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:	Islip Public Schools
Assessment Provider Contact Information:	Susan Schnebel Superintendent of Schools 215 Main Street Islip New York 11751
Name of Assessment:	Islip UFSD District Developed ELA and Math Assessments Grades K through 5
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 Kindergarten through grade 5 ELA and MATH combined scores
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	
What are the technology requirements associated with the assessment?	The use of computers for the assessment setting.
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. (2 pages max.)

Description: The District developed assessments are Grade Kindergarten and Grade 1 ELA and Math measures. The ELA assessments include with a read aloud passage followed by multiple choice questions and one open ended question. The Math assessments contain all multiple choice questions.
How Administered: Pretest and posttest assessments are computer based. Students complete the ELA pretest assessments in two thirty minute sessions and the posttest assessments in two thirty minute sessions. Headphones are utilized as students listen to the ELA passage and respond to the questions. The Math pretest and posttest assessments are administered in two thirty minute sessions. Headphones are utilized as students listen and respond to the questions.
Scores Reported: Scores are computer generated and computed by the Assistant Superintendent of Curriculum and Instruction and the District's SLO Manager.
Technical Assistance: The assessments are administered in a computer lab with the technical assistance of a computer aide.

The student's raw score is reported based on the number of correct answers and becomes the baseline. The teacher's target is that 70% of all students will meet their projected individual growth targets on the post-test. Scores are computer generated and reported to the Assistant Superintendent for Curriculum and Instruction and to the SLO Manager. Teachers with percentages from 75-100 are HE (18-20 points), 65-74 are E (15-17 points), 51-63 are D (13-14 points), and below 50 are I (0-12 points).

Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	Good ELA and Math assessments are directly tied to the NYS Common Core Standards and utilize common core aligned questions.
Assessments Woven Tightly Into the Curriculum:	Assessments are woven into the curriculum by imbedding formative, summative, and differentiated instruction. Assessments are framed around multiple measures for instructional fidelity which include but are not limited to formal assessments, student observation and participation, fluencies, and informal monitoring.
Performance Assessment:	Performance assessments are encouraged in all areas where the process and the product are both valued.
Efficient Time-Saving Assessments:	Assessments can be efficient with ongoing collection of data through multiple evaluative tools.
Technology:	Technology is viewed as an instructional tool that is infused when it will enhance instruction and add to learning modalities.
Degree to which the growth model must differentiate across New York State's four levels of	

teacher effectiveness (only applicable to supplemental assessments):	

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.[2]	X

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[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:

Islip Union Free School District 1. Name of Organization (PLEASE PRINT/TYPE)	*Susan A Schnebel* 4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Susan Schnebel 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed *1/14/17*
Superintendent of Schools 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

Islip Union Free School District 1. Name of LEA (PLEASE PRINT/TYPE)	*Susan A Schnebel* 4. Signature of School Representative (PLEASE USE **BLUE** INK)
Susan Schnebel 2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed *1/14/17*
Superintendent of Schools 3. Title of School Representative (PLEASE PRINT/TYPE)	