effectiveness (Highly Effective, Effective, Developing, Ineffective). The degree of differentiation shall be similar to that seen on New York State's own state growth model (e.g., the same proportion of educators fall into each of the four effectiveness categories). By showing an acceptable degree of differentiation, the growth models will provide meaningful feedback for teachers and principals. For additional information on NYSED's growth model, see the 2013-14 NYSED Technical Report for Growth Measures:
https://www.engageny.org/resource/technical-report-growth-measures-2013-14.

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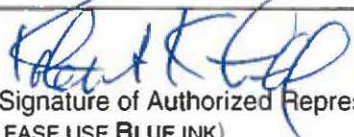
PLEASE SUBMIT ONE "FORM H" FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

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]	⊠

---

[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:

Ravena-Coeymans-Selkirk CSD 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Robert K. Libby 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	12/22/16 5. Date Signed
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)	