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:	Brookfield Central School District
Assessment Provider Contact Information:	Carrie Smith
Name of Assessment:	Brookfield Central School SLO Assessment
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?	Grade 7
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Social Studies
What are the technology requirements associated with the assessment?	NA
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)**

Brookfield Central School (BCS) Assessment Overview:

Assessment Description: BCS written assessment to measure growth will be constructed using 25-50 multiple choice questions, a minimum of six (6) constructed response questions, and at least one (1) essay/extended response question. All questions will be directly tied to a New York State Learning Standards (NYSLS), where applicable; or State and National standards where NYSLS are not yet available. For content areas that lead to a Regents exam, they will model constructed response and extended response questions, after the Regents model. All tests across all academic disciplines will measure problem solving, Critical thinking and content acquisition skills. Performance based measures will also be developed in order for students to demonstrate understanding and performance applications so that student growth can be measured. The assessments format described above is subject to the developmental appropriateness of the grade level and content area involved and will be modified accordingly.

Assessment Administration: ALL SLO's will begin with a pre-assessment at the beginning of the course and end with a post-assessment at the end of the course. Any accommodations for testing will be provided in accordance to student's IEP's and 504 plans. All teachers will be provided with detailed test instructions and will administer all tests in a classroom setting or other instructional room, where applicable. Pre-tests will take place within the first two weeks of the beginning of a course. Post-tests will occur at the completion of the course. Pre-tests will be scored by the course instructor and post-tests will be scored by another teacher with no vested interest in the course, or students taking the post-assessment.

Reporting of Scores: Grading of post-assessments will be conducted by staff other than the course provider with a report of the scores passed onto the building leader's lead evaluator. Student growth targets will be set by the course provider in conjunction with the lead evaluator. The scoring report on the post-assessment will indicate "growth target met" or "growth target not met". The lead evaluator will then generate a percentage of targets met on the post-assessment and measure the results against the growth target indicated in the course provider's SLO.

Assessment Providers Support of Implementation of Assessment: The assessment provider of the BCSD SLO assessments supports the testing process through the applicable annual training and professional development opportunities. Course providers are given release time of staff development days to collaborate on test development and curriculum alignment to ensure that all assessments measure the applicable learning standards that are intended to measure. All assessments are properly secured and accessible to designated authorized personnel.

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.

The SLO target setting process at BCSD is established through the pre-assessment of student knowledge. The course provider and the lead evaluator will review the pre-test data and collaborate to set student data outcome targets. At the conclusion of the post-assessment, student results will be measured against the pre-determined student outcome targets and evaluated by the following means: "yes- student growth target met"or "no-student growth target not met". The lead evaluator will determine a precentage of students who met their growth targets and generate a HEDI rating in accordance to the NYSED metric. The lead evaluator will submit the HEDI rating as perscribed by NYSED.

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):	
Assessments Woven Tightly Into the Curriculum:	Assessments are reviewed by administration and/or the lead evaluator.
Performance Assessment:	Students are asked to perform authentic task, where appllicable.
Efficient Time-Saving Assessments:	Assessment results are used for the purposes of APPR as well as for present and future academic planning. Assessments are also designed to take one class period.
Technology:	BCS is currently evaluating how technology can be better utilized for local assessments. BCS is also assessing ways in which to expand our broadban infastructure in order to prepare for the Next Generation Assessment requirements.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	NA

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FORM C

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Assessment Provider Information	
Name of Assessment Provider:	Brookfield Central School District
Assessment Provider Contact Information:	Carrie Smith
Name of Assessment:	Brookfield Central School 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?	Grades K-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Math, Science, Social Studies, Music, Art, PE, Foreign Language, Health, Technology
What are the technology requirements associated with the assessment?	NA
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)**

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Assessment Administration: ALL SLO's will begin with a pre-assessment at the beginning of the course and end with a post-assessment at the end of the course. Any accommodations for testing will be provided in accordance to student's IEP's and 504 plans. All teachers will be provided with detailed test instructions and will administer all tests in a classroom setting or other instructional room, where applicable. Pre-tests will take place within the first two weeks of the beginning of a course. Post-tests will occur at the completion of the course. Pre-tests will be scored by the course instructor and post-tests will be scored by another teacher with no vested interest in the course, or students taking the post-assessment.

Reporting of Scores: Grading of post-assessments will be conducted by staff other than the course provider with a report of the scores passed onto the building leader's lead evaluator. Student growth targets will be set by the course provider in conjunction with the lead evaluator. The scoring report on the post-assessment will indicate "growth target met" or "growth target not met". The lead evaluator will then generate a percentage of targets met on the post-assessment and measure the results against the growth target indicated in the course provider's SLO.

Assessment Providers Support of Implementation of Assessment: The assessment provider of the BCSD SLO assessments supports the testing process through the applicable annual training and professional development opportunities. Course providers are given release time of staff development days to collaborate on test development and curriculum alignment to ensure that all assessments measure the applicable learning standards that are intended to measure. All assessments are properly secured and accessible to designated authorized personnel.

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.
The SLO target setting process at BCSD is established through the pre-assessment of student knowledge. The course provider and the lead evaluator will review the pre-test data and collaborate to set student data outcome targets. At the conclusion of the post-assessment, student results will be measured against the pre-determined student outcome targets and evaluated by the following means: "yes- student growth target met"or "no-student growth target not met". The lead evaluator will determine a precentage of students who met their growth targets and generate a HEDI rating in accordance to the NYSED metric. The lead evaluator will submit the HEDI rating as perscribed by NYSED.

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):	The math assessments are aligned and based on the Common Core Learning Standards
Assessments Woven Tightly Into the Curriculum:	Assessments are reviewed by administration and/or the lead evaluator.
Performance Assessment:	Students are asked to perform authentic task, where appllicable.
Efficient Time-Saving Assessments:	Assessment results are used for the purposes of APPR as well as for present and future academic planning. Assessments are also designed to take one class period.
Technology:	BCS is currently evaluating how technology can be better utilized for local assessments. BCS is also assessing ways in which to expand our broadban infastructure in order to prepare for the Next Generation Assessment requirements.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	NA

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.[3]	☒

[3] 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:

1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed
3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

Brookfield Central School District 1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE **BLUE** INK)
Carrie Smith 2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed 9/15/16
Principal 3. Title of School Representative (PLEASE PRINT/TYPE)	