STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION SERVICE PROVIDER

PUBLICLY-AVAILABLE SERVICE SUMMARY

Form C

This form will be posted on the Ohio Department of Education's Web site for all proposals that are approved in conjunction with this RFQ to allow LEAs to understand proposed offerings in advance of directly contacting providers regarding potential further procurements.

Provider Information	
Name of Provider:	NCS Pearson, Inc. (Pearson)
Provider Contact Information:	Mike Medernach, VP Specialty Sales, Pearson Education
Name of Product Proposed:	**aims**web®
Does this product provide inferences about student growth? If so, how?	Yes.
What are the grade(s) the proposed product covers:	Kindergarten through Grade 12.
What are the subject area(s) the proposed product covers:	The **aims**web measures may be used to demonstrate improvement, show progress, and report growth in the specific curriculum areas listed below. The grade levels for **aims**web assessment vary by their content area. • Early Literacy: Grades K–1 • Spanish Early Literacy: Grades K–1 • Spelling: Grades 1–12 • Reading Grades 1–12 • Early Numeracy: Grades K–1 • Math: Grades 1–8 for M-CAP (concepts/applications) and 1-12 for M-COMP (computation) • Written Expression: Grades 1–12
What Endorsement Category does the assessment yield evidence to support? See Categories in Section 2.2(B-v c).	Student Growth

Please provide an overview of your proposal for LEAs describing in detail the assessment, use of the assessment and how your organization supports implementation of the assessment. **(2 pages maximum)**
Description **aims**web includes assessment tools with reporting functionality for: Universal (benchmarking) screening, Strategic Monitoring, and Progress Monitoring, with frequent assessment and instructional re-directs. By these means, **aims**web measures student growth. Use The **aims**web system will identify students' strengths and weaknesses and monitor progress following intervention activities. **aims**web's problem-solving Response to Intervention (RTI) approach is rooted in best practices and provides scientifically-based progress monitoring that tracks students' educational needs, through benchmark data, and response to instruction. **aims**web is currently the only system to include valid and reliable academic and behavior assessment tools in one seamless data management program. Reports Sample reports are readily available online, at this url: http://www.**aims**web.com/index.php?page=sample-reports Interpreting scores and reports is thoroughly discussed in the training for **aims**web available in pdf format at this url: http://www.**aims**web.com/support-training/training/training-materials/ Reports of scores are interpreted, foremost, with intent of supporting the basic process of assess—instruct—assess—adapt for students. Consider a Sample Benchmark Report for a student in Grade 3. The report shows how the student performed in Reading (Words Read Correct) at three points during the school year—in the fall, winter, and spring. In the fall, the student was performing Below Average. The winter benchmark shows that the student improved significantly, and the spring benchmark shows that the student has reached his target and is within the Average range of performance. Interpreting the student's initial score, or benchmark, enabled the teacher to plan instruction that helped the student improve—a fact validated by subsequent benchmarks. Between benchmarks, the student is progress-monitored monthly—or even weekly, if increased frequency is indicated. Interpreting the student's scores on progress monitors focuses even greater attention on the assess—instruct—assess—adapt cycle. This frequency of assessment supports the continuous understanding of "what are they learning?" throughout the school year, rather than "what did they learn (or not)?" by end of the school year. To further leverage its gathered information, **aims**web provides a data export feature from within the application. Export files can be generated in .csv (Comma Delimited) or .txt (Tab Delimited) file formats. Data exports can include student, teacher, class, and score data as well as demographics. Data exports can be configured and filtered by school year, assessment periods, demographics, and more. Exports can also be scheduled at user-defined frequencies. Completed exports are retrieved securely from within the **aims**web application. The exporting function is limited to specific role-types (users) for security purposes. To make data transfer easier, **aims**web can provide a SIF agent. SIF will support automatically transfering student, teacher, class, and demographic data from a district/school's SIF-compliant data system into the **aims**web data management and reporting

system. This will eliminate manual export/import processes and will automatically synchronize data. SIF capabilities will ultimately expand to work both directions—to help **aims**web data flow into your SIF-enabled systems—with the result of saved time and earlier opportunities to use the combined data.
As an additional means of applying the data produced by **aims**web, webinars and phone sessions on interpreting results and on subsequent instructional paths are also offered. On-site training is another option, for schools, districts, and LEAs who prefer "in person" training.
Using aimsweb to Generate a Measure of Teacher Effectiveness in a Five-point Framework
Pearson has developed a step-by-step process that documents how to administer aimsweb, input raw scores in the aimsweb system, and map students' native scores for growth to the Ohio five-point scale for teacher effectiveness.

Estimated Service Provider Costs (non-binding)	
Fixed costs over a given academic year.	None
Per-student costs, over a given academic year, that are above the estimated fixed costs.	$6 per student through December 2014; the use of **aims**web is subject to a license agreement, which is available on request and at this URL: http://www.**aims**web.com/license-agreement
Time-and-materials costs that are limited to special services that are **NOT** required for standard administration during a given year (e.g., special professional development services at the start of a contract, standard setting if required, test augmentation if required, language translation fees for tests and supporting materials, including additional reporting options, any special options above the per student cost quoted above) and that are delineated on either a time-and-materials or a cost-per-service basis for each special service as well as any costs for data services and reports to aggregate data.	$2500 for one-day onsite training for group of 30; $250 per hour for webinars. We typically employ a train-the-trainer model at the district level and provide two to three days of on-site training in new implementations of **aims**web.

If approved as a provider of student assessments for teacher and/or principal evaluations, we are prepared to provide services to (Please indicate by clicking on the appropriate boxes below):	
☒ All Districts/LEAs in the State of Ohio, or	
☐ Only to those eligible Districts/LEAs indicated below:	
Provide a link to a web based cost sheet/PDF for the assessments noted on Form C	http://www.**aims**web.com/wp-content/uploads/**aims**web_orderform_8_9_13-1.pdf