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:	National Restaurant Association Educational Foundation
Assessment Provider Contact Information:	Wendi K. Safstrom, Vice President-Programs & Administration
Name of Assessment:	Foundations of Restaurant Management & Culinary Arts, Level 1 Final Examination; Foundations of Restaurant Management & Culinary Arts, Level 2 Final Examination Both examinations are copyrighted by the National Restaurant Association Educational Foundation
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?	Any two grades form 10-12. May be used for grade 9 at the discretion of the LEA.
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Culinary Arts

What are the technology requirements associated with the assessment?	Print Exams:
	-Internet connection with browser (high speed internet connection is recommended)
	    -Internet Explorer® 6.0 or higher
	    -Firefox® 2.0 or higher
	    -Safari® 5.1.2 or higher
	    -Google Chrome™ 3.0 or higher
	    -Adobe Reader
	    -Printer
	    -Email Address
	
	-Online Exam
	    -Internet Explorer® 6.0 or higher

	-Firefox® 2.0 or higher -Safari® 5.1.2 or higher -Google Chrome™ 3.0 or higher -If proctoring online exam, a computer for each test-taker is necessary. Email address
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)**

Attachment # 1 (located at the end of the application)

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.

Attachment # 2 (located at the end of the application)

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):	NA
Assessments Woven Tightly Into the Curriculum:	Yes
Performance Assessment:	NA
Efficient Time-Saving Assessments:	Yes, the examinations are offered online, which provided immediate scores.
Technology:	As stated above the examinations require the use of technology in a number of ways.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	The conversion of the examinations' percentile scores to the 0-20 HEDI scale meets this requirement.

	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]	☒

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[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:

National Restaurant Association Educational Foundation 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Wendi K. Safstrom 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	May 31, 2016 5. Date Signed
Vice President, Programs & Administration 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

Madison-Oneida BOCES 1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE BLUE INK)
Dr. Howard Mettelman 2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed 6/6/16
District Superintendent 3. Title of School Representative (PLEASE PRINT/TYPE)	

Attachment # 1

The Foundations of Restaurant Management and Culinary Arts (FRMCA) Assessments (Level 1 and Level 2) support culinary arts courses using the FRMCA curriculum, which is a component of the ProStart program. ProStart is a nationwide, two-year career and technical education program offered by the National Restaurant Association Educational Foundation (NRAEF). It focuses on teaching culinary arts and restaurant management fundamentals. The program is currently offered to nearly 140,000 students in more than 1,800 high schools and career & technical education centers/BOCES in all 50 states, the Territory of Guam and Department of Defense Education Activity schools in Europe and the Pacific. ProStart is administered in New York State by the New York State Restaurant Association Educational Foundation (NYSRAEF).

The exams do not measure normative growth; rather, they are criterion-referenced and are designed to assess whether or not the student meets the learning objectives as outlined in the training. The two Foundations of Restaurant Management and Culinary Arts exams each contain 100 multiple-choice items. The items are dichotomously scored with 1 point being awarded for a correct response and 0 for an incorrect response. The total possible score for each level is 100 points. Exams are available both for both print and online administration. Students who take the print exam must record their answers on scan-tron answer sheets, which are returned to and scored by the National Restaurant Association (NRA). The passing score for the Level 1 and Level 2 exam is 70%; each exam's passing score was determined through the modified Angoff process. A passing score indicates that the examinee has demonstrated competency on meeting the trainings' learning objectives.

There is no time limit for the exams, although most students finish within an hour. Students may not use books or notes to communicate with other examinees during the session. Questions are designed to assess thinking skills in accordance with these cognitive levels:
1) Recall information;
2) Recognize what is being communicated to make use of information, and
3) Use information in a new situation.

In developing the Foundations of Restaurant Management and Culinary Arts examinations, the NRA relied on the expert judgment of qualified industry professionals throughout the entire process. Utilizing subject matter experts in this manner and documenting the qualifications, required tasks, and interactions of the expert panels contribute to validity evidence.
In recruiting subject matter experts for participation, the NRA aimed for adequate representation by industry segment, years of experience, position within an organization, geographic location, and gender. To qualify as a committee member, subject matter experts were required to complete an application and submit credentials. Before any meeting, the NRA provided committee members with training materials and other information which would prepare them for the meeting.

As one source of validity evidence, the initial steps after an organization decides to create an examination are to determine how test-score users will employ examination scores and define the minimally competent examinee for whom the examination is intended. Employing a job analysis is a useful method for accumulating multiple types of evidence to support intended examination score interpretations. The job analysis outlines the job tasks and associated knowledge, skills, and abilities the examination is intended to measure.

A representative panel participated in the job analysis committee. During this meeting, the committee agreed upon a definition of the target examinee and developed an initial content outline of the major domains and tasks required of a high school restaurant management student.

It should be noted that the assessments are independent of each other, represent different learning outcomes and do no denote different competency levels (i.e. Level 2 does not include more advanced content, just different content).

Students who pass both the Leve 1 and Level 2 assessments, demonstrate proficiency in specific foundational skills and document 400 hours of mentored work experience through paid employment, school-based enterprise or relevant volunteer work earn the ProStart National Certificate of Achievement. Major restaurant organizations give priority consideration to applicants with COAs. A number of post-secondary schools across the country, including SUNY-Cobleskill and Monroe College in New York, offer articulated credit to students with COAs, ranging from 1.5 to 13 credit hours, depending on the institution. Students with COAs also receive additional points on NRAEF scholarship applications.

Score reports for online and written exams are available to educators on the NRAEF website. Additional educator resources, including Exam Review Guides, are also available on the website, using the educators' unique user id and password.

The Foundations of Restaurant Management & Culinary Arts Exams are non-secure copyrighted exams. Threats to the Exams are monitored by the Exam Security Department. The Exam Security Department is responsible for protecting the Exams, their related processes, and the people involved with them from any operational risks associated with the development, publication, storage, and administration of the Exams. Investigations regarding suspected security violations are launched within 5 business days and resolutions typically occur within 30 days or less.

The National Restaurant Association Education Foundation provides "live" customer service support between the hours of 8:00 AM and 6:30 PM CDT M-F, excluding holidays and office closings. Questions, comments, and concerns related to the program can be directed to servicecenter@restaurant.org or 1.800.765.2122 ext. 6703 24 hours a day. Response time can be within one business day, however depending on the nature of the question/concern this can vary. Updates to service interruptions, as they're known, are posted in advance of the service date.
Customer service is also available from the NRAEF's national ProStart team in Washington DC and through the NYSRAEF office in Albany.

Attachment # 2

The ideal way to demonstrate growth in restaurant management and culinary arts using the Foundations exams would be for teachers to administer the exam during the first week of instruction to obtain a pre-instruction, or baseline, score, and then again at the end of the course for a final score. Teachers should also inform students that the pre-test scores will not be used towards their grades, but as an assessment of where their current abilities lie.

When administering the pretest, the exam answers should be recorded directly on the exam or on a separate piece of paper, and should be scored by the teacher and kept on file until the end of the term. The NRA will not score nor record these pre-tests.

After the instructional period, the exam will be administered as a final course exam, on scantron answer sheets, and will be returned to the NRA for official scoring. Teachers will also be able to score their student's final exams based on the provided answer key, will be able to make pre-post test comparisons in scores. The overall growth students within a class will be used to evaluate teacher and principal evaluations.

Representatives from the NRA will meet with district representatives to cross-walk exam content to the teacher/principal evaluation, define the rating scales for teachers and principals as related to student exam performance, and identify the best metrics for measuring success.

See below for suggested scoring rubric

2012-2013 where no Value-added growth measure	Growth or comparable measure	Locally Selected measures of growth	Locally-selected measures of growth or achievement (20 pts ea)	EXAM Score criteria: Student pass rate
Highly Effective	Results are well-above state average for similar students or district goals if no state test	Results are well above District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject	18-20	76% or more of examinees pass the exam
Effective	Results meet state average for similar students or district goals if no state test	Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject	9-17	65% - 75% of examinees pass the exam
Developing	Results are below state average for similar students or district	Results are below District or BOCES-adopted expectations for growth	3-8	51-64% of examinees pass the test

	goals if no state test	or achievement of student learning standards for grade/subject		
Ineffective	Results are well below state average for similar students or district goals if no state test	Results are well below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject	0-2	0-50% of examinees pass the test