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.

Name of Assessment Provider:	Hewlett-Woodmere Public Schools
Assessment Provider Contact Information:	1 Johnson Place Woodmere, NY 11598
Name of Assessment:	HWPS developed course specific 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?	P-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	All Subject areas
What are the technology requirements associated with the assessment?	Calculators for math and some science exams
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 that include:
1. description of the assessment ...
2. description of how the assessment is administered ...
3. description of how scores are reported (include links to sample reports if possible) ...
4. description of how Assessment Provider supports implementation of the assessment, including any technical assistance. (3 pages max)

- Description: Assessments are directly linked to either NYS Standards for the subject area or NYS Next Generation Learning Standards. Assessments mirror models provided in NYS assessments
- How administered: Teachers will collect baseline data and analyze available and relevant student achievement data at the beginning of the school year. Historic student achievement data and/or common pre-assessments, as appropriate, will provide a baseline score for each student on the roster. Year-end assessments are administered in class or during the Regents testing period.
- How scores are reported: Scores are reported through our student information system
- How implemented: all assessments are implemented using the same criteria found in the Examination Administration Documents that come with 3-8 assessments and Regents exams. All exams are kept locked in a safe until the day of administration.

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.

At the beginning of the year teachers will collect baseline data and analyze available and relevant student achievement data at the beginning of the school year. Historic student achievement data and/or common pre-assessments, as appropriate, will provide a baseline score for each student on the roster. Targets are then set for each student to achieve a passing score on the final exam. The percentage of students that met their individual targets are calculated to assign the teacher growth scores. Teachers with percentages from 90-100 are HE (18-20 points), 75-89 are E (15-17 points), 60-74 are D (13-14 points) and 0-59 are I (0-12 points)

New York State Next Generation Assessment Priorities	
Please provide detail on how the proposed supplemental assessment (or assessment to be used with SLOs and assess each of the Next Generation Assessment Priorities below.	
Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	ELA and Math assessments are directly tied to the NYS Next Generation Learning Standards. They mirror many of the exemplars found in the modules and lessons found on the EngageNY website.
Assessments Woven Tightly Into the Curriculum:	Assessments are woven into the curriculum by embedding both formative and summative throughout the year or semester. Assessments are ongoing and serve to monitor student growth and drive instruction. School administrators and supervisors work with teachers on gathering assessment data and using such data to address student learning needs.
Performance Assessment:	Performance-based 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:	The district will continue to negotiate with the Teachers Union to lessen the number of assessments for the purposes of calculating student growth and achievement. School-wide and District-wide measures will be considered during negotiations.
Technology:	Technology can be used depending upon the course outline and requirements
Degree to which the growth model must differentiate across New York State's four levels of	

teacher effectiveness (only applicable to supplemental assessments):	

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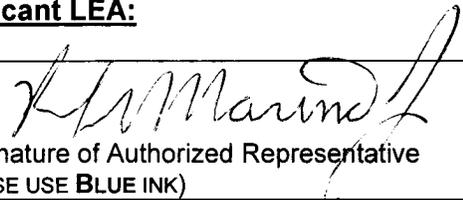
PLEASE SUBMIT ONE "FORM H" FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

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:

Hewlett-Woodmere Public Schools 1. Name of Organization (PLEASE PRINT/TYPE)	*[signature]* R. Marino 4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Ralph Marino Jr. 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed 5/10/16
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)	