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:	FastBridge Learning, LLC
Assessment Provider Contact Information:	www.fastbridge.org 612-254-2534 sales@fastbridge.org
Name of Assessment:	FAST earlyReading
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?	Grades K to 1
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	English Language Arts (ELA)/Reading
What are the technology requirements associated with the assessment?	FAST™ is a web-based, hosted SaaS solution. As such, with no hardware or software to install, implementing FAST is simple. FAST requires no network or computer-based installation. Our cloud-based system is easy to implement and supported with optional automated rostering and SIS integration, nothing to install or maintain, and multi-platform and device support. The infrastructure requirements of New York Schools will be minimal.
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 earlyReading measure is designed to assess both unified and component skills associated with kindergarten and first grade reading achievement. earlyReading is intended to enable screening and progress monitoring across four domains of reading (Concepts of Print, Phonemic Awareness, Phonics, and Decoding) and provide domain specific assessments of these component skills as well as a general estimate of overall reading achievement. earlyReading is an extension of CBMReading, which was initially developed by Deno and colleagues to index the level and rate of reading achievement (Deno, 1985; Shinn, 1989). earlyReading uses an online application, and is therefore accessible from any location with Internet access; the data obtained from all earlyReading administrations are stored online and users have immediate and ongoing access to a variety of reports to facilitate easy use of data.

FAST assessments are supported by an extensive set of materials to support teachers and students, including self-directed training modules that allow teachers to become certified to administer each of the FAST assessments. These features establish earlyReading as a unique and significant addition to screen students and monitor progress across two primary grade levels. The current version of earlyReading has an item bank that contains a variety of items, including those with pictures, words, individual letters and letter sounds, sentences, paragraphs, and combinations of these elements.

The research literature provides substantial guidance on instruction and assessment of alphabetic knowledge, phonemic awareness, and oral reading. The objective of earlyReading measures is to extend and improve on the quality of currently available assessments. FAST was developed by Dr. Theodore Christ and colleagues (2012), and published by the University of Minnesota – Twin Cities.

Uses and Applications: earlyReading is intended for use in the early primary grade levels (K-3). earlyReading is designed for all students in the early primary grade levels. This includes students in kindergarten through third grade. earlyReading subtests are most relevant for students in kindergarten and first grade, but they have application to students in later grades who have yet to master early reading skills. earlyReading consists of 12 different evidence-based assessments for screening and monitoring student progress: Concepts of Print, Onset Sounds, Letter Names, Letter Sounds, Word Rhyming, Word Blending, Word Segmenting, Decodable Words, Nonsense Words, Sight Words (kindergarten 50 words and first grade, 150 words), and Sentence Reading. Each assessment is designed to be highly efficient. There are recommended combinations of subtests for fall, winter, and spring screening aimed to optimize validity and risk evaluation. Similarly, there are recommended combinations of subtests for fall, winter, and spring for monitoring of progress. Supplemental assessments may be used to diagnose and evaluate skill deficits. Results from supplemental assessments provide guidance for instructional and intervention development.

Screening: earlyReading provides efficient and cost-effective screening to identify those students with reading difficulties. earlyReading is often used by teachers to screen all students and to estimate annual growth with tri-annual assessments (fall, winter, & spring). Students who progress at a typical pace through the reading curriculum meet the standards for expected performance at each point in the year. Students with deficit achievement can be identified in the fall of the academic year so that supplemental, differentiated, or individualized instruction can

be provided. Four earlyReading subtests are recommended for each universal screening period to assess a combination of skills.

Progress Monitoring: earlyReading is designed to accommodate quick and easy weekly assessments, which provide useful data to monitor student progress and evaluate response to instruction. Percentile scores, subtest scores, and composite scores can serve to inform educators whether a student is meeting average levels of reading proficiency. The availability of multiple alternate forms for various subtests of earlyReading make it suitable for monitoring progress between benchmark assessment intervals (i.e., fall, winter, and spring) for those students that require more frequent monitoring of progress. Onset Sounds has 13 alternate forms, and the following subtests have a total of 20 alternate forms: Letter Naming, Letter Sound, Word Blending, Word Segmenting, Decodable Words, Sight Words, and Nonsense Words. Concepts of Print, Rhyming, and Sentence Reading progress monitoring forms have not yet been developed.

Reports are available to evaluate student performance against local norms, mastery criterion, and predictions of risk to meet proficiency standards on state tests. Benchmark/criterion standards are specified for each grade level, which are used to identify students at risk.

FAST provides information on student proficiency, as well as growth reporting over time. Our easy-to-generate, carefully structured reports are instantly available for teachers. These reports are instantly applicable to instruction, offering rich information about student strengths, areas needing improvement, and growth trends within and across school years.

FastBridge Learning provides tailored options for training, professional development (PD), and ongoing learning that are designed to be efficient, effective, and engaging. We believe that in order for teachers to provide high quality instruction for their students, we must provide high quality professional development for our participants. We use multiple approaches to facilitate learning, including digital technologies, interaction, hands-on learning, small group activities, Q&A, live modeling, certification, and more to create a learner-centered environment that maximizes engagement and knowledge retention. Training and Professional Development Service Options delivered by FastBridge Learning Consultants:

- Onsite services in single or two-day packages designed specifically to provide guidance, instruction, and assistance to support action planning and implementation delivered in a train-the-trainer model.
- Webinar-style services: "Ask the Expert" consultation/training by-the-hour provides a flexible delivery model with affordable, just-in-time PD when you need it most.

The FAST Knowledge Base also offers extensive online support to users via a searchable database of written articles, screenshots, step-by-step tutorials, archived webinars, and tutorial videos about FAST. The Knowledge Base includes general FAQs, Getting Started Guides and Videos for all user roles in FAST, Archived Webinars, Login Access Guides, Overviews, FAQs, Data Interpretation Guides, and other Resources for each of the FAST measures, resources to support screening and progress monitoring set-up and administration, report guides, Benchmark and Norm information, and tools to support School Managers and District Managers. From the FAST Knowledge Base, users may also submit a request for assistance from our School Support team either via email or using the Knowledge Base's "Live Chat" feature (available during business hours).

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 target setting model for Student Learning Objectives(SLOs) is an individual growth target model, which is set by the Local Education Agency (LEA). The LEA sets the individual student growth target that represents one year of learning growth, which will be measured with an end-of-year benchmark screening assessment. The percentage of students who meet or exceed their individual growth target is calculated based on a comparison of beginning to end-of-year assessment data. The total percentage of students meeting or exceeding growth expectations set by the LEA at the beginning of the school year is cross-walked to the NYSED's 0-20 rubric, and this then becomes the educator's HEDI rating. For example (based on 100-point scale), if 91-100% of students meet their individual growth target set by the LEA, the teacher would receive a rating of "Highly Effective." If 75-90% of the students in a teacher's classroom meet or exceed their individual growth target set by the LEA, the teacher would receive a rating of "Effective". If 65-74% of students meet their individual growth target, the teacher would receive a rating of "Developing." And, if 64% or fewer students meeting their individual growth target, the teacher would receive an "Ineffective" rating.

New York State Next Generation Assessment Priorities Please provide detail on how the proposed supplemental assessment l 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):	The earlyReading assessment is consistent with best practices in measuring the New York State Learning Standards in ELA. Reliability and validity evidence supports the use of earlyReading for the purpose of assessing both unified and component skills associated with Kindergarten and 1st grade reading achievement across the domains of reading, including Concepts of Print, Phonemic Awareness, Phonics, and Decoding, and provide domain specific assessments of these component skills as well as a general estimate of overall reading achievement. The research literature provides substantial guidance on instruction and assessment of alphabetic knowledge, phonemic awareness, and oral reading. The objective of earlyReading measures is to extend and improve on the quality of currently available assessments.
Assessments Woven Tightly Into the Curriculum:	We believe the best assessments are those that are able to be seamlessly administered in conjunction with regular classroom instruction and in support of the day-to-day academic goals of the teacher. Designed for Multiple Systems of Support (MTSS) and Response to Intervention (RtI), FAST makes program implementation easy and efficient with automated scoring, analysis, norming and reporting; customizable screening, benchmarking, instructional recommendations and progress monitoring. Immediate, on-demand reporting within FAST provides actionable data specifically designed to guide instruction and remediation. Our assessments help teachers collect data that answer their critical questions about student skills, instructional needs, and growth at the student, group, class, grade, school, and district levels. A variety of reports are provided to inform instruction. FAST

	assessments yield reports with scores compared to color-coded norms (class, school, district, national) and benchmarks (high risk, some risk, low risk that predict state test performance). Norms and benchmarks are available for both level of achievement and rate of growth. Rate of growth norms are provided for aggregated (all students) and disaggregated (high, typical, low achieving). These results are presented in automated reports. Reports help evaluate district, school, grade, and teacher level success.
Performance Assessment:	Reliability and validity evidence supports the use of earlyReading for the purposes of measuring both unified and component skills associated with kindergarten and first grade reading achievement. The Technical Manual (Appendix A-2) beginning on page 89 provides a detailed description of the reliability evidence for earlyReading. Evidence for validity of the earlyReading subtest measures was examined using the Group Reading Assessment and Diagnostic Evaluation (GRADE), a norm-referenced diagnostic reading assessment. Consistent with the requirements for evidence, the psychometric qualities for reliability and validity were statistically significant, and the various assessments are meaningful and statistically robust indicators of relevant outcomes, such as state tests and future performance in school. FastBridge Learning uses standard setting processes to summarize student performance. Standards may be used to inform goal setting, identify instructional level, and evaluate the accuracy of student performance. The FastBridge Learning software provides various resources to assist administrators with test result interpretations. For example, a Visual Conventions drop down menu is available to facilitate interpretation of screening and progress monitoring group and individual reports. Percentiles are calculated for local school norms unless otherwise indicated. Local school norms compare individual student performances to their same grade and school peers. Methods of notation are also included to provide information regarding those students predicted to be at risk. Exclamation marks (! and !!) indicate the level of risk based on national norms. One exclamation mark refers to some risk, whereas two exclamation marks refer to high risk of reading difficulties or not meeting statewide assessments benchmarks, based on the score. Interpreting FastBridge assessment scores involves a basic understanding of the various scores provided in the FastBridge Learning software and helps to guide instructional and intervention development. FastBridge Learning offers individual, class, and grade level reports for screening, and individual reports for progress monitoring. Additionally, online training modules include sections on administering the assessments, interpreting

	results, screen casts, and videos. Results should always be interpreted carefully considering reliability and validity of the score, which is influenced by the quality of standardized administration and scoring. It important to consider the intended purpose of the assessment, its content, the stability of performance over time, scoring procedures, testing situations, or the examinee. The FastBridge Learning system automates analysis, scoring, calculations, reporting and data aggregation. It also facilitates scaling and equating across screening and progress monitoring occasions.
Efficient Time-Saving Assessments:	Each earlyReading assessment is designed to be highly efficient and to assess both unified and component skills associated with kindergarten and first grade reading achievement and provide domain specific assessments of these component skills as well as a general estimate of overall reading achievement. earlyReading can be administered one-on-one in approximately 5-7 minutes per seasonal composite of four subtests for screening and in approximately 1 minute per subtest for progress monitoring. The assessment is computer administered (optional paper-and-pencil version available) with automated browser-based scoring. The automated output of each assessment gives information on the accuracy and fluency of passage reading which can be used to determine instructional level to inform intervention.
Technology:	FAST™ is a web-based, hosted SaaS solution. As such, with no hardware or software to install, implementing FAST™ is simple. FAST™ requires no network or computer-based installation. Our cloud-based system is easy to implement and supported with optional automated rostering and SIS integration, nothing to install or maintain, and multi-platform and device support.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	

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.

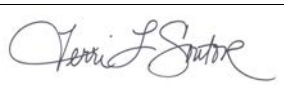
PLEASE SUBMIT ONE "FORM H" FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

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.[3]	☒

[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:

FastBridge Learning, LLC 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Terri Lynn Soutor 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	January 8, 2017 5. Date Signed
Chief Executive Officer 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)	