



**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:	Brookhaven-Comsewogue Union Free School District
Assessment Provider Contact Information:	Erin M. Hynes
Name of Assessment:	All Applicable Brookhaven-Comsewogue School District Developed Course Specific Assessments for Use with SLOs
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
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, LOTE, Art, PE, Music, ELL, Business, Technology, FACS, Life Skills, Health
What are the technology requirements associated with the assessment?	Varies with Assessment: Computers, Calculators, Manipulatives
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: All Pre and Post assessments are aligned to either the NYS Standards or the Common Core Standards. Each assessment was crafted to model the correlating state assessment.

Administration: The assessments are given in the beginning and at the end of each course. Time is given appropriate to the grade level. Applicable test modifications are provided for students with disabilities and ENL students.

Score Reporting: All scores are reported in the district management tool. All teaching and administration have access and review scores together.

Implementation: All exams are secured and are administered utilizing the same criteria found in the examination administration documents provided by NYSED.

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.

Baseline data is collected from various areas to establish rigorous targets whereby a year's growth is expected. Such data includes but is not limited to, pre assessment scores, demographic information, past performance scores and state proficiency levels. Percent and achievement levels of a teacher's SLO population that meet the target is converted into the current 0-20 metric and assigned a HEDI rating for student performance.

New York State Next Generation Assessment Priorities	
Please provide detail on how the proposed supplemental assessment 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):	All assessments applicable are aligned to the Common Core Learning Standards.
Assessments Woven Tightly Into the Curriculum:	All assessments are aligned and locally developed to the appropriate State or Common Core Learning Standards. Administrators and teachers work together to insure the assessments are a summation of the yearly curriculum. Assessment results give opportunity to revise the curriculum as needed yearly.
Performance Assessment:	Performance assessments are utilized in Art, Music, Physical Education and FCS. All other areas use performance assessments whenever it is possible to ask students to perform authentic tasks.
Efficient Time-Saving Assessments:	Most assessments are given within a single or double period. Performance based assessments vary depending on the task and the allotted time students require.
Technology:	Examples, calculators, computers
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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**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.

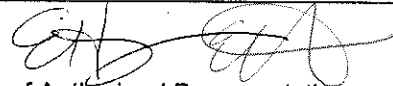
PLEASE SUBMIT ONE "FORM H" FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

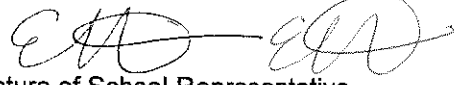
The Applicant makes the following assurances:

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"/> <input 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"/> <input type="checkbox"/>
The assessment can be used to measure one year's expected growth for individual students.	<input checked="" type="checkbox"/> <input 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"/> <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.	<input checked="" type="checkbox"/> <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.	<input checked="" type="checkbox"/> <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	<input checked="" type="checkbox"/> <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:

1. Name of Organization (PLEASE PRINT/TYPE) Brookhaven-Comsewogue UFSD	4. Signature of Authorized Representative (PLEASE USE BLUE INK) 
2. Name of Authorized Representative (PLEASE PRINT/TYPE) Erin M. Hynes	5. Date Signed 8/10/16
3. Title of Authorized Representative (PLEASE PRINT/TYPE) District Administrator for Curriculum	

1. Name of LEA (PLEASE PRINT/TYPE) Brookhaven-Comsewogue UFSD	4. Signature of School Representative (PLEASE USE BLUE INK) 
2. School Representative's Name (PLEASE PRINT/TYPE) Erin M. Hynes	5. Date Signed 8/10/16
3. Title of School Representative (PLEASE PRINT/TYPE) District Administrator for Curriculum	