



**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:	Liberty Central School District
Assessment Provider Contact Information:	Dr. William Silver, Superintendent 845-292-6990
Name of Assessment:	All applicable Liberty CSD developed course specific assessments used with SLO's
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?	Prek-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA, math, science, social studies, FL, art, PE, music, business, technology, computer, FACS, life skills
What are the technology requirements associated with the assessment?	Varies with assessment: computers, calculators ,FITBIT, timers
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)

Description: Pre and Post Assessments are directly aligned to either the NYS Standards for the subject area or to the NYS Common Core Standards. Assessments mirror models provided in the NYS assessments.

How administered: Administered in single or double periods during the first week of school. Test mods are provided to students in an alternate location.

How scores are reported: Scores are reported on the SLO data sheets that are shared with administrators. Scores may be placed on School Tool, our student management system.

How implemented: Assessments are implemented using the same criteria found in the Examination Administration documents from NYSED. All exams are secured until administration day.

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.

At the beginning of the year, students are given a pre assessment which contains content from the course. Targets are set for each student. Their targets are based on a variety of data points to include student's previous grades; NYS test scores, attendance, and discipline histories as baseline data. Teachers set growth targets for performance on end of course summative assessment. Principals will approve growth targets. Highly Effective: 90%-100% of students meet SLO target (18-20), Effective: 75%-89% of students meet SLO target (15-17), Developing: 60%-74% of students meet SLO target (13-14), Ineffective 0-59% of students meet SLO target (0-12)

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 based on Common Core Standards
Assessments Woven Tightly Into the Curriculum:	Reviewed by administrators to insure alignment. Assessments are locally developed and assess both the content and priorities of the curriculum taught. Even though they are generally summative they reflect the day to day academic goals of the teacher.
Performance Assessment:	Whenever possible, students are asked to perform authentic tasks. However, it is difficult to do this for all subjects based on limited resources and the regulations regarding scoring assessments.
Efficient Time-Saving Assessments:	Except for performance based assessments, assessments are administered in one period or a double period.
Technology:	Examples used are calculators, Fitbit, phones for timing, computers
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	



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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. ³	<input checked="" type="checkbox"/>

³ 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>Liberty Central School District 1. Name of Organization (PLEASE PRINT/TYPE)</p>	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
<p>Dr. William Silver 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>2/8/2016 5. Date Signed</p>
<p>Superintendent of Schools 3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	

<p>1. Name of LEA (PLEASE PRINT/TYPE)</p>	 4. Signature of School Representative (PLEASE USE BLUE INK)
<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>	