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:	Dobbs Ferry Union Free School District
Assessment Provider Contact Information:	Dr. Lisa Brady Dobbs Ferry Union Free School District 505 Broadway Dobbs Ferry, NY 10522 914-693-1500 x3024 Bradyl@dfsd.org
Name of Assessment:	Dobbs Ferry Locally Developed 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?	K-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA, Mathematics, Social Studies, Science, World Languages, Arts, Physical Education
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?	☐ 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)**

The Dobbs Ferry Union Free School District Local Assessments are aligned to Common Core/NYS Learning Standards, as well as national, state and local standards, and have been developed to measure student growth. The assessments were designed to support articulated District goals and engage students in both traditional and performance based tasks. Assessment scoring makes use of scoring rubrics and anchor papers. The assessments serve to inform the instructional process as teachers and administrators study the resulting assessment data, and are an important aspect of the overall instructional program. Efforts have made to ensure that the assessments measure the identified learning standards and have proven over time to be accurate measures of student growth.

The assessments are administered over several days during a scheduled assessment period. Teachers who have a vested interest in the results do not administer or score exams for their own students. Assessments are administered following established protocols that ensure consistency and accuracy. Students with IEPs and 504 plans receive accommodations as prescribed.

The scoring of assessments takes place during designated professional time and includes the use of established rubrics and anchor papers. Procedures are in place to ensure that teachers do not score their own students' assessments. Assessment results are collected and forwarded to the respective building principal who has received ongoing training as a lead evaluator that includes all aspects of assessment administration as required by APPR regulations. Building principals enter the score into our teacher evaluation data base and include the score in the calculation of a final APPR rating.

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.

Each fall teachers use available student assessment data as part of the goal setting progress. Assessment data utilized for this purpose may include prior year student performance data, prior performance on state and local assessments, prior year end of course grades, student work samples and pre assessments. Through a collaborative process, teachers and administrators engage in a goal setting process that includes each of the students to be included in the SLO. Growth targets are established and recorded for each student and are reviewed and approved by administration to ensure that growth goals are challenging, rigorous, and encourage students to perform at high levels.

SLO growth targets align to the HEDI ratings and scoring bands as required by NYSED regulations. When finalized SLO scores are entered into our evaluation data base and scores are converted to the 0-20 scale as required.

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 Dobbs Ferry Union Free School District Locally Developed Assessments in ELA and Mathematics demonstrate the characteristics of good assessment in the following ways: • The assessments are aligned to the NYS Common Core Learning Standards • A variety of item types are used to strategically assess standards • Writing tasks require various writing types as outlined in learning standards • Assessment tasks are age and developmentally appropriate and represent an appropriate level of text complexity • Students are required to read closely, find evidence within text, and present textual evidence • Mathematics test items seek to illicit student ability to independently demonstrate achievement of the standard • Assessments demonstrate grade by grade progression of the standards • Assessments demonstrate student ability to make connections between content and practice • Students are asked to demonstrate their learning in authentic ways
Assessments Woven Tightly Into the Curriculum:	The Dobbs Ferry Union Free School District Locally Developed Assessments are aligned to our curriculum and the NYS Common Core Learning Standards. The assessments reflect the learning taking place in classrooms, inform goal setting, and support ongoing instruction.
Performance Assessment:	The Dobbs Ferry Union Free School District Locally Developed Assessments include the use of performance assessments that engage students in meaningful authentic tasks aligned to learning standards and goals. These assessments are designed to allow students to demonstrate their understanding of concepts through application to a real world task.
Efficient Time-Saving Assessments:	The Dobbs Ferry Union Free School District Locally Developed Assessments are developed to limit the time necessary for administration to the greatest degree possible. The assessments are reflective of the ongoing work of the classroom and serve to inform future learning

	opportunities making them an imbedded part of the teaching and learning process.
Technology:	The Dobbs Ferry Union Free School District Locally Developed Assessments make use of available technology whenever possible. Teachers consider the use of technology in the assessment design process and receive ongoing training in the effective use of technology as a tool for teaching, learning and assessment.
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.	☒
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]	☒

[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:

Dobbs Ferry Union Free School District 1. Name of Organization (PLEASE PRINT/TYPE)	Lisa Brady 4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Dr. Lisa Brady 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed 5/9/16
Superintendent of Schools 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)	