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:	Byram Hills Central School District
Assessment Provider Contact Information:	Dr. Jen Lamia 914-273-4082 x5910 jlamia@byramhills.org
Name of Assessment:	Byram Hills Local 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?	K - 12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA, Mathematics, Social Studies, Science, World Languages Fine Arts, Physical Education
What are the technology requirements associated with the assessment?	N/A
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 Byram Hills Central School District Local Assessment is a performance-based assessment that measures student performance and student growth along a continuum of local, state, and national standards. In addition, the Local Assessments align to District goals and priorities and measure the Byram Hills Lifelong Learning Standards, the 4Cs of 21st Century Learning (communication, collaboration, critical thinking, and creativity), and problem-solving. The Local Assessments are embedded in the instructional process that incorporates feedback aligned to the established assessment criteria.

Several procedures are employed to assure validity and reliability of the Local Assessments:
- The Local Assessments are aligned to the NYS Learning Standards, Common Core Standards, local and national standards, and to instructional objectives.
- The assessments are scored using common scoring rubrics and anchor papers.
- The assessments, rubric design, and anchor papers are rated on a readiness scale. The scale reflects the continuum in the assessment design process from beginning stages to the revised/refined stage of development.
- The assessment data are compared to other measures of student performance, including state tests and teacher-created assessments.
- The data analysis process involves collaboration with peers and administrators to reflect on the data and determine instructional improvement methods.

Evidence of rigor will include the following:
- Validity – the assessments measure what it is intended to measure.
- Reliability – the assessments demonstrate accuracy of results demonstrated over time.
- Purpose – the assessments align to District, school, and departmental goals and expectations.
- Utility – the data collected from the assessments are useful for improving student learning through instructional and curricular revisions.

The Local Assessments are administered at a pre-scheduled time to all students at the same time in common courses or grade levels, and may take place over several days or week. Written instructions are provided to the test proctors/classroom teachers to ensure continuity in test administration. Accommodations are provided to students with IEPs or 504s.

The Local Assessments are scored during release time or during the superintendent's conference day using the appropriate scoring criteria and rubrics. No teacher scores the assessments of his or her own students, as per the APPR regulations as practicable. Scores are reviewed by building administration and entered into the District's teacher evaluation management system. The scores in the management system are reviewed by District Office administration.

All District administrators receive lead evaluator training and are certified to conduct teacher evaluations. As part of the training process, administrators review the protocol for Local Assessment administration, which includes, security of exams, scoring, and data collection and reporting.

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.

Before November 1 of each year, teachers will review prior student performance data, including end-of-course grades, final exams, state tests, student work samples, and pre assessment data. Teachers and their administrators will collaborate on a goal-setting process for the students covered in their SLOs. Teachers will enter the target in the teacher evaluation management system. School and District administration will review SLO targets. The purpose of setting rigorous growth targets for Student Learning Objectives (SLOs) is to provide opportunities for all students to achieve high learning goals. Teachers are able to meet individual learning needs when they have access to data from past student performance from multiple measures.

The SLO targets will align to the scoring bands and HEDI ratings prescribed by the NYSED Commissioner. Upon completion of the Local Assessment scoring process, the SLO scores are entered into the management system, which will convert the scores to the 0-20 points and the HEDI rating.

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 design of the Byram Hills Local Assessments in ELA and mathematics contain the characteristics of good assessments in many ways: - The assessments align with the Common Core Learning Standards as well as local and national standards. - The assessments are created with the local curriculum in mind. Teachers and administrators design the assessments with guidance from our expert consultants to fit into the curriculum and align vertically. - A common design template is used for the assessments. - The assessment design considers age appropriate tasks. - The assessments are congruent with instruction; that is, they align with what has been taught and with the expectations for learning. - The assessments require students to demonstrate transfer of knowledge; that is, students use the skills and knowledge learned in new ways. - Students apply their learning in authentic ways to demonstrate the application of knowledge. - The assessment task requires communication of knowledge and/or skills through written, artistic, oral, mathematical, or technological performances and products that require high level of thinking and different types of knowledge.
Assessments Woven Tightly Into the Curriculum:	The Byram Hills Local Assessments are tightly aligned to current curriculum and local, state, and national standards. Teachers maintain curriculum maps that outline the learning priorities for courses. Teachers and administrators collaborate to write assessments aligned to the current curriculum. The District collaborates with

	regional experts to design the Local Assessments and to create the rubrics. Rubrics are developed through an extensive multi-year process using student work as anchors in the performance levels of the rubric. This process ensures tight alignment to curriculum.
Performance Assessment:	The Local Assessments are designed using a performance-assessment framework. The District participated in extensive multi-year training in assessment design, where most of the Local Assessments were created and vetted by expert consultants and administrators. All Local Assessments specify the big ideas, essential questions, content goals, skills and knowledge, and conceptual understandings that students must demonstrate. The learning activities closely align with the learning goals, and students must demonstrate proficiency through performance or products, frequently in authentic situations.
Efficient Time-Saving Assessments:	The Local Assessments are embedded in the instructional process and culminate in a final product or presentation. Since feedback is provided along the way and the assessment produces learning opportunities, classroom time is maximized.
Technology:	The Local Assessments may require the use of technology where appropriate. The evaluation of appropriate technology tools is determined during the design of the assessment. When needed, students are provided instruction on new technology tools. Teachers receive training when using new technology. The District ensures all students have access to the required technology to complete the Local Assessment.
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.[2]	☒

---

[2] 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:

Byram Hills Central School Disrict 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Dr. William Donohue 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed 4/4/16
Superintendent of Schools 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)	