



**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:	Highland Central School District
Assessment Provider Contact Information:	Deborah A. Haab
Name of Assessment:	Highland Central School District Developed Assessments
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?	Kindergarten through 12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	English Language Arts
What are the technology requirements associated with the assessment?	None
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)

Assessments: The District-developed English Language Arts assessments for grades Kindergarten through grade 12 are aligned to New York State Standards and are vertically aligned across grade levels. In the early elementary grades the assessments include letter and sight word recognition, spelling, sequencing, reading comprehension, and writing. In grades 6 – 12, the tests include grammar, sentence structure, reading comprehension and writing responsively, and in some cases oral presentations.

Administration: ELA assessments have multiple parts. Parts individually administered and simultaneously scored are administered by a teacher other than the student’s teacher. Other parts of the tests are administered in group settings during regular class periods. Classroom teachers and Special Education Coordinators ensure that all IEP testing requirements are followed. Proctors are assigned as necessary by the Guidance Department and/or the building secretary. The district Assessment and Data Coordinator (ADC) ensures that all assessments are securely stored before and after administration and during the make-up period.

Scoring: The ADC implements a scoring plan to ensure tests are scored by teachers other than those being evaluated using detailed keys and rubrics. All scores are reported to and managed by the ADC using School Tool and Excel.

Reporting Scores: The ADC reports data to principals, including percent of students who met targets for each teacher and each teacher’s SLO score out of 20 points. Teacher SLO scores are determined per 3012-d regulations. (See chart below.) The ADC works in conjunction with the District Data Coordinator from the Mid-Hudson Regional Information Center to ensure accurate reporting through the NYSED Data Warehouse System.

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.

Target Setting: Teachers are provided with historical student assessment data at the beginning of the school year. Teachers compile this data, along with pre-tests results and factors such as IEP and ELL, to create individual target scores for students that reflect academic growth. Pre and target scores for each student in each SLO-associated class are entered into School Tool by October 15 annually.

Teacher Scores: Student post-scores are entered in School Tool by the district Assessment and Data Coordinator. The percent of students who met established targets is calculated by School Tool and used to create an overall “Percent Met” for each teacher. (A weighted “percent met” is calculated in Excel for teachers with multiple SLOs.)

The “Percent Met” correlates to each teacher’s SLO score out of 20 points as per the 3012-d regulations. (See chart below.)

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 ELA Assessments are aligned to Common Core Standards

Assessments Woven Tightly Into the Curriculum:	Assessments are reviewed by administrators to ensure alignment
Performance Assessment:	Assessments include authentic tasks where possible. For example, speeches are done in the Presentational Skills ELA elective.
Efficient Time-Saving Assessments:	Assessments are used for students' final examinations for the course.
Technology:	Some material is projected as well as provided to students on paper. For example, pictures that are part of a Kindergarten assessment are projected for optimum visibility.
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

Teacher SLO Score Determinations Per 3012-d Regulations

Ineffective		Developing		Effective		Highly Effective	
Teacher Score	% Students Met Target	Teacher Score	% Students Met Target	Teacher Score	% Students Met Target	Teacher Score	% Students Met Target
0	0 – 4	13	60 – 66	15	75 – 79	18	90 – 92
1	5 – 8	14	67 – 74	16	80 – 84	19	93 – 96
2	9 – 12			17	85 – 89	20	97 - 100
3	13 – 16						
4	17 – 20						
5	21 – 24						
6	25 – 28						
7	29 – 33						
8	34 – 38						
9	39 – 43						
10	44 – 48						

11	49 – 54						
12	55 – 59						



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. ²	x

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:

1. Name of Organization (PLEASE PRINT/TYPE) N/A	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed <i>05/04/2016</i>
3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

Highland Central School District 1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE BLUE INK)
Deborah A. Haab 2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed
Superintendent of Schools 3. Title of School Representative (PLEASE PRINT/TYPE)	