



**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:	Cattaraugus-Allegany-Erie-Wyoming BOCES
Assessment Provider Contact Information:	Lynda Quick
Name of Assessment:	CA BOCES Course Specific Itinerant/Online SLO 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?	K-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Health, Library, Music, FACS, Technology
What are the technology requirements associated with the assessment?	N/A
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 CA BOCES Course Specific Itinerant/Online SLO Assessments are linked to NYS standards for the subject areas and/or NYS Common Core Standards. They are available for pre and post testing assessment.

The assessments are administered during one class session. Pre-assessments are administered at the beginning of the school year. Post-assessments are administered at the end of the course/school year.

After automated/traditional scoring of the pre-assessment by a non-interested party, scores are reported to the instructor. Target charts are developed based on pre-test data. Post-test data is then compared to the target charts to determine student growth. The percentage of students achieving the targets is then converted to New York State's 0-20 metric.

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.

Teachers use historical data and pre assessment scores to determine differentiated targets. Post-assessment data is used to determine the expected growth target as a percentage. The aggregate of these scores are converted to the 3012-d HEDI bands: Ineffective (0-12 pts); Developing (13-14 pts.); Effective (15-17 pts.); and Highly Effective (18-20 pts.).

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):	N/A
Assessments Woven Tightly Into the Curriculum:	The CA BOCES Course Specific Itinerant/Online SLO Assessment were created by classroom teachers and reviewed by administrators to ensure alignment to curriculum and standards. Assessments are administered seamlessly within classroom curriculum and provide needed data for curricular decisions.
Performance Assessment:	The CA BOCES Course Specific Itinerant/Online SLO Assessment, where applicable, are performance in nature in order to provide a more authentic assessment experience for students.
Efficient Time-Saving Assessments:	All assessments are delivered in one classroom period, when possible.
Technology:	Computerized question test banks are utilized to create assessments when possible. Testing benefits of learning management systems are utilized when assessment environments warrant such practices.
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



**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.	<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. ²	<input checked="" type="checkbox"/>

² 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:

Cattaraugus-Allegany-Erie-Wyoming BOCES 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Lynda Quick 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	April 26, 2016 5. Date Signed
District Superintendent 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)	



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Assessment Provider Contact Information:	Lynda Quick
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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?	Grades 9, 10, 11, and 12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	New Visions Health Professions, Welding, Early Entry CTE, HSE, and Participation in Government/Economics
What are the technology requirements associated with the assessment?	Online device to take assessments
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;**
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- **A description of how scores are reported (include links to sample reports as appropriate);**
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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):	Not Applicable
Assessments Woven Tightly Into the Curriculum:	Formative and summative assessments are used throughout the school year or semester to reinforce and monitor student progress in successfully completing the curriculum.
Performance Assessment:	Performance assessments are content specific and reflect skills required to be successful in industry. The assessment questions reinforce real life industry specific scenarios.
Efficient Time-Saving Assessments:	The assessments are multiple choice and can be completed in one class period. Assessments are created in digital form. The students take the assessments electronically. Results are quickly tabulated, analyzed, and used for growth comparison.
Technology:	Test banks are stored electronically on a secure site and are password protected. Students use online devices to take assessments generated from the test bank by a non-interested party
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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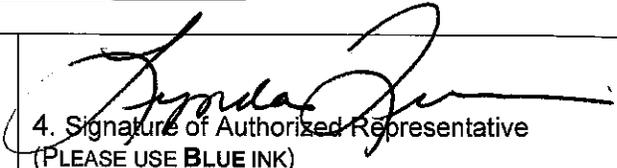
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