



**STUDENT ASSESSMENTS
AND ASSOCIATED GROWTH MODELS FOR
TEACHER AND PRINCIPAL EVALUATION**



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:	Lawrence Public Schools
Assessment Provider Contact Information:	Dr. Ann Pedersen, Deputy Superintendent 516 295-6402
Name of Assessment:	Lawrence Schools locally developed course specific 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?	Grades K-12 ELA and Math; Grades K-12 art, music
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, foreign language, art, music, business, technology
What are the technology requirements associated with the assessment?	Calculators for science and math
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 are linked to the NYS common core learning standards. The assessments are administered in a class period with a pre- assessment at the start of the school year to serve as the baseline. Year-end or summative assessments are administered at the end of the school year (by June 15th) during a class period. Scores are reported through the database eschool. Exams are secure and adherence to implementation of assessments as provided by SED guidance is part of implementation procedures.

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.

The baseline or pre-assessment exam is developed using course content and administered at the start of the year. Targets are set that are teacher specific and will use historical data with the expectation of a minimum of one year’s growth. The percentages will be converted to the New York State rubric as follows : Teachers with
 Highly Effective - 90-100% meeting target will receive 18-20 points
 Effective – 75-89 meeting the target will receive 15-17 points
 Developing – 60-74 meeting the target will receive 13-14 points
 Ineffective – 59 and below meeting the target will receive 0-12 points

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):	Aligned and based on common core standards
Assessments Woven Tightly Into the Curriculum:	Reviewed by administration to ensure alignment
Performance Assessment:	Authentic tasks where feasible
Efficient Time-Saving Assessments:	Baseline assessments are used to inform instruction
Technology:	Calculators used in math and science where applicable.
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



**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. ⁴	x

⁴ 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:

Lawrence Public Schools 1. Name of Organization (PLEASE PRINT/TYPE)	<i>Dr. Ann Pedersen</i> 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Ann Pedersen, Ed.D 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	10/11/16 5. Date Signed
Deputy Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

Lawrence Public Schools 1. Name of LEA (PLEASE PRINT/TYPE)	<i>Dr. Ann Pedersen</i> 4. Signature of School Representative (PLEASE USE BLUE INK)
Ann Pedersen, Ed.D 2. School Representative's Name (PLEASE PRINT/TYPE)	10/11/16 5. Date Signed
Deputy Superintendent 3. Title of School Representative (PLEASE PRINT/TYPE)	