



**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:	Holland Central School
Assessment Provider Contact Information:	Laurie Gregory lgregory@holland.wnyric.org 716-537-8280
Name of Assessment:	9-12 Special Education Life Skills Assessment
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?	9-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA, Math, Social Studies, Science, Career Development and Occupational Studies, Health, and Family and Consumer Science
What are the technology requirements associated with the assessment?	There are none, but some students will use assistive technology as required by their Individual Education Plans.
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	<input checked="" type="checkbox"/> YES  <input 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)

**HCSO K-1 Math SLO Assessment Overview**

The Holland Central School District 9-12 Special Education Life Skills Assessment is aligned to the ELA and Math Common Core Learning Standards in addition to the New York State social studies, science, family and consumer science, health, and career development and occupational studies standards. The assessment evaluates a student’s ability to apply the skills learned in these content areas to daily life. Each section of the test is scored to determine how many points have been earned. The final score out of 79 points is then converted to a score out of 4. Training is provided to teachers prior to scoring the assessment. School administrators ensure proper security for the storage of assessments prior to and following the administration. Students’ work will not be scored by their assigned classroom teacher. Scores will be reported on a district developed SLO spreadsheet along with individual growth targets for students.

**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 create teacher-level scores, and how those teacher-level scores are converted to New York State’s 0-20 metric.**

The classroom teacher will use a variety of data points, including classroom assessments, as tools in determining individual growth targets for student learning. The classroom teacher will assign each student an individual, differentiated target that is based on the student’s baseline performance. The state alternate HEDI scoring model will be used to assign growth points to students based on how close they came to meeting their targets (see details below). A HEDI score will then be assigned based on the average number of growth points earned by all students in the class.

**Alternate HEDI Scoring Model:**

Points from 0-3 are assigned based on each student’s movement from a baseline performance level from 1-4 to a summative performance level from 1-4 aligned with the following qualitative descriptors:

Level 1 = performance is well-below average/expectations

Level 2 = performance is below average/approaching expectations

Level 3 = performance is average/meeting expectations (also aligned with concept of proficiency)

Level 4 = performance is well-above average/exceeding expectations (also aligned with concept of mastery)

A sum of the points earned based on each student’s performance is calculated and then averaged for all students on a teacher’s course roster. The following required ranges are used to determine the final points earned for the SLO.

Rating	Highly Effective	Effective	Developing	Ineffective
Average Points Earned	2.7-3.0	2.3-2.6	1.9-2.2	0-1.8

Average Points Earned	Scoring Ranges
0-0.13	0
0.14-0.27	1
0.28-0.41	2
0.42-0.55	3
0.56-0.69	4
0.7-0.83	5
0.84-0.97	6
0.98-1.11	7
1.12-1.25	8
1.26-1.39	9
1.4-1.53	10
1.54-1.67	11
1.68-1.89	12
1.9-2.09	13
2.1-2.29	14
2.3-2.49	15
2.5-2.59	16
2.6-2.69	17
2.7-2.89	18
2.9-2.99	19
3.0	20

<b>New York State Next Generation Assessment Priorities</b>	
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.	
<b>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):</b>	The 9-12 Special Education Life Skills Assessment is directly tied and vertically aligned to the Common Core Standards.
<b>Assessments Woven Tightly Into the Curriculum:</b>	Our curriculum is organized into units that incorporate all the standards assessed.
<b>Performance Assessment:</b>	The assessment is an authentic task for students to demonstrate their ability to apply skills in practical, real life situations.
<b>Efficient Time-Saving Assessments:</b>	The assessment can be administered in five thirty minute sessions within our regularly scheduled school day.
<b>Technology:</b>	N/A
<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>	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.	<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. <sup>4</sup>	<input checked="" type="checkbox"/>

<sup>4</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:**

Holland Central School 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE <b>BLUE</b> INK)
Laurie Gregory 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5/6/16 5. Date Signed
Director of Curriculum 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE <b>BLUE</b> INK)
2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed
3. Title of School Representative (PLEASE PRINT/TYPE)	