



**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:	Peekskill City School District
Assessment Provider Contact Information:	Dr. David Fine
Name of Assessment:	Peekskill Interdisciplinary 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?	6 th -8 th
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA, Math, Science, SS, PE, Art, Music, Health, Technology, Performing Arts, Foreign Language, ENL, SPED, Encores/Specials
What are the technology requirements associated with the assessment?	Scantron-- Paper/Pencil
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

<p>Please provide an overview of the assessment for districts and BOCES. Please include:</p> <ul style="list-style-type: none"> • 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)

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.

If you are identified as a classified and/or ENL student the growth model is 40% increase from pre to post exam. All other students will follow a 50% increase with regard to the pre to post growth. This correlates to one-year’s growth in our matrix and goals. The pre-assessment will be administered in the fall of 2016 and post in the spring of 2017. Our metric will correlate with the 3012-d HEDI rating bands for highly effective to ineffective.

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):	We utilized questions from EngageNy and our current curriculum, which correlates with the commoncore standards.
Assessments Woven Tightly Into the Curriculum:	We examined our curriculum, which is articulated on Rubicon Atlas and aligned the questions with the current practice in a committee manner. It was done in a collaborative fashion with regard to edits/updates of the assessment focused on our implemented curriculum and alignment to commoncore.
Performance Assessment:	NA
Efficient Time-Saving Assessments:	This assessment will allow students to navigate the curriculum in a consistent fashion for the 16-17 school year. It will be administered in a 90-minutes fashion and results will be analyzed in an efficient manner utilizing scantrons and excel updates. The teachers focus will be on the students and instruction rather than taking time away from instruction.
Technology:	NA
Degree to which the growth model must differentiate across New York State’s four levels of teacher effectiveness (only applicable to supplemental assessments):	NA



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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.	X <input type="checkbox"/>
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	X <input type="checkbox"/>
The assessment can be used to measure one year's expected growth for individual students.	X <input type="checkbox"/>
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	X <input 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.	X <input 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.	X <input 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. ⁴	X <input type="checkbox"/>

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:

Peekskill City School District 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Dr. David Fine 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	6/6/16 5. Date Signed
Superintendent of Schools 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

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