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:	Otsego Northern Catskills BOCES
Assessment Provider Contact Information:	Joe Booan
Name of Assessment:	Anatomy/Physiology
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?	12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	CTE: New Visions Medical Program
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)**

The BIOL 202 Introduction to Human Anatomy and Physiology assessment is based on the BIOL 202 content standards approved by the SUNY Oneonta biology department. The assessment consists of diagrams, charts, concept maps, sentences, matching, short answer questions, and an extended response question. The diagrams come from Pearson's Essentials of Human Anatomy and Physiology resource DVD by Elaine N. Marieb. The assessment was submitted for approval from SUNY Oneonta during the course approval process.

The assessment is administered in one 1.5-2.0 hour class sitting in a quiet designated testing area without disruptions. Pre assessments are administered in the first two weeks of class and Post assessments are administered during the college May final schedule (around the second week of May).

A non-interested party scores the pre-assessments and targets are developed based on the pre assessment data. Post-assessment scores are compared to the target charts to determine growth, and the percentage of students achieving their target is then converted to the NYS 0-20 metric.

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 two teachers have over 50 years of teaching experience combined and use historical data and pre-assessment scores to determine differentiated targets. Post-assessment data is used to determine the expected growth target as a percentage. The aggregate of these scores are converted to the 3012-d HIDI bands: Ineffective (0-12); Developing (13-14); Effective (15-17); and Highly Effective (18-20pts).

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):	N/A
Assessments Woven Tightly into the Curriculum:	Formative and summative assessments are used throughout the school year to reinforce and monitor student progress in successfully completing the college-level approved curriculum.
Performance Assessment:	Performance assessments such as dissections and Up Close Cardiology where students teach middle school students about heart anatomy and health are incorporated into the curriculum. Teaching others and observing structures beyond diagrams are important to success in the health care field.
Efficient Time-Saving Assessments:	Parts of the assessment include matching and diagrams to quickly assess students' knowledge of structure and function, but the assessment also requires in-depth understanding through concept maps, short answer questions and an extended response. Rubrics are provided to the students within the exam so students understand how responses will be graded.

Technology:	Diagrams incorporated in the exam are from the Instructor Resource DVD provided with the student textbook Essentials of Human Anatomy and Physiology by E. Marieb. This provides diagrams that are clear and colored to enhance areas to identify.
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

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.[4]	X

[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:

Otsego Northern Catskills BOCES 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Joe Booan 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed 8/8/17
Assistant Superintendent of Student Programs 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)	

STUDENT ASSESSMENTS AND ASSOCIATED GROWTH MODELS FOR TEACHER AND PRINCIPAL EVALUATION

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Assessment Provider Information	
Name of Assessment Provider:	Otsego Northern Catskills BOCES
Assessment Provider Contact Information:	Joe Booan
Name of Assessment:	Engineering
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?	12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	CTE: New Visions Engineering Program
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)**

The assessment is aligned to the Common Core Learning standards and outcome expectations for entry level collegiate engineering students. It is administered at the end of the full length Exploring Engineering course with appropriate accommodations for 504 plans and IEP's. Scores are reported to the building principal and then recorded and stored for seven years. Electronic and instructor support are implemented as needed with respect to testing accommodations as outlined by New York State's testing protocol.

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.
With fifty years of combined teaching experience with the continued use of historical data and pre-assessment scores to determine differentiated targets. Post-assessment data is used to determine the expected growth target as a percentages. The aggregate of these scores are converted to the 3012-d HIDI bands: Ineffective (0-12); Developing (13-14); Effective (15-17): and highly Effective (18-20pts).

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):	Not applicable.
Assessments Woven Tightly into the Curriculum:	Assessments are reviewed for content and relevance. Containing a variety of questions that cover a wide range of engineering subjects that the students have encountered during the school year.
Performance Assessment:	The assessment contains questions that when answered correctly show evidence of the student's ability to remember specific facts related to the subject material and to think critically through problems.
Efficient Time-Saving Assessments:	The post assessment is administered during a one period time frame (40 minutes) at the end of the course.
Technology:	Though most of the questions and material are on various advanced technologies the final exam is a written exam.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	Not applicable.

STUDENT ASSESSMENTS FOR TEACHER AND PRINCIPAL EVALUATION

FORM H

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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.[4]	☒

[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

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Joe Booan 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	10-2-17 5. Date Signed
Assistant Superintendent of Student Programs 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE BLUE INK)
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