



**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.

<b>Assessment Provider Information</b>	
Name of Assessment Provider:	Hauppauge School District
Assessment Provider Contact Information:	495 Hoffman Lane Hauppauge, NY 11788
Name of Assessment:	Hauppauge School District developed course specific assessments
Nature of Assessment:	<p><input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR</p> <p><input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> GAIN SCORE MODEL</li> <li><input type="checkbox"/> GROWTH-TO-PROFICIENCY MODEL</li> <li><input type="checkbox"/> STUDENT GROWTH PERCENTILES</li> <li><input type="checkbox"/> PROJECTION MODELS</li> <li><input type="checkbox"/> VALUE-ADDED MODELS</li> <li><input type="checkbox"/> OTHER:</li> </ul>
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	Grades K-12; for courses that do not culminate in a state assessment.
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	All subject areas
What are the technology requirements associated with the assessment?	Calculators for math exams and some science exams.
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	<p><input type="checkbox"/> YES</p> <p><input checked="" type="checkbox"/> NO</p>

<p><b>Please provide an overview of the assessment for districts and BOCES. Please include:</b></p> <ul style="list-style-type: none"> <li>• <b>A description of the assessment;</b></li> <li>• <b>A description of how the assessment is administered;</b></li> <li>• <b>A description of how scores are reported (include links to sample reports as appropriate);</b></li> <li>• <b>A description of how the Assessment Provider supports implementation of the assessment, including any technical assistance. (3 pages max)</b></li> </ul>
<ul style="list-style-type: none"> <li>• Description: Assessments are linked to either NYS Standards for the subject area or NYS Common Core Standards. Assessments mirror models provided in NYS Assessments.</li> <li>• How administered: Post assessments are administered at the end of the school year, within a time frame that is developmentally appropriate based on the grade level.</li> <li>• How scores are reported: Scores will be collated through a database kept by the office of the Assistant Superintendent of Curriculum, Instruction and Technology. Scores are reported through the web-based OASYS software program.</li> <li>• How implemented: assessments are implemented using the same criteria found in the NYS examination administration documents. All exams are securely kept by district administrators.</li> </ul>

<p><b>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.</b></p>
<p>At the beginning the year, teachers access historical data in order to differentiate targets example: previous year’s assessment data, in-class formative and summative baseline assessments, attendance trends, considerations for ENL, SWD, economically disadvantaged, etc.). HEDI points are distributed based on students meeting the expected target as a percentage. Teachers with percentages from 90-100 are HE (18-20 points), 75-89 are E (15-17), 60-74 D (13-14) and 0-59 are (0-12) per the regulations.</p>

<p><b>New York State Next Generation Assessment Priorities</b></p> <p>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.</p>	
<p><b>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):</b></p>	<p>Good ELA and MATH assessments are directly tied to the NYS Common Core Standards. They mirror many of the exemplars found in the modules and lessons found on the state website – <a href="http://www.engageny.org">www.engageny.org</a></p>
<p><b>Assessments Woven Tightly Into the Curriculum:</b></p>	<p>Formative assessments and summative assessments are woven tightly into the curriculum. The information gleaned from assessments is extremely valuable. Teachers use these instruments to check students’ understanding and to plan subsequent instruction.</p>
<p><b>Performance Assessment:</b></p>	<p>Performance assessments are used to provide authentic experiences for students. Teachers are encouraged to use these assessments to provide performance tasks that are meaningful and engaging to students.</p>
<p><b>Efficient Time-Saving Assessments:</b></p>	<p>The goal is to seamlessly integrate assessments in teacher practice. Software tools are utilized to provide adaptive assessments whenever possible, so that students engage in timely, focused assessment items.</p>
<p><b>Technology:</b></p>	<p>Technology tools are used depending on the course to provide quick, efficient assessments, with the ability to generate actionable data for the teacher.</p>

<p><b>Degree to which the growth model must differentiate across New York State’s four levels of teacher effectiveness (only applicable to supplemental assessments):</b></p>	<p>N/A</p>
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**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.	X
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	X
The assessment can be used to measure one year’s expected growth for individual students.	X
For K-2 assessments, the assessment is not a “Traditional Standardized Assessment” as defined in Section 1.3 of this RFQ.	X
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.	X
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.	X
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. <sup>3</sup>	X

<sup>3</sup> 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><b>Hauppauge Public Schools</b>                  1. Name of Organization (PLEASE PRINT/TYPE)</p>	<p>                  4. Signature of Authorized Representative                  (PLEASE USE <b>BLUE INK</b>)</p>
<p><b>Dr. Don Murphy</b>                  2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p><b>5/27/16</b>                  5. Date Signed</p>
<p><b>Assistant Superintendent for Curriculum, Instruction and Technology</b>                  3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	
<p>1. Name of LEA (PLEASE PRINT/TYPE)</p>	<p>4. Signature of School Representative                  (PLEASE USE <b>BLUE INK</b>)</p>
<p>2. School Representative's Name (PLEASE PRINT/TYPE)</p>	<p>5. Date Signed</p>
<p>3. Title of School Representative (PLEASE PRINT/TYPE)</p>	