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:	Rochester City School District
Assessment Provider Contact Information:	Adele Bovard, Deputy Superintendent for Administration
Name of Assessment:	Rochester City School District Developed 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?	ELA, Math, Science, Social Studies, Arts, LOTE, CTE and all other K-12 courses not culminating in a State Assessment
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 ☒ 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)**

For written post-assessments, students are provided a post-assessment and an answer sheet for completion. Written post-assessments are some combination of multiple choice, short answer constructed response, and essay. For performance-based post-assessments, students are given a task according to post-assessment guidance for that course.

Multiple choice portions of post-assessments are recorded on a scantron sheet which is submitted to a central location for scoring. Short answer, constructed response, and essay questions are scored by teacher groups and reported centrally. Performance-based assessments are scored on an electronic system according to the rubric provided for that assessment.

For implementation support, the District provides post-assessment guidance to teachers on how to administer the specific examination. Teachers also receive test blueprints in advance of target-setting.

Post-assessments are administered during the school day at the conclusion of the course during a pre-determined timeframe.

Scores are reported in a variety of ways such as percents, rubric score of 0-9, or levels 1-4.

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.

Curriculum and blueprints for the post-assessment are available for teachers in the fall or earlier so that the information can be used when teachers develop their instructional plans and set targets for student achievement. Post-assessments are administered at the end of the course. For written post-assessments, students are provided a written answer sheet. For performance-based post-assessments students are given a task according to post-assessment guidance for the specific course. Scores are converted to either a 4-point, 9-point or 100-point rubric.

Teacher and Principal Category and Overall Ratings

Teacher and Principal Performance Scoring Ranges: SLOs

Highly Effective	Effective	Developing	Ineffective
18-20 points	15-17 points	13-14 points	0-12 points
90-100% of students meeting or exceeding expected growth targets determined by the superintendent	75-89% of students meeting or exceeding expected growth targets determined by the superintendent	60-74% of students meeting or exceeding expected growth targets determined by the superintendent	0-59% of students meeting or exceeding expected growth targets determined by the superintendent

- Each performance measure (State-provided growth, SLO using State assessments, other SLOs, State-designated supplemental assessments, other additional measures using State-provided or approved growth model scores) must result in a score between 0-20.
- Multiple measures will be combined using a weighted average to produce an overall Student Performance category score between 0-20.
- This overall Student Performance score will be converted into HEDI rating based on the ranges listed below:

	Overall Student Performance Category Score and Rating	
	Min	Max
H	18	20
E	15	17
D	13	14
I	0	12

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 applicable to ELA and math assessments):	To aid in determining whether an assessment is consistent with best practices in measuring the New York State Learning Standards in ELA and mathematics, RCSD will consult the Achieve the Core Assessment Evaluation Tool (AET), available at: http://achievethecore.org and follow guidance from this source.
Assessments Woven Tightly Into the Curriculum:	As the Board of Regents and NYSED have indicated, 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. RCSD will continue to strive to develop assessments woven tightly into the curriculum. Post-assessments are created from tasks based on the course curriculum. The post-assessment content is developed by the instructional directors responsible for the courses in the discipline. Along with input from the instructional directors, teacher committees provide input on development of post-assessments. Instructions for administration of post-assessments are provided to teachers.
Performance Assessment:	The district widely utilizes performance based assessments including but not limited to all APPR assessments provided in kindergarten, first grade, second grade courses; and at grades K-12: music courses, art courses, dance courses, physical education courses, band and choir courses. RCSD continues to review the applicability of performance-based assessments in other courses.
Efficient Time-Saving Assessments:	Post-assessments are typically completed in one class period. The District also uses performance-based post-assessments when possible to ensure additional efficiency in post-assessment administration. Finally, the District utilizes technology to assist with completion and administration of many post-assessments to ensure they are completed in the most efficient manner possible. RCSD continues to look for ways to ensure efficient time-saving post-assessments.
Technology:	Generally with performance-based post-assessments, the District provides teachers with an online program to conduct the post-assessment and report results. For paper and pencil examinations, the District utilizes unique answer sheets created specific to each assessment. Based on pre-filled course information, the District is able to centrally score and report results on paper and pencil examinations within 24-48 hours. All of these steps

	have bene taken to ensure efficiency, consistency, and reliability of information. The district's technology also provides educators with opportunities for analysis of achievement by student, class or viewing multiple classes at a time. Additionally, for performance-based post-assessments in grades kindergarten through second grade, the teacher in the following school year may look back to see where the student excelled and where the student may benefit from additional instructional support.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	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:

Rochester City School District 1. Name of Organization (PLEASE PRINT/TYPE)	*Adele Bovard* 4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Adele Bovard 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed 6| 9|16
Deputy Superintendent for Administration 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

1. Name of LEA (PLEASE PRINT/TYPE)	*Adele Bovard* 4. Signature of School Representative (PLEASE USE **BLUE** INK)
2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed 6| 9|16
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What are the technology requirements associated with the assessment?	None
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