



**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:	Fallsburg Central School District
Assessment Provider Contact Information:	Matthew T. Evans, Ed. D., Assistant Superintendent for Curriculum & Instruction mevans@fallsburgcsd.net (845) 434-5884
Name of Assessment:	All Applicable Fallsburg CSD Developed Course-Specific Assessments Used with SLOs
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?	Art, Business, English Language Arts, Family and Consumer Science, Health, Spanish, Library, Life Skills, Mathematics, Music, Physical Education, Science, Social Studies, and Technology.
What are the technology requirements associated with the assessment?	Personal computer with Internet connectivity; calculators
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 Fallsburg Central School District SLO Assessment is designed to measure student growth in a particular subject area through test items that are aligned with NYS content area standards. Administered at the end of the course—in many cases as the final examination in the course—these assessments will be utilized in teachers’ student learning objectives (SLO) as part of their annual professional performance reviews in a manner consistent with New York State Education Law 3012-d. Working in departments, teachers collaborate using instructional software (e.g., eDoctrina and Castle Learning) and other online resources to develop appropriate, standards-aligned, and rigorous test-bank items that may be considered in the development of the assessment. The district also considers and incorporates items created and shared within Sullivan County BOCES’ test banks by regional administrators and teachers. District administration ultimately creates and reviews each FCSD SLO Assessment.

Twenty-percent (20%) of every assessment’s score is accounted for through grade-level writing samples in grades 1–12. These samples are developed and scored by English language arts teachers and the literacy coach (K–6). They are scored using the district’s common writing rubric, which is adapted from the New York State Education Department’s “Text Analysis: Exposition” rubric (CCLS ELA Regents) and the “Writing Evaluation Rubrics” (NYS grades 3–8 ELA).

The remainder of the assessment (80%) is administered through online software (e.g., eDoctrina or Castle Learning). Students complete the tests on a personal computer with Internet connectivity. The software scores the tests automatically. Scores are reported on a percentage-correct scale, and are then converted to a raw score out of 80.

The district’s Director of and Staff Evaluation and Student Data compiles the scores from the ELA department and assessment software, and import them into the district’s student management system (School Tool). The lead evaluators of teachers run reports in the student management system that tell them how many students met their projected growth targets, according to the student learning objectives (SLO) that were established earlier in the school year. Those results are then applied to individual teachers’ SLO worksheets in the district’s annual professional performance review (APPR) system (OASYS). For each SLO, the lead evaluator enters the number of students who took the test and the percent (%) who met their SLO target. This generates a final HEDI rating and score out of 20 for the teacher.

The district provides ongoing support, technical assistance, and professional development with teachers on the utilization of the assessment software; development of standards-aligned and rigorous test items; and their understanding of the district’s writing rubrics for their grade levels. The district also conducts annual item analyses to determine individual items’ and test validity and reliability.

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.

Teachers administer their own “pre-assessments” at the beginning of each course to set a baseline of student content understanding. Every student also completes a fall (or winter, for half-year courses) writing sample in their ELA classes. Using these data, teachers establish individual student targets that reflect one-year of student growth, if attained. These targets are established in individual teacher SLOs.

The lead evaluators of teachers run reports in the student management system that tell them how many students met their projected growth targets, according to the student learning objectives (SLO) that were established earlier in the school year. Those results are then applied to individual teachers’ SLO worksheets in the district’s annual professional performance review (APPR) system (OASYS). For each SLO, the lead evaluator enters the number of students who took the test and the percent (%) who met their SLO target. This generates a final HEDI rating and score out of 20 for the teacher.

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):	All assessment items are aligned to the New York State Common Core Learning Standards.
Assessments Woven Tightly Into the Curriculum:	The assessments are reviewed by administrators, coaches, and teachers to insure alignment with the curricula. Assessment items are developed by teams of teachers—within their departments—and assess students based on the skills and content they are expected to learn in their classes.
Performance Assessment:	Whenever possible, students are asked to perform authentic tasks. This is sometimes challenging based on resources or regulations for scoring of the assessments.
Efficient Time-Saving Assessments:	Except for performance-based assessments, the assessments are administered in one-to-two class periods (maximum).
Technology:	Personal computer with Internet connectivity; calculators, where appropriate.
Degree to which the growth model must differentiate across New York State’s four levels of teacher effectiveness (only applicable to supplemental assessments):	



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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.

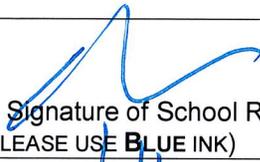
The Applicant makes the following assurances:

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. 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:

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

<p>Fallsburg Central School District 1. Name of LEA (PLEASE PRINT/TYPE)</p>	<p> 4. Signature of School Representative (PLEASE USE BLUE INK)</p>
<p>Ivan J. Katz, Ed. D. 2. School Representative's Name (PLEASE PRINT/TYPE)</p>	<p> 5. Date Signed</p>
<p>Superintendent of Schools 3. Title of School Representative (PLEASE PRINT/TYPE)</p>	