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:	Erie 1 BOCES
Assessment Provider Contact Information:	N/A
Name of Assessment:	Erie 1 BOCES District Developed Performance 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 5 – 12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ANIMAL SCIENCE, AUTO TECHNICIAN TRAINING, AVIATION TECHNOLOGY, BAKING & PASTRY ARTS, BARBERING, BUILDING TRADES, COLLISION REPAIR, COSMETOLOGY, CRIMINAL JUSTICE, CULINARY ARTS, CYBERSECURITY & NETWORKING, DENTAL LABORATORY TECHNOLOGY, DIGITAL MEDIA, EARLY CHILDHOOD EDUCATION, ELA - INTEGRATED COMPOSITION AND COMMUNICATION, ELECTRICAL SYSTEMS, ELECTRONICS AND COMPUTER TECHNOLOGY, ENGINEERING AND ROBOTICS, FASHION DESIGN & MERCHANDISING, HEALTH CAREERS, NEW VISIONS – HEALTH CONNECTIONS, NEW VISIONS – LEGAL ACADEMY, NEW VISIONS – ZOO WILDLIFE AND CONSERVATION CAREERS, OCCUPATIONAL EDUCATION I, OCCUPATIONAL EDUCATION II – AUTO SERVICES, OCCUPATIONAL EDUCATION II - HUMAN SERVICES, OCCUPATIONAL EDUCATION II – BUILDING MAINTENANCE, OCCUPATIONAL EDUCATION II – FOOD SERVICE, PLUMBING, HEATING AND AIR CONDITIONING, SPA SPECIALTY, SPORTS SCIENCE CAREERS, TELEVISION & SOUND PRODUCTION, WEB TECHNOLOGIES & GAME

	PROGRAMMING, WELDING, ART, PHYSICAL EDUCATION, AND MUSIC
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 Erie 1 BOCES performance assessments are closely aligned with the essential skills and learning standards taught in each program of study. Each performance assessment requires students to complete / demonstrate a hands-on task that assesses program-related skills in a 30 – 45 minute timeframe.
- An evaluator, who is an Erie 1 BOCES teacher with the required NYS teaching certification, but not the teacher of record, administers the exam. Prior to the test, the supplies and materials are set up by the teacher of record. The day of the assessment, the evaluator reads a standard set of directions to the students and then circulates around the room, using a 5 category checklist of required criteria, to evaluate each student. After the test, the evaluator enters the points earned on each of the five areas of the checklist onto a 5-point rubric.
- The points earned on the district-developed performance assessments are entered into a database (eDoctrina) where the raw score is calculated and turned into a percentage.
- The building administrators monitor the testing in their buildings, making certain that all exams meet compliance. Likewise, district administrators go to the Erie 1 BOCES instructional centers to monitor testing compliance.

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 assessments included in this application will be used for SLO purposes only. The SLO target setting model will include a minimum growth target of one-year of expected growth for all students. This expectation / target will be determined by the Superintendent and / or another trained Erie 1 BOCES administrator serving as the designee.

Based on the number of students that meet the established targets, teachers will be assigned 0 – 20 points within the HEDI rating categories as defined by the New York State Teacher and Principal Scoring Performance Ranges for SLOs / New York State's 0 – 20 Metric.

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):	N/A
Assessments Woven Tightly Into the Curriculum:	The district-developed performance assessments are woven tightly into the aforementioned education curricula. The performance tasks, used in the assessments, were created from the content found in the predominant units of each program's curriculum.
Performance Assessment:	The district-developed performance assessment requires students to perform an authentic task, which is a culmination of skills learned throughout the program / course. The assessment allows students the opportunity to demonstrate concepts learned.
Efficient Time-Saving Assessments:	The district-developed performance assessments are efficient and time-saving in that they are on average 30 - 45 minutes in length and are assessing skills learned over the course of one school year.
Technology:	Although the district-developed performance assessments are not administered using technology, the performance rubrics are scanned and scores are populated in eDoctrina, which returns scores to teachers and administrators in a timely manner.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	The district-developed performance assessment is used for SLO's; not as a growth model.

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.	☐N/A
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:

Erie 1 BOCES 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Lynn Marie Fusco, Ph.D. 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed 5/2/16
District Superintendent/CEO 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

N/A 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)	