



**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:	Akron Central School District
Assessment Provider Contact Information:	Kevin Shanley
Name of Assessment:	Student Learning Objective Assessment
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?	9-12
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 Other
What are the technology requirements associated with the assessment?	Computer; use of eDoctrina and SmartMusic
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)

The assessment is developed with the standards and course curricula in mind by a team of teachers and submitted to administration for review and security. The assessment is administered in a testing environment similar to a Regents exam. Written responses are scored by a team of teachers while multiple choice answers scantron sheets are scanned by the district via edoctrina. All exams are returned to district office and reported by the district office.

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.

Educators look at the standards and course curricula to determine what knowledge and skills students are expected to gain over the interval of instruction. The minimum rigor target for all students reflect one year's expected growth. The superintendents (or another administrator serving as their designees) certifies that all individual growth targets used for SLOs represent, at a minimum, one year of expected growth. These targets may vary based on a student's present level of performance and learning needs in order to close achievement gaps or move low performance towards grade level expectation. The teacher scores are based on the number of students meeting the target. The number of students who achieve their target are converted to our HEDI band for a rating.

New York State Next Generation Assessment Priorities

Please provide detail on how the proposed supplemental assessment 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):	The district works with Erie 1 Boces several times throughout the year to ensure that classroom instructional is aligned to the NYS learning Standards (Common Core Learning Standards). Thus the SLO assessments measure student learning that has occurred during the year therefore are also aligned to CCLS.
Assessments Woven Tightly Into the Curriculum:	The district works with Erie 1 Boces several times throughout the year to ensure that the classroom curricula incorporates interim assessments that are aligned to a summative assessment. The data from the interim assessments drive the classroom instruction.
Performance Assessment:	Performance assessment is incorporated into the arts and music courses.
Efficient Time-Saving Assessments:	Time is allotted outside of the instructional classroom time during Regents Week to administer the SLO assessments. This ensures that teacher and students have maximum classroom instructional time.
Technology:	The use of edoctrina provides an efficient use time for both students and teachers in the administration and scoring. The data gleaned from results is much faster due to the reports available in edoctrina.
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



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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.

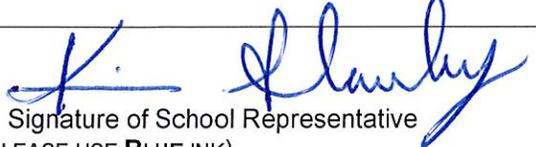
The Applicant makes the following assurances:

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.	<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. ⁴	<input checked="" type="checkbox"/>

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:

Akron Central School District 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Kevin Shanley 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	6/17/16 5. Date Signed
Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

Akron Central School District 1. Name of LEA (PLEASE PRINT/TYPE)	 4. Signature of School Representative (PLEASE USE BLUE INK)
Kevin Shanley 2. School Representative's Name (PLEASE PRINT/TYPE)	6/17/16 5. Date Signed
Superintendent 3. Title of School Representative (PLEASE PRINT/TYPE)	