



**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:	Monticello Central School District
Assessment Provider Contact Information:	845-794-7700 x70910
Name of Assessment:	All Monticello Central School District SLO Assessments
Nature of Assessment:	<p>X ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR</p> <p>SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: GAIN SCORE MODEL GROWTH-TO-PROFICIENCY MODEL STUDENT GROWTH PERCENTILES PROJECTION MODELS VALUE-ADDED MODELS OTHER:</p>
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 9, 10 and 12; math courses with no Regents exam; family and consumer science; business; science; social studies; arts (visual and performance); music; physical education; health; all other electives
What are the technology requirements associated with the assessment?	Technology is not required to administer the assessments
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	<p>X YES</p> <p>No</p>

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)**

Student Learning Objective Assessments were developed by committees of teachers through collaboration. All other assessments were coordinated through the Department Instructional Leaders and are directly linked to NYS Standards for the subject area or the NYS Common Core Standards, the assessments are available for pre and post assessments and are administered during one or two class periods. Pre-assessments are administered at the beginning of the school year, and post-assessments are administered at the end of the school year. The District established its own administration and scoring policy and procedures. Department Instructional Leaders offer support and user trainings as needed and include test security and protocols; data collection and analysis; curriculum development; assessment development; and Common Core professional development. All assessments are implemented using the criteria used for the administration of Regents exams found in the Examination Administration Documents for Regents Exam 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 the create teacher-level scores, and how those teacher-level scores are converted to New York State's 0-20 metric.

Pre and post assessments are aligned to NYS Standards for each course. The District assigns a gap closing metric for assessments requiring 50% gap closing growth between the pre-assessment score and mastery as the growth expectation for the post-assessment. This is what we consider one (1) year of appropriate growth for students. Students will either meet or not meet their target. The percentage of students that met their targets is calculated to determine teacher score. Using the two data points of the pre and post assessments, the number of students who met their targets is divided by the numbers of students participating in the assessments. Based on this calculation, a HEDI score is assigned to each teacher.

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):

Effective ELA and Math assessments are directly tied to the NYS Common Core Standards.

Assessments Woven Tightly Into the Curriculum:

Assessments are reviewed by administrators to ensure alignment with the Common Core and NYS Standards. Assessments are regionally and locally developed and assess the content and priorities of the respective curriculum. The standards, class instruction, and the goals of the teacher work in conjunction to ensure a fluid experience for students.

<p>Performance Assessment:</p>	<p>Performance assessments are encouraged, as applicable to the course, to assess students through authentic tasks.</p>
<p>Efficient Time-Saving Assessments:</p>	<p>All K-12 SLO assessments are to be administered in one class period. The use of two class periods is acceptable to enable testing accommodations for special education students. Additionally, whenever appropriate, performance assessments will be used to assess students.</p>
<p>Technology:</p>	<p>Assessments are varied based on the course requirements, expectations and instructional viability.</p>
<p>Degree to which the growth model must differentiate across New York State’s four levels of teacher effectiveness (only applicable to supplemental assessments):</p>	<p>Not applicable.</p>



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

To be completed by the Copyright Owner/Assessment Representative of the assessment being proposed and, where necessary, the co-applicant LEA:

<p>Monticello Central School District 1. Name of Organization (PLEASE PRINT/TYPE)</p>	<p><i>[Handwritten Signature]</i> 4. Signature of Authorized Representative (PLEASE USE BLUE INK)</p>
<p>Tammy Mangus 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p><i>8/4/16</i> 5. Date Signed</p>
<p>Superintendent of Schools 3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	

<p>1. Name of LEA (PLEASE PRINT/TYPE)</p>	<p>4. Signature of School Representative (PLEASE USE BLUE INK)</p>
<p>2. School Representative's Name (PLEASE PRINT/TYPE)</p>	<p>5. Date Signed</p>
<p>3. Title of School Representative (PLEASE PRINT/TYPE)</p>	