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:	Saugerties Central School District
Assessment Provider Contact Information:	Lawrence Mautone Saugerties Central School District Call Box A Saugerties, New York 12477 (845) 247-6503 lmautone@saugerties.k12.ny.us
Name of Assessment:	Saugerties CSD Locally Developed Assessment

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?	K-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, Arts, Foreign Language, ENL, Career & Technical Education, Physical Education
What are the technology requirements associated with the assessment?	N/A
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. (3 pages max)**

The Saugerties CSD Local Assessments are aligned to Common Core and/or NYS Learning Standards, as well as national, state and local standards.

Year-end assessments are administered during designated periods at the end of the course. Classroom teachers and Special Education teachers ensure that all IEP/504 testing requirements are followed.

Scoring takes place during designated scoring times. Assessment results are collected and forwarded to the building principal who has received ongoing training as a lead evaluator. Teacher SLO scores are determined per 3012-d regulations. Building principals enter the score into our teacher evaluation system.

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 post assessment target score. These scores are based on a pre-assessment and/or prior year post assessment and/or prior academic history. Historical assessment data will be used to adjust the set targets for students in relation to SWD, ENL and economically disadvantaged. The percentage of students that met their targets are calculated to calculate teacher scores. We are using the NYS 0-20 HEDI metric provided with Education Law 3012 –d to determine scores and ratings..

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):	Good ELA and Math assessments are directly tied to the NYS Common Core Standards. They mirror many of the exemplars found in the modules and lessons found on Engage NY.
Assessments Woven Tightly Into the Curriculum:	Assessments are aligned to our curriculum and, the Common Core and NYS Standards. The assessments reflect the learning taking place in classrooms throughout the course and support ongoing instruction.
Performance Assessment:	Performances assessments are strongly encouraged in all areas where both the process and final product are valued equally. These assessments are extremely valuable in the performing arts, art, physical education, etc.

Efficient Time-Saving Assessments:	All assessments serve the purpose of assessing students understanding and to inform future learning. These assessments are developed to limit the time necessary for administration to the greatest degree possible. In grades 7-12 the assessments are also used as the final exam for most courses.
Technology:	Technology can be used depending on the course and the student outcomes being measured.
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.
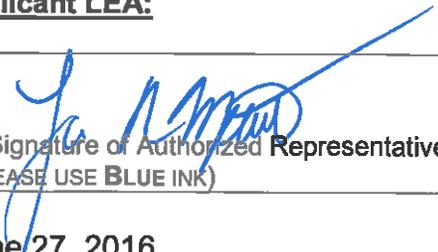
PLEASE SUBMIT ONE "FORM H" FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

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

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[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:

Saugerties Central School District 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Lawrence Mautone 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	June 27, 2016 5. Date Signed
Assistant Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

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)	