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:	Garden City Union Free School District
Assessment Provider Contact Information:	56 Cathedral Avenue Garden City, NY 11530
Name of Assessment:	GCUFSD Reading Fluency Monitor
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-2
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA
What are the technology requirements associated with the assessment?	None
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)**

Description:
Garden City UFSD proposes to use well-established, research-based methods of checking student reading fluency in grades K-2. Research has shown that fluency checks are excellent predictors of future reading success. This application emphasizes the methods and protocols rather than the materials used.

Administration:
Trained staff administer 1:1 fluency checks of at least one minute per student. Baseline and end-of-year assessments are administered.

Score Reporting:
Trained staff record each student's score on a spreadsheet.

Implementation:
All staff are trained in the correct administration of fluency checks.

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 school year begins in grades K-2 with a reading fluency check for each student. Students are then assigned a target which represents one year of growth. Targets account for attendance and other factors. A 0-20 HEDI score is assigned to the teacher using the state-approved SLO table.

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):	The Common Core State Standards emphasize fluency in both ELA and mathematics. Brief fluency checks are directly tied to the NYS Common Core Standards and mirror skills posted on enagageNY.
Assessments Woven Tightly Into the Curriculum:	These fluency measures are strongly aligned with teachers' academic goals.
Performance Assessment:	This is a Performance assessment because students are asked to read letters/words.
Efficient Time-Saving Assessments:	The fluency assessments last one minute. This is very time efficient and is incorporated into normal instructional time thus requiring no additional testing time.
Technology:	Since oral reading is a performance task, no additional technology is required although it may be used to if needed to support an IEP. All scores are stored in a database for analysis.
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**

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]	☒

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[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:

Garden City UFSD 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Dr. Robert Feirsen 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed
Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

Garden City Union Free School District 1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE **BLUE** INK)
Dr. Robert Feirsen 2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed
Superintendent 3. Title of School Representative (PLEASE PRINT/TYPE)	